

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?
<p>Pupils have experienced a variety of sports.</p> <p>Pupil leaders (Y6) are engaged and involved in planning and delivering events.</p> <p>Greater understanding of delivery amongst staff team.</p> <p>Variety of enrichment activities taken place and delivered including dance, football, rounders, badminton</p> <p>Year 6 Residential</p>	<p>Broader range of physical skills, teamwork abilities, and strategic thinking developed through improved assessment results.</p> <p>Pupil voice feedback. Development of planning, organization, and communication skills for targeted support of pupils. Blippit boards showed WT activities delivered and targeted teaching.</p> <p>Staff feedback and coaching sheets show reflections and greater understanding from staff team around delivery of PE lessons.</p> <p>Evidence base of activities collected and developed on Blippit</p> <p>Opportunity for ALL children to experience a range of physical activities they wouldn't normally access e.g. climbing, high ropes. Abseiling etc</p>	<p>Uptake of sports associated with SEND.</p> <p>Further opportunities for EYFS and KS1 to engage in a wider variety of sports or competitions.</p>	<p>Some children not taking up opportunity to sign up to events</p> <p>Not as many opportunities offered for these age group</p>

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>That all teachers consider themselves to be PE teachers and effective practice is robust. Consistent approaches to modelling, teaching and questioning are employed in all PE lessons.</p> <p>PE lessons encourage the development of a broad range of skills.</p> <p>Consistent curriculum mapping and increased understanding of knowledge and skills progression amongst staff team (PE Planning).</p> <p>Teaching encourages reflection, as well as peer and self-assessment of skills and competencies for pupils.</p> <p>Ensure all pupils, including those with additional needs, are able to access sports coaching and PE teaching.</p> <p>A wide range of activities will promote enjoyment and confidence in sport and PE.</p> <p>Physical activity target exceeded through play-based learning and increased outdoor education offer as well as trips.</p> <p>Extra-curricular clubs and endeavor also positively impact on the engagements in physical activity.</p> <p>We build healthy habits for future success.</p> <p>Cross curricular themes such as co-operation, teamwork and perseverance are built</p>	<p>Diarised PE lessons across the year groups weekly.</p> <p>Regular half termly enrichment from a variety of external providers across a range of sports.</p> <p>Use of PE planning scheme to ensure consistent teaching approaches.</p> <p>Regular coaching and CPD and feedback through subject specialists.</p> <p>SLA with coach provider set early.</p> <p>Sports specialists brought in to lead activities and provide PE enrichment.</p> <p>Dedicated Forest School session and delivery of OAA across the curriculum.</p> <p>Wide variety of after school clubs offered throughout the school year by staff and external providers.</p> <p>Implemented in PE lesson, Forest School OAA and specialist external providers leading alternative sports such as Nerf battles, dance, cricket, archery and multi-skills.</p>

