

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 Subject Leader undertook PE Level 5 specialism training. (Key Indicator 1)</p> <p>OPAL- developing lunch times across the school. More children are taking part in active lunch times. (Key Indicator 1, Key Indicator 2)</p> <p>Through our continued the membership with School Games and the Newcastle and Kidsgrove Schools Sporting (Key Indicator 4, Key Indicator 5)</p>	<p>The subject leader was able to develop the PE curriculum using knowledge and skills gained from the course. The PE lead cascaded the knowledge and skills gained on the course with teaching staff during staff meetings and the teaching staff implemented this knowledge into their lessons. (Evident through pupil book studies, including lesson observations).</p> <p>Lunch time supervisors are confident with facilitating OPAL lunch times. Most children are taking part in the activities on offer through OPAL.</p> <p>Children in KS2 have competed against other schools in a variety of sports and physical activities.</p>	<p>Lack of correct equipment to deliver lessons properly.</p> <p>Planning and delivering a programme of targeted CPD support to involve, engage and to continue to upskill other members of staff:</p> <p>Development of vocabulary through GetSet4PE scheme.</p> <p>Top-up swimming lessons.</p>	<p>Staff discussions, lesson observation and check of PE store cupboard.</p> <p>Some staff are still not confident in teaching gymnastics and dance.</p> <p>Scheme is embedded well as staff are following the lesson sequence and know the intended outcomes and age related expectations for areas of the curriculum. Some children are not confident in recalling or using vocabulary taught within lessons.</p> <p>Children in Y6 did not want to attend top-up swimming lessons offered.</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"> • Increase knowledge and expertise of teachers. • Evaluate the confidence and understanding of staff members and provided targeted CPD where increase knowledge and skills are need. • Developed a monitoring programme to assist with PE assessment and monitoring of pupils' engagement with physical activity. • Provide children with the opportunities to learn and practice the skills that they need to participate in PE lessons and competitions. • Offer the children a balanced and varied extra-curricular programme, for example team sports with an aim to play on the school team in school competitions, or new sports that pupils won't access in the curriculum. • Essential PE equipment to available to staff throughout the year. • School Council to evaluate and provide student voice for provision. • The curriculum is designed so pupils can experience sports in lessons. 	<p>Utilise PE leader/ other staff members with a background in PE to help upskill teachers through CPD, modelling lessons, team teacher and pupil book study. Schedule CPD from external PE expert during staff meetings.</p> <p>PE Lead to conduct pupil book study every term and analyze areas of strength and areas for development. PE lead to collect data on pupil's activity levels. PE lead to then put in support to improve areas for development.</p> <p>Continue to develop competitions through PE lessons.</p> <p>Continue membership with School Games and Newcastle and Kidsgrove School Sports and attend a variety of events linked to School Sports. Children will have the opportunity to play on the school team and play sports/ games they would not come across on the curriculum through School Sports membership.</p> <p>PE Lead to audit current equipment and order new equipment to support the delivery of impactful PE lessons.</p> <p>School Council to be provided with some funding to organise pupil voice experience days linked to physical activity.</p> <p>Free clubs are also run by the PE lead and other staff offering the children the opportunity to develop their skills and be selected for the school teams.</p>

Expected impact and sustainability will be achieved

<p>What impact/intended impact/sustainability are you expecting?</p>	<p>How will you know? What evidence do you have or expect to have?</p>
<p>All teaching staff will be competent and feel confident in delivering all aspects of the PE curriculum (Key Indicator 1).</p> <p>PE lead/ SLT will have a secure understanding of areas of strength and areas for development among teaching staff, which enable more targeted support/ CPD to be offered (Key Indicator 1).</p> <p>Accurate assessment within PE will allow the subject leader/ SLT to develop the PE curriculum and encourage increased engagement of pupils in regular physical activity. (Key Indicator 2)</p> <p>Many children in KS2 will get to take part interschool competitions, be proud to represent their school and be on the school team. Children’s knowledge of sports will be wider by competing in sports not offered on the school’s curriculum. (Key Indicator 4, Key Indicator 5).</p> <p>Children will use the accurate equipment to develop their skills and knowledge across the PE curriculum. (Key Indicator 3)</p> <p>Children will take part in sports/ physical activity not provided on the school’s curriculum. Some children might find a new sport they enjoy and want to continue outside of school. (Key Indicator 4, Key Indicator 5)</p>	<p>Staff knowledge and confidence is built upon yearly. PE lead’s/ staff knowledge is developed shared in order to support colleagues to continue to move practice forward through modelling lessons/team teaching and sharing good practice.</p> <p>PE lead will formally know areas of strength / areas for development within the teaching staff and arrange/provide targeted CPD to be delivered to address these areas for development. Following the targeted CPD, staff will feel more confident in delivering these areas of the PE curriculum.</p> <p>Accurate assessment will provide information to the PE lead/ SLT on where the curriculum needs to be developed. Overtime these areas that are developed will become areas of strength.</p> <p>Pupils and parents understand the value of PE and health and are committed to meeting recommendations. Parents and pupils have an increased awareness and knowledge of local sporting opportunities within the local and wider community.</p> <p>Equipment will continue to be used in future years to encourage physical activity and a healthy lifestyle, develop gross motor skills both, provide challenging and fun activities which will engage our pupils both within our curricular and extra-curricular programme.</p> <p>Pupils demonstrate the ability to work as part of a team. They show resilience and desire to give of their best.</p>

Actual impact/sustainability and supporting evidence

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

What **evidence** do you have?