

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>OPAL The provision in the outdoor area for playtimes and lunchtimes has been developed further. Children now have a greater variety of opportunities to play and be active with the use of large loose parts and the inclusion of a 'Rickshaw'. Teamwork, creativity and imagination has been fostered by the play and OPAL leaders as well as promoting being active and involved.</p> <p>Children have been offered a greater variety of sporting experiences through experience days and after school clubs.</p> <p>In EYFS, children have balance bikes Bike champion and bikes</p>	<p>We have achieved the platinum award for OPAL play. This demonstrates that we offer children with a breadth of quality experiences during playtimes. Provision has been monitored regularly, taking on children's suggestions as well as reviewed to include new opportunities.</p> <p>Each term the sports club provided through school is full. There has also been an additional link made with the local golf club to host a club at school for Key Stage One children.</p> <p>New balance bikes and training for member of EYFS staff to become bike champion to support the development of balance bike skills.</p>	<p>Organisation of some resources such as wellies for ensure all weather and year round access to the field.</p>	<p>Storage often left untidy and children not being able to efficiently be prepared for learning/ play.</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	
<p>To ensure that all children are participating in high quality PE by continuing to focus on staff development, ensuring that all teachers are confident in delivering high quality sessions across a range of areas. (Key indicator 1 – Increased confidence, knowledge and skills of all staff teaching PE and sport)</p> <p>To ensure that all pupils are active for an average of 60minutes a day, including being active during break times/ lunchtimes and active learning (Key indicator 2 Engagement of all pupils in regular physical activity)</p>	<ul style="list-style-type: none"> • Quality of teaching and learning will be developed through staff training and team teaching within school. Hawkes Health will provide mentoring and upskilling staff teaching in the areas of multi- skills and SAQ with children in Key Stage One. • Gymnastic training for all teaching staff to take part in, with the focus on using apparatus and equipment we already have in school. Utilising the opportunities we can provide for our children. • Dance CPD to be given to a staff member to increase their knowledge and confidence in this area. • Update/ replace resources for class sets to ensure that all children are able to participate fully in PE sessions. Including replacement of physical development resources in EYFS. • Additional coaches for competitive day summer term (Key indicator 5 Increased participation in competitive sport.) • OPAL Leaders to be facilitated to monitor and develop additional play opportunities for the children through OPAL play. • MSA/ play leaders supporting children in physical activities and development. Play leaders to encourage and support team work, managing risks and being active during these times. 	

Intended actions for 2024/25

To broaden the physical experiences for all children in school, within the school day and through after school clubs (Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils)

- Dough disco in EYFS. All children to take part in daily dough disco sessions to support their fine motor development in addition to providing active blasts each day.
- Use of MOKI bands to promote being active across the school day. Replace and keep bands operating fully.
- Weekly sports club for all children in Key stage One to access after school. Use of Hawkes Health for the sports club. Pupil premium children to be fully funded and other children at a discounted rate.
- Introduce a golf club for the children at school, building links with Snainton golf club. Pupil premium children to be fully funded and other children at a discounted rate.
- Balance bike day for all children in EYFS to build up their skills on a balance bike and all children having the opportunity to experience a riding a bike.
- Rubicon scooter day for all children in Key Stage One. Additional experience.
- Gymnastic club led by trained teacher to children in Key Stage One. Club to be offered for block one and two over the year.
- Orienteering to be added to the PE curriculum, making links with Geography learning and map skills. Additional resources to be purchased for high quality and effective orienteering sessions to take place.

Intended actions for 2024/25

<p>What impact/intended impact/sustainability are you expecting?</p>	<p>How will you know? What evidence do you have or expect to have?</p>
<p>To ensure that all children are participating in high quality PE by continuing to focus on staff development, ensuring that all teachers are confident in delivering high quality sessions across a range of areas. (Key indicator 1 – Increased confidence, knowledge and skills of all staff teaching PE and sport)</p> <p>To ensure that all pupils are active for an average of 60minutes a day, including being active during break times/ lunchtimes and active learning (Key indicator 2 Engagement of all pupils in regular physical activity)</p> <ul style="list-style-type: none"> Children to be engaged in play everyday, being active. <p>To broaden the physical experiences for all children in school, within the school day and through after school clubs (Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils)</p>	<ul style="list-style-type: none"> PE lead to regularly monitor the PE teaching and learning across school, through pupil discussions, staff discussions, planning and learning walks OPAL play coordinator review and monitor the children’s engagement in play opportunities across the yea. Adapt or change to increase the activity levels of the children. Children to access the additional opportunities for being active and broadening experiences across school. Monitor the number of children attending sports club, including PP children.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>To ensure that all children are participating in high quality PE by continuing to focus on staff development, ensuring that all teachers are confident in delivering high quality sessions across a range of areas. (Key indicator 1 – Increased confidence, knowledge and skills of all staff teaching PE and sport)</p> <ul style="list-style-type: none"> • <p>To ensure that all pupils are active for an average of 60minutes a day, including being active during break times/ lunchtimes and active learning (Key indicator 2 Engagement of all pupils in regular physical activity)</p> <ul style="list-style-type: none"> • At least 85% of children are engaged every day in active play using the OPAL resources. • Additional loose parts, stage, tents added to the provision and other areas maintained well. • Children talk very positively about the opportunities and play they engage with, including the celebrations of the 'golden welly' award. 	<p>Through monitoring of the PE teaching and learning, children engage in a range of high-quality PE sessions. Planning has been clear and demonstrates clear learning outcomes across a range of areas such as dance, gymnastics and games. In EYFS children achieving the Early Learning Goal for Gross Motor was 89%. (%) of children in Key Stage One are working at the expected level for PE.</p> <p>OPAL Play Coordinator – “It’s wonderful to see all the children engaging and enjoying play, taking turns and taking risks. We have so many opportunities to engage in active play, putting on shows, dancing on the stage and building with the large loose parts. The children made a rolling pin wheel jump that involved the whole school, jumping over the cable wheels which were threaded on some pipe and held in place by some wooden slats. The roller rolled down the field and children of all year groups jumped over it, including staff</p> <p>PUPILS VOICE: “I love making things with the large loose parts, I made a camper van.” “I love making a marble run with the pipes and tubes, it’s so big it goes all the way across the field.” “I like to work with my partner to use the rickshaw. I pull then round the track, they sit on it. we take turns. it’s so fun.” “I love swinging like a monkey in the tree.” “We made an assault course across the field using pallets, wooden beams and the</p>

Actual impact/sustainability and supporting evidence

To broaden the physical experiences for all children in school, within the school day and through after school clubs (Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils)

Sports club across the year has been attended to its capacity across the year. There has been an average of 3 pupil premium children attending the clubs each term
Golf club has had between 10 and 17 children attend each term with an average of 2 pupil premium children.