

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 2024/25.
- 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 2024/25

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>Breaktime and lunchtime have developed positively. Zoned areas and new resources and equipment have added to the active offer. This has helped the children achieve 60 mins of MVPA. Sports leaders trained. New equipment motivates children to participate. <u>Play leaders attend SGO training</u></p> <p>We have continued to maintain a varied offer to our after-school provision creating positive experiences for all. Our uptake from girls is very positive with them dominating our cycle club and roller-skating club. Building relationships with local clubs – Roller Hockey, NE cycling academy, MRUFC, MFC, Middlesbrough Judo Club, Dance City Academy. Making provision for all - accounting for SEND.</p> <p>Stay and play sessions engaged with the community parent and carers</p> <p>PE lead attended several courses and worked alongside PE staff to develop pedagogy. Five staff attended PE Primary conference and PE EYFS conference. All staff responded positively delivering physical literacy in their setting with increased confidence</p>	<p>Observations of playtimes Behaviour incident reports continue to reduce. Student voice and PE focus group. Leader focus group indicates greater confidence and raising of Self-esteem.</p> <hr/> <p>Registers and targeted promotion for sub-groups we know have been reluctant to participate in the past. Retention is positive and oversubscribed clubs.</p> <p>Several children following a club pathway has started our journey for more students from our community to achieve success. Attendance of families who otherwise would not engage in our core offer</p> <hr/> <p>Working alongside EYFS and KS1 staff confidence is growing. Awareness and applied use of physical literacy in all children.</p>	<p>Further development of the KS1 offer to develop active play and reduce incidents in this area. Officiating and leading in the upper school breaktimes by older sports leaders needs further training and direction</p> <hr/> <p>One of our targeted sub-groups although showing improvements in participation we believe can be better. We were unable to sustain the session in Spring and Summer -Member of staff moved on. Not replaced.</p> <hr/> <p>We would like to extend the opportunities to develop PE pedagogy across all staff</p>	<p>Observation of breaktimes alongside staff. Meetings with staff and children to discuss our breaktime offer.</p> <hr/> <p>Pupil -voice , focus group and registers show this sub-group is the least engaged group. Member of staff successful in securing another job.</p> <hr/> <p>Record of staff CPD development</p>

Review of last year 2024/25

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>PE lead further developing his practice working alongside expert dance teachers. Year 2 teachers seeing a full programme of dance over a half-term raising awareness of the elements of dance</p> <hr/> <p>Teamwork and communication skills, resilience to see a challenge through and using critical thinking to solve problems has all improved across KS2 through the engagement of OAA</p> <hr/> <p>Intra and external sports events ,festivals and competitions have been very well attended. Target groups – girls and SEND have increased their attendance. The offer has been broad from track cycling to orienteering.</p> <hr/> <p>Swimming across KS2 has seen a significant increase in confidence and ability - in particular our SEND hub</p>	<p>Observation of a full programme of dance delivered to children and staff</p> <hr/> <p>Observation of children working in teams to solve problems and overcoming personal challenges</p> <hr/> <p>Feedback from children, staff and parent/carers. Attendance registers show retention and equality of offer</p> <hr/> <p>Attendance Observation of sessions Achievements of each year group.</p>	<p>Time prevented the rehearsals of a final performance. The audience was limited and the final performance did not reach its full potential</p> <hr/> <p>We need to extend our KS1 OAA programme and develop internal activities to engage and develop OAA skills and Knowledge</p> <hr/> <p>We need to work towards a greater number of children experiencing external events.</p> <hr/> <p>SEND children found it hard to understand that sessions were time sensitive</p>	<p>Attendance of final sessions -where the group dance was performed.</p> <hr/> <p>After staff discussion about the KS1 offer OAA is an area for development</p> <hr/> <p>Records of attendance</p> <hr/> <p>The children took some time to leave the pool.</p>

