

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>There have been many key achievements during the year 2023/24.</p> <p>Achievements of the children was celebrated weekly.</p> <p>All keystage 2 children had the opportunity to take part in a competition or festival.</p> <p>Staff were given training throughout the year.</p> <p>New scheme used for the year (Primary PE passport)</p> <p>Competition sports competed in the competitions provided by school's sports partnership.</p> <p>Sports and well-being ambassadors used effectively across the school.</p>	<p>Self-esteem boost and value given to achievements made in or out of school. All children were included and given the same opportunities whatever ability. Confidence in staff risen so high-quality PE lessons taught.</p> <p>Easy to follow lesson plans and progression made throughout all year groups – staff gained in confidence and found the scheme easy to follow.</p> <p>Due to coaches providing high quality training allowed our children to compete in competitions with confidence and clear knowledge of how to play the sports. This allowed us to win some of our competitions.</p> <p>The ambassadors took responsibility for their roles seriously which had a good impact on the children they were able to speak to other children if they needed support at any time. Sports ambassadors helped to run school events giving them the opportunity to take responsibility for particular roles.</p>	<p>Competition sports competed in the competitions provided by school's sports partnership were not at our usual high standard.</p> <p>HLTA/sports coach left for a new job. HLTA provided a lot of extra sports clubs before, after and during school hours. He was a great role model and supported the teams enthusiastically. He was there to support teachers with the delivery of high quality PE lessons as well as support the children going to competitions or festivals.</p> <p>Teachers have become deskilled as HLTA/sports coach has been covering. During 24/25 teachers will need upskilling.</p>	<p>This was evident through the competitions that we participated in as we did not win as many as we usually do. Next year we will focus further on coaches training squads so they are more competition ready.</p> <p>The position was unfortunately not replaced so therefore the clubs, teams etc have been given to a variety of teachers to ensure these are still available.</p> <p>24/25 plan is to upskill teachers as since 23/24 most PE lessons were not taken by teachers.</p>

Intended actions for 2024/25

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What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p><u>To provide a more inclusive and varied experience of different sports and activities, with a particular emphasis on engaging less active students at school (Key Indicator 4).</u></p> <p><u>To increase participation in competitive sports and sporting events (Key Indicator 5)</u></p>	<p>10 EYFS pupils with poor fundamental movements to take part in a 6-week Big Moves intervention, led by an SLSSP coach and school staff, with physical development and academic progress measured through assessments. A 5-week Aspiration Active programme for a group of selected pupils, led by SLSSP, offers pupil-chosen activities, ending with a celebration at a local leisure centre for targeted students from local schools and community providers. The school will implement the Energise Club with 10 weeks of sessions for less active or confident pupils—Year 3 and 4 for Energise. All sessions are supervised by staff.</p> <p>Pupils will participate in DEVELOP festivals, focusing on fun and sport-specific skills for less active students, with events like. They will also compete in EXCEL competitions, aimed at the most talented students, based on performance, including events like cricket, basketball, saffron lane.</p> <p>Planned enrichment days – explore different sports.</p> <p>Non-competitive sports activities provided – balance bikes, bikeability.</p> <p>Well planned range of before and after school activities offered to all pupils.</p> <p>3 focused competitive sports – basketball, tennis and running – taken by professional coaches – whole school to take part.</p> <p>Sign up to the wide range of competitions – non-competitive and competitive through the SLSSP.</p> <p>Whole cross-country event and sports days.</p> <p>Competition squads to help prepare children further foe external competitions.</p>

Intended actions for 2024/25

To develop high-quality PE teaching through leadership, CPD, and school-wide collaboration (Key Indicator 1)

Additionally, to support staff well-being and encourage active lifestyles among adults within the school, contributing to a whole-school approach and positive role modeling.

To engage all pupils in regular physical activity using universal physical activity programmes and active travel (Key Indicator 2)

Using Student Leadership/Student Voice to raise the profile of PE as a tool for whole-school improvement (Key Indicator 3)

To empower students by giving them leadership roles and a voice in shaping PE and school sports, making them active contributors to a healthier school environment. To focus on increasing physical activity during unstructured times and fostering leadership among older pupils. Additionally, promoting mental well-being through the 5 Ways to Well-being, particularly emphasizing "Being Active" to boost emotional literacy and resilience.

Key Indicator 1-The PE lead to engage in professional development through **local network meetings** and **conferences**, sharing key insights with staff during INSET and meetings. A **staff-wide PE survey** to be conducted to inform future planning and development.

Staff CPD based on **gaps in knowledge and confidence delivering PE** informed by the survey results. Coaches will provide high quality lessons while teachers will observe.

