

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?
Further developed a curriculum which promoted a healthy active lifestyle that encouraged more children to regularly participate in physical activity	<p>-14 sports ambassadors recruited who delivered sports activities daily on the KS1 and KS2 playground. Weekly meetings held with sport's specialist to decide on appropriate activities which have different levels of skill to encourage all children to participate. There has been increase in participation on the playgrounds from last year.</p> <p>-288 children have participated in an after-school club with each year group voting for the clubs to increase participation. These included: lacrosse, dodgeball, multi-sports, handball, goal ball, gymnastics etc. All pupil premium pupils have attended an after-school club, a sporting intervention or a competition.</p> <p>-All year groups have completed termly outdoor fieldwork linked to geography and some have begun to embed this in the geography curriculum.</p> <p>-‘Get ready to learn’ group launched in the summer term. Focused on speed, agility and balance. Children improved their scores over 6 weeks.</p>	-Sheriff's Challenge (running the daily mile) has had limited impact this year and needs a refocus next year.	Children have continued to run the daily mile however the element of perseverance and resilience could be further promoted as half-termly award for most improved did not happen this year
Introduce additional, inclusive competitive sporting opportunities for all children to participate.	<p>-Boys' and girls' football have continued to play competitively, promoting team work, perseverance and resilience.</p> <p>-5 competitions offered Cross county</p>		

Review of last year 2023/24

<p>Begin to develop the whole child through the school PE approach, school sport and physical activity.</p> <p>Improve progress and achievement of all pupils in PE by increasing staff knowledge, skills and confidence.</p>	<p>This girl can event ME VS ME Athletics event Handball event -40 children across different year groups, plus the whole of year 4. Mixture of girls and boys tournaments to promote equality in sport.</p> <p>-Teachers received CPD on teaching of PE through new Sport's Specialist appointment. -Staff reported feeling more confident in teaching certain areas of PE. -Questionnaires have identified individual staff area to focus on next year through team-teaching. -Sport's specialist has up-to-date knowledge of the curriculum and initiatives. -Parents have been kept informed of some sporting events and coverage of curriculum. -Girls' football played their first competitive match, promoting inclusivity and equal opportunities. -Sport's Ambassadors helped lead a Y4 Me V ME challenge alongside an outside provider, with them learning key skills on coaching children, which they then used at lunchtimes.</p>	<p>Opportunities for team-teaching to be explicitly linked to staff's weaknesses in teaching PE</p>	<p>A comprehensive CPD team-teaching programme linked to individual staff questionnaires will be analysed in greater detail so that CPD is more specific.</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
<p>1. Teachers to team teach and teach lessons supported by sport's specialist. Meets Key Indicator 1.</p> <p>2. Develop a Programme of team teaching linked to staff questionnaire results. Meets key indicator</p> <p>3. Use staff questionnaire conducted in July 2024 to tailor PE lessons to staff CPD. Meets Key Indicator 1.</p> <p>4. Geography Lead to monitor provision through the curriculum to ensure outdoor fieldwork continues to take place. Meets Key indicator 1, 2 & 3.</p> <p>5. Website to be updated half-termly to reflect the provision in and out of school. Meets Key Indicator 3.</p> <p>5. Deputy Head Teacher/PE Lead to work with sport's specialist to analyse the provision at lunchtimes to further increase participation. Pupil voice to be conducted to see what the children want to play at lunch times. Meets Key Indicator 1,2,3&4.</p>	<p>A. Teachers to observe Sport's Specialist teaching PE to improve their CPD and knowledge on how to teach areas of PE.</p> <p>B. Teachers to team teach with Sport's Specialist getting advice and feedback on their teaching skills to further improve knowledge.</p> <p>A. Geography Lead and PE Lead to review lesson plans for practical, active learning links for PE Lessons.</p> <p>B. PE Lead and Geography Lead to ensure years 2, 5 and 6 have access to the planning prepared for the spring term.</p> <p>C. Geography Lead to share Fieldwork resources for the whole school every term for 3 outdoor fieldwork activities to be completed.</p> <p>A. Admin or PE Lead to upload photos, news, match reports, and PE overviews.</p> <p>B. Include Sports Premium updates to demonstrate transparency and accountability.</p> <p>A. Conduct pupil voice surveys (e.g. What do you like/dislike? What's missing?)</p> <p>B. Sports Specialist to observe lunchtime zones and lead trial of new activities</p> <p>C. Create structured games schedule (e.g. different zones for ball play, skipping, challenges)</p> <p>D. Employ trained Sports Ambassadors to help deliver the programme</p> <p>E. Buy Equipment and new Trolleys to put equipment away and offer independence of getting equipment in and out.</p>