Intended actions for 2024/26

<p>into PE teaching to ensure positive impacts across the curriculum.</p> <p>Wider healthy lifestyle activities form part of the school's approach and are linked to other curriculum areas eg: PSHE.</p> <p>To actively engage pupils in the design, delivery and promotion of physical activities in the school and its positive impacts.</p> <p>PE lead from Sidmouth College offers a range of pupil and staff training across the academic year.</p> <p>Release time for PE lead to drive the action plan and shape our school practice</p> <p>Ensure a wide range of sports and activities are taught.</p> <p>Lesser-known sports and activities are planned for and delivered through the curriculum offering.</p> <p>PE lead from Sidmouth College offers a range of sports as enrichment.</p> <p>The school will participate in extra-curricular sport through the learning community. Children will have the opportunity to engage in competitive competitions.</p> <p>Intra and Inter school competitions will be held so ALL children participate and are challenged at this level.</p>	<p>PSHE/PE cross curricular links with healthy lifestyle, personal hygiene, exercise and wellbeing.</p> <p>Regular pupil voice sessions with PE lead and regular meetings with sports leaders to feedback and advise on both curriculum and play lead experiences.</p> <p>Diarised visits from Specialist PE teacher from Sidmouth College to lead sessions to train and enhance CPD for teachers and TA's.</p> <p>PE lead release 1 x day per half term to allow for monitoring impact e.g. pupil voice, observations.</p> <p>Specialist providers to lead activities such as Pilates, circuits, boccia.</p> <p>Diarised sports enrichment across KS1 and KS2 for whole class and team enrichment in a range of sports provided in school and at Sidmouth College to allow for specialist provision such as trampolining and basketball.</p> <p>Sports Week activates to provide opportunities for inter school competitions. Participation and organization of inter-school events through the learning community.</p>
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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>Greater confidence and understanding of delivery amongst staff team.</p> <p>Monitoring of provision shows that children are positive about PE (pupil voice).</p> <p>PE lessons and pupil voice observed show a focus on reflective practice.</p> <p>Peer and self-assessment seen as a feature of teaching and learning.</p> <p>Blippit boards show clear cohesion and mapping done by teachers.</p> <p>There is clear progress in children's physical education knowledge and skills. Evident in formative assessment and teacher assessment.</p> <p>Pupils have experienced a variety of sports.</p> <p>Children have experienced a range of clubs and participation levels were high (clubs were well attended).</p> <p>Introduction of forest school which allows for 1x weekly play-based learning.</p> <p>Pupil leaders are engaged and involved in planning and delivery of events.</p> <p>Pupils work in PSHE shows evidence of healthy lifestyles and choices.</p> <p>Well being is a key school theme and pupils are able to speak about what makes them healthy and make healthy choices. Pupils recognize physical activity is key aspect of this.</p>	<p>Pupil progression and assessment shows children reaching National Curriculum expectations. Lessons observed to gather evidence. Blippit board.</p> <p>Pupils have progressed through the curriculum and timetabling is robust – timetables collected and monitoring shows delivery of lessons.</p> <p>Blippit boards show robust and comprehensive evidence base.</p> <p>PE leader led pupil voice sessions and collated evidence.</p> <p>PE leader led play leader sessions and collated evidence.</p> <p>PE curriculum provides variety of sports to each year group.</p> <p>List of clubs across the academic year and completed registers to show participation.</p> <p>Dedicated 1 x weekly Forest School session for each class. Blippit boards show comprehensive evidence base.</p> <p>Regular scheduled meetings with PE lead and Sports Leaders. Sports Leaders actively involved in planning and running events such as Sports Day.</p> <p>PSHE floor books show evidence of healthy lifestyles, wellbeing and choices.</p> <p>PSHE lessons provide opportunity for class discussion to take place. School council/play leaders' regular meetings to organise and implement whole school wellbeing activities.</p>

Expected impact and sustainability will be achieved

Increased parental involvement

Children in all key stages have participated in competition and sport.

Competition was healthy and supportive,

Increased parental engagement through successful sports day.

Participation in sports events across the year such as annual fun run for whole school community.

Sports Week activities recorded on Blippit boards show robust and comprehensive evidence base.

A range of intra-school competitions/activities allow for collaboration and team building to take place.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Continuation of sports week during summer term.	Photos, blippit, Sports week programme
Half termly day of sports run throughout the school.	Diarised half termly enrichment from a variety of external providers across a range of sports.
New equipment to use during playtimes and lunchtimes.	Purchase of basketball hoops, table tennis table, new footballs, tennis rackets, hoops for playtime/lunchtime.
Extra-curricular sporting events attended through the learning community.	Participant lists, photographs, updates in School Matters and website/FB page
Competition outside of school and children participated and the school achieved winning results in a number of inter school competitions eg: cross country running and swimming gala events.	Successful participation and progression to the county finals of ECCT Cup (football) and success in regular inter-school competitions within the learning community in swimming, football, hockey, netball and cross country.