

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>PE Conference and AfPE membership</p> <p>Sensory Circuit provision in KS2 expanded to permanent location/availability.</p> <p>Y5/6 Top up swimming-</p>	<p>PE subject leader was upskilled and shared this knowledge with other teachers via staff meetings.</p> <p>Sensory circuit set up and used daily by pupils.</p> <p>This year, 20 children who had previously not managed to swim 25m during their curriculum swimming lessons managed to achieve this alongside the self-rescue.</p>	<p>Upskilling of staff to ensure lunchtimes are active and engaging for children.</p>	<p>More work needed to ensure that active lunchtimes remain a priority and MSAs confident to deliver activities.</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
<ul style="list-style-type: none"> • To support staff in teaching PE by providing them with high quality lesson plans and resources through the Get Set 4 PE scheme. • To ensure that staff have up-to-date knowledge of how to teach and manage PE by purchasing AfPE membership. • To purchase equipment so that staff have everything that they need to teach high quality PE lessons. • To purchase equipment to ensure lunchtimes and breaktimes are consistently active. • To employ two people for lunchtimes to create opportunities for more active play. • To provide a gymnastics club for upper and lower KS2 children after school, partly funded by the school sport premium money. • To provide opportunities for the children to experience different activities within school. • Top up swimming- Giving the children a further opportunity to fulfil the requirements of the national curriculum for PE – namely swimming 25m and knowledge of self-rescue. This is a life long skill and could save their life in the future. <p>Purchase of a Yoga/calm space- The children will have a space to engage with Yoga and other calm, stretch and muscle related activities.</p>	<ul style="list-style-type: none"> • The Get Set 4 PE subscription was renewed and is being used in all classes in all year groups. • The AfPE membership was renewed and the subject leader refers to it when considering health and safety in PE along with other areas. • Equipment has been purchased for PE lessons, including hoops, balls, beanbags, hurdles. Teachers / staff now have everything they need to teach high quality PE lessons. • Children are using these resources and being active. • We have paid for two people from Premier Education to be on the field for an hour during lunchtime play in the summer term. They play games and encourage the children to get involved with activities to be more active. • Gymnastics clubs have run a week through the summer term. This was part-funded by the sport premium money, with just £1 per session paid for by parents. There were 20 spaces at each club. • A climbing wall was hired for the family fun evening. Children used it with their parents after school. • Children who did not achieve 25m swim and self-rescue will be given further tuition with a lower ratio of students: instructor than in their normal swimming sessions. This further opportunity will also enable them to build on the knowledge they have from their curriculum swimming lessons. • The calm space can be used for Yoga giving it its own special space in the

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?
<ul style="list-style-type: none"> • Children will have high quality PE lessons using the Get Set 4 PE scheme and using the new equipment. • MSAs will observe the staff from Premier Education so that they can lead their own active lunchtime sessions. • The lunchtime equipment will be used at playtimes and will continue to be used in future years. • After school clubs will be well attended by KS2 children. They will be part-funded by the school sports premium. In future, parents may be asked to pay the full amount. • Children who did meet the swimming requirements in Year 5 will have the opportunity to build on their skills and achieve this. 	<ul style="list-style-type: none"> • PE lessons will be observed and monitored by the subject leader. • MSAs will show confidence in leading active sessions for the children during breaktimes. • Equipment will be audited regularly to ensure there is everything teachers need to teach high quality lessons. • More children will be attending active clubs. • A higher proportion of children will leave WJS able to swim the expected distances competently.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none">• Children have high quality PE lessons using the Get Set 4 PE scheme and using the new equipment.• The lunchtime equipment is being well used.• The active lunchtime sessions are well attended by the children.• After school clubs are running and are popular with children and parents.	<ul style="list-style-type: none">• PE lessons are observed and monitored.• Equipment audits carried out to ensure there is everything teachers need to teach high quality lessons.• The Active Lunchtime sessions have been popular with the children, In future, there may be timetabled sessions for NPECTS trained MSAs to provide active lunchtime activities.