

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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- 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?
The introduction of a new sport into the PE curriculum. Martial Arts has been taught across KS1 and KS2.	Survey of the children and staff. Children fully engaged. Levels of physical activity increased. Children working collaboratively to improve. Many children who find other areas tricky have excelled.	It has gone well but it needs to continue to further develop... Continue to provide CPD for a new TA in school. This provides training to help and support the delivery of a sports club within our wraparound care – in particular our after-school club.	We have started to introduce this within wraparound care and we would like to continue this and develop it further in the future. This would help to ensure sustainability and support training towards HLTA.
The introduction of OAA into year 3 and year 5. All children across KS2 now have the opportunity to engage with OAA.	The children absolutely loved their activity days. The teamwork and problem-solving skills outside of the classroom were clearly evident.		
The implementation of a new SoW to support teachers in the delivery of high-quality PE across the school and in all areas of the PE curriculum.	High quality PE being taught across the school and this was evident when gaining feedback from the children and teachers alike.		

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>To continue to develop emotional health, resilience and self-discipline through the continuation of Martial Arts across KS1 and KS2.</p>	<p>Martial Arts will be taught across the year in both KS1 and KS2.</p>
<p>To extend the development of promoting good mental health in our young people by completing the training for Stormbreak which is a mentally healthy movement programme. To begin implementing this in one year group and then beyond.</p>	<p>We are going to complete the training to enable us to deliver 'Storm breaks' to help teach our children how to regulate thoughts and feelings they might struggle with during the school day and beyond. We will trial the programme with one KS2 class and begin to roll it out to other classrooms toward the end of the year.</p>
<p>To continue to broaden experiences for our children by introducing another new sport, Lacrosse.</p>	<p>We completed some CPD in Lacrosse at the end of the last academic year and we hope to further develop this by completing a block of Lacrosse sessions with a coach. We are going to complete an inter-school 'festival-style' competition with a local school at the end of our work.</p>
<p>To further enhance our extra-curricular offer for children by promoting dance across KS1 and KS2.</p>	<p>We are going to offer an after-school dance club to the children across both KS1 and KS2.</p>
<p>To continue to offer OAA activities for the children in years 3 and 5.</p>	<p>We will liaise with Talkin Adventures and plan two days of activity appropriate for the children in both years 3 and 5.</p>
<p>To develop and sustain our involvement in Panathlon competitions in a bid to provide further opportunity and increased engagement for our SEND pupils and the less active children in our school.</p>	<p>We will attend the Panathlon events offered to us throughout the year. We will take part in the School Games Country Festival at the end of the year. We will attend the first running of our SEND multi-skills morning at our Sports Cluster secondary school.</p>
<p>To complete top-up swimming lessons for all children who haven't been able to achieve the NC requirement for swimming.</p>	<p>Children have been assessed during their year 3 swimming sessions and those who need to do more have been identified. These children will attend swimming lessons</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>Martial arts: The importance of being physically active to achieve resilience, self-discipline and a healthy mind.</p>	<p>By speaking to the children and asking staff to complete feedback forms. The children thoroughly enjoyed their sessions. They had huge smiles on their faces and couldn't wait to get stuck in to the next session. Teachers report that, "All children were able to take part in the whole session, it was very inclusive." "The children showed great resilience and a determination to get involved, even the children who find PE lessons tricky."</p>
<p>Storm breaks will impact on children's health and wellbeing. We will be proactive in trying to teach our children how to regulate their thoughts and feelings. This will help children to access their learning in all areas of the curriculum. It will be sustainable in developing their understanding of the need for healthy movement time to support their mental health.</p>	<p>We expect children to be more able to regulate their emotions by knowing the strategies they need to prevent feeling angry, upset, overwhelmed etc. We will see evidence of this when staff have completed the required training to deliver the mentally healthy movement breaks.</p>