Additionally, one staff member will undergo training as **Staff Well-being Ambassador** to promote physical activity and workplace health, culminating in a school action plan.

Key Indicator 2-To engage in the **Move It March** program which will provide each child with a physical activity tracker, offer milestone-based rewards for physical activity completed (Bronze, Silver, Gold, Platinum).

To engage with **Active Travel** programs in October and throughout the year.

Timetable 2 hours of PE, active math's and English, equipment at playtimes and a variety of clubs offered.

Children will take part in sports ambassador training and playground leaders offered by our SSP and run activities during lunchtimes

Key Indicator 3- Four students from Year 6 will be trained as **Sports Ambassadors** to help lead a School Sport Organising Crew alongside staff. Additionally, 20 students will be trained as **Playground Leaders** to run active games for KS1 pupils, with support from the South Leicestershire School Sports Partnership (SLSSP). Four **Well-being Ambassadors** from Year 6 will promote the 5 ways to well-being and create a peer support action plan. Pupils in Years 3 and 6 will complete the National **Koboca** survey to share their views on sports, leadership, and well-being to inform future planning.

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>Key Indicator 1- Based on our survey, staff confidence in delivering high-quality PE lessons was at 50% in September 2024. We anticipate this will increase to 100% by July 2025. Additionally, lesson observations in July 2024 indicated that 50% of PE lessons met high-quality standards. By July 2025, we aim for 100% of lessons to reach this standard. Sustainability-all staff will feel confident and competent in delivering high quality PE. CPD will continue through local network and SLSSP provision.</p> <p>We aim to have 70% of teachers active-modelling healthy lifestyles-through the Staff Well-being Ambassador programme.</p> <p>Key Indicator 2- We anticipate 110(50% of pupils) children will actively travel to school benefitting both the environment and their physical well-being. We expect 160 (75% of pupils) children to participate in the Move It March programme. This will promote the CMO Physical Activity Guidelines. Sustainability-the school will continue to engage with the SLSSP to host more universal physical activity projects.</p> <p>Key Indicator 3-Daily Lunchtime Physical Activities will be supported by Playground Leaders, organised activity zones, and rotating leaders. This initiative aims to make 40% more KS1 students active, encourage better social interaction, and boost the confidence of student leaders. Sports Ambassador duties will include managing a PE noticeboard, running intra-school events, collecting peer feedback, and leading activities for younger pupils. This is expected to increase engagement in PE and raise the visibility of physical activity initiatives across the school. To sustain this, new student leaders can be trained annually. Well-being Ambassadors will take charge of initiatives such as creating "Worry Boxes," organizing daily check-ins like "Mindful Walks," leading activities during Children's Mental Health Week, and coordinating well-being challenges. These efforts aim to foster greater pupil confidence in sharing concerns and heighten awareness of emotional well-being. To sustain this, new student leaders can be trained annually. The National Koboca Survey will collect feedback on sports, leadership, and well-being, providing valuable insights to guide the future planning of sports and well-being initiatives. The survey can be conducted annually, with findings used to refine and improve the programme each year.</p>	<p>Key Indicator 1- Improved Teaching Quality: Evidence from observations, surveys, and feedback. Increased Confidence in PE: Changes in self-reported confidence levels from staff surveys. Curriculum Consistency: Consistency in lesson plans, teaching methods, and content delivery across the school.</p> <p>Staff Morale: Using pre- and post-programme surveys to measure changes in morale or engagement. Modelling Healthy Lifestyles for Pupils: Observations or informal feedback from students (such as noting changes in their engagement with physical activities or comments about staff role models) could show if staff are effectively modelling the desired behaviours.</p> <p>Key Indicators 2- Increased Active Travel: Measured through participation data and talking to the children. Increased Physical Activity: Measured through tracking participation data and feedback from students' Knowledge of Physical Activity Guidelines: Measured by improvements by informal interviews with students. School-wide Impact: Feedback from teachers and students about a potential shift in the school's overall attitude toward physical activity.</p> <p>Key Indicator 3- Engagement: Track the number of programmes and participation in provision delivered by student leaders. High engagement indicates success in promoting activity and well-being.</p> <p>Impact on Peers: Informal interviews with participants/pupils about the impact of the student leadership programmes.</p> <p>Leadership & Knowledge: Track leadership development and students' knowledge of physical activity and well-being.</p>

