

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 (see separate document)

What went well?	How do you know?	What didn't go well?	How do you know?
<p>Improved children's readiness to learn, particularly in the EYFS, in relation to gross & fine motor skills and the development of and managing relationships.</p> <p>Maintained the high profile of and value of sport across the school.</p>	<p>Being physically active has promoted a healthier habit and lifestyle. This has encouraged children to continue to develop their physical skills and learn how to work/play and communicate better with their peers in unstructured times as well. The continuation of early morning 'Wake and Shake' have helped to promote a readiness to learn. Forest School in particular has supported the development of basic skills with the youngest children who were not school ready. Resilience, perseverance and concentration have all been improved through regular sessions. Children are more alert and engaged in lessons and are able to cooperate to a much greater degree. Forest School is now well established and is ready for the next stage of its development.</p> <p>All 4 different House Teams showed competitiveness and excellent support to one another during sports day. Good sportsmanship has been the subject of discussion this year and now needed to be embedded.</p>	<p>Wake and Shake was not consistent throughout the year</p> <p>Moki bands – the use of these throughout the school – to encourage activeness.</p>	<p>Due to lack of staffing available</p> <p>Batteries did not last long and the bands did not all sync up well to provide accurate data.</p>

Review of last year 2023/24

Ensure high quality delivery of an engaging PE curriculum.

Maintain and expand the broad range sports clubs to include netball, athletic cricket and rounders and maintain a broad experience of sport for all pupils.

More children have attended sport clubs after school each term.

Statistics taken from club participation analysis show there is now a greater mix of boys and girls participating in after school physical activity.

There is a genuine enthusiasm towards being active and therefore more fit and healthy across the school. Pupils also have a greater understanding of how sport can help them not just stay fit but improve their well-being.

The purchase of a specialist curriculum and reviewing and personalizing this over the years means that pupils have been provided with a curriculum that supports progression of skills and knowledge of sporting activities. Having specialists available to model high quality PE teaching where needed has also resulted in a more consistent quality of delivery across the school.

The increased enthusiasm (from both boys and girls) wanting to take part in various activities has been clear with increase in attendance numbers.

Children engaged in all lessons and showed individual

Review of last year 2023/24

<p>Ensure access to a range of competitive sport at different levels enabling all pupils to take part in inter-school, intra-school federation competitions and fixtures.</p> <p>Top-up swimming</p>	<p>progress. Pupil voice was also very positive with children being positive about PE lessons. PE Hub SOW needs to be continued to build on this foundation.</p> <p>Sports clubs are very popular and we need to ensure that we maintain a high number of available clubs as this is valued by pupils and parents.</p> <p>All abilities catered for, including SEND, so that each child can take part within lessons and meet the learning objective. This has fed into confidence to take part in competitive sport at an appropriate level to encourage further participation. The local Alliance of schools inclusion games was very successful for the second year running (see competition record data set).</p> <p>Additional swimming lessons had a very good impact with the number meeting the standard doubling.</p> <p>All children feel included. As part of the inclusive sports events, children from different year groups have taken up the opportunity to represent the school. Build capacity next year to organize more opportunities for this</p>		
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Review of last year 2023/24

