

# PE Funding

## Evaluation Form



Department  
for Education

Commissioned by  
 **association for  
Physical  
Education**



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## 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/

**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?
Swimming club for least able children across the school.	Progress check at the end of the Summer term showed significant progress amongst the 3 targets. -Putting face in water -Using less than 3 flotation devices to travel. -Enjoyment of swimming.	Active travel to school. With reception staff changeover making equipment orders was delayed until Sept 24	We only purchased half of the items required so did not get to kick start bike/scooter borrowing. Will defer to 24/25
Participation of sporting activities at St Mary's.	Pupil survey with positive responses to PE curriculum. Attainment of pupils with repeated skills.	Participation of competitive events (outside of school)	We were able to participate in a football and tag rugby event. However our local MAT PE events were postponed this year due to the pyramid reshuffle.
Participation of competitive events (in school)	The children participated in Sport's Day, Swimming Gala, Dance Showcase.		
CPD for staff	Staff have been able to see positive PE lessons and are gaining confidence teaching high quality lessons.		

## Intended actions for 2024/

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>1.Active Travel to school (Deferred target from 23/24) To encourage all pupils to choose active ways to travel to school such as walking, biking or scooting. KI2 &amp; KI4 (£250)</p> <p>2.Continued professional development for staff in the teaching of PE. KI1 (£7,000approx) (</p> <p>3.Forest School lessons encouraging children to participate in outdoor physical activity and teamwork skills. KI2, KI4 (£4,000)</p> <p>4.Participate in competitive and creative events outside of school. KI3 KI5 (£2,461)</p>	<p>Spring2/ Summer Term 25: Liaise with eco-coordinator to do an active travel to school week. Have a bikeability training session Spring for children in Year 4 to encourage safe bike use. Introduce the bikes and scooters+ helmets and sign up sheets for families to use if they do not have access to their own bikes/ scooters. Replenish/service EYFS scooters and bikes to enable access at early age.</p> <p>With access to mentoring from ST whilst teaching, external resources such as assessment information and training to teach effective high quality lessons.</p> <p>Forest School professionals deliver high quality lessons to a class 1xweekly over a half term. Rotate classes throughout the year. (Spring 1 start?) Short 1:1 sessions for children who are reluctant to engage in PE lessons with physical activity and skills being taught.</p> <p>Liaise with NB regarding Dance showcase for multiple year groups. Replace gym mats in preparation for Gymnastics festival and Dance showcase. Link with Pyramid and organize sporting calendar in Dec24 meet. Tag Rugby event at Rugby club 2xteams.</p>

## Intended actions for 2024/

5. High quality swimming lessons for all children Summer term.  
K11,K12,K13,K14, K15 (£1,300)

Children in Year 1-4 will receive daily swimming lessons with teacher and TA. Assessment carried out at start of term.  
Booster swim group for least confident children after school.

## Expected impact and sustainability will be

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<p>1.An increase in active travel to school by pupils across the year groups. An increase in the number of children able to ride a bike independently An increase in enjoyment riding bikes and scooters for the children</p>	<p>Pupil survey to measure enjoyment/ engagement/ skill levels. Feedback from bikeability instructor on progress. Eco-coordinator feedback regarding bike to school numbers. Feedback from parents regarding use of St Mary's bikes or scooters.</p>
<p>2.Staff CPD shows increase in confidence teaching PE. Year 3&amp; 4 will be teaching 1x PE weekly using the skills given from previous CPD with Premier Sport. ST will monitor and feedback with 1x PE session weekly for all classes including EYFS.</p>	<p>Staff feedback and monitoring. Assessment of pupils in PE and progress meeting with ST and Teachers. PE coordinator observing teaching.</p>
<p>3.Forest School lessons will provide an alternative opportunity for physical activity and teamwork skills. Children who measured reluctant in PE- make progress in physical skills that can be transferred into sport.</p>	<p>SLT Monitoring teaching. Assessment of progress physical skills in reluctant pupils. Progress monitored by PE coordinator.</p>
<p>4.Children across the school are given opportunity to participate in sporting events and competitions. Dance Showcase, Tag Rugby, Football, MAT events</p>	<p>Children attend the events give feedback. Teachers/TA's monitor children at event and can use towards assessment.</p>
<p>5. All children make at least good progress in swimming.</p>	<p>Starting points recorded, LA pupils and PP identified and given booster sessions. Assessment of all pupils completed at the end of the term. All children participate in swimming gala.</p>



## Actual impact/sustainability and supporting

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>Year 4 – Dance Showcase participated in a dance show with other schools from the area. They were given high quality lessons first to choreograph routine and parents were invited to attend.</p> <p>Year 4- Tag Rugby. (postponed due to staff shortage) will look to reorganize.</p>	<p>Positive feedback from parents, children and staff. We will be recommending this for another year group in Spring 2.</p>