

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?
<ul style="list-style-type: none"> -A variety of external experts (Leicester Riders, Tom Flowers Cricket, Inspire Together) worked alongside staff and provide staff CPD which upskilled them. -Provided active lunchtime activities for students, led by external coaches. -Provided October half term holiday Sports Activity and enabled more children to take part. -Provided Summer holiday Sports Activity and enabled an increased amount of children to take part. -Provided top up swimming sessions to Year 6 pupils to reach national requirements, going from 58% to 80% of pupils. -Ordered and bought new sports equipment. -Awarded trophies or certificates which encouraged and motivated pupils to try hard and succeed. -Provided an activity day which allowed pupils to take part in fun and engaging activities, giving them the change to be exposed to new sports. -Maximised the number of girls participating in sports by providing them with fun and engaging activities led by experts. -Provided SPARX intervention that is targeted at specific children in each Year 3 and 4. -Embedded current scheme of work to ensure high quality PE lessons are being taught as part of the PE curriculum and children are embedding a range of skills and knowledge taught in each sport. -Provided After School Sports Activity Club for children in each year group to become more active and increase confidence and knowledge of specific sports and games. -Motivated individuals and increased the number of competitive sport and inclusive festivals on offer through Inspire Together partnership 	<p>Monitoring and feedback demonstrated experts were helpful, upskilled their knowledge and increased confidence in delivering a series of lessons.</p> <p>Increase in children taking part in structured activities and less behavioral incidents.</p> <p>Increase in children taking part in holiday clubs and being exposed to new sports.</p> <p>Activity days received positive feedback from pupils and staff.</p> <p>Interventions had a positive impact on pupils understanding what a healthy lifestyle is, how to be more active, and how PE and sports can be enjoyable. Feedback from pupils showed they enjoyed the interventions.</p> <p>An increase in girls participating in sports such as football and having opportunities to play competitively.</p>	<p>Swimming sessions were 20 minutes long and too short/rushed.</p> <p>Not enough equipment for multiple classes to do PE at the same time.</p>	<p>Not long enough in the pool.</p> <p>Organisation of PE timetable needed adjusting. Some lessons in the Autumn term had to be changed around.</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
<ol style="list-style-type: none"> 1) Provide lunchtime sport sessions/activities for pupils to encourage more children to be active during lunchtimes. 2) Provide morning sport activities for pupils to encourage more children to be active during Breakfast Club which are led by Sports Coach 3) Provide staff CPD (focus on support and challenging pupils and active engagement) through the use of internal and external coaches in order to upskill and increase staff's confidence and subject knowledge. 4) Award trophies or certificates to encourage and motivate pupils to try hard and succeed and raise their self-esteem. 5) Embed current scheme of work to ensure high quality PE lessons are being taught as part of the PE curriculum and children are embedding a range of skills and knowledge taught in each sport. 6) Motivate individuals and increase the number of competitive sport and inclusive festivals on offer through Inspire Together partnership 7) Motivate individuals and increase the number of pupils taking part in competitive football opportunities through LDPFSA partnership 8) Encourage and promote pupils to lead a healthy lifestyle and change their eating or lifestyle habits, including physical activity, nutrition and mental wellbeing via the Healthy Lifestyle initiative. 9) Increase the amount of Year 6 pupils who can swim competently, self-rescue and perform a range of strokes. 	<ol style="list-style-type: none"> 1) Provide a range of lunchtime physical activities led by sports coaches. Introduce Year 6 playground leaders to help encourage younger pupils to participate in activities, particularly those who may feel less confident Monitor participation rates and gather feedback from students about their preferences for activities. 2) Establish a daily active breakfast club where children participate in different physical activities before the school day starts. Create a schedule that rotates activities to keep it engaging and accessible to all students, regardless of ability e.g. boccia, kurling, badminton 3) Provide targeted CPD sessions for teachers to enhance their skills in delivering physical activities and sport. Organize in-school CPD from experts in areas such as inclusive PE and supporting and challenging. Monitor staff development through feedback and observations. 4) Certificates and trophies will be awarded in assemblies, sports events, and PE lessons to pupils demonstrating effort, sportsmanship, or skill improvement. 5) The PE scheme of work will be embedded into medium-term and weekly planning. The progression document will be based on the scheme of work. Staff will receive CPD to improve delivery confidence and consistency. 6) Participation in Inspire Together-organised competitions and inclusive festivals across the year. Targeted opportunities for less-active pupils and those with SEND to engage in accessible formats. Targeted opportunities for more gifted and talented pupils to participate in sports. 7) Participation in LDPFSA fixtures and tournaments across KS2. Football training sessions provided after school and at lunchtimes. Equal access opportunities for boys and girls – clubs provided for both. 8) Completion of Healthy Schools audit and action plan. Cross-curricular initiatives promote healthy eating, daily activity and emotional wellbeing. 9) Provide extra swimming sessions to targeted pupils after the core swimming sessions are taught. Monitor participation levels and asses pupils at the end of the extra block of sessions.

