

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>AfPE membership</p> <p>Wanderers Association membership</p> <p>Whole school CPD provided by All Star coaching.</p> <p>All Star coaches to provide enrichment sessions.</p> <p>Residential visits to Derwent Hill Outdoor Education Centre.</p> <p>Purchase of PE equipment.</p> <p>Additional equipment for break and lunch football clubs</p>	<p>Use of resources within lessons and greater understanding of the benefits of PE beyond specific lessons.</p> <p>More pupils participated in competitive sport and links forged with similar schools to arrange additional competitions.</p> <p>Staff improved knowledge of sports and physical activity delivery.</p> <p>More pupils met their daily activity goals. Sport and physical activity supported pupil wellbeing.</p> <p>Development of independence, and important social skills as part of EHCP targets and a significant positive impact.</p> <p>Improved access to high quality PE sessions.</p> <p>More pupils meeting their daily physical activity goal, more pupils took part in PE and Sport Activities.</p>	<p>Additional weekly swimming sessions.</p> <p>CPD undertake bike maintenance course</p>	<p>Only 12.5% of pupils were able to swim 25m or with a range of strokes.</p> <p>Low participation in cycling lessons or activities.</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
<p>Improve staff understanding and delivery of rugby.</p> <p>To provide access to Inter and Intra School competitions</p> <p>To provide a range of sporting resources/consumables and replacement of existing resources.</p> <p>To provide learners with experiences which they might not be able to access, in this case residential opportunity to the Lake District.</p> <p>To provide learners with the opportunity to take part in horse riding to support their access to a range of sporting activities.</p> <p>To improve outcomes in swimming especially for Y6 children.</p> <p>To provide swimming equipment to all learners to ensure engagement and attendance.</p>	<p>36 weeks of Rugby coaching from All Star to support CPD for Year 6 staff.</p> <p>Annual membership to Wanderers Association</p> <p>Pupil voice for sporting activities which will have the greatest impact, staff delivery of a range of activities during the school day including boxing, golf, dodgeball.</p> <p>2 opportunities to attend residential at Derwent Hill during the school year.</p> <p>Weekly horse riding sessions at Stepney Bank which specialises in provision of sessions for autism and ADHD.</p> <p>Top up swimming sessions across school at local swimming baths.</p> <p>Purchase of extra swimming costumes and resources.</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?
<p>The delivery of rugby across all year groups from September 2025 with a member of Lower Site staff taking the lead role in the delivery.</p> <p>Providing all learners with the ability to represent their school and understand the benefits of working as a team or an individual.</p> <p>Improving the engagement of pupils for a range of sports and with greater independence.</p> <p>Improved confidence in abilities and broader experiences for pupils to allow for broadening horizons.</p> <p>Pupils to be able to look after animals and be able to take part in a sport that they may access outside of school.</p> <p>The ability to swim and improved confidence around water.</p>	<p>Representation at local competitions by school. Signposting to local clubs so that at least one of our pupils plays externally for a team.</p> <p>Our attendance at competitions and the results from attending (which could be either by placing in the competition or the pupil voice afterwards).</p> <p>Improvement in engagement in lessons and structured playtime activities. Greater pride in the resources.</p> <p>Being successful in activities whilst on residential and having a positive experience.</p> <p>Being able to ride a horse. Signposting of horse riding sessions resulting in at least one pupil to attend sessions outside of school time.</p> <p>Attendance at swimming lessons, improved outcomes especially for Y6.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you	What evidence do you
<p>Rugby: All Y6 pupils have attended Rugby lessons throughout the year. Rugby has been a break time offer across the year. Staff member leading session (with support from Rugby coaches)</p> <p>Wanderers membership: Intra-school competitions throughout the year for a range of sports (dodgeball, football, golf)</p> <p>Residential: 16 pupils attended 2 separate residential. All activities participated in and pupils wanting to do more.</p> <p>Horse riding: 30 pupils accessed horse riding lessons. 4 learners attending holiday activities.</p> <p>Swimming: All pupils have accessed swimming this year. 25% of Y6 pupils able to swim at least 25m and with a range of strokes.</p>	<p>Rugby: Pupil voice – 70% positive about rugby at the end, 30% at the start. Staff voice – Staff member feels confident to provide rugby lessons from September 25</p> <p>Wanderers membership: All children took part in at least one competition during the year.</p> <p>Residential: Pupil voice – 100% positive about the residential and their improved confidence. The residential centre having an improved understanding of managing autism and ADHD using our approaches.</p> <p>Horse riding: Pupil voice – 100% positive about horse riding and wanting to attend further sessions. 4 learners attending holiday activities.</p> <p>Swimming: Improved outcomes for Y6 100% of pupils attended swimming sessions.</p>