Intended actions for 2024/25

6. Relaunch sport's ambassadors and weekly challenges at lunchtime to promote improvement and perseverance in sport. Meets Key Indicator 2, 3 & 4.	<ul style="list-style-type: none"> A. Weekly challenges set by ambassadors (Work with PE Lead) B. Logbooks or tracking sheets used to reward effort and improvement C. Weekly celebration in assembly?
7. Weekly certificates of Personal Best challenges linked to sport's ambassadors to be relaunched next year. Meets Indicator 2 & 3.	<ul style="list-style-type: none"> A. Integrate "Personal Best" into Friday assemblies B. Ambassadors help set up and record scores C. Certificate templates pre-printed and used by DHT or PE Lead D. Celebrate improvement over winning
8. Continue with using pupil voice to dictate after school clubs and continue with high participation. Meets Key Indicator 2, 3 & 4.	<ul style="list-style-type: none"> A. Prioritise balance of gender, SEND and PP pupils in sign-ups.
9. Continue boys and girls football teams next year. Meets Key Indicator 2, 3 & 4	<ul style="list-style-type: none"> A. Maintain after-school coaching slots B. Equal access to fixtures for those interested C. Team training led by staff, TA or Sports Specialist with consistent presence D. Celebrate all fixtures, not just wins
10. Continue with purchasing of equipment, taking pupil voice into account. Meets Key Indicator 1,2 & 4.	<ul style="list-style-type: none"> A. Regular audit of PE cupboard and storage
11. Research into Bike ability for Y5/6 next year. Meets Key Indicator 1 & 4.	<ul style="list-style-type: none"> A. Contact local Bike ability providers early in autumn term B. Book dates and arrange risk assessments C. Inform parents with permission slips and info pack D. Track participation and feedback for impact
12. Participate in Me v ME challenge next year. Meets Key Indicator 1, 2, 4 & 5.	<ul style="list-style-type: none"> A. Improvement to be tracked through both visits (will be logged digitally) B. Improvements rewarded with certificates and Wristbands C. Promote via assembly and school social media

Intended actions for 2024/25

13. Continue to attend competitions for both genders to promote sport for all and competing. Meets Key Indicator 5.

14. Sport's Specialist to deliver after-school clubs every half-term linked to pupil voice to ensure all disadvantaged pupils participate in additional sport. Meets Key Indicator 1&4.

- A. Keep active links with School Games organisers and local sports partnerships
- B. Fair rotation of team members to ensure inclusivity Targeting a variety of pupils including PP, Gifted and Talented & Least Active.
- C. Reports and photos shared on website and Social Media Platform

- A. Half-termly club slots allocated to a variety of pupils with disadvantaged pupils also targeted.
- B. Focus on engagement and confidence and skills based.
- C. Attendance tracked by PE Lead on Arbor.

