

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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?
Lunchtime clubs offered to all year groups.	Children participated in clubs including interhouse clubs in KS2.	PE Leader changed part way through the school year limiting the opportunity to build on previous skills and knowledge.	New PE Leader now in place.
After school sports club offered to all children in Reception to Year 6.	Club list tracker. Children from all year groups attended a sports club over the year.		
Y3/4 children took part in inter-school competitions against other school e.g. Archery and kurling	Elite Sports league tables showed school involvement. All Y3/4 children had the opportunity to take part.		
98% of KS2 children attended a sports event/competition against other schools.	Children participation tracker. Only children who didn't were due to illness/absence when they were due to attend.		
PE CPD for teachers – covered gymnastics, cricket and general PE lesson structure.	All teachers attended. Professional conversations following the training identified that they appreciated the CPD and had applied their learning in PE lessons.		
Sports Development Days – children accessed a range of sports and activities to engage and excite them about physical activity.	All classes had the opportunity to take part in sporting activities which aren't on the PE curriculum. Staff feedback was that the children enjoyed the activities.		
M2 Sports programme for Y5/6 girls. Girls participated in the first stage of the programme.	Exit questionnaires/report showed a greater confidence and engagement in sport. The girls were very proud of themselves for completing the 5k run.		

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>1. To offer the opportunity to take part in a broader range of sports through competitions against other schools.</p>	<p>1.To offer the opportunity to take part in a broader range of sports through competitions against other schools, we plan to:</p> <ul style="list-style-type: none"> • Participate in local sports partnerships and leagues: We will join the local sports partnership and participate in a range of inter-school competitions and tournaments across different sports, such as football, netball, athletics, and cricket. This will allow our pupils to experience a broader range of sports and competitive opportunities. • Organise friendly matches and tournaments: In addition to the local sports partnership, we will also organise friendly matches and small-scale tournaments with nearby schools. This will give our pupils more chances to compete against other schools and try different sports. • Provide transport to competitions: We will use the Sports Premium funding to cover the cost of transportation to and from the competition venues. This will ensure that all pupils, regardless of their family's financial situation, can participate in the events. • Allocate staff time for coordination: We will dedicate staff time to coordinate the participation in competitions, arrange transportation, and ensure that all pupils have the opportunity to take part.
<p>2.To continue to raise the profile of girls sports and develop resilience and achievement through the M2 Programme.</p>	<p>To continue to raise the profile of girls' sports and develop resilience and achievement through the M2 Programme, we plan to implement the following strategies:</p> <p>Expand Girls' Sports Clubs and Competitions: Organise more girls-only sports competitions and tournaments, both within the school and against other local schools. Invite successful female athletes and coaches to lead sessions and share their experiences with our pupils.</p> <p>Implement the M2 Programme: Deliver the M2 Programme, a holistic personal development programme, to all pupils in Key Stage 2. The M2 Programme focuses on developing resilience, self-confidence, and a growth mindset through a range of activities, workshops, and challenges. Integrate the M2 Programme into the PE curriculum and extra-curricular activities to reinforce the key themes.</p>

