

PE Funding Evaluation Form 2024/2025



Commissioned by



Department
for Education

Created by



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 2023/4

What went well?	How do you know?	Comments / next steps
Children to be provided with quality opportunities to be active throughout the school day. Resources for active lunchtimes ordered and a timetable/rota planned involving key staff members and pupils (Zone Rangers) to support the organisation. Playground 'zoned' with focused activities led by zone rangers.	Clear vision for lunchtimes within the team. Pupils proactively encouraged to participate in physical activity as part of lunchtime provision - lunchtime staff have more confidence in supporting the zones and encouraging active participation as there is a clear plan for provision in these areas. Pupil Voice Feedback: Y6 pupils: 'It adds something new to playtime.' 'Zone Rangers are always kind and respectful.' 'It's fun and makes playtimes happy.' Y5 pupils: 'Zone Rangers are always there to help everyone at lunchtimes.' Y4 pupils: 'Everyone can play sensibly and calmly in the Zones.' 'Throwing and catching and skipping and hoops are our favourite Zones to Range and we think everything is more fun in the Zone Ranges.' KS2 Zone Ranger Lead Feedback: The children enjoy the rota system and I think the responsibility of being in charge of the equipment and an area. I try and keep them in the same small group but change their range so it keeps it different for them and the children using the area experience different children. Staff commented	• Timetable rotated to ensure all pupils have equal access. Greater range of pupils engaged in being Zone Rangers to promote within all KS2 classes. Zones organised at KS1 to encourage all pupils to participate. Member of staff responsible for leading on this. MSAs directly involved in leading play at lunchtimes to encourage active games. • Broad range of girls/boys/PP children involved? See data - target further girls as Zone Rangers to ensure equitable access and participation • . Zone Ranger lead has setup, is monitoring and leading on developments at KS2. Y2 teacher at KS1 leading on supporting pupils as 'play leaders' to encourage engagement with the equipment on the playground. MSA staffing is sufficient to allow them to be involved in children's play.

Review of last year 2023/4

	on how, "wonderful it was to see the children engaged and trying out new things." More equipment and a new range of equipment would always help. The hats are liked! Zone Ranger Volunteers Statistics Number of pupils: Girls: 27 Boys: 35 Pupil Premium: 37/62 (60%) of pupils	
Ensure children have the required motor skills to fully access all aspects of the curriculum. Gross motor skills programme for Early Years and Year 1 and intervention in Year 2 - The Fizzy Programme. Bespoke intervention used in place of generic programme. Sporting Influence worked individually and in small groups with identified pupils in Y2. Sporting Influence trained class staff to deliver the intervention each day in addition to their weekly sessions. Sporting Influence coaches have reinforced the skills through PE lessons to allow pupils to practice skills and give a wider access to all pupils.	Class staff have reported noticeable improvements in gross motor skills and engagement in PE lessons as a result. Pupils have reported an enjoyment in the sessions and are visibly more positive. They are 'excited' by their sessions! Confidence and physical fitness are improving. Class staff are better skilled when delivering gross motor interventions in Y2 as demonstrated by teaching assistant delivered intervention sessions.	• Extend this provision to identified pupils across KS1. • Sporting Influence coach to train key teachers and all TAs across EYFS/KS1 & LKS2 to enhance provision for a broader group of pupils.
Undertake pupil voice to understand the desire for clubs moving forward. Identify gaps in	Pupils have responded positively to new clubs. Multi-sports is particularly popular and	• Increase the range of clubs on offer at the Infant site, particularly those accessible to