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?
<p>1. Teachers to team teach and teach lessons supported by sport's specialist. Meets Key Indicator 1.</p> <p>2. Develop a Programme of team teaching linked to staff questionnaire results. Meets key indicator</p> <p>3. Use staff questionnaire conducted in July 2024 to tailor PE lessons to staff CPD. Meets Key Indicator 1.</p> <p>Impact/Intended Impact: Teachers are being upskilled through watching a specialist leader teach and the opportunity to team-teach alongside them, will further improve their knowledge.</p> <p>Sustainability: Teachers are more knowledgeable and skilled to teach different areas of PE.</p>	<p>Expected Evidence: Questionnaires and feedback from staff; medium-term planning notes</p>
<p>3. Geography Lead to monitor provision through the curriculum to ensure outdoor fieldwork continues to take place. Meets Key indicator 1, ,2 & 3.</p> <p>Impact/Intended Impact: School has access to more outdoor learning and cross curricular outcomes throughout the curriculum. Sustainability: Outdoor Learning is embedded in the long term planning Programme of both geography and PE.</p>	<p>Expected Evidence: Geography/PE joint planning & photos</p>
<p>4. Website to be updated half-termly to reflect the provision in and out of school. Meets Key Indicator 3.</p> <p>Impact/Intended Impact: An increased celebration of sport and PE raising the profile even further.</p> <p>Sustainability: School communications are routine and expectations to continue the high profile set.</p>	<p>Expected Evidence: Clear visual of website updated along with newsletters/updates, Tweets.</p>
<p>5. Deputy Head Teacher/PE Lead to work with sport's specialist to analyse the provision at lunchtimes to further increase participation. Pupil voice to be conducted to see what the children want to play at lunch times. Meets Key Indicator 1,2,3&4.</p> <p>Impact/Intended Impact: Increased participation in structured play; reduced behavioral incidents.</p> <p>Sustainability: Staff show confidence and ambassadors trained to run structured sessions.</p>	<p>Expected Evidence: lunchtime rotas, behaviour logs, photos</p>

Expected impact and sustainability will be achieved

<p>6. Relaunch sport's ambassadors and weekly challenges at lunchtime to promote improvement and perseverance in sport. Meets Key Indicator 2, 3 & 4.</p> <p>Impact/Intended Impact: Continuation of Leadership development; positive culture of challenge and effort.</p> <p>Sustainability: Year on year training of new ambassadors</p>	<p>Expected Evidence: Challenge sheets, ambassador timetables, assembly records; photos</p>
<p>7. Weekly certificates of Personal Best challenges linked to sport's ambassadors to be relaunched next year. Meets Indicator 2 & 3.</p> <p>Intended Impact/Impact: Improved motivation, effort, and confidence in our PE Programme.</p> <p>Sustainability: Weekly celebration becomes embedded within the school culture.</p>	<p>Expected Evidence: Certificate Evidence</p>
<p>8. Continue with using pupil voice to dictate after school clubs and continue with high participation. Meets Key Indicator 2, 3 & 4.</p> <p>Intended Impact/Impact: High engagement in clubs, broad access to sport</p> <p>Sustainability: The Club Programme evolves year-on-year to meet demand</p>	<p>Expected Evidence: Club registers, pupil voice records, photos, PP, Gender and other reports.</p>
<p>9. Continue boys and girls football teams next year. Meets Key Indicator 2, 3 & 4</p> <p>Intended Impact: High interest and participation in competitive sport</p> <p>Sustainability: Teams to continue annually</p>	<p>Expected Evidence: Fixture lists, match reports (Website), team photos, Registers.</p>
<p>10. Continue with purchasing of equipment, taking pupil voice into account. Meets Key Indicator 1,2 & 4.</p> <p>Intended Impact: Increased excitement and engagement in a variety of play and PE Lessons</p> <p>Sustainability: Equipment to be stored safely and continually used year on year.</p>	<p>Expected Evidence: Invoices, pupil voice records, PE cupboard audit.</p>
<p>11. Research into Bike ability for Y5/6 next year. Meets Key Indicator 1 & 4.</p> <p>Intended Impact: Improved cycling safety and confidence and ensures more pupils travel to school safely on Bikes.</p> <p>Sustainability: Potential to run annually as a regular offer</p>	<p>Expected Evidence: Booking confirmation, participation list, pupil feedback, Certificates</p>
<p>12. Participate in Me v ME challenge next year. Meets Key Indicator 1, 2, 4 & 5.</p> <p>Intended Impact: Pupils to be motivated by self-improvement, is inclusive for all.</p> <p>Sustainability: Weekly challenges to be integrated into lunchtime for year on year improvement.</p>	<p>Expected Evidence: Score sheets, challenge logs, photos</p>

Expected impact and sustainability will be achieved

13. Continue to attend competitions for both genders to promote sport for all and competing.

Meets Key Indicator 5.