Intended actions for 2024/25

	<p>Enhance Pupil Leadership Opportunities: Establish a Sports Leadership Programme, where selected pupils (with a focus on girls) receive training to become sports leaders and organise activities during break and lunch times. Empower these sports leaders to lead warm-ups, coach younger pupils, and officiate in-school competitions.</p>
<p>To offer after school clubs for all children from reception to year six.</p>	<p>Offer a wide range of after-school sports clubs: Provide a variety of sports clubs, such as football, netball, basketball, athletics, gymnastics, and dance, to cater to the diverse interests of our pupils. Ensure that the clubs are accessible to all pupils from reception to year six, with a focus on inclusivity and participation. Hire qualified and experienced coaches to lead the sports clubs, ensuring high-quality instruction and a positive learning environment. Provide the necessary equipment and resources to support the delivery of the sports clubs.</p> <p>Promote the sports clubs and encourage participation: Communicate the sports club offerings to parents and pupils through various channels, such as the school newsletter, website, and social media. Provide incentives or rewards for regular attendance and participation in the sports clubs. Monitor attendance and actively engage with parents and pupils to identify and address any barriers to participation.</p> <p>Ensure the sports clubs are well-structured and aligned with the PE curriculum: Develop a clear plan for the delivery of the sports clubs, with a focus on skill development, fitness, and enjoyment. Ensure that the sports clubs complement and reinforce the learning objectives and skills covered in the PE curriculum. Provide opportunities for pupils to apply and showcase the skills they have developed in the sports clubs, such as through intra-school competitions or performances.</p>
<p>To develop a system of playground leaders who can lead games.</p>	<p>To develop a system of playground leaders who can lead games, the following implementation steps could be taken:</p> <p>Identify and train a group of Year 5 and 6 pupils as playground leaders: These pupils will be responsible for leading games and activities during break and lunch times. They will receive training on how to set up and lead a variety of games, manage groups of pupils, and ensure safe and inclusive practises.</p> <p>Provide the playground leaders with resources and equipment: Ensure that the playground leaders have access to a range of age-appropriate equipment and resources (e.g., balls, hoops, skipping ropes) to facilitate different games and activities.</p>

Intended actions for 2024/25

Schedule regular meetings and check-ins with the playground leaders: Meet with the playground leaders on a weekly or bi-weekly basis to provide feedback, address any challenges, and plan upcoming activities.

Incorporate playground leadership into the PE curriculum: Integrate the development of leadership skills and the planning/delivery of playground activities into the PE curriculum, allowing pupils to practice and refine their skills.

Establish a system for monitoring and evaluating the playground leadership programme: Regularly observe the playground leaders in action, gather feedback from other pupils, and use this information to continuously improve the programme

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>1.To ensure the sustainability of the broader range of competitive opportunities, we will:</p> <ul style="list-style-type: none"> • Develop partnerships with local schools: We will continue to build and strengthen our relationships with other local schools to ensure the long-term viability of the inter-school competitions. • Encourage pupil leadership: We will empower our pupils to take on leadership roles, such as organising and officiating the competitions, which will foster a sense of ownership and responsibility. • Review and adapt the programme: We will regularly review the impact of the competitive opportunities and make adjustments as necessary to ensure that they continue to meet the needs and interests of our pupils. 	<p>1.By implementing the strategies outlined above, we aim to achieve the following impact:</p> <ul style="list-style-type: none"> • Increase in the number of pupils participating in inter-school competitions: We aim to maintain our current level of participation in inter-school competitions. • Broader range of sports offered: We will offer opportunities for our pupils to compete in at sports which are different to those provided by PE lessons. • Improved sports skills and confidence: Through the increased participation in competitions, we expect to see an improvement in our pupils' sports skills and confidence, as they have more opportunities to apply and develop their abilities. • Increased engagement and enjoyment: We anticipate that the broader range of competitive opportunities will lead to greater engagement and enjoyment in physical activity among our pupils.
<p>To ensure the sustainability of these initiatives and plan for future development, we will:</p> <p>Secure Ongoing Funding: Allocate a portion of the Sports Premium funding to support the continued implementation of the girls' sports and M2 Programme initiatives. Explore additional funding sources, such as local community grants and partnerships with sports organisations, to supplement the Sports Premium funding.</p> <p>Provide Continuous Professional Development: Invest in training and upskilling our staff to deliver high-quality girls' sports sessions and effectively implement the M2 Programme. Encourage staff to attend relevant external training and networking events to stay up-to-date with best practises.</p> <p>Expand Partnerships and Collaborations: Establish partnerships with local sports clubs and secondary schools to provide additional opportunities for our pupils. Explore opportunities to share best practises and resources with other primary schools in the local area.</p>	<p>By implementing these strategies, we aim to achieve the following impact:</p> <p>Increased Participation in Girls' Sports: Target a 20% increase in the number of girls participating in sports clubs and competitions by the end of the academic year. Achieve a 90% participation rate in the M2 Programme across Key Stage 2 pupils.</p> <p>Improved Resilience and Self-Confidence: Observe a 15% improvement in pupil self-reported resilience and self-confidence scores, as measured through the M2 Programme's assessment tools. Gather qualitative feedback from pupils, parents, and staff on the positive impact of the M2 Programme on pupils' personal development.</p> <p>Enhanced Pupil Leadership: Recruit and train a team of 10 sports leaders, with at least 60% being girls, to lead activities during break and lunch times.</p>