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?
<ol style="list-style-type: none"> 1) An increased amount of pupils taking part in structured activities during lunch times. Less behavioral incidents as pupils will be involved in structured activities. More pupils enjoying physical activity. 2) More pupils reaching the daily recommendation for being physically active. More sports and activities on offer. Children enjoy and become more confident in trying new activities. Less pupils leaving primary school as overweight/obese. 3) Teachers are upskilled and more knowledgeable. Lessons are of a higher quality with evidence of support and challenge in sessions. Lessons are differentiated to suit all pupils needs. Children are better supported and challenged in all lessons. 4) Happier, more confident pupils taking part in lessons. 5) Higher quality PE lessons are being taught, with use of resources (visual and practical) are evidenced in lessons. Children are making progress over the lesson in small steps. Children are able to build on their knowledge from previously taught units. Children can explain the essential knowledge and are confident in showing or explaining to an adult. 6) More pupils are given opportunity to attend inclusive festivals. More pupils are motivated and encouraged to go. Less children leave primary school overweight/obese. 7) More pupils are given opportunity to take part in G+T competitions. 8) More pupils are eating healthier lunches at lunch times. Less pupils leave primary school as overweight/obese. 9) More pupils are able to swim competently at the end of primary school. 	<ol style="list-style-type: none"> 1) Monitoring at lunchtimes, keeping a tally chart for the amount of pupils participating. Checking SIMS for behavioral incidents. Questionnaires to be completed by pupils. 2) Monitoring amounts of pupils who take part during Breakfast Club. Questionnaires to be completed by pupils. 3) Monitoring of lessons across the year. Observations show high quality lessons and teachers are putting CPD into their own practice. 4) Feedback from pupils 5) Monitoring in lesson observations. Pupil interviews show essential knowledge is being retained and links are being made to previously taught units. Feedback from teachers demonstrates that lessons are progressing over time and children are making progress. 6) Register data shows more pupils are given opportunity. 7) Register data shows more pupils are given opportunity. More awards/trophies are being won as a result of competitions. 8) Healthy Heroes check packed lunches and record data as a tally chart. 9) Assessment data from swimming pool.

Actual impact/sustainability and supporting evidence

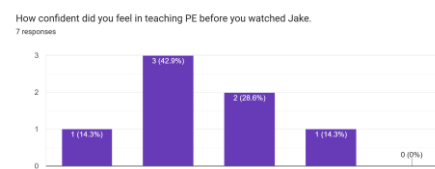
What impact/sustainability have you seen?

- 1) Increased physical activity levels during lunchtime, with higher student participation. Less behavioural incidents at lunch times as more children are active and an improvement in pupil's wellbeing.
- 2) Increased physical activity levels during breakfast club at the beginning of the day, with higher student participation. Less behavioural incidents at breakfast club as more children are active and an improvement in pupil's wellbeing.
- 3) Improved confidence and capability of staff in delivering high-quality physical activity and PE sessions. An increased engagement in physical education lessons and extracurricular activities due to higher quality delivery. Evidence of staff improvement through observation and pupil feedback on the quality of sessions.
- 4) Increased pupil enthusiasm and engagement in PE. Teachers report higher motivation and participation in lessons. Pupil voice indicates that awards contribute positively to confidence and enjoyment in sport.

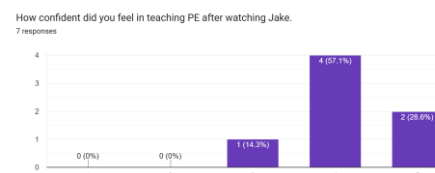
What evidence do you have?