Review of last year 2023/4

provision in response to feedback. The admin team have identified groups and individuals who have not accessed clubs over a period of time. These pupils/families have been targeted for free spaces in a range of clubs. The range of clubs on offer has increased at KS2 in response to pupil feedback e.g. multi-sports / woodland and now needs to extend further at the Infants.	successfully run as an extension of the provision provided by Sporting Influence in school. Sporting Influence staff are successfully extending the sporting values taught in lessons through the club provision.	the youngest children.
Pupils provided with opportunities outside of PE lessons to try different sports and access varied opportunities utilising links with outside agencies. Pupils have experienced a range of inclusive sports including wheelchair and visually impaired sports. They have broadened their sporting horizons and focused on key learning behaviours of pride, wisdom, communication, resilience, collaboration and ambition. Through the programme, pupils from Y1 to Y3 were given additional access to free after school clubs which further developed the school's drive to encourage access to all. ProRide Coaching provided a series of balance bike sessions to Nursery/Reception and Y1 pupils - 3 full days in April 2024. The development in skill over the series of sessions was clear.	Pupil and staff voice feedback was overwhelmingly positive. Staff were enthused and inspired, and have developed a greater breadth of knowledge. All staff participated in the sessions rather than just observing or supporting. The 'buzz' around school, between pupils and staff, was clear. Pupils were engaged and motivated to try something new. Their feedback was 100% positive! Parents reported that their children had gone home talking about the sessions, and were looking forward to the next session and the after-school club. Pupil T said, 'I thought it was awesome because I could go on wheels and you don't usually get to do that in the whole school! I liked trying something different. That was one of my favourite PEs ever!' Class staff engaged in all workshops and picked up a variety of skills, which they have been able to implement in their own PE lessons.	Survey pupils and staff to ascertain most impactful additional provision and target next year's funding accordingly.

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Bhangra dancing workshops for KS2 pupils - series of 4 full day sessions in June 2024. Positively promoted non-gender specific multi-cultural dance.	43 pupils attended further funded after-school provision organised with the inclusive sports coach. 19 were pupil premium (44%) with an even split between boys and girls: 22 girls / 21 boys.	
Give pupils the opportunity to participate in competitive situations so that they can be extended and challenged. Allow pupils of all abilities to demonstrate and understand sportsmanship values, teamwork and the important lessons of winning and losing. Due to the success and impact of the work completed so far with Sporting Influence, The Federation has signed up to the Sporting Influence Primary School Festival programme which provides opportunities for pupils from all year groups to join in with competitions and mass participation sporting events throughout the year.	Feedback from staff has been positive. They have reported that pupils have engaged enthusiastically in mass participation events and have put into practice the sporting values which they have been learning in school. Their sportsmanship was recognised both by host staff and by volunteer helpers. Good examples: Y4 (whole year group) participated in a KS2 dance festival in January 2024 and Y2 (whole year group) also participated in a KS1 dance festival in March 2024. Both were held off site and provided the pupils with the opportunity to 'compete' against other local schools in purpose built sporting facilities. As part of this programme, pupils have performed their routines in front of an audience, giving them a broader experience beyond that available within the school site context. EYFS/KS1 Multi-Skills festival All year groups, from Reception to Y6, have been involved in 'competitive sports' against other local schools throughout the year. As part of the organisation, an equal number of boys, girls, pupil premium and not, children were chosen to	PE lead to access the training provided as part of this offer. Utilise the developed knowledge to improve the quality of Federation sporting events such as sports days and internally organised local school events.

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	represent the school, on a rolling basis to include as many pupils as possible. The use of mass participation events where possible has increased participation numbers. The EYFS/KS1 multi-skills festival allowed large numbers of pupils to 'compete' against pupils from other schools and experience sport in an alternative setting.	
Meet National Curriculum requirements for swimming and water safety. Ensure pupils can perform safe self-rescue even if unable to swim 25 meters or perform a range of strokes. Previous Y6 pupils were surveyed in the Spring term to plan the programme of funded swimming provision required in the Summer Term. Identified Y6 pupils who had not reached the national indicators swam for half a term each. Pupils unable to either swim 25 metres or perform a safe self-rescue were been prioritised. As the pupils progressed, swimming instructors were able to assess who was more confident and able to meet the national requirements, and who was not. Those who needed more intensive instruction received it in smaller groups.	A new system is in place at the Leisure Centre so pupils are assessed by instructors throughout their programme of swimming sessions and this information is shared with teaching staff. This knowledge means we are now better informed about pupils' specific swimming skills and progress rather than generic progress comments.	Utilise the Leisure Centre's assessment system now in place to monitor the pupils' swimming progress in a 'live' and ongoing way in Y3. Use this information to plan ahead of time provision which will be required for those pupils who do not meet national swimming expectations in Y3 and then for catch up sessions in UKS2.
Improve confidence in the teaching of PE. Sporting Influence were initially booked for a term to work with Y5 teachers to enhance the teaching of PE in Y5 - reaching children who are finding the classroom challenging. Its success has	Y5 staff reported that key identified pupils (85% of whom are either PP or SEN) displayed a significant increased engagement with PE lessons and have noticed improved conduct and learning behaviours in PE lessons. Pupil voice has also been positive: pupils talk of looking forward to the	Extend this provision to encompass more staff. Consider which year groups will benefit most from a greater confidence in the teaching / support in PE lessons.

