

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?
PE Champions Scheme: Continued use to prioritise quality PE education, aligning with the school's long-term plan. Playtime Equipment: Promoted regular physical exercise with diverse and inclusive equipment. New PE Equipment: Continued purchases to enhance physical education for students. Healthy Eating Assembly: Hosted by Caterlink, providing captivating and informative sessions. School Sports Assembly: Showcased students' athletic accomplishments and set up an inclusive annual Sports Week. Girls' Football Teams: Expanded by forming a team to increase girls' participation in sports. After-School Sports Calendar: Introduced a diverse range of activities for the upcoming academic year.	Student Engagement: Increased participation in PE classes, after-school sports clubs Feedback: Positive feedback from students, parents, and staff about the new equipment, assemblies, and clubs. Attendance: High attendance rates at after-school sports activities and the Kingswood outdoor adventure program. Inclusivity: Greater involvement from diverse student groups, especially in initiatives like the girls' football teams. Behavioural Changes: Observing healthier eating habits and increased physical activity among students.	Low Participation: If certain activities or programs had low student turnout Equipment Issues: Problems with the new PE equipment, such as durability or suitability for the students' needs. Scheduling Conflicts: Difficulties in coordinating after-school sports activities with students' other commitments. Staff Training: If PE staff struggled to keep up with new curriculum updates or policies despite the AFPE membership.	Feedback Forms: Positive feedback from students, parents, and staff about their experiences and perceptions of the initiatives. Participation Data: Increased attendance and participation rates in various activities and programs. Observation: Teachers and staff can observed student engagement and behaviour during PE classes, assemblies, and after-school activities.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<u>Enhancing PE Quality:</u> Continue using the PE Champions scheme to prioritise high-quality physical education aligned with the school's long-term plan. <u>Promoting Physical Activity:</u> Provide diverse and inclusive playtime equipment to encourage regular physical exercise among students. <u>Upgrading Equipment:</u> Purchase new PE equipment to benefit students' physical education experiences. <u>Healthy Lifestyle Education:</u> Host assemblies, such as the healthy eating assembly by Caterlink, to educate students on healthy habits. <u>Celebrating Achievements:</u> Organise school sports assemblies to showcase students' athletic accomplishments and set up an inclusive annual Sports Week. <u>Increasing Girls' Participation:</u> Expand the girls' football team by forming two separate teams to provide more opportunities for girls to participate in sports. <u>After-School Activities:</u> Introduce a diverse after-school sports calendar to keep children engaged and active. <u>Professional Development:</u> Maintain membership with AFPE to ensure PE staff stay updated with the latest curriculum and policies. <u>Outdoor Adventures:</u> Allocate funding for pupils to attend the Kingswood outdoor adventure program. <u>Enrichment Programs:</u> Establish an enrichment program that allocates one hour per term for each year group.	<u>Planning and Coordination:</u> Outline specific goals, timelines, and responsibilities for each initiative. Ensure the Sports Premium funding is allocated appropriately to each initiative. <u>PE Champions Scheme:</u> Align the PE Champions scheme with the school's long-term plan and integrate it into the PE curriculum. Provide training sessions for PE staff to effectively implement the scheme. <u>Playtime and PE Equipment:</u> Evaluate the current equipment and identify what new equipment is needed. Purchase diverse and inclusive playtime and PE equipment. Establish a maintenance schedule to ensure equipment remains in good condition. <u>Assemblies and Events:</u> Coordinate with Caterlink to schedule and organize the assembly. Plan the event to showcase student achievements and promote Sports Week. Develop a schedule of activities that are accessible and inclusive for all students. <u>Girls' Football Teams:</u> Recruit and form a separate girls' football teams. Provide coaching and training sessions to support the teams. <u>After-School Sports Calendar:</u> Choose a diverse range of sports and activities to include in the calendar. Create a schedule that accommodates students' availability and interests. <u>AFPE Membership:</u> Ensure the membership with AFPE is renewed and maintained. <u>Kingswood Outdoor Adventure Program:</u> Coordinate with Kingswood to schedule the outdoor adventure program. Select and prepare students for participation in the program. <u>Enrichment Program:</u> Design enrichment activities that align with the curriculum and interests of each year group.

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?
<u>Enhanced Physical Education Quality:</u> Impact: Improved quality of PE lessons through the PE Champions scheme. Intended Impact: Students receive a higher standard of physical education, fostering better physical and mental health. <u>Increased Physical Activity:</u> Impact: More students engaging in regular physical exercise with diverse playtime equipment. Intended Impact: Promotes lifelong healthy habits and reduces sedentary behaviour. <u>Improved Equipment and Facilities:</u> Impact: Access to new and better PE equipment. Intended Impact: Enhanced learning experiences and improved physical skills. <u>Health Education:</u> Impact: Students gain knowledge about healthy eating through assemblies. Intended Impact: Encourages healthier lifestyle choices among students. <u>Celebration of Achievements:</u> Impact: Recognition of students' athletic accomplishments through sports assemblies. Intended Impact: Boosts student morale and encourages continued participation in sports. <u>Inclusivity in Sports:</u> Impact: Formation of two girls' football teams increases girls' participation. Intended Impact: Provides equal opportunities for girls in sports, promoting gender equality. <u>Engagement in After-School Activities:</u> Impact: Diverse after-school sports calendar keeps students active. Intended Impact: Sustains student interest in physical activities beyond school hours.	1. Surveys and Feedback Forms - Collect feedback from students, parents, and staff. 2. Participation Data - Track attendance and participation rates in PE classes, after-school activities, and special programs. 3. Observation and Anecdotal Records - Teachers and staff observe student behaviour and engagement during activities. 4. Performance Metrics - Assess physical fitness levels and athletic performance before and after implementing initiatives. 5. Focus Groups - Conduct discussions with small groups of students, parents, and staff. 6. Behavioral Changes - Monitor changes in students' physical activity levels and healthy eating habits. 7. Incident Reports - Review any issues or complaints related to equipment, scheduling, or inclusivity. 8. Staff Development Records - Track PE staff participation in professional development and training. 9. Student Achievement Records - Document and celebrate student achievements in sports assemblies and events. 10. Program Evaluations - Regularly evaluate the effectiveness of each initiative.



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

Swimming data for Academic Year 2023-24

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	20%	<i>At the beginning of swimming lessons, 95% of children are non-swimmers</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	5%	<i>At the beginning of swimming lessons, 95% of children are non-swimmers</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	0%	<i>At the beginning of swimming lessons, 95% of children are non-swimmers</i>
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Swimming lessons are taught at the local swimming pool by qualified swimming instructors.