Intended actions for 2025/26

Our plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<p>To ensure all children are receiving high quality PE lessons. Provide all pupils with the knowledge to be able to participate in Physical activity. To enable all to flourish</p> <p>To help our school community to work towards taking part in 60 minutes of MVPA each day</p> <p>Staff are trained and well informed – pedagogy is in-line with best practice</p> <p>Continue to target our least active sub-groups and promote healthy active lifestyles for all.</p> <p>Develop a robust programme of activity improving active support for our SEND children.</p> <p>Continue to offer a diverse and innovative after-school offer for all.</p>	<p>Review the current curriculum and make amends where mastery needs further time. To continue to be ambitious and innovative to motivate, engage to ensure the best possible progression. Seek support and advice from our SGO Tees Valley Sport and partner authorities</p> <p>Track activity levels periodically – introduce an award programme for the most active class, most improved student and most improved family. Continue to review morning and lunch-breaks with our sports leaders monitoring activities and using student voice to help engage the least active.</p> <p>Staff attend CPD share and cascade knowledge and skills and promote imaginative and innovative practice</p> <p>Build on previous focus groups and timetable - parent and children community voice forums. Recruit parent, student and community champions.</p> <p>Work in partnership with the lead inclusion and PE lead at Kirkleatham Hall school. Build support for SEND staff to observe PE in another setting and work with staff from Kirkleatham Hall school.</p> <p>Build capacity through the use of HLTAs and volunteer staff. Allocate funding to support specialist coach recruitment. Source funding from Sport England etc.</p>

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>Staff improve their pedagogy and deliver engaging active lessons for all. All children are motivated to engage in skills development, improve their knowledge of PESSPA and commit to maintaining a healthy active lifestyle.</p> <p>School community show greater participation rates – wider base of children and families engaging with activities on offer.</p> <p>SEND cohort develop determination, self-belief and passion for PE teaching staff approach delivery of PE with self-belief and passion</p> <p>A greater percentage of students from our least active sub-groups engage and show enthusiasm and interest in taking a sport or new skill forward.</p> <p>Children to begin to engage in sporting pathways/ opportunities outside of school Independently. Families becoming resilient and committed to clubs and classes.</p>	<p>In self-reviews staff indicate confidence and show competence. Lesson observations and learning walks. Progression is monitored throughout the year.</p> <p>Registers for after-school clubs and lunch-activities will show data to help monitor who are the most active and those children and families who may need PE intervention. Pupil voice and forums inform future programmes.</p> <p>Lesson observations and learning walks. Focus groups (staff) feedback inform future work.</p> <p>Monitoring engagement in lessons, break and lunch across half-term periods. Holding 1:1 and group discussions. Possible use of MOKi band data.</p> <p>Communication with local sporting bodies feedback the number of Abingdon children attending community and club sessions independently. Children being recognized through their club association – playing in leagues or taking part in events and tournaments. Within school our data will be monitored (registers)to track and target individuals and groups.</p>

Actual impact/sustainability and supporting evidence

<p>What impact/sustainability have you seen?</p>	<p>What evidence do you have?</p>
<p><i>This section needs completing at the end of the year. You have already identified what impact you would like to make so at the end of year check to see if you have made this impact and then you can copy and paste from the intended impact section.</i></p>	<p><i>This section also needs completing at the end of the year. You have already stated where you will probably find the evidence. In the summer you will be adding in more statements like:</i></p> <ul style="list-style-type: none"> • <i>100% of staff feel confident and competent to deliver PE (based on staff self-reviews).</i> • <i>Children are receiving high quality PE from KS1 – KS2. (based on lesson observations and learning walks).</i> • <i>100% of children have accessed an inter competition or event across the year.</i> • <i>On average 55% of children regularly active travel to school across the year. This is a 5% improvement on last year (based on the class active travel charts).</i> • <i>Children are doing 5 minutes more of Moderate to Vigorous Physical Activity (MVPA) on average a week than the start of the academic year. It is now on average 35mins per school day. (Measured using Moki bands).</i> • <i>In the pupil voice surveys 89% of children have rated PE, physical activity and school sport opportunities at school as either good or excellent.</i> • <i>Staff have reported an increase in behavior issues in class since the introduction of more physical activity in the classroom.</i> • <i>Early Years staff have seen a significant difference in the EYFS pupil's ability to hold a pencil/scissors etc using fine motor skills.</i> • <i>The Motor Screening delivered by RESSP showed that 100% of children improved on their motor ability.</i>