- 1) Observations show an **increase of 8% of pupils** taking part in lunchtime activities when compared to last year. **Behavioral incidents show 18 incidents** compared to 23 last year. **Pupil feedback shows a positive impact:** "The games are great fun at lunch because we do something different every day and get to try some new sports." "I like playing the games because it keeps me active at lunchtime."
- 2) Targeted pupil premium pupils are regularly attending breakfast club. **31% of breakfast club pupils are pupil premium.** SIMS data for behavior incidents shows ____
- 3) Observations show teachers are more competent in delivering a PE lesson, with a particular focus on supporting pupils in the lesson. Teacher feedback shows they are more confident in delivering PE lessons, due to Sports Coach's help and support in PE lessons: See below:

Before:



After:



- 4) Teacher feedback and pupil feedback show children enjoy receiving certificates at the end of the PE lesson: Pupil feedback: "I like it when Mr Duffy gives out certificates because I want to try and receive one in the lesson." "Me and my friend try our best

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?

- 5) Improved lesson consistency and pupil skill progression in each sport. Monitoring shows increased staff confidence and curriculum coverage. Assessment data reflects better skill retention and knowledge application by pupils.
- 6) Broadened participation beyond traditional sport. A higher number of pupils involved in inter-school events. Pupil feedback shows increased enjoyment and sense of achievement, especially among pupils with lower confidence in sport.

What **evidence** do you have?

- 5) Observations demonstrate **small step progress is being made** and built upon in a lesson. An example of pupil questionnaires show children are retaining taught knowledge and skills in PE:

-I know that symmetry means to be in sync and the same which could be the same on each side of my body or the same as my partner
 -I know that my balance will last longer, the longer I maintain good body tension
 -I know that one side of my body has to be different to the other side in order to be asymmetrical
 -I know that my chin should be tucked into my chest and weight should be taken on my shoulders when performing an over the shoulder roll
 -I know that a counter balance should be controlled by both people and each person should hold the others wrists carefully

- 6) Targeted pupils have attended different festivals and competitions based on 3 strands: inspire, develop, excel. **Pupil feedback demonstrates a positive impact** and they enjoy the festivals or competitions "I love going on sports events trip because they are fun and make me feel good at sports." "I liked the inclusive festival because we played fun games and there were lots of schools there."

List of festivals and competitions as follows:

<u>Festival/Competition</u>	<u>Total pupils (pupil premium/total)</u>
Inspire Event	2/10
Football fixture	2/10
Swimming	26/40
Cross Country	1/14
Inspire Event	2/10
Girls football fixture	3/11
Swimming	22/59
Football fixture	2/8
Football fixture	2/7
Athletics	5/18
Cross Country	0/13
Boccia	0/6
Swimming	15/59
Football Fixture	3/12
Football Fixture	2/10
Cross Country	3/14

Actual impact/sustainability and supporting evidence

7) Noticeable increase in the number of pupils playing regular football. Development of football-specific skills, teamwork, and sportsmanship. Increased representation of girls in football teams.

8) Pupils demonstrate better understanding of healthy lifestyles. Parental engagement on health topics improved via Twitter accounts and newsletters. School on track to achieve or maintain Healthy Schools status.

9) An increase in the amount of pupils who could swim competently, perform safe self-rescue and swim a range of strokes when compared to the beginning of the academic year.

Swimming	15/60
Sports festival	4/10
Girls football fixture	2/10
Rugby festival	3/8
Football fixture	3/12

7) Around **40% of pupils regularly take part in football activities** at lunch and break time. Football data shows that pupils have been given a range of opportunities to take part in football across the year, including fixtures, finals and Premier League Primary Stars too. The boys team were **runners up in the East Leicester division overall**. The girls football team were honored with the **Barclay Girls Football Equal Access Award**. There was an **increase of 30% of girls** who took part in the girls after school club and who represented the girls football team at competitions.

8) **Received 'Beyond Gold' Healthy Schools Award**. Each class feels proud when they receive the Healthy Schools trophy each week based on how healthy their packed lunches are.

9) Swimming data shows that **70% of our pupils can swim 25m competently. 70% can perform a range of strokes effectively and 79% can perform safe self-rescue**.