	<p>Expand top up swimming offer next year to include use of a temporary pool for a day a week for a term at a local school to permit longer lessons and secure 100% meeting the standard.</p>		
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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>1) Expand range of extra-curricular sporting activities/experiences</p> <ul style="list-style-type: none"> a) Indoor Bowling (?) b) Soft Golf (?) c) Zumba (?) d) Cricket (Shining stars) <p>2) To offer a range of inclusive sports</p> <ul style="list-style-type: none"> a) Trial Blind football <p>3) To increase range of high-quality active play on offer</p> <ul style="list-style-type: none"> a) OPAL / Enriched play at lunchtimes b) Discos on Friday – playtime party leaders c) Skipping <p>4) Share best practice in PE teaching across the school</p> <p>5) Maintain the quality of PE teaching</p> <p>6) To increase number of competitive sport opportunities within the Federation</p>	<p>1) Contact companies/venues</p> <ul style="list-style-type: none"> a) send request (no response) b) send request (no response) c) Zumba fees and availability sent back to us - costs £495 plus £85 travel expense. This was no longer considered due to costs. d) Book Cricket for both key stages. <p>2) Offer taster session during 1 PE lesson and then as an afterschool club</p> <p>3) Liaise regularly with CB and TB</p> <ul style="list-style-type: none"> a) CB and TB to order resources and organise rota TB and CB to observe NCEP OPAL and T6 all other TAs to observe. b) Train Y6 leaders in how to run discos c) Following skip2Bfit have skipping rope activities available <p>4) Undertake lesson observations and feedback to staff CT to observe TB in T6</p> <p>5) Continue to use PE Hub for high quality planning Set all new staff up on PE hub and demonstrate how to use it</p> <p>6) Liaise with TL regularly to book dates and organise</p> <p>NOV 2024 YEAR 5/6 MIXED NETBALL MATCH@ NEWINGTON NOV 2024 YEAR 5/6 GIRLS FRIENDLY FOOTBALL MATCH@ NEWINGTON NOV 2024 BOYS FRIENDLY FOOTBALL MATCH@ NEWINGTON TERM THREE Y3/4 mixed netball</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>Inclusive environment promoted for all sports To offer/provide inclusion to all pupils of all abilities and to provide experiences.</p>	<p>Registers show attendance and increased participation of non-participants Positive environment and great demonstration of teamwork and sportsmanship.</p>
<p>Expanded range of extra-curricular experiences and clubs on offer To offer a variety of sporting activities to children who seek the opportunity. To grow the love of sport and engagement with extra-curricular activities such as clubs.</p>	<p>No Quidditch at LHS due to costs, Quidditch for Y5/6 at NCEP Survey results - Cheerleading - company contacted – taster sessions to be offered in 25/26 Survey results- parent comments regarding clubs our results show that an additional variety of non-sport related clubs would be liked. Shining stars Cricket has been enjoyed by both key stages via external company coming in. New skills and confidence have been gained by students.</p>
<p>Swimming outcomes will have improved by the end of year 6 with positive attitudes towards swimming.</p>	<p>Term 4 73% met the minimum requirements Term 6 27% offered top up</p>
<p>Increased competitive sport To offer opportunities to all children to take part in friendly competitive games</p>	<p>List of fixtures, list of pupils who haven't represented the school reduced</p>
<p>Improved quality of PE lessons.</p>	<p>Observations of teacher led lessons. Be able to share best practice amongst all staff. Increased confidence and growth of curriculum knowledge and understanding clear from staff feedback.</p>
<p>Enriched Play Will improve the quality of playtimes and outdoor learning experiences for children. It will enhance well-being, develop self-regulation, and promote physical activity, social-emotional growth, and risk management through play</p>	<p>Observations and anecdotal feedback from staff. Formal feedback from school council</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>1. Positive outcomes from the “Paw Patrol on a Stroll” sponsored walk included full-school engagement and inclusive participation across all year groups.</p> <p>2. Applied to the School Games mark and achieved Gold level for second year in a row.</p> <p>3. Enriched play has improved the quality of playtime and outdoor learning experiences for children. It has enhanced overall well-being, supported the development of self-regulation and encouraged physical activity, social-emotional development as well as responsible risk-taking through play. Outcomes have included a noticeable reduction in first aid incidents and interpersonal conflicts, along with an increase in the quality of play and levels of physical activity - even in the absence of structured sports during lunchtime.</p> <p>4. After school clubs have continued to be a success by offering a variety of extra-curricular activities outside of teaching school hours.</p> <p>5. PE lessons demonstrated effective behaviour management and provided clear, purposeful skill instruction.</p> <p>6. The whole school participation of the Skip2Bfit workshop proved to be a success. Children were keen to take this forward by obtaining their own ropes to develop their skills.</p>	<p>1. Whole school photographic evidence of charity fundraiser for the Dogs Trust, involving completing a mile on the running track. Sponsorship forms were completed and donations raised for the charity - Certificate on display. Interest in the daily mile track was revived.</p> <p>2. Completion of the school Games Mark survey based on all physical education and physical activity.</p> <p>3. Informal play observations showing more diverse, imaginative, or cooperative play. Photographs of different types of play (e.g. den-building, role play, mud pit exploration). Pupil voice highlighted increased enjoyment and engagement during playtimes. Through discussions with staff about changes they’ve seen in play quality or student interaction.</p> <p>4. Evidence shown in the termly club analysis. New skills and confidence have been gained by students which is evident from the enjoyment in participation of after school clubs – with many being overbooked and incurring waiting lists such as the internal cricket club and Tennis club run by an external coach. The profile of cricket was following the visit from Kent Cricket who delivered the Chance to Shine.</p> <p>5. Feedback was positive – CT observed the delivering of well-structured sessions with positive behaviour reinforcement and focused skill development.</p> <p>6. We purchased the full kit to support the development of children’s skipping skills. Other skills supported include counting and number knowledge. Going forward this is a daily challenge which will be set up for 2025-2026 Term 1. Evidence also includes more children skipping during their lunch play.</p>