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been impressive, with pupils engaging beyond expectations and teaching staff finding the provision having impact on their own PE knowledge and pedagogy.

sessions and can discuss their learning in detail, talking about the skills they have developed. Participation in PE has improved as a consequence.

The provision was extended to cover the rest of the year, and the focus shifted to upskilling TA knowledge and understanding of how to support pupils within PE lessons in addition to continuing the focus on pupils who have seen incredible success from the focus on Sporting Influence's key social skills: body language, communication, determination, encouragement and respect.

Intended actions for 2024/5

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Improve the teaching of PE and raise the profile of PE across the Federation. The intention is that teachers and TAs will have further developed their skills and knowledge to enhance the PE provision on offer in school. PE will have a high profile amongst staff and children and its priority will be acknowledged and understood.	Utilise and extend the Sporting Influence provision to include Y2, Y5 & Y6 at least. Review the effectiveness of the sporting values taught by Sporting Influence and consider where they will have most impact. Broaden the range of children having access to the interventions which have worked effectively previously, and ensure a wide range of staff have access to the professional development within these sessions. PE subject lead to access additional CPD sessions/days provided as part of the Sporting Influence contract and disseminate best practice across the Federation. Invest in PE Hub to allow the PE lead to plan the most effective curriculum for enhancing skill development in collaboration with the expertise offered by Sporting Influence. Incorporate this into the development meetings with Sporting Influence SLT. Organise professional development staff meetings to ensure teacher knowledge is up to date on PE, sport and physical activity. PE lead to audit PE equipment and as a result, invest in sporting resources and equipment to facilitate the expectations of high quality teaching of PE.
Across the Federation, and particularly on the Infant site, there are a growing number of pupils with poor motor skills which is impacting on their ability to access PE lessons confidently and make progress in other curriculum areas requiring fine motor control. Plan a programme of intervention to mitigate this concern.	Gross motor skill programme designed and delivered by Sporting Influence staff. School staff to observe / participate in sessions on a rolling programme to learn how to lead the sessions and roll out to a larger number of pupils. Cost within Sporting Influence contract
Raise the profile of the importance of being active throughout the day to ensure all pupils are accessing the recommended 60 minutes of physical activity throughout the day (in and out of school).	Encourage all pupils to participate in active playtimes by accessing quality opportunities throughout the school day. Develop the range of activities on offer based on pupil feedback. Ensure equity of access based on pupil feedback and the Zone Rangers lead's

Intended actions for 2024/5

	observations. PE / Zone Rangers leads to plan and deliver CPD to lunchtime staff to ensure quality physical interactions at lunchtimes. Replenish current equipment and source new resources to ensure pupil engagement. Give the 'Walk to School' initiative the highest of profiles: PE lead to actively publicise with parents and children, organise class competitions, monitor engagement and evaluate impact.
Ensure equity of access to after school provision in order to promote healthy, active lifestyles in all pupils, including those who are disadvantaged and may otherwise miss out on this opportunity. Offer the pupils a balanced and varied extra-curricular programme, for example team sports with an aim to play on the school team in school competitions, or new sports that pupils won't access in the curriculum.	Sporting Influence after-school club - to include 5 x funded spaces for disadvantaged pupils Funded after school club spaces - Autumn Term 1 x karate space offered 5 x football 1 x drama Increase the sporting clubs on offer on both sites in the Spring and Summer terms. Lunchtime sporting club offer facilitated by sporting influence coaches
Build and develop active links and clear pathways to sport, physical activity and leisure providers in the local community, for example sport clubs, leisure centres, youth centres.	Signpost clubs/groups in school (website, blogs, posters, newsletter). Organise for groups to deliver taster sessions on site e.g. diving team trials in school, football coach for the local girls' team, UKS2 golf sessions.
Increase the participation of all pupils in competitive sport.	A rolling programme of sporting events held off-site locally Competitions involving individual pupils, teams and mass participation, to include 'finals' further afield (Harrogate). PE lead to utilise the support / CPD offered by Sporting Influence to plan and deliver sports days for both schools which inspire and challenge all pupils to succeed in a range of athletic disciplines.

