

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?
<i>CPD – Staff co-taught with external coaches to increase confidence and ensure quality of PE lessons with the transition from teaching 1 lesson a week to 2 lessons a week in 2024-2025. PE lead attended PE conference.</i> <i>Use of GetSet4PE scheme for delivery of high quality PE.</i>	<i>Confidence among staff to deliver PE. In teacher voice, teachers felt somewhat or fully confident in:</i> <i>• Delivering PE</i> <i>• Their subject knowledge</i> <i>• Adapting to all pupil's needs</i> <i>They all thought pupils were progressing and 75% enjoyed teaching PE.</i> <i>Pupil voice, conducted in summer 2 with 2 children per year group showed that all the children spoken to enjoy PE and that sport is important at this school. Children feel their teachers help them if they get stuck and that they have made progress. Most felt that their teacher challenged them if they found it too easy.</i>	<i>Staff commented that adequate resources and equipment are not always available and purchases have now been made to rectify this.</i>	<i>Staff voice</i>

Review of last year 2023/24

After school club Sports provision.							After school clubs are popular and are well-attended.		
	Aut 1	Aut 2	Spr 1	Spr 2	Su 1	Su 2			
KS1	Football Tag rugby	Gymnastics Tag rugby	Football Badminton Tag rugby Dance (Y2)	Dance Badminton Tag rugby	Football Tennis (incl. R)	Football Athletics (incl. R) Balance bikes (R)			
KS2	Netball Football Basketball	Gymnastics Basketball	Badminton Dance	Dance (Y3/4) Netball Boxercise	Netball Football Cricket	Netball Football Athletics			
Investment in new equipment for PE teaching and active lunch/playtimes.							Better equipment, happier teachers, higher quality PE lessons.		
Skip2BeFit day - each class took part in a skipping workshop and families had the opportunity to purchase skipping ropes with counters. Each class was encouraged to take part in the ongoing Skip 2 Be fit challenge.							This created a real buzz around the school. It created positive memories around sport and fitness, with children still talking about Skip2befit and practicing skipping in the playground.		
Olympic Day – we celebrated the Olympics with a whole day of Olympic themed activities. We had an assembly with an ex-Olympian hockey player, took part in Olympic themed activities and the whole school and their families took part in an Olympic parade, torch relay and colour run.							A fantastic day highlighting Olympic values to our children hopefully leading to increased engagement in subsequent Olympic Games over the summer. Families invited to participate to provide parents the opportunity to be active with their families promoting health and fitness for life in a fun way.		

Review of last year 2023/24

<i>Regular participation in external competitions with other schools:</i> <i>KS2 Inaugural Cross country Event</i> <i>Year 5 /6 Netball</i> <i>Year 5 /6 Football</i> <i>KS2 Cross Country</i> <i>Year 5/6 Football A</i> <i>Year 5/6 Netball</i> <i>Year 5/6 Football B</i> <i>Year 3/4 Football</i> <i>Year 3/4 High Fives netball</i> <i>Year 5/6 Girls football</i> <i>Year 2 Athletics</i> <i>KS2 District Sports</i>	<i>Many children had the opportunity to take part in external sports competitions against other schools. Participation and achievements are always celebrated in Celebration assemblies when children write their own reports and share their experiences and link these to our school values, setting positive examples to younger children in the school.</i> <i>Children participated with great enthusiasm and represented the school well in showing our school values.</i>	<i>Ensure after school club and in-school provision matches up with external competitions to ensure competitiveness at external events. Introduce inter-house competitions to give all children more frequent exposure to competitive events throughout the school.</i>	
<i>Whole school sports day</i>	<i>Every child was able to take part in carousel sports activities for their house including the bucket race, under over obstacle race, long jump, javelin, discuss, parachute games. Later, every child took part in at least one race for their house – either the egg and spoon race, the hurdles or a sprint race as well as the relay for the fastest children in each year group. The format of the day meant that sports day was inclusive and also competitive.</i>	<i>Next year, increase race participation from 4 children per race to 8. Consider an alternative, inclusive, race to egg and spoon, which was too slow and meant that we could not run one of the other races.</i>	

Review of last year 2023/24

<i>Whole school survey to understand levels of and barriers to participation in external sports across the school. The survey was returned for 26 pupils.</i>	<i>It was discovered that finances, working parents and logistics (timings /managing siblings) were things that prevented children / families from being more active after school and that while the school was thought to offer mainly a good variety of clubs after school, the lack of spaces available meant that the clubs fill up very quickly and so they can't always get a place.</i>	<i>Review after-school provision and sign up processes.</i>	
<i>Introduction of organised lunch-time football. Y6 children act as referees and use a card system to ensure fairness for all and encourage sportsmanship. All pupils in each year who sign up to play sign the FA Respect Code of Conduct.</i>	<i>Fewer accidents and incidents as a result of organized sessions. Greater access to football participation for children who may not usually play, including girls.</i>		
<i>Year 6 lunchtime groups</i>	<i>Inter social relationships and language improved.</i>		
<i>Introduction and ongoing use of Get Set 4 PE curricular plans and portal.</i>	<i>Scheme ensures non -subject specific staff have cohesive quality PE plans, and are supported in their teaching. The school's curricular offer features progression for our pupils and the scheme ensures a high quality and diverse learning experience is delivered</i>		

