

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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?
Play Leader training – Year 5 children trained as play-leaders – to take on role in Year 6.	Increased participation in physical activity by KS1 pupils and reluctant Y5/6 pupils. The Year 6 pupils have increased the amount and the range of activities and participation of KS1. Fewer playground incidents due to increased engagement of pupils and positive role models.	Type of play equipment was not as durable as we would have liked.	Equipment needed replacing.
Pupil participation in inter and intra school competition is widely reported across the school community through the school newsletter, website and during celebration assemblies.	Increased interest and participation in competition by all pupils across the school. Greater understanding of the subject and skills to develop other staff.	A minority of children not engaging.	Analysis of participation, outcomes and enjoyment.
Chance to Shine cricket for Y4 and Y5. Structured cricket training with a competitive festival to conclude.	Real enthusiasm and sense of achievement for most children participating.	Some children didn't like the format they were in (had to put children into different sections).	Pupil voice.

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>Promote physical fitness and foster positive attitudes towards participation in sport/physical activity on.</p> <p>Play Leader training – Year 5 children trained as play-leaders – to take on role in year 6.</p> <p>Pupil participation in inter and intra school competition is extensive and widely reported.</p> <p>Sports Development & Activity Support Worker. Allocate time during and after school to allow increased</p>	<p>Purchase of designated playground equipment and resources to ensure all pupils have access. Specific consultation with children, staff, parents and governors to extend play provision at school. School Council contributed ideas for how it could work well.</p> <p>Arrange training, allow transition between Y5 and Y6 in the summer term. Scheduled meetings to support play-leaders. Suitable clothing that makes play-leaders easily identifiable and acknowledges the status they hold while on duty.</p> <p>Celebration Assemblies Sporting events reported, celebrated and published on school website, newsletter, Twitter etc.</p> <p>Purchase time of Support Worker and make plan. Allocate staff for training.</p>

Intended actions for 2024/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>exposure and participation (including rolling programme to allow participation by all year groups).</p> <p>Increase bike-riding ability at an early age (Reception) to improve skills, fitness and opportunities.</p> <p>Chance to Shine cricket for Y4 and Y5. Structured cricket training with a competitive festival to conclude.</p> <p>Cultural dancing workshops booked for the whole school.</p>	<p>Maintenance of current bikes and storage. Staff CPD. Staff to go with children.</p> <p>Arranging coaches and adapting class, teacher and hall timetables.</p> <p>Buy in specialist teachers, Create schedule.</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>-Increased number of children playing football, basketball at lunchtimes; children challenging each other to races and timing activities using the playground stop watches.</p> <p>-Reports by class teachers and playground supervisors of better engagement at playtimes and lunchtime breaks.</p> <p>-Findings from Children and Young People’s Health & Well-Being surveys show children at our school are significantly more active during school time than Solihull Borough.</p>	<p>Observations by staff.</p> <p>Pupil voice.</p>
<p>Increased participation in physical activity by KS1 pupils and reluctant Y5/6 pupils.</p> <p>The Year 6 pupils have increased the amount and the range of activities and participation of KS1.</p> <p>Fewer playground incidents due to increased engagement of pupils and positive role models.</p>	<p>Observations by staff.</p> <p>Pupil voice.</p> <p>Fewer playground incidents due to increased engagement of pupils and positive role models.</p>
<p>Increased interest and participation in competition by all pupils across the school.</p> <p>Greater understanding of the subject and skills to develop</p>	<p>Pupil voice. Staff feedback. Observations by staff.</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>other staff.</p> <p>Provide opportunities for staff to further develop their teaching skills by observing and teaching alongside a sports coach.</p> <p>High uptake in after-school sport participation.</p> <p>Increased staff ability.</p> <p>Access to bikes encourages staff to include this in curriculum opportunities and further develop pupils skills and core ability.</p> <p>Children report enjoying the sessions.</p> <p>All pupils engaged and given opportunity to participate at external level.</p> <p>Increased enthusiasm for dancing. Increased cultural awareness. Increased physical activity.</p>	<p>High uptake in after-school sport participation.</p> <p>Monitoring and staff feedback.</p> <p>Regular use within curriculum and increased cycling skills as well as gross-motor development among younger children.</p> <p>Observations by staff.</p> <p>Pupil voice.</p> <p>Pupil choosing to play cricket when given the chance.</p> <p>Observations by staff.</p> <p>Pupil voice.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Big increase in different games at lunch time. Other games as well as football and basketball – skipping, cricket, gymnastics.</p> <p>Continue to follow this programme but enhance it with the use of the new equipment and activities.</p> <p>Purchase of playtime equipment specifically to be used as led activities. Positive relationships between older and younger children developing based on play-leading.</p> <p>Pupils keen to have their activities publicised. Pupils doing additional physical activities outside of school so that they can be recognized in school.</p> <p>High uptake in after-school sport participation.</p> <p>Regular use within curriculum and increased cycling skills as well as gross-motor development among younger children. High interest in older children to improve cycling skills.</p>	<p>Observations by staff. Pupil voice.</p> <p>Thanks from parents. Thanks from children.</p> <p>Pupils approaching SLT and teachers asking to share the sporting achievements out of school.</p> <p>After school activities over-subscribed. Improved staff ability.</p> <p>Pupil voice. Feedback from parents. Requests for more cycling opportunities in school. More children cycling/skooting to school.</p>

Actual impact/sustainability and supporting evidence

Children report enjoying the sessions. Great excitement for festivals.
All pupils engaged and given opportunity to participate at external level. Increased number of children playing cricket in and out of school.

Increased enthusiasm for dancing. Increased cultural awareness. Increased physical activity.

Observations by staff.
Pupil voice.

Observations by staff.
Pupil voice.
Children doing what they've learned on the playground.