Intended actions for 2024/5

Raise the profile of diverse sporting opportunities and physical activities which the pupils will not ordinarily access during the school's main PE curriculum offer. Ensure that all pupils have the opportunity to 'see themselves' in those who provide the sports and the range of sports provided.	Due to the success of last year's Bangra dance workshop programme, there is the opportunity to build upon and expand the offer for this academic year. In collaboration with the PE lead, and the lead from the dance company, plan a programme which enhances the school's dance offer and opens horizons - both for pupils and adults. Utilise the sessions as a CPD opportunity for staff across the Federation in order that impact can be seen during the main curriculum PE offer and as a showcase for parents. Arrange for external, specialist providers to plan a programme of instruction, aimed specific year groups, to promote access to sports for pupils with physical disabilities.
Ensure all pupils leave primary school able to perform a self-rescue from water and swim a minimum of 25 meters.	Funding from the main school budget is in place for families unable to meet the cost/full cost of the school's swimming programme at the leisure centre, ensuring all pupils in Y3 access the full programme of swimming lessons organised by the Federation. Y6 pupils who are unable to perform a self-rescue, are not safe/confident in water, or cannot swim 25 meters in any stroke, to be provided with intervention swimming sessions in the summer term. The leisure centre's assessment and monitoring system will guide the allocation of intervention spaces.

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?
As a consequence of significant investment in the teaching of PE, pupil development of skill will be evident. As an increasing number of teachers and TAs are upskilled, they will share knowledge and best practice with each other, led by a well-developed PE lead. Pupil engagement in PE will be high as will their understanding of how sporting values are underpinned by our school vision of learning and flourishing together. The impact will be seen in positive pupil outcomes. (1) Pupils with a gross motor skill delay will have an increasingly positive perception of PE as the intervention targets the skills which have the greatest impact on their physical progress. As a result, these pupils will see sustained progress in other curriculum and social development areas. (2) Pupils become more physically active throughout the day as they recognise the importance of being physically healthy. The range of sporting opportunities encourages participation and longevity of interest in a greater range of sports. Financial access to clubs is not a barrier to attendance at school clubs. (3&4)	Lesson observations by SLT, PE lead and Sporting Influence link SLT will indicate excellent teaching of PE. Feedback from C Vitali - Sporting Influence teacher Dec 2024: ‘I must say that this term has been a massive improvement in terms of learning behaviour in both classes. I think most of the children are trying really hard to implement our sporting values and social skills into the lessons. I have noticed that so many of them are really trying to work hard towards getting our social skills stickers at the end of each lesson. I am going to keep working really hard with both these classes and I am going to continue to motivate them each and every lesson.’ Observations of interventions will identify progress during these sessions. Feedback from pupils and adults will evidence positive impact. Assessment of intervention sessions will indicate that the impact can be seen beyond the intervention sessions themselves. Pupil voice feedback suggests that pupils enjoy active playtimes and make healthy choices with regards their own physical activity. Observations by PE / Zone Rangers lead evidence a positive engagement. Surveys indicate that parents and pupils are more physically active and more likely to walk to school. Club / session attendance monitoring

Expected impact and sustainability will be achieved

The number of pupils engaged in competitive sport, in and out of school, will increase. Pupils are engaged in a wider range of sporting opportunity and links between school and the local community are strengthened. A sustainable programme of external providers from local groups will maintain the interest in local clubs over time. (5&6)

The school's vision and related sporting values are exemplified through pupils' participation in sporting / physical activities, which are beyond their usual routine. Pupils in our diverse school community have the opportunity to 'see themselves' in the adults delivering, and the access of opportunity that a broad curriculum and enrichment offer provides. The sustained impact will be seen in pupil engagement with PE lessons in a broader sense as they enjoy the full curriculum offer. Pupils who are identified as having SEND relating to an area, which could impact on their participation in PE, recognise that physical disability is no barrier to participation. (7)

An increased number of pupils will be able to swim a minimum of 25m and perform a safe self-rescue from the water. Their proficiency in the water will improve as will their water safety knowledge. (8)

Surveys of pupils and parents indicate greater number pupils joining local clubs.

Positive feedback from local partners

Survey of pupils accessing clubs demonstrates a broad spectrum of the school's demographic.

Positive feedback from pupils, parents and staff.

SLT / subject lead lesson observations indicate positive engagement from all pupils and an enjoyment of their lessons.

Progress tracked via the leisure centre's assessment system indicates that pupils are more confident in the water.

Pupil and parent feedback indicates positive impact of intervention sessions.