<p>Lacrosse: this was a really positive experience for our children. As a result of this we have created planning to make the sport sustainable within school and forged links with the local club to help guide our children to further opportunities in the local area.</p>	<p>By speaking to the children and reading staff feedback forms. Positive feedback from the children. "We had such a great time and it was really fun going to another school to play against them." The children were thoroughly engaged in the sessions and it was great to have the opportunity to team teach alongside the experienced coach. We were also able to referee together too as another staff training opportunity.</p>
<p>Children have been able to access a high-quality afterschool dance club. They have performed to parents at the end of each block of work to showcase their skills.</p>	<p>By talking to the children. Children and parents will enjoy the end of block dances together to celebrate the work that has been done. Afterschool dance club.</p>
<p>OAA: Children to feel they have achieved something new. They will have tried new skills and for some, done so in a new place that is local to their school and homes. Lots of new skills acquired. This opportunity will encourage children to access opportunities in their local area and promote a love of an active lifestyle.</p>	<p>By talking to the children and staff taking part. The photographs of our day will show the enjoyment and engagement of all of the pupils. The children will try new skills and learn so many new things. Certain children, who find things difficult, will really shine.</p>
<p>Panathlon: To increase school sport participation in all pupils, including those on the SEND register and those children who are less active.</p>	<p>Forty children have attended the panathlon events and thoroughly enjoyed the opportunity. 30% of our sports teams have been made up of our disadvantaged children.</p>
<p>More children will be able to achieve the NC award than in the previous year. This will support lifelong safety in and near water as the children develop into adulthood.</p>	<p>The children will be assessed by qualified swimming instructors and teachers advised of progress and achievements. Teachers are present during swimming lessons to observe the progress made.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Children are more able to talk about the need for movement and physical activity to not only help them to be physically fit and healthy but, also to make them feel better in their minds and bodies.</p> <p>Improved level of confidence and competence of all teachers and their ability to deliver PE.</p> <p>Good relationships with nearby schools to arrange competitions/matches. Children become more competent at a wider range of sporting activities. Greater levels of success when competing. An increase in self-esteem.</p> <p>Children have improved coordination and rhythm due to further access to dance.</p> <p>More opportunities for children on the SEND register to both compete and take part in sporting competition to help to increase the feeling of self-worth and create a more positive relationship with sport and physical activity.</p> <p>Increased enjoyment for swimming and a desire to do more. Holiday swimming sessions are advertised on school communication platforms and children are keen to enjoy this swimming offer to further develop their skills.</p>	<p>By speaking to the children and asking staff to complete feedback forms. The children thoroughly enjoyed their sessions. They had huge smiles on their faces and couldn't wait to get stuck in to the next session. Teachers report that, "All children were able to take part in the whole session, it was very inclusive." "The children showed great resilience and a determination to get involved, even the children who find PE lessons tricky." "I liked all the challenges like it was a jump and a kick!"</p> <p>Many children have shown they are more able to regulate their emotions by knowing the strategies they need to prevent feeling angry, upset, overwhelmed etc. We will see further evidence of this when staff have completed the required training to deliver the mentally healthy movement breaks.</p> <p>Positive feedback from the children. "We had such a great time and it was really fun going to another school to play against them." The children were thoroughly engaged in the sessions and it was great to have the opportunity to team teach alongside the experienced coach. We were also able to referee together too as another staff training opportunity. We will continue to play lacrosse next year.</p> <p>By talking to the children. Children and parents have enjoyed the end of block dances together to celebrate the work that has been done.</p> <p>After talking to the children and staff taking part. The photographs of our day show the enjoyment and engagement of all of the pupils. The children definitely experienced and achieved the intended impacts. They tried new skills and learned so many new things. Certain children, who find things difficult, really shone. 33% of the children are on the SEND register.</p> <p>Children reporting a love of swimming. Delight in swimming without armbands and a desire to compete in both the panathlon and cluster swimming gala events.</p>