PE Funding Evaluation Form







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Commissioned by

Department for Education

Created by

association for Physical Education

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.

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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?
Broad and balanced PE curriculum delivered to all pupils x2 1hr lesson per week.	Enjoyment of PE lessons with high percentage of pupils achieving expected standard and a number exceeding. New and wider range of activities provided cross curricular links to PSHE, personal development, Christian Values. All children achieving and accessing entitlement.	Subject Lead needs to prioritise time out for teacher observations of PE and CPD with teaching staff and TAs, in the coming year.	Not timetabled in advance and so less likely to occur.
LVSSCO Competitions, School Games, Lancaster and Morecambe Schools District, Indoor Athletics League, Lune Valley Competitions.	Over 30 interschool and interhouse sporting competitions, tournaments and festivals participated in by pupils across key stages. Very successful in many areas of competition throughout the year at local, district and county level, including getting to the county Dance finals for the second year running.	Need to enhance cultural capital and promote equality, diversity and inclusion and identify pupils who do not take up offers provided.	There are minority groups who are not as active and do not take up the opportunities provided to participate in clubs and competitions – often due to a lack of confidence.
Playleaders trained.	KS1 and KS2 Playtimes structured play opportunities.		
New Yr5 Young Mental Health Champions trained in addition to current Yr6 ones.	Happy '5' Club - very popular KS2 weekly club. New Club started Summer Term 'Five ways to wellbeing club.'		
CPD undertaken by welfare staff.	Good and improved oversight of active play, playground organisation, thereby ensuring more physical activity in both playgrounds. New equipment utilised well.		
CPD undertaken by staff including Subject Leader.			

Review of last year 2023/25

A broad range of sports and activities were offered in curricular and extra curricular time.	Improved quality of teaching in PE lessons. Greater awareness of new swimming learning outcomes. Gold School Games Mark achieved for 3rd year running. Awarded Heysham School of the Year for the second year in a row. All 5 Key indicators clearly in evidence and met using Primary PE and Sport Premium.		

Intended actions for 2024/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
KI1 - To increase confidence, knowledge and skills of all staff in teaching PE and Sport.	Membership and sign up to PE Passport and Max Whitlock Gymnastics Resource, LHSSN, LVSSCO – includes multiple CPD opportunities.
KI2 – Engagement of all pupils in regular physical activity.	Two 1hr PE lessons per week across all school year groups. Daily cinder track run, weekly Community Running Club, Wake Up and Shake Up, Sports Leaders trained and carry out roles at active lunchtimes in KS1 and 2 playgrounds. Welfare Staff CPD.
KI3 – The profile of PE and Sport is raised across the school as a tool for whole school improvement.	Raise profile of SEN pupils and minority groups, participating in physical activity. Concept of 'Ableism' promoted through Pentathlon and PSHE. Pupils have opportunity to engage with the Pentathlon program of events and work in small groups with a specialists. Training of new Young Mental Health Champions.
KI4 – Broader experience of a range of sports and activities offered to all pupils.	All year groups participate in scaffolded Outdoor Adventurous Activities, that build on previous years' experience, knowledge and understanding. Tennis club, Whole school skipping workshop. Dodgeball coaching, Tag Rugby, Hockey, Athletics, Cricket, Multiskills sports, Football, Gym, Dance club.
KI5 – Increased participation in competitive sport.	Aspirational opportunities in the form of multiple competitions, tournaments, festivals in inter and intra school contexts, in a wide range of sports.

Intended actions for 2024/27

Continues on page below

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?
Increased knowledge and confidence for all teachers to teach high quality PE lessons and undertake assessments. Teachers and TAs put into practice CPD.	Teaching staff, TAs, have necessary knowledge and if more CPD is needed in an evolving staffing situation, it is provided. Teachers were successful in CPD in Football, Tag Rugby, Badminton, Dance. Pupils taught by specialist and trained teachers. All pupils achieve or exceed expectations in PE lessons, as shown in assessments.
Active PE lessons. Pupils meet their daily physical goal of at least 60mins a day, 30 mins of which is in school. Year round sports clubs, Sports Leaders and welfare staff facilitate active and structured play in KS1 and KS2 playgrounds. Daily cinder track challenge. Both playgrounds maintained with markings to organise games and bark chippings to provide existing safe area for physical activity.	Levels of activity and participation during PE lessons and play/lunchtime is evident. Improved behaviour (especially yr4 boys during Hockey club as rules for safety have encouraged better discipline) Equipment and facilities are well utlised by pupils and staff.
Inclusion, diversity, discrimination, stereotypes, resilience, confidence, behaviour, physical and mental wellbeing all impacted and improved. This new initiative will be continued and developed further next academic year. Ableism, different Olympics, Penathlon program all engaged in by pupils (particularly by KS2).	Pupils can articulate issues surrounding Ableism etc, with greater awareness, knowledge and understanding Willingness of pupils to engage with opportunities given – Penathlon, Girls Football, physical and mental wellbeing activities.
Knowledge, skill and understanding of all pupils in OAA. KS2 tennis skills built on and improved, with impact been seen in PE lessons. Fitness and skill level of pupils in skipping and motivation to participate in skipping at lunchtimes for fitness and wellbeing. Dodgeball played by all pupils at lunchtime and in KS1 sports club. A wide range of sporting clubs offered before, during and after school.	Confidence and ability of pupils to continue to engage in OAA. Very active and enthusiastic pupils at lunchtimes. Participation in clubs very high and commitment as part of leagues (athletics, football) and stages of competitions (dance and gym).
Over 30 interschool and interhouse sporting competitions, tournaments and festivals participated in	

Expected impact and sustainability will be achieved

by pupils across key stages. Very successful in many areas of competition throughout the year at local, district and county level, including getting to the county Dance finals for the third year running. Clubs offered and continued to prepare pupils for these experiences and opportunities.	Year round program of different levels of competition entered inter and intra school. Successes achieved. High level of participation by all pupils throughout school. All children represented school in inter school competitions before leaving primary school.

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?	What **evidence** do you have?
See above - all achieved and sustained throughout year.	See above.