

# 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.*

## Details with regard to funding

Please complete the table below.

Total amount carried over from 2023/24	£19,890
Total amount allocated for 2023/24	£19,890
How much (if any) do you intend to carry over from this total fund into 2024/25?	£0, spent in total £30,433.37
Total amount allocated for 2024/25	£19,870
Total amount of funding for 2024/25. <b>Ideally should</b> be spent and reported on by 31st July 2025	£22,416

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. <b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</b>	Yes
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2025. Please see note above	24
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	24
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b> <b>All children 100% taught water safety and what to do.</b>	85
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	

## 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>Range of equipment at lunchtimes available for pupils to use to play games and be physical active.            Playground buddies introduced on KS1 playground at lunch times. Pupils wear green fleeces so can be recognized on playground.            All pupils are dressed appropriately for PE.</p> <p>Different after school clubs, like gymnastics, dance, tag rugby, multi skills, dodge ball and basketball.            Physical activity awards and prizes in Thorpeton shop.</p> <p>Coaching model introduced this year with sport coaches working alongside staff to deliver PE.            Sensory pathways and additional physical education sessions for SEND pupils and reluctant to do PE successful.</p>	<p>Pupils observed playing with equipment, for example skipping, parachute games. Playground buddies setting up and leading games and activities, like dancing, playing football, etc. Observed playing with pupils.</p> <p>All pupils have a PE T-shirt. School stock sandshoes, sweatshirts and waterproofs so weather and footwear are not a barrier.</p> <p>Majority of clubs well attended and full each week. Pupils enjoy attending.</p> <p>Football, skipping ropes, bats/balls and scooters are all popular choice for spending credits.            Staff feedback and reviews showed co-teaching of PE alongside PE coach.</p> <p>Participation of pupils during sessions good and teachers have reported in main PE sessions, increase in confidence and participation.</p>	<p>Sometimes more direction on how to use the play equipment correctly or ideas of extending games.            Some pupils better at the role than others. Focus next year will be providing training for pupils on games and activities.</p> <p>Clubs on Friday not well attended.</p> <p>School participated in some competitions, but many cancelled due to poor take up with North Hull partnership.            More sports clubs needed during lunchtime for pupils to access as not all can do after school club.            Dividing the football pitches did not happen and still need doing.</p>	<p>Pupils observed not using equipment to full potential.</p> <p>Clubs after school on Mon to Wed well attended.</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"> <li>• Further develop physical activity during unstructured times for all pupils.</li> <li>• Raise the profile of PE and sports through extra-curricular activities during lunchtimes and after-school clubs.</li> <li>• Introduce WOW 'Walk to school challenge' to increase the % of pupils who walk, park and stride, bike or scooter to school.</li> <li>• All pupils are taught high quality lessons and extra-curricular activities by experienced staff.</li> <li>• Staff can further develop knowledge and skills in PE to improve delivery of lessons.</li> <li>• Additional physical education sessions for pupils with SEND or are reluctant or lack confidence to participate in sport activities to begin to enjoy and build up self-esteem.</li> <li>• Physical activity and movement breaks used for all pupils to self-regulate and retain attention and focus.</li> <li>• Provide opportunities for pupils to attend out-of-school competitions and to take part in taster sessions against other schools in a range of sports. Promote good sporting behaviour when taking part in competitive sports.</li> <li>• Provide key spaces for different sports and activities for lunch and playtime so pupils have more choice and opportunities to engage in physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• CPD for lunchtime staff focusing on physical activity and playground games £1,495</li> <li>• Resources purchased for unstructured times, focusing on CPD £500</li> <li>• Training for playground leaders on playground games</li> <li>• Purchase green fleeces for playground buddies</li> <li>• Book different coaches at lunchtime and after school; currently have boxing (£1,020), dance club (£951), multi skills, dodge ball (£12,165.92), Rock-a-Tots £2,280. Resources for SEN children £747</li> <li>• Advertise clubs out-of-school through assemblies and flyers to promote physical activity out-of-school £35. Costs to run clubs £1,722.08</li> <li>• Liaise with St Mikes Youth club regarding lunchtime clubs to promote activity, also encourage pupils to attend club out of school.</li> <li>• Nets across large football enclosure installed.</li> <li>• PE leader works with coach to ensure co-teaching model is continuing to upskill staff and teachers are becoming more skilled in teaching all aspects of PE.</li> <li>• Staff to nominate pupils for Kick start programme delivered weekly by sports coach.</li> <li>• PE leader works with sport coach to arrange competition opportunities across the Trust. Plan events across the year.</li> <li>• Venn Olympics attended by all year groups</li> <li>• WOW introduced to pupils and completed daily in classes. Monthly award for most active class. £1,500</li> </ul>

## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<ul style="list-style-type: none"> <li>• Unstructured times a higher % of pupils are engaged in physical activity with staff and pupil engagement high.</li> <li>• Pupils have opportunity to take part in range of physical sports and activities that they would not have experienced or participated in.</li> <li>• Staff are confident in delivering PE and are using online tools to inform and improve planning and delivery of sessions.</li> <li>• Football court has multi uses due to separation of netting</li> <li>• More pupils take part in out of school competitions and events lead by Venn as well as our own coach.</li> <li>• Through Kick start programme any pupils that might have a barrier for physical activity can access and build confidence and participation in these sessions.</li> <li>• Pupils experience different sports in and out of school, through planned clubs during unstructured times and after school, as well as promoting sport clubs outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>• Lunchtimes pupils physically active and increase in resources for pupils to access increased. Through observations of pupils playing and pupils' voice.</li> <li>• Lunchtime staff engagement with pupils can be seen through observation.</li> <li>• Additional after school clubs. Attendance record sheets and pupils' voice demonstrate that pupils enjoy the clubs. Records that clubs are diverse and open for all pupils.</li> <li>• Playground buddies. Pupils understand that playground buddies can help them. Through observations of playground buddies interacting with other pupils.</li> <li>• Lunchtime clubs. Attendance record sheets and pupils' voice.</li> <li>• Kick start programme. Attendance of pupils and pupils' voice. Staff feedback on impact through discussions.</li> <li>• Competitions. Record of position teams ranked. Photographs of the events.</li> <li>• Promoting sporting events out of school. Pupils' regular share out of sport experiences in school. Celebration assemblies on Friday recognize these achievements.</li> <li>• Teachers and support staff teach alongside sports coach through co-teaching model. Feedback from teachers that they feel confident teaching PE and have the knowledge and skills to deliver. Observations of PE lessons demonstrate quality lessons with pupils making good progress.</li> <li>• WOW reports show more pupils are active and are walking to school, biking or scootering to school.</li> </ul>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<ul style="list-style-type: none"> <li>• Lunchtime activities increased including body scooters, swings and large construction, as well as dress up and dance resources. Pupils enjoying and engaging well in unstructured play and more pupils generally active during the sessions. This will continue next year.</li> <li>• Playground buddies playing with other children. Due to changes in timetables timings for sessions had to change, however still in place. This will continue next year.</li> <li>• Different lunchtime and after school clubs. Dance, multi-skills and football well attended throughout the year. These clubs will continue. Boxing club only for autumn term as take up low and attendance dropped, especially for lunchtime club.</li> <li>• Celebrating sports and promoting local sporting events and clubs through newsletter and flyers ensure pupils are aware of opportunities outside of school. New noticeboards will continue to advertise local sporting clubs. This will continue.</li> <li>• Teachers feel confident to deliver PE alongside sports coach. This will continue next year as some teachers moving to different year groups so will not have taught that aged curriculum. These teachers will be priority for coteaching model.</li> <li>• WOW introduced this year. The school has required another year fully funded. The school will need to relook at bike and scooter storage due to more children actively coming to schools.</li> <li>• PE complete online tutorials accessed by staff when planning and delivering with sports coach.</li> <li>• Kick start programme working well and feedback from staff and pupils is positive. Engagement in PE lessons and other sporting activities improved.</li> </ul>	<p>Photograph evidence of pupils engaged at lunchtimes. School council feedback is positive regarding new activities available.</p> <ul style="list-style-type: none"> <li>• Extra clubs records of pupils attendance. Pupils' groups identified to ensure clubs are attended by range of groups including PP, Non PP, SEN, etc.</li> <li>• Leaflets and flyers to promote local clubs and active events.</li> <li>• Planning and teacher assessments for PE</li> <li>• Feedback from staff regarding confidence to deliver PE sessions.</li> <li>• Photographs and league tables for sporting events attended, for example Venn Olympics.</li> <li>• WOW data report at end of each term. Summer term 68% walking trips, a 33% increase from your baseline. 49% decrease in car trips from baseline in October.</li> <li>• Usage of PE complete online tutorials.</li> <li>• Feedback from pupils regarding opportunities to be active during school day through unstructured and events/days.</li> <li>• Kick start registers, lesson plans and assessments.</li> </ul>