Intended actions for 2024/28

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<u>Points 1.-4. directly support the School Development plan:</u> <i>1. Develop independence, motivation, and perseverance</i>	<i>Investigate opportunities for participation in new exciting and potentially extreme sports to challenge and encourage perseverance.</i> <i>Ensuring all children have the opportunity to participate in competitive sport by introducing a house competition to the Autumn and Spring terms (in addition to Sports Day in Summer term).</i>
<i>2. Encourage Oracy21 with the use of sporting language and PE skills jargon</i>	<i>Focus on children to use their verbal communication skills in their sporting practice.</i>

Intended actions for 2024/29

3. Further develop provision of PE to ensure there is a challenging and demanding curriculum which is of consistently high quality.	CPD for PE Lead with PE Conference at Hertfordshire University. CPD for staff and Pro Academy delivery of lessons to boost staff CPD. Focus upon other common areas of our PE curriculum in the next cycle e.g. golf, further athletics, cricket and OAA. Introduce video evidencing for lessons and use of assessment sheets to support teacher judgement. Target students who are not achieving expected level for further support.
4. Challenge and engagement to ensure behavior of children both in lessons and during playtimes and lunchtimes	Investment in equipment and resources to encourage outdoor play and activity during break and lunchtimes. - Archery - Golf - Introduction of Mile on Monday, Wheelie Wednesday, Fitness Friday - Exploring costs for creating an all-weather track for scooter/daily mile use. - Additional OPAL style development of outdoor areas, e.g. tyres, etc.

Intended actions for 2024/30

5. Continuing to offer swimming to all children so that all children meet NC standards by end of Y6.	Although PE grant is not used for swimming – to provide children with water confidence. To use the Canoe Slalom World Championships at Lee Valley Whitewater Centre
6. Ensure PE and inter/intra house competitions are accessible to all including WT/PPG/SEN.	Continue to promote active 60. External providers.
7. Ongoing use of Get Set 4 PE curricular plans and portal	To continue to use this portal to support curricular delivery and assessment.

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?
Continue to offer high quality PE. Children able to articulate their learning. Children are engaged and challenged Children are more active at playtime and lunchtimes	Assessment data Pupil Voice Teacher voice Lesson observations Swimming data Tracking of pupil activities at inter-school, intra-school and ASCs Improved behavior Evidencing of lessons and progress using video

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?	Associated costs
St Cross delivers high quality PE to all students through which children are engaged and challenged.	<i>GetSet4PE lesson scheme used to support teaching in PE. Teachers observed delivering high quality PE in R, KS1 and KS2. Teacher voice shows that Teachers are somewhat confident in delivering PE.</i>	£
	<i>Staff CPD through joint delivery of some PE lessons with Sports Coaches until Easter.</i>	£
	<i>Expert cricket training delivered to Year 5 pupils through local cricket club culminating in a tournament with local schools.</i>	£
	<i>PE lead attendance at PE conference ensuring up to date knowledge and skills. CPD provided to staff to improve teacher assessments.</i>	£
	<i>Investment in equipment to support PE delivery</i>	£
	<i>Investment in Forest school equipment and staff</i>	£

Actual impact/sustainability and supporting evidence

	<i>Swimming lessons delivered to children from Y1 through to Y6. Majority of children in Y6 are able to swim.</i>	Not funded by PE Premium
Children are more active at playtime and lunchtimes as well as within the school day and after school.	<i>Investment in a new daily mile track has proved very popular among students. (Pupil voice). It is used during the school day as part of Active 60 as well as by children at both break and lunchtimes. The track hosted a new race at sports day and is encouraging children to build stamina and teaching them about pace.</i>	£
	<i>Investment in playground equipment.</i>	£
	<i>Excellent variety and breadth of after school sports activities offered by professionals after school and on Friday lunchtimes.</i>	£
	<i>Introduction of Mile on Monday, Wheelie Wednesday, and Fitness Friday. Refresh of playground markings to support lunch and break</i>	£

Actual impact/sustainability and supporting evidence

	<i>time play.</i>	
All children have opportunities to take part in sports events outside of their PE lessons.	<i>All children were able to take part in the new intra school cross country competition held in the Autumn.</i> <i>Every child was able to take part in carousel sports activities for their house including the bucket race, under over obstacle race, long jump, javelin, discuss, parachute games. Later, every child took part in at least one race for their house designed to be accessible for all. Races were inclusive and were organized by ability and so that as many children could take part as possible. In addition we held 2 races for the fastest sprinters and runners of 1-lap. The format of the day meant that sports day was inclusive and also competitive.</i> <i>All children learned a dance for our VE day celebrations as well as within their dance unit.</i> <i>Many children from Y2 upwards have the opportunity to participate at a variety of inter-school sports tournaments throughout the year via the district</i>	£ (stickers/rewards, etc) N/A N/A

Actual impact/sustainability and supporting evidence

	<i>sports association, competitions run via the local private school and through the Academy.</i>	
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