Expected impact and sustainability will be achieved

<p>Monitor and Evaluate Regularly: Regularly review the impact of our initiatives. Gather feedback from pupils, parents, and staff to continuously refine and enhance the girls' sports and M2 Programme offerings.</p>	
<p>To ensure the sustainability of the after-school sports clubs and continue to build on the positive impact, we will:</p> <p>Develop a long-term plan for the sports clubs: Secure resources to maintain the delivery of the sports clubs in the long term. Explore partnerships with local sports clubs or organisations to provide additional coaching and support. Identify and train staff members to take on the leadership and coordination of the sports clubs.</p> <p>Continuously evaluate and improve the sports club offerings: Gather feedback from pupils, parents, and staff to identify areas for improvement and new opportunities. Adapt the sports club offerings based on the changing interests and needs of the pupils. Explore the possibility of introducing new sports or activities based on pupil feedback and emerging trends.</p> <p>Integrate the sports clubs into the wider school community: Organise school-wide events or competitions that showcase the skills and achievements of the pupils participating in the sports clubs. Encourage the involvement of parents and the local community in supporting and attending the sports club activities. Explore opportunities to collaborate with other local schools or organisations to facilitate inter-school competitions or shared learning experiences.</p>	<p>By implementing the above strategies, we aim to achieve the following impact:</p> <p>Increased participation in after-school sports clubs: Target a minimum of 60% of pupils from reception to year six participating in at least one after-school sports club. Ensure that the participation rates are evenly distributed across all year groups and genders.</p> <p>Enhanced enjoyment and engagement in physical activity: Observe a 20% increase in the number of pupils reporting that they enjoy and look forward to the after-school sports clubs. Gather feedback from pupils and parents on the positive impact of the sports clubs on the pupils' overall well-being and enthusiasm for physical activity.</p>
<p>To ensure the sustainability of the playground leadership programme and plan for future development, consider the following steps:</p> <p>Establish a system for training and transitioning new playground leaders: Develop a process for identifying and training new playground leaders each year, ensuring the continuity of the programme.</p> <p>Incorporate the playground leadership programme into the school's long-term development plan: Embed the programme into the school's strategic planning, allocating</p>	<p>The implementation of the playground leadership system could have the following impact:</p> <p>Increased participation in physical activity during break and lunch times: Aim for a 20% increase in the number of pupils actively engaged in games and activities led by the playground leaders.</p> <p>Improved leadership and communication skills among the playground leaders: Observe and assess the playground leaders' ability to effectively lead groups, communicate instructions, and manage activities.</p>

Expected impact and sustainability will be achieved

resources and staff time to support its ongoing implementation.

Explore opportunities for external partnerships and funding: Investigate potential partnerships with local sports clubs, community organisations, or funding sources that could provide additional support and resources for the programme.

Continuously evaluate and refine the programme: Use the monitoring and evaluation data to identify areas for improvement and make adjustments to the programme as needed.

Celebrate and recognise the achievements of the playground leaders: Publicly acknowledge and reward the efforts and contributions of the playground leaders, fostering a sense of pride and motivation.

Enhanced sense of responsibility and ownership among the playground leaders: Monitor the playground leaders' level of engagement, initiative, and sense of ownership over the programme.

Improved social and collaborative skills among all participating pupils: Gather feedback from pupils on their experiences with the playground activities, noting any improvements in their ability to work together, follow rules, and demonstrate good sportsmanship.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?