Intended Impact: Try to have ALL pupils experience representing the school before leaving in Year

6.

Sustainability: Continued partnership with local School Games Organisers.

Expected Evidence: Primary Games Calendar, Photos, Registers, Letters, Website update.

14. Sport's Specialist to deliver after-school clubs every half-term linked to pupil voice to ensure all disadvantaged pupils participate in additional sport. Meets Key Indicator 1&4.

Intended Impact: Targeted inclusion; improved confidence, Skills and activity levels

Sustainability: Use of Sports Premium to remove barriers

Expected Evidence: Club registers, PP list, pupil feedback

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>2. Teachers to team teach and teach lessons supported by sport's specialist. Meets Key Indicator 1.</p> <p>3. Develop a Programme of team teaching linked to staff questionnaire results. Meets key indicator 3.</p> <p>4. Use staff questionnaire conducted in July 2024 to tailor PE lessons to staff CPD. Meets Key Indicator 1.</p> <p>Questionnaire feedback from staff for support included detailed planning and rules of games to be made explicit to support teachers with their understanding. They also requested team-teaching as a model to learn alongside the sport's specialist. The team- teaching was conducted and feedback was positive with staff feeling more confident teaching specific areas of PE; particularly the build-up of modelling a routine in gymnastics/dance. Further feedback was offered to continue team-teaching as a model to improve their own CPD in PE.</p> <p>5. Geography Lead to monitor provision through the curriculum to ensure outdoor fieldwork continues to take place. Meets Key indicator 1, ,2 & 3.</p> <p>The outdoor learning Across PE has now made other subjects such as Geography a much stronger curriculum due to the cross curricular reference we now have in place. The opportunity for curriculum leads to come together has allowed a stronger planning process also.</p> <p>6. Website to be updated half-termly to reflect the provision in and out of school. Meets Key Indicator 3.</p> <p>The Sports section on the website has had a little spruce to make things more manageable and easier to read for our viewers. More things getting added more often which helps with our intended impact to celebrate and raise the profile of sport more across the whole school.</p> <p>7. Deputy Head Teacher/PE Lead to work with sport's specialist to analyse the provision at lunchtimes to further increase participation. Pupil voice to be conducted to see what the children want to play at lunch times. Meets Key Indicator 1,2,3&4.</p> <p>The children have had more structured play, pupils voice has been an important part of this process to ensure the engagement is going to continuously be high.</p>	<p>Evidence Collated: Staff questionnaires and feedback forms; conversations with Sport's Specialist during a team teaching lesson.</p> <p>Evidence Collated: New planning documents in place to uses year on year. Fieldwork evidence from outdoor activities and fieldwork display in the hall.</p> <p>Evidence Collated: Website clearly visible with updates, Social Media Platforms and Arbor also being used to celebrate sports successes.</p> <p>Evidence Collated: New Trolleys been ordered to put equipment in, Playground observations took place, Behaviour Logs</p>

Actual impact/sustainability and supporting evidence

8. Relaunch sport's ambassadors and weekly challenges at lunchtime to promote improvement and perseverance in sport. Meets Key Indicator 2, 3 & 4.

This is something that we will look to re promote again in 2025/26, to ensure it is sustained all year.

9. Weekly certificates of Personal Best challenges linked to sport's ambassadors to be relaunched next year. Meets Indicator 2 & 3.

Another item to come back to in 2025/26 to ensure our Ambassadors have a full programme for the full school year.

10. Continue with using pupil voice to dictate after school clubs and continue with high participation. Meets Key Indicator 2, