

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?
- Enhanced provision in EYFS and Key stage 1 through purchase of balance bikes to develop gross motor skills. - Increased engagement of all children in physical activity. - Broader experience of a range of sports and activities offered to all pupils.	The bikes and scooters are used most afternoons by EYFS and a number of times a week by KS1 now which is an increase of around 40% in activity time. Observations at lunchtimes and feedback from pupil perceptions has demonstrated that a wider range of children are engaging in active lunchtimes. c. 90% of children over the course of the week have participated in some form of activity and indicated that they have enjoyed them. Observations of teaching and learning indicated that the new dance and gymnastics equipment, alongside the gymnastics CPD had increased the diversity of approaches – gym equipment was being laid out and incorporated together in more interesting ways and iMoves planning was being adapted. Offering multisports clubs with a different focus allowed children to experience a broader range of sports. Registers indicate 43% of children across the school engaged.	- Encouraging active travel to school. - Sports Leaders - Increased participation in competitive sport	Take up was less than expected for the Bike Ability with only c. 20% of children in year 6 signing up and achieving their road safety award. Although there was an increase in participation in activity at lunchtimes, we are still not engaging with 10% of our children. Provision needs to be more organized and targeted to ensure all children are accessing physical activity beyond PE lessons. Delays with the Moki activity trackers meant targeted approaches had to be put on hold. Staffing and transportation issues as well as children's involvement in other academic initiatives meant that we attended fewer competitions than intended. It also meant that we did not enter A, B and C teams for many events and that children who were chosen to participate were mainly Year 6, particularly post SATS.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
1. The engagement of all pupils in regular physical activity and a broader experience of a range of sports and activities offered to all pupils.	• Sports Leaders – Provision of timetabled, organized activities in zones of the playground targeting children identified for intervention through data collected via Moki activity trackers. Pupil Perceptions undertaken to ascertain the sort of activities children enjoy/would like to participate in at lunchtimes pre implementation and then post implementation to determine take up and success rate of new program. • Living Well Week – Provision of range of activities and workshops tailored for all year groups from local sports groups, sports facilities and providers, wellbeing practitioners and healthcare workers. Children will have the opportunity to experience activities that are available in the local area, some of which are free and which they may not have had the opportunity to try before. Health professionals will deliver a range of workshops designed to teach children about the importance of healthy eating and movement as part of their everyday lives. • Bike Ability/Active Travel – Stronger promotion of bike ability this year as a way of safely travelling to school and transitioning to high school. Open to year 5 and 6 to encourage year 5 to cycle/scoot to school with road awareness. Undertake a parent audit of how children travel to school and why they travel this way. Look into ways of encouraging more active travel e.g. through 'walk to school weeks', provision of more bike/scooter stands and locks...

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
2. The profile of PESSPA being raised across the school as a tool for whole school improvement.	• Increase club offering linked to Children's University – Children from Key Stage 2 will be offered the opportunity to participate in a street dance club once a week. Children will be selected based on socio-economic background, level of engagement in activities outside of school and on PE teacher assessment in terms of attitude and approaches to physical activity in lessons. Year 3 and 4 will be targeted initially to ease transition across key stages in the new school year. • Sports Leaders – Providing organised activities at lunchtimes should reduce behavioural incidents as children who find these times difficult will be distributed into different areas of the playground and engaged in managed, structured activities with adults and older children to supervise. • More resources and activities at lunchtimes - Various studies have shown that when you do any type of intense physical activity, it increases blood flow to the brain, firing up your neurones and promoting cell growth. As little as 20 minutes of exercise before studying can improve concentration and focus your learning as well as improve behaviours within school. • ITFC club to continue for children identified as gifted and talented and those with behavioural concerns or poor attendance to encourage improvements. Children selected are from a broad demographic and socio-economic background, often not having access to this sort of activity outside school.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
3. To increase the confidence, knowledge and skills of all staff in teaching and assessing PE and sport. 4. Increased participation for a broader range of children in competitive sports	• Staff skills audit to be undertaken in the Autumn term to determine where we have strengths and where we need to develop as a team. A range of CPD options to be offered to determine best fit for each teacher and then coaching, resources and alternative planning provision to be purchased in line with this. • PE Co-ordinator and Sports Coach to attend the School Games/Active Suffolk Sports Conference 2025 and any training offered by School Games with regards to Physical Literacy, assessment and learning and feed back to staff. • Attendance at a broader spectrum of competitions across key stages, including those specifically designed for SEND children such as the Panathlon. • Enter A, B and C teams to extend our offer to a larger number of children and to those who are still developing their skills in this field.

Intended actions for 2024/25

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
1. A larger proportion of children engaging with activities at lunchtimes and demonstrating greater activity throughout the school day. 2. Children will engage a broader range of activities which will lead to increased enjoyment in physical activity and greater take up of activities within and outside of school. 3. Behaviour will improve at lunchtimes, with a knock on effect in the classroom.	• Feedback from Midday Supervisors, SLT and Sports Leaders will demonstrate that there is a greater take up by children across the school. • Data collected from MOKI activity trackers will show increased activity rates for all children. • Pupil Perception interviews will show a positive response to lunchtime provision. • Pupil and Parent perceptions following Living Well Week will indicate that children have enjoyed the various activities provided, what they have learned from these experiences and whether they have increased their participation in activities, or tried anything new based on the themes of this Week, outside of school. • Returned interest slips and attendance registers will demonstrate an increased demand for Multisports clubs. The children returning slips for a place will be more diverse and often will not have shown an interest in clubs before. • Reports in the behaviour book for lunchtime will decrease and where they do occur will be less extreme than previously. There will be fewer instances of behaviour letters and internal/external suspensions being given as a consequence.

Intended actions for 2024/25

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
4. Increased confidence of teachers and quality of teaching when delivering and assessing PE lessons. 5. A broader range of children from across Key Stage 1 and 2 will be participating at a competitive level in sporting activities. There will be a greater diversity in children accessing these events, including those on the SEND register.	• Staff audits post CPD will show that teachers attitudes towards teaching and assessing PE are more positive and that they feel they have stronger understanding of the progression of skills in core areas taught as well as a greater ability to deliver high quality learning for all learners based on the use of quality planning and resources. • Lesson drop ins will demonstrate that teachers are planning and delivering high quality lessons based on the schools chosen schemes. The lessons will be clearly adapted to support all learners and to enable all to succeed. Opportunities for a range of assessment approaches will be apparent within lessons, not just focusing on skills, but also core values such as resilience, perseverance, teamwork and so forth. • Team lists for will show that the number of children actively involved in competition has increased from previous years and that they represent a diverse range of ethnicities, socio-economic backgrounds and gender mix. • Competitions entered will represent a broader range of sports to allow selection of different children for the various events, this will include a range of SEND specific events.

Actual impact/sustainability and supporting evidence

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