

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>a) The spending of sports premium to upgrade the outdoor EYFS provision.</p> <p>b) Spending on PE enrichment days including boxing.</p> <p>c) Challenge Sports as a high-quality PE provider.</p> <p>d) Upgrading PE and sports equipment.</p> <p>e) Sports Day and Inter-House Cup</p> <p>f) Swimming for KS2/KS1 and EYFS at a different swimming pool</p>	<p>Children have more opportunities to use a range of different physical resources.</p> <p>Children developed and gained confidence in a sport that they would not normally take part in.</p> <p>All children, regardless of background or ability, were able to take part in weekly physical PE lessons, including targeted after-school sports club.</p> <p>More equipment for children to use at break and lunch times to ensure that active 60 minutes of daily exercise took place.</p> <p>Children developed resilience and competitiveness when competing against their peers.</p> <p>More qualified instructors and a better provision for all children.</p>	<p>The organised Parkrun in March 2024 was not attended by any families.</p> <p>Sport Relief</p> <p>Top-Up sessions for PPG children who are behind ARE.</p>	<p>Non-attendance at the venue.</p> <p>Lack of time, due to operational issues, meant this wasn't planned.</p> <p>Minimum number of children required and transport costs.</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
<ol style="list-style-type: none"> 1. Continue to improve the achievement and progress of pupils in PE lessons by focusing on upskilling staff and increasing engagement and confidence to ensure safe, effective lessons and to support whole school involvement in PE and sport. 2. To continue to offer a range of sporting opportunities and identify children who do not participate in regular extra-curricular sporting activities. 3. Raise the profile of PE and promote a healthy lifestyle in all pupils and encourage participation and enjoyment in a range of physical activities. 4. Continue to develop opportunities for children to take part in competitive sport, building confidence and broadening experience through inter-house competitive sport. 	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> A) Subject leader to conduct reviews of current delivery and engagement and lead CPD with staff in areas necessary. B) Work with Challenge Sport to ensure high quality delivery and coverage and encourage further engagement between them and staff. 2. <ol style="list-style-type: none"> A) Identify strengths within the existing staff to offer different activities. B) Book outside venues and providers and expert external leaders to deliver alternative sports and activities. C) Invite local coaches, sports clubs and athletes to share their experiences and further encourage participation. D) Continue to develop the outside are in EYFS for further improve physical development. E) Fund additional swimming opportunities for year 5 and 6 beyond core offer. 3. <ol style="list-style-type: none"> A) Classes to incorporate physical activity into class timetables to ensure that pupils are having frequent opportunities to be active. B) Ensure a range of different sports and activities are delivered at multi-sports clubs. C) Ensure healthy lifestyle PSHE unit is taught thoroughly and reinforced throughout the year. D) Invite local coaches, sports clubs and athletes to share their experiences and further encourage participation. E) Continue to identify sports star of the week during celebration assembly. F) Continue to develop the outside are in EYFS for further improve physical development. G) Fund additional swimming opportunities for year 5 and 6 beyond core offer. H) Provide opportunities for children and staff to come together in shared sporting challenge opportunities. 4. <ol style="list-style-type: none"> A) Provide intra-competitive sporting opportunities. B) Organise events on a termly basis.

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?
<ol style="list-style-type: none"> 1. Staff are well trained and confident to deliver all areas of the curriculum ensuring children receive a comprehensive PE experience. 2. More children will reach their daily physical activity goal. More children will attend after school sports clubs and activities. 3. More children will reach their daily physical activity goal and be aware of the elements required for a healthy lifestyle to take with them into their next stage of life. 4. More children taking part in competitive sport both within and outside of school. 	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> A) Pupil outcome will be higher in PE. B) Pupil voice will express improved enjoyment from higher quality lessons. C) Staff surveys will express increased confidence in delivering the curriculum. 2. <ol style="list-style-type: none"> A) Attendance registers at clubs will show an increase in participants. B) Attainment data in relation to EYFS Physical Development Early Learning Goal will show an increase. C) Swimming data will show an increase in children meeting the desired outcomes. 3. <ol style="list-style-type: none"> A) Pupil outcome in PE and PSHE will be higher. B) Photographic evidence of workshops and visitors. C) Pupil voice in relation to opportunities and the benefits. D) Attainment data in relation to EYFS Physical Development Early Learning Goal will show an increase. E) Swimming data will show an increase in children meeting the desired outcomes. 4. <ol style="list-style-type: none"> A) Photographic evidence of sporting events that have been taken part in. B) Participation data in any competitions entered. C) Pupil voice about the events they have participated in.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ol style="list-style-type: none"> 1. Staff are well trained and confidently deliver all areas of the curriculum they have been asked to deliver. The children are receiving a comprehensive PE experience. 2. More children are reaching their daily physical activity goal. More children are attending after school sports clubs and activities. 3. More children are reaching their daily physical activity goal and are aware of the elements required for a healthy lifestyle. 4. This is a target that has struggled for impact this year. To support this area next year, we will be rejoining the Dacorum Sports Partnership and running a minimum of three inter-house sporting competitions across the year. 	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> A) 92% of children are assessed as working at age related expectations. B) Pupil voice expressed high levels of enjoyment due to high quality lessons begin delivered. C) Staff surveys expressed increased confidence in delivering the curriculum. 2. <ol style="list-style-type: none"> A) Attendance registers at clubs show an increase in participants. B) 6/6 children achieved good level of development in gross motor skills. 5/6 children achieved good level of development in fine motor skills. 5/6 achieved Physical Development Early Learning Goal. Higher percentage than last year. C) All children leaving in year 6 could swim 25 metres and completed basic lifesaving skills. 3. <ol style="list-style-type: none"> A) Pupil outcome in PE and PSHE are higher. B) Pupil voice shows children discussing the opportunities they have had and the benefits of them. D) Attainment data in relation to EYFS Physical Development Early Learning Goal has shown an increase. E) Swimming data has shown an increase in children meeting the desired outcomes. 4. <ol style="list-style-type: none"> A) Pupil voice shows children talking about the activities and events they have participated in but expressed a desire for more opportunities.