

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>Selecting teams for events through trialing and then providing training sessions to ensure that the team attend the event understanding what they are doing so they can enjoy the experience.</p> <p>Young Leaders</p>	<p>Fair selection process that the children are aware of. Equipment purchased has been used at these sessions so when children go to the events, they have practiced on them.</p> <p>Children can opt in to trials if they like. Results are collected at trials and used to select the team.</p> <p>Children know the process and are happy that it is a fair process.</p> <p>We have a play lead TA who supervises activities during playtimes and lunchtime. She has also supported staff during lunchtimes to enhance childrens activity and their enjoyment of games, sport and active playtimes. Play Lead TA ensures that all</p>	<p>The implications of the weather.</p>	<p>Due to us using the outside space for PE lessons, when it rains/snows, it is not safe for PE to happen outside. Activities that can be adapted for inside the classroom are, however, it is not safe to do this all of the time.</p>

Review of last year 2023/25

<p>equipment is out to promote active playtimes for the children. She also involves herself in games with the children to support them in team games, turn taking, etc. Young leaders organize games and activities and have the resources that they require.</p>		
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Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Increase KS2 involvement in clubs afterschool.	Carefully select clubs and think about the provision that is provided. For example, Dance is not always full but children have shown an interest in Boxercise during curriculum lessons.
Develop the understanding of Physical Literacy for all staff and children in school.	Following training from GSSP, I will deliver a training/an information session during staff meeting time, so all staff are aware of what physical literacy is, and the importance of promoting a good PE ethos around school. I will slim the information down, but deliver the main messages to children during assembly, so there is a consistent message between staff and children.
Encourage children who are less active outside of school to attend trials for events across the academic year.	Ensure Miss Routledge and myself know to children across school (use of PE teaching observations and pupil voice) to encourage children to trial. Important to inform children about what happens at events, so they are aware and can prepare themselves if needed.

Intended actions for 2024/25

Enter more teams into events. For example, entering an A and a B team where possible. This allows us to ensure more children get a chance to compete.

Where possible, enter more teams into events. Work with GSSP about this and school to enable adults to attend with two or more teams. This academic year, we have entered more than one team into the following events:

- Gymnastics (A and B team for Year 3 and Year 4 and A and B team for year 5 and year 6)
- Tag Rugby (A and B team for Year 5 and year 6)
- Boccia (A and B team)
- Basketball (A, B and C team for Year 6)
- Hockey (A and B team for Year 3 and year 4)
- Quad Kids (A and B team for Year 3 and Year 4)
- Girls Cricket (A and B team for Year 5)
- Cricket (A and B team for Year 3 and Year 4)
- Cricket (A, B and C team for Year 6)

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">- Children gain experience of competing- Children enjoy a range of sport- Skill development- Stamina improvement	<ul style="list-style-type: none">- Curriculum videos- Results/qualifications to next round at events/competitions- Staff support logs

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Children gain experience of competing	When selecting teams for competitions, children sign up if interested and participate in trials. The children are trialled/assessed against the skills required to participate in the sport competition. We participate in as many Gateshead School Sport partnership events as possible and therefore provide a variety of experiences to compete. It is lovely to see children attend that you never knew had an interest/ability within the different sports.
Children enjoy a range of sport	For PE curriculum lessons, we offer a variety of sports for children to complete (in line with the national curriculum skills). We also regularly listen to pupil voice and adapt our afterschool clubs to provide experiences and opportunities to participate and enjoy a variety of sports. It is lovely to hear from children that they have joined clubs outside of school linking to the sports that they have participated in in school.
Skill development	All of our planning used in PE has different skill focus for each lesson and built upon/developed each lesson. These skills are then developed each academic year. After each lesson, staff complete a 'support log' for the children that have required additional support to achieve. In addition to this, staff video a skill within a sport that will be focused on during a unit on the first lesson and then again on the last

Actual impact/sustainability and supporting evidence

Stamina improvement

lesson to observe skill development. Children have also watched these videos back and can discuss what they have learnt/done to help them progress and identify the improvement of skills within the sport.

Staff video a skill within a sport that will be focused on during a unit on the first lesson and then again on the last lesson to observe skill development. This shows improvement of skills and also the increase of stamina, measured against each individual child.