

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>The continued teaching of dance and gymnastics by a specialist dance coach Jo has been effective. Jo is employed by the school one day a week to teach PE alongside class teachers. This has improved skills of the teachers and support staff as well as all children being involved in high quality PE lessons. Teachers have gained confidence with the teaching of dance and gymnastics and continue to teach high quality lessons.</p> <p>In Foundation Stage, children have used the balance bikes in small groups to develop gross motor skills. This has given all children the opportunity to access a bike and learn how to ride them.</p>	<p>During lessons children have been engaged and thrived. Children have developed their skills in all aspects of PE.</p> <p>Through children's voice- children have commented positively about PE lessons and look forward to them.</p> <p>The teaching of dance and gymnastics have improved, staff are more confident when teaching.</p>	<p>Unfortunately, due to the weather some of the community games were cancelled. This brought disappointment to children who were excited about the games. For the next academic year, we have put together dates for after spring so hopefully we will be able to attend them.</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>To continue to teach high quality PE lessons and provide a rich curriculum for all children. Children to receive two hours of PE each week and at least thirty minutes of physical activity in school daily. We will continue to employ an outside agency to teach gymnastics and dance to Upper Foundation, Year One and Year Two. Children will therefore access high quality teaching and develop their skills. Staff will continue to develop their teaching skills by learning alongside the PE coach and deliver high quality lessons themselves.</p> <p>The delivery of team games will be delivered by teaching staff who are confident in this area.</p> <p>By Year Two, children will learn to compete in competitions and competitive games with other local teams.</p> <p>To employ a member of staff from Featherstone Rovers to teach cheerleading. Children will then have the opportunity to cheerlead at the local rugby club.</p> <p>Children in Key Stage One to be offered a sports after school club weekly delivered by an outside agency. Children will have the opportunity to develop fundamental skills as well as develop their physical skills in team games.</p>	<p>Teachers will look together at the PE Long Term Plan and ensure all aspects of the curriculum will be taught and to a high level.</p> <p>Staff will teach alongside the PE coach to continue to develop their skills.</p> <p>All teaching staff to use PE PRO/ OUTDOOR PRO to enhance lessons and outdoor/ physical activity. Staff will use assessments to inform their next lessons.</p> <p>PE leader to communicate regularly with pyramid of schools to arrange and organise community events at the local rugby club. Children will attend local events and compete with other schools.</p> <p>Children will engage in cheerleading sessions to then have the opportunity to support the school's local rugby team.</p> <p>Ensure sports clubs are offered to Key Stage One children to enhance children's skills further. Speak with parents to help them understand the importance of PE and physical activity.</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>First and foremost, we want to ensure that all children are active at school and are taking part in high quality PE lessons.</p> <p>By employing a dance teacher this will continue to ensure lessons are taught to a high standard. Lessons will be adapted to support all learners including those with special educational needs.</p> <p>Children will be inspired to play sports outside of school with the influence of outside agencies.</p> <p>Through community events children will play and compete with other local schools.</p> <p>Children will develop fundamental skills through PE lessons and active play opportunities. They will use playground equipment at playtimes and dinnertimes to promote physical activity.</p>	<p>This will be evaluated through lesson observations, discussions with staff and children's voice.</p>

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?

What **evidence** do you have?