

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



Images courtesy of Youth Sport Trust

PE Funding Evaluation Form

- It is intended that this template should be used as preparation for the completion of the statutory digital reporting tool being introduced this academic year. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- Before you decide how you are going to use the funding for this academic year, you should reflect and evaluate the impact of your use of the funding in 2023/24.
- All spending of the funding must conform with the terms outlined in the Conditions of Grant document.
- The template is a working document that you can amend/update during the year.
- Based on your evaluation of last year's funding you should decide what you intend to do this academic year, how you will do it, and what impact you expect it to have.

It is important that the funding is used effectively and based on your school's needs.

- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

Summative digital reporting from June 2025 will continue to include swimming and water safety information, therefore funding can be used to provide top-up lessons where necessary to ensure pupils meet national curriculum swimming requirements.

Review of last year 2023/24

We recommend that you start by reflecting on the impact of current provision and reviewing your previous spend

What went well?	How do you know?	What didn't go well?	How do you know?
<ul style="list-style-type: none"> • Top Up Swimming sessions provided for Year 5 pupils. • Purchased new Sports Equipment. • Improve outdoor spaces and resourcing to encourage increased physical activity during break times and structured learning times. Improve pupils' physical and mental health/ wellbeing. Encourage increased participation in sport and physical activity for leisure - Increase engagement of less active pupils in physical activities - Increase the range of activities on offer to pupils during the school day and out of hours. • Throughout the school staff are actively promoting movement breaks and promoting the Active 	<ul style="list-style-type: none"> • Year 5 children attended extra swimming sessions. • Increased number of pupils attending school. After a PE Equipment audit, it was evident that the purchase of new sports equipment to ensure high quality PE can be maintained. • Children enjoyed playing outside. They have increased their activity levels, teamwork and communication skills. Children are not sedentary during play; they are immersed in their environment using the Outdoor Play and Learning equipment. Increased attendance at lunchtime and after-school clubs. Music Friday is a lovely way to finish the school week – boys and girls eager to show their dance moves. • Children welcome the movement breaks. 	<ul style="list-style-type: none"> • Problems with pool closures lead to fewer sessions. • • Problems with the school field's surface and poor weather prevented us from using it at times. • Small classroom space that at times can make some 	<ul style="list-style-type: none"> • 67% of children could swim competently, confidently and proficiently over a distance of at least 25m including safe-self rescue. • Increased participation and engagement. • Through the sports committee and pupils' voices, all were keen to be exposed to a wider range of sports during breaks and lunchtimes. Timetable of activities provided by the Committee. • Pupil voice, children keen to select

Review of last year 2023/25

<p>30 program.</p> <ul style="list-style-type: none"> • Whole school outdoor adventure program with Exploring Etc. Organised a successful residential for Year 6 to stay in Northumberland. • Children participated in regular intra-school competitions and have knowledge of local clubs to continue sport outside of school. Used social media and newsletters to signpost children to these clubs. 	<ul style="list-style-type: none"> • Children have attended at least a term worth of outdoor adventurous activities. • Children are engaged during competitions with a drive to do well. 	<p>movements tricky.</p> <ul style="list-style-type: none"> • • 	<p>movement breaks: Super movers, Jump Jonny, and Just Dance.</p> <ul style="list-style-type: none"> • Feedback from staff, parents, and children speaks highly on how successful this package is. • Through pupil voice, children were keen to be exposed to a wider range of sports and competitions.
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Intended actions for 2024/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ol style="list-style-type: none"> 1. Continue to increase engagement of all pupils in physical activity during lunch time to improve physical wellbeing, whilst promotion positive behavior and attitude. This will include a timetable of activities to expose children to a wider variety of sports ie, rounders, football and new age kurling. 2. Durham Trinity School to work the SLT and PE lead to provide support and training for SEND children. 3. Use the GetSet4PE scheme to continue the development of teacher confidence to maximize outcomes for all. 4. Invite local dance club into school to teach KS 1/EYFS ballroom dancing. 5. Sign up to Bikeability through Colin Young for whole school improvement. 6. PE Lead to contact Ready Sett Go to book the program for EYFS. 7. Register for National School Sports Week in June. 8. Whole school to complete the TCS Mini Marathan. 	<ol style="list-style-type: none"> 1. Lunchtime supervisors organise and lead physical activity and encourage more children to be active. Sports Committee to provide a timetabled schedule so all year groups rotate throughout the year. 2. SLT to give feedback to staff on any training advice or resources provided. 3. PE Lead to maintain the yellow booklets at the end of each half term to track progress. 4. Contact local dance and liaise with the teacher to arrange availability. 5. Arrange a suitable timetable to facilitate the activity. Secretary to contact parents to book onto the activity. 6. PE Lead to attend CPD provided by Ready Sett Go and organise a suitable time to roll out the program over a term. 7. Register online and work with the Sports Committee to schedule a week of sporting activity. 8. Register online for the event. Liaise with teachers to schedule running times over two weeks to cover the required distance. Children to and staff to monitor progress.

Intended actions for 2024/27

9. Support Women's football – sign up to Monster Kickabout program. Increase opportunities for girls' football.

10. Continue to raise attainment in swimming.

9. Register online with Monster Kickabout. Sports committee to organise a rota for the field to ensure availability on different days for different year groups. The sports committee monitors the Women's Euros and records results. Sports committee to provide every child with a country to pick out of hat and follow that teams progress. Prize to be awarded to the winning team.

10. Review the current system of children attending swimming and amend as necessary to prioritise those children who are close to passing the required distance of 25m.

Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
Impact on children's engagement in organised activities at break times and lunch times.	Increased engagement in organised activities by pupils has been noted; so much so that lunchtime activities are organised on a rota basis so that each year group has access to at least one organised weekly activity.
Impact on children's engagement in lessons.	Additionally, teachers who utilise movement breaks within the classroom and outside have reported higher levels of engagement and focus in children during lesson times.
Increased levels of physical fitness in children.	Overall, the improvement in children's physical fitness and agility is apparent during PESSPA sessions, where an increased access to movement sessions and organised activities throughout the school week has had a direct impact on the capabilities of children during taught PE sessions.
Higher participation numbers in sports/clubs outside of school.	More children are reporting attending club/sporting sessions outside of school after having experienced access to this in school time.
Improvement in children making progress in swimming, particularly for children who have struggled to overcome fears.	Most children are making good progress during swimming sessions.
Higher resilience amongst children when faced with a new physical activity.	Children are often faced with new challenges during organised outdoor activities with Pete from Exploring Etc. It has been noted that most children are more willing to give things a go and are able to overcome their cautiousness a lot quicker due to increased physical fitness.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?