Actual impact and sustainability will be achieved

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What impact/sustainability have you seen?	What evidence do you have?				
<p>Key Indicator 4- Big Moves Intervention- We will improve fundamental movement skills and academic outcomes in 10 EYFS pupils, with long-term impact sustained through staff training to ensure annual delivery. With long-term impact sustained by staff training to continue delivery annually. We anticipate 90 children (74% of eligible students) will participate in at least one after-school club. A key focus is increasing engagement among pupils that are less active, aiming to raise participation through improved accessibility and inclusivity.</p> <p>Staff will be trained to sustain the targeted interventions in school.</p>	<p>Key Indicator 4- For the Big Moves Intervention, fundamental movement skills and academic progress will be assessed pre- and post-programme using teacher questionnaires, with a comprehensive report provided by SLSSP. A trained and confident staff member will be in place to continue delivery – Reception member of staff participated in all sessions and has also received the training in order to continue this within school.</p> <p>For all other targeted interventions, we will track participation data particularly focussing on among the less active.</p> <p>Sports enrichment days – whole school participation – 100%</p> <p>After school club participation.</p> <table><tr><td>Yr 3 – 25 out of 31 – 81%</td><td>Yr 4 – 21 out of 30 – 70%</td></tr><tr><td>Yr 5 – 25 out of 30 – 83%</td><td>Yr 6 – 20 out of 31 – 65%</td></tr></table>	Yr 3 – 25 out of 31 – 81%	Yr 4 – 21 out of 30 – 70%	Yr 5 – 25 out of 30 – 83%	Yr 6 – 20 out of 31 – 65%
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<p>Key Indicator 5- We will provide inclusive sporting events to enhance pupil engagement and development. DEVELOP Festivals is designed to involve less active pupils through enjoyable, skill-based activities. Our goal is to reach as many children as possible who have not previously participated in school sports. The EXCEL Competitions will provide a challenge for talented students. Our goal is to enter six competitions with the participation of 70 pupils.</p> <p>Overall, we target 80% of KS2 pupils to attend a sports event.</p> <p>The school will continue to engage with SLSSP, who provide the competitions and events.</p> <p>Year 6 went on a residential and took part in high ropes, abseiling and many other different outside activities.</p>	<p>Key Indicator 5</p> <p>For all competitions and events, we will track participation data and ensure we are including as many keystage 2 pupils as possible.</p> <p>Data for all competitions, festivals, develop competitions is as follows.</p> <p>96 out of 122 children – 79%</p> <table><tr><td>Yr 3 – 90%</td></tr><tr><td>Yr 4 – 73%</td></tr><tr><td>Yr 5 – 80%</td></tr><tr><td>Yr 6 – 71%</td></tr></table> <p>Yr 6 Residential trip – 26 out of 30 – 87%</p>	Yr 3 – 90%	Yr 4 – 73%	Yr 5 – 80%	Yr 6 – 71%
Yr 3 – 90%					
Yr 4 – 73%					
Yr 5 – 80%					
Yr 6 – 71%					

Actual impact and sustainability will be achieved

Key Indicator 1 - Coaches provided high quality PE lessons and teachers developed their knowledge and ability to provide high quality first teaching themselves. Sustainability is achieved by teachers feeling more confident and taking their own PE lessons.

PE lead is up to date with training and new initiatives which has then had a positive impact for teachers as this has helped teachers to provide high quality PE lessons and physical activity offer. PE lead was part of all LSSP offers and teachers continued to have instructional coaching in school time.

Training was given to staff to develop teacher's knowledge and skills which then has benefitted the pupils.

Key Indicator 2 – Promoting active travel, being active, achievements etc.

Move it March – whole school participation.

Whole school assemblies to promote being active and benefits linked to this.

Key Indicator 3 – Engagement, impact on peers, leadership and knowledge.

Year 3 teacher watched demonstration lessons weekly for the Spring term and summer term then repeated lessons the following week. Observations showed increased confidence and better structure was shown throughout the lesson.

EYFS, Yr 2, Yr 3, Yr 4, Yr 5 and Yr 6 teachers all had the opportunity to watch demonstration lessons through discussion all reported that this had increased their confidence with teaching PE.

Termly Sports and wellbeing newsletter sent out to parents celebrating participation and achievement.

106 children out of 212 took part with the Move it March programme – 50%.

Each term an assembly was taken to promote achievements of children in competitions etc either through school or out of school. Termly sports award given out in assembly.

Sports Ambassadors – 7 children trained and action plan was put into place.

Wellbeing ambassadors – 7 children trained and action plan put into place.

Playground leaders – 15 children attended training in how to become a good leader. They took it in turns to plan and run a club at lunchtime for Keystage 1 children – the children that participated in these activities through discussion had enjoyed having this opportunity and were more active because of it.