

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?
<ul style="list-style-type: none"> - Participation - Sporting competitions - Intra and inter school events - Local school links - PE boards - PE WOW days to encourage sport 	<ul style="list-style-type: none"> - Children took part in lessons with no refusals to complete - Children were able to attend several sporting events throughout the academic year - Successful sports day showed inclusion and participation of all children 	<ul style="list-style-type: none"> - Swimming results could be improved - Implementation of interventions and access for the first 20% children - Participation in school game events to increase SG mark 	<ul style="list-style-type: none"> - Percentage of year 6 25m swimmers to improve with aim of reaching above 70% - Next steps to involve adapted plans and interventions where necessary - Lack of school games events due to cluster events and location

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 percentage of year 6 swimmers reaching 25m - Involve meaningful adaptations to lessons to ensure first 20% children can access learning that is accessible to their skills - Increase participation of school games events 	<ul style="list-style-type: none"> - Give a greater offer to year 5 swimmers to bridge the gap to hitting 25m before entering year 6. This will allow more time to hit a greater percentage of children swimming effectively before leaving at 25m - Adapt GETSET4PE plans ahead of lessons. Use suggestions to not only challenge but ease the skills to children who need support in fundamental skills. Make valuable use of TA support to ensure small group work can focus on fundamental skills before moving children onto further areas. - Use cluster events and coach sharing to fund events and attend in each term to ensure participation is seen in county events as well as local events

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?
<ul style="list-style-type: none"> - Greater percentage of year 5 and year 6 swimmers hitting 25m in swimming - Adapted lessons to ensure all needs are met to offer greater inclusivity of students and therefore wider participation 	<ul style="list-style-type: none"> - The local swimming centre provides data of the swimming ability and distance of swimmers in years 5 and 6 from weekly lessons. - Top up swimming for year 6 swimmers who have not reached 25m - Offer current year 5 swimmers extra lessons to ensure year 6 have best chance of competency swimming before they depart - Adapted lesson plans - High engagement in lessons - All children have access to lessons and resources - Skills are accessible and realistic to all children through expert teachers providing fun and engaging sessions - Equipment suitable to all children with a range of resources to ensure all abilities can take part

Expected impact and sustainability will be achieved

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| <ul style="list-style-type: none">- School games events increased participation- Another successful sports day with high engagement and parental participation- CPD to support teacher expertise in teaching a range of PE topics- Meet needs of a specific year group to build teamwork, resilience and self-belief in being active | <ul style="list-style-type: none">- Local cluster events linked with school games NGO to ensure schools can sign up and access events- Locations being made more accessible to Thetford schools after feedback last academic year- Take feedback from parents- Monitor participation of children in event- Take pupil voice feedback- CPD links with high school to offer support in teaching with HLTA staff who teaches PE- Teacher observations of PE coach who completes PE lessons within school to upskill staff- Commando Joe sessions weekly across year 5 cohort |
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Expected impact and sustainability will be achieved

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| <ul style="list-style-type: none">- Promote the importance of being healthy, active and individual. Promote health and well-being in children.- Virtual school competitions ensure all children can compete in the same events. Promote inclusivity and uptake of new sports in all year groups across the academies. | <ul style="list-style-type: none">- Rock kidz event (previous feedback and participation from children shows this is a successful event)- Virtual events ran for every year groups from reception to year 6 with adapted sessions. |
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Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> - Rock kids event offered children an exciting event to promote mental health and well-being with a focus on self-belief - Wider range of children attending school competitions in the local area developing social skills and ability to accept wins and losses - Successful sports day with high participation and inclusion of all children from year 1 – 6. New and 	<ul style="list-style-type: none"> - Children took part and feedback shows the event was very successful - Parents comment on success of the day and feedback is always positive - All children participate - Is a well-regarded day with children all having opportunity to express individuality in school - All year groups offered multiple sporting events to take part in locally and some at county level - Pupil feedback and voices show children enjoy school competitions and travelling to new venues - Feedback from events and staff praise the resilience built within the children from school culture - Positive parent feedback - Positive children feedback

Actual impact/sustainability and supporting evidence

improved integrated event where both academies joined for a larger event

- Specifically targeted year groups showing improvements in behaviours and resilience across the year. Commando joe sessions used to support this, as well as PE lessons adapted to meet the individual needs of children with SEND requirements.
- HLTA CPD support to increase knowledge in a range of PE topics
- Virtual competitions increasing participation and inclusivity of children across both academies offering new sports for children to explore and try

- High participation, including those with SEND needs
- Greater uptake of 'traditional races' where children were engaged and active throughout the entire day
- Children showed teamwork and collaboration in gaining points for their house team.
- Behavioural impacts
- Active sessions to ensure the particular year groups are participating in activities to develop health and well being
- Teamwork and resilience skills developed
- Tailored support and external links and support for the staff to use when needed
- Feedback shows staff found this beneficial to their own knowledge and supported PE lead with new ideas and areas to enhance lessons.
- Children all took part from Reception to year 6
- Children were engaged in the different sporting events provided

Actual impact/sustainability and supporting evidence

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| <ul style="list-style-type: none">- Top-up swimming lessons are offered to year 6 swimmers.- Experienced sports coach delivering lessons across all year groups for upskilling staff in PE lessons. Offers staff insight into new games/skills/adaptations to offer children a range of sporting lessons. | <ul style="list-style-type: none">- Athletics, Archery and lacrosse- Completed throughout the year as an extra sporting activity to raise the profile of being active in sport- Top up lessons allowed year 6 non-swimmers to decrease from 26 non swimmers to 13 non swimmers. Overall percentage of 62% competent swimmers.- Staff can accurately assess children within PE with greater insight into PE skills and progression of ladders.- Staff use plans and adaptations observed to inform future planning and delivery of lessons |
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