

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>NOSSP membership</p> <p>Pupil Voice</p> <p>Raising the profile of school sport – football in particular.</p> <p>School swimming figures</p>	<p>High quality sporting events and tournaments throughout the year. Networking days facilitated effective discussion and CPD between the school PE lead with other primary PE leads and secondary PE teachers.</p> <p>Pupil voice indicated that most children who represented the school in sports events enjoyed participating and would want to compete in events again in the future.</p> <p>Increased participation in competitive sport with UKS2 football club and inter-school football leagues for boys and girls.</p> <p>100% of the year six cohort could perform safe, self-rescue in different water-based scenarios. High percentage of children (87%) met other school swimming objectives such as effective use of different strokes and confidence/efficiency.</p>	<p>External coaches</p> <p>Staff voice</p>	<p>Funds spent with little impact to whole school only some children affected.</p> <p>Staff identified a lack of confidence teaching PE lessons when not supported by NOSSP mentor – to be addressed.</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>New curriculum to be mapped out for PE teaching with the intent of being sequential and demonstrating progression across different year groups.</p> <p>More robust utilization of external suppliers of extra – curricular clubs.</p> <p>High-quality PE lessons are taught and teachers are mentored by a Primary Mentor from NOSSP. This will raise attainment and progress in children and improve the overall enjoyment levels of children in PE and school sport.</p> <p>Partake in face-to-face competitions organised by NOSSP.</p> <p>Partake in the football league organised between schools.</p>	<p>Renewal of PE teaching and learning scheme (GetSet4PE) – staff training in how to use website and resources for new staff and existing where needed.</p> <p>Youth activators to be deployed to run lunchtime clubs, afterschool clubs and playground leader training across the year. Lower cost than previous external suppliers as youth activators are included with NOSSP membership fee.</p> <p>Sports events planned for both KS1 and KS2, continued mentor support for staff CPD and PE networking days to continue with both primary and secondary PE and CPD led by Youth Sport Trust.</p> <p>The primary mentor will work with staff to improve their teaching and the children’s learning. PE coordinator to work closely with the mentor to ensure staff are supported. This will also ensure that a consistent approach to PE and sport is taken by all. PE coordinator to work with mentor to ensure children are well prepared for competition and that they have learnt the skills to apply in an inter school setting.</p> <p>PE networking meetings facilitated by NOSSP to further train subject leader in latest field updates and research.</p> <p>Work with NOSPP staff for inspiration in different events. Subject lead share upcoming events with staff, then work with staff and organise</p>

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>Wider variety of afterschool clubs designed to increase physical activity in children.</p> <p>New members of teaching staff to work with PE mentor and develop their teaching practice. PE coordinator to liaise with mentor to find new ways of developing teaching and learning. Think about the development of targets for the children and them knowing what they are going to work on in PE. Continue to build links with NOSSP.</p> <p>CPD for PE coordinator from Youth Sport Trust to ensure compliance with new PE funding reporting tools.</p> <p>High-quality PE lessons are taught and teachers are mentored by a Primary Mentor from NOSSP. This will raise attainment and progress in children and improve the overall enjoyment levels of children in PE and school sport.</p> <p>Provide teaching staff with a scheme of work for PE that is easy to follow and that has a positive impact on the children's learning.</p>	<p>Increased participation in extra-curricular clubs and a wider variety of extra-curricular clubs offered to children.</p> <p>Registers of extra-curricular clubs to indicate an increase in participation from least active pupils.</p> <p>Renew 'Get Set 4 PE' teaching scheme, to ensure consistency in teaching of PE. Work with staff to ensure they receive adequate training on how to use the scheme of work.</p> <p>Teachers are working from Get set 4 PE with confidence. PE coordinator has planned and led CPD about the scheme of work to support staff. Staff responded positively and were able to look at the development of lessons in sports. They could see the progression in teaching and learning from year 1 to year 6. Children enjoy PE lessons and conversations with them support this. The scheme enables teachers who lacks confidence in PE to teach high quality PE lessons.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Greater participation in extra curricular clubs – especially girl’s football</p> <p>Youth activator clubs expanded an already diverse range of extra-curricular clubs.</p> <p>Young leaders in years 5 and 6 with the support of youth activators to ensure high quality training and mentoring between students.</p> <p>Competitions and events through NOSP affiliation and monitored participation levels.</p> <p>The football league took place over the Autumn and Spring term for both boys and girls. This led to opportunities for the year 5 boys, upper key stage 2 ‘B’ boys and girls team to have friendly matches.</p> <p>Intra-school competitions have been used in conjunction with inter-school competitions.</p> <p>Sports day has been planned to offer children a range of sports and opportunities. Children gaining house points with a ceremony at the end of the day.</p>	<p>Registers for extra curricular clubs and parent sign up via parent pay indicates clubs are increasing in size this year with more children participating. This is especially evident in year 5 and 6 football club. This year has seen a huge increase in girls signing up to join the school football team, this year we have a greater number of girls than boys in the school football club.</p> <p>Youth activators have been utilized numerous times this year. The youth activators were booked through our NOSSP affiliation, they lead extra-curricular clubs and playground leader training in three terms this year.</p> <p>Children have partaken in a range of competitions, including swimming and cross-country. Intra-school competitions have been used to support who will be involved in the inter-school competitions.</p> <p>Playground leaders has continued for year 6 pupils and was expanded to year 5 pupils this year following youth activator training. This gave older students an opportunity to be positive role models to younger children and raise the profile of physical activity through structured games and play during lunchtimes.</p> <p>School games mark application submitted alongside inclusion questionnaire.</p>