

PE Funding Evaluation Form 2024-2025

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?
Lunchtimes	Supervisors and sport leaders are more effective and confident in their roles. Zones and timetables working well.	Use of equipment	Equipment not always used for correct purpose and not looked after.
Gymnastics teaching and learning is improved.	Staff are more confident at getting the apparatus out. Every child has used the large apparatus this year. Pupils are more engaged and motivated	More knowledge on gymnastics skills. Staff would like input on Dance ideas and resources.	Staff discussions
Cycling	Children in Reception are much more confident on the bikes and have improved balance. Children in Y1 have the opportunity daily to ride balance bikes and pedal bikes with or without stabilizers.	Condition of new bikes. Some broken easily.	Broken bikes.
Enrichment	The workshops booked raised the profile of PE – Chinese New Year etc. The basketball day was extremely inspirational with Paul Sturgess.	Further varied enrichments needed for next year.	Discussions with staff. Current range of enrichment.
Clubs and tournaments	2 clubs weekly. Participation in tournaments.	Develop lunchtime practice sessions. More inter school competition participation and success.	Competition success.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
As per digital reporting tool	Allocated spend £19,410
External CPD - To increase confidence, knowledge and skills (KI 3) 1:1 support days, CPD days, 3 network meetings, H&S update, PE conference External coaches Team Teaching sessions CPD 2 x pm per week Whole school Dance Inset x 2	ALS -Support Package £995 Progressive Sports Team Teaching £9410 Inter school development session £500
Internal Categories – To engage all pupils (KI 1) To broaden experience (KI 4) To raise the profile of PE (KI 2) Enrichments x 6 Rocktopus workshops After school clubs 2 per week Top Up Swimming Y4/5 Cycling – balanceability, bikeability, British Cycling sessions Curricular and playground equipment and resources	Extra-Curricular £3840 Top Up Swimming £2,250 Active Travel £1,240 Equipment and resources £940
External Categories – To increase participation in competition (KI 5) Training sessions Transport (KI = Key Indicator)	Activities organised by SGO £235 Total spend £19,410

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>Increased staff confidence, developed skills, improved up to date knowledge. Pupil progress. Pupil leadership skills</p> <p>Profile raised of PE Increased engagement and enjoyment of PE Skills transferred to lunchtimes and playtimes Increased levels of physical activity at lunchtimes and playtimes Good participation at a range of after school clubs, including PP More children achieving swimming expectations Improvement in cycling skills</p> <p>Increased participation and success at sporting events</p>	<p>KD and SB attendance at Introduction to Forest School training - feedback and implementation of activities NA attendance at Early Years PE course – feedback and implementation of activities Whole staff - 2 Dance Inset sessions – use of new ideas and resources Team Teaching discussions and learning walks Playleader training – developed leadership skills</p> <p>Enrichment participation (Black History Month, World Animal Day, Science Week, International Dance Day, Skipping, Hula Hoop) Rocktopus Rock the Sport workshops/videos produced Observations at lunchtimes and playtimes Club registers Swimming assessments Use of equipment Observations of Balanceability sessions in Reception, use of Y1/2 bikes, Bikeability sessions, British Cycling sessions in school and on Cannock Chase</p> <p>Registers, photos, certificates, medals, trophies.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Dance lessons are improved. They are lively and engaging. Staff have been using the new resources/music links.</p> <p>Developed knowledge and skills in the teaching and learning of different areas of Games in different year groups.</p> <p>Improved progress of pupils.</p> <p>Lunchtimes are equipped and organised leading to increased participation in physical activity. Playleaders are effective at their roles.</p> <p>Skills learnt during skipping and hula hoop workshops have transferred to playtimes. Children are using the resource cards for these activities.</p> <p>After school clubs have been full for each session with a range of new skills, including boxing.</p> <p>Cycling skills have developed across school. Reception children have developed confidence and ability. Year 5 children improved and transferred their pavement cycling skills to the cycle tracks on Cannock Chase.</p> <p>We have had great success in sporting events this year. Children did well at the athletics competition, with one team winning every race.</p> <p>Girls football has developed this year with a new team who have come together and gained confidence. The boys football team have been outstanding, losing only 1 match all year, winning the district tournament, one of the Secondary School tournaments as well as the Hednesford Town tournament.</p>	<p>Feedback from the Dance trainer praised our staff for their enthusiasm and engagement (photos/Twitter) Feedback from staff was positive with excitement to teach Dance. Team Teaching has gone well – discussions with coach and staff and learning walks.</p> <p>Observations. Use and organisation of equipment.</p> <p>Observations. Registers Photos/Twitter</p> <p>Photos/Twitter/medals/certificates/trophies</p>

Actual impact/sustainability and supporting evidence

Swimming Data

Percentage of current Year 6 cohort who can swim competently, confidently and proficiently over a distance of at least 25 metres.

82%

Percentage of current Year 6 cohort who can use a range of strokes effectively (eg. Front crawl, backstroke and breaststroke).

78%

Percentage of current Year 6 cohort who are able to perform safe self-rescue in different water-based situations.

55%