

# 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>PESSPA lead enhanced subject leadership and embedding of curriculum.</p> <p>CPD opportunities for all</p> <p>Opportunities for all pupils to participate in high quality PESSPA within the school day and competitively against other schools, especially for girls and children with SEND</p> <p>Equipment purchased has supported overall curriculum delivery and enhanced lunchtime provision.</p> <p>Supporting pupils with SEND to receive top up swimming lessons in years 5 and 6</p> <p>Showcasing key achievements relating to PESSPA</p>	<ul style="list-style-type: none"> <li>Positive feedback from secondary school on quality of PE curriculum.</li> <li>Feedback from school advisory visit (see report)</li> <li>Positive feedback from staff voice on impact of curriculum and leadership from PESSPA</li> <li>Valentines specialist supporting teachers across the school and initial obs compared to end obs shows greater confidence and skill</li> <li>Staff voice showed improved confidence in teaching</li> <li>More competitions entered across the year 23-24 compared to 22-23</li> <li>Higher percentage of girls only events and girls attending competitions</li> <li>All competitions increased percentage of SEND participation</li> <li>Attended SEND specific events across the year</li> <li>Bikeability and dr bike –years 2 and 3</li> <li>ELHAP visits for SEND</li> <li>Sensory circuits embedded weekly for SEND</li> <li>Mini marathon – 20children across years 5 and 6</li> <li>Achieved Baricays Girls Football School Partnership award for achieving equal access to football for girls across the school</li> <li>Focus on curriculum to prepare students for competitive events</li> <li>3 children with SEND received catch up lessons progressing from level 1-2 within the year</li> <li>Newsletter weekly and parent voice showed increased engagement.</li> </ul>	<p>Numbers of pupils who are able to swim 5m + has increased over the last two years, however we still need to work on numbers able to swim 25m by end of year 6.</p> <p>Quality of lunchtime provision – high number of behavior incidents</p>	<p>Although numbers have increased for children in year 3 swimming 25m – we need to look at top up lessons to ensure all children reach this requirement by year 6.</p> <p>30% of children swimming 25m by the end of year 3</p> <p>75% of children 5m +</p> <p>87% of children were non swimmers at start of year 3.</p> <p>CPOMS data- lunchtime incidents</p> <p>SEAATS support</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>1. To increase the percentage of children able to swim 25m by the end of year 6. Key indicator 1</p>	<ul style="list-style-type: none"> <li>All children who did not reach requirement for swimming 25m in year 3 to receive catch up lessons in year 4.</li> <li>Support new joiners in receiving catch up lessons in years 5 and 6.</li> </ul>
<p>2. Increased CPD for staff to raise whole school quality of teaching and delivery. Key indicator 3</p>	<ul style="list-style-type: none"> <li>PE lead to set up timetable of CPD with Valentines specialist teacher and PESSPA lead</li> <li>.ECT and new staff focus. RRSC (Redbridge schools sports collective) to deliver CPD to all staff to continue support and enhance.</li> <li>Release and time for PESSPA to team teach.</li> </ul>
<p>3. Increase participation of physical activity for all children across the school Key indicator 1</p>	<ul style="list-style-type: none"> <li>Survey of physical activity completed.</li> <li>Work with Blue zone project on walking bus- costings for additional staffing before school.</li> <li>Implementation of daily mile.</li> <li>OPAL playground implementation</li> </ul>
<p>4. Increasing profile of PE and sport across the school. Key indicator 2</p>	<ul style="list-style-type: none"> <li>Wall art to encourage sport and provide role models to all groups including SEND and girls</li> <li>Newsletters weekly showcasing competitions</li> <li>Outdoor boards to school events and local events</li> </ul>
<p>5. Improve quality of physical activity at lunchtimes Key indicator 2</p>	<ul style="list-style-type: none"> <li>OPAL playground implementation</li> </ul>

## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
A higher percentage of children achieving 25m by the end of year 4 compared to year 3. This will then continue to be tracked into year 5 and the year 6 to ensure all pupils reach the required 25m+ by end of year 6.	Greater numbers reaching 25m by the end of year 4. More children moving from level 1- 2 and 2-3.
Lesson observations show improvement and staff voice will show increased confidence and skill.	Lesson observations External feedback Staff voice
Greater numbers of children walking to school – improved physical activity levels across the school day.	Raise numbers of children walking to school and time completing physical activity in one day. Comparison of two surveys. Greater percentage of school day completing physical activity. Raised attainment in assessments
Increased numbers of children participating in physical activity. Greater confidence of children sharing impact of PE and school sport. Increased numbers joining internal and external clubs.	Increased numbers if children attending clubs Pupil voice on PE shows greater understanding of benefits Increased numbers of children Greater numbers of children attending external clubs.
Improved experiences of children at lunchtimes. Children have increased physical experiences at lunchtimes and behavior is improved.	Less CPOMS entries for behavior incidents Less accidents Pupil voice shows improved experiences at lunchtimes.

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you	What <b>evidence</b> do you