

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?
<p>A. KI 1, 2, 4 & 5: Provision of an additional staff member x 2 to support active sport and games at lunch times and during the day for events, has enabled us to provide increased opportunities for pupils. Also, to coach specific teams for tournaments and matches so they are better equipped to compete.</p> <p>B. KI 3: Teachers are more confident to deliver a range of lessons covering a greater number of sports and games.</p> <p>C. KI 5: Investment in new team kit.</p> <p>D. Use of funds for top up swimming</p>	<p>A Lunchtime activities are well attended and popular.</p> <ul style="list-style-type: none"> ○ Children have attended competitions and held their own, winning matches for the first time since COVID. ○ Self esteem of academy teams is much higher. ○ A greater quantity of pupils participate in a higher number of events. <p>B Class teachers are more competent and confident in their delivery of the PE curriculum, observed by the OPE lead and coaches.</p> <p>C Children are proud to wear the strip and represent the school. Their self-esteem is noticeably higher when they compete. Sometimes we win!</p> <p>D % of swimmers achieving 25m inc from 40% last year to 75% in 2024</p>	<p>Most funds were successfully invested. Although some staffing costs were higher than anticipated so this precluded some investment in other areas such as physical literacy clubs for younger children.</p>	

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> • Key Intent 1: To engage of <u>all</u> pupils in regular physical activity by offering a range of opportunities during and after the school day. • Key Intent 2: To raise the profile of PESSPA across the school as a tool for whole school improvement, enhancing the perception of exercise and activity as a positive and healthy choice. • Key Intent 3: To maintain and enhance the increased confidence, knowledge, and skills of all staff in teaching PE and sport that has come from teacher's CPD in the last 24 months • Key Intent 4: To broaden the experiences and range of sports/ activities offered to our pupils; including some that will be new or different. To make sure all children have access to our offer. • Key Intent 5: to offer increased participation in competitive sport so children have pride in their team, play as a group not just individuals, can represent the school and their community, can learn to win and lose with grace. • Key Intent 6: Children can swim and use water skills confidently. <p style="text-align: right;">Budget £19,710 Estimated Spend £19,750</p>	<p>A. Our PE curriculum progress will be embedded as Elite Sports will continue to deliver a PE session weekly to all classes (main budget). Elite coaches liaise with teachers then class teachers to deliver the alternate weekly PE lesson from expert planning with CPD and input from the coaches. The premium will cover the teacher's CPD (KI 1 and KI 3). This ensures 2 hours of quality PE a week. Est cost £2,600</p> <p>B. Lunchtime PE supervisor post to continue to maintain the level of active opportunities at break time. Also, to coach specific children for team events and to accompany them/ drive the minibus/ to enable maximum opportunities for participation. (KI 1, KI 2, KI 5). Est cost £4,950</p> <p>C. Elite Sport's work to provide lunchtime interhouse sports training and competition will continue, 4 days a week, all year (KI 1, 2, 5). Est cost £5,500 league subscription £700.</p> <p>D. The school will continue to offer after school sports clubs free of charge to all children, to ensure further engagement, a wider range of opportunities, training for key events and to compensate children who may not be able to take part in sport outside school due to family circumstance. (KI 1, 2, 3, 4). Est contribution from sports premium £2,500 balance from main budget/ pupil premium</p> <p>E. We will add further kit to our team strips (not ordinary PE kit) – badged track suit trousers, skorts and sport leggings, (KI 2, 5). Est cost £1,000</p> <p>F. Our membership of the Boston School's Sports partnership will be renewed, this provides top up swim, competitions, new opportunities and variety of sports . (KI 1, 2, 3, 4, 5 and 6). Membership Est £2,500</p>

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?
<ul style="list-style-type: none"> ✓ Teacher's will be observed as competent when delivering PE and able to seek support when there are new skills or attributes to learn. These skills will become embedded and will be there to be drawn upon in the future. ✓ Children will come to associate break time with the opportunity to enhance their healthy lifestyles. They will have a "bigger picture" of the world of sport and games. ✓ As a school we will develop more skilled and resilient sports people; thereby preparing them for their secondary transition where PE can be more competitive and specialised, where teams are picked for skill and ability. ✓ Children from all backgrounds can enjoy and experience a range of fitness opportunities and games, no one is "useless" at PE because there is a broad scope of activity. ✓ Pupils whose families may not engage in out of school sports have that opportunity in school. Lunchtime and afterschool games means no one is left behind. Children gain resilience and want to be active. ✓ Smart kit (looked after and respected) for our team removes the worry of children not having the "right gear" allowing them to compete on a mental level playing field. ✓ Children can swim, gaining a skill that could save their life. 	<p>The impact opposite to be evident in school and evidence collected over the academic year.</p>

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?

To complete at year end

What **evidence** do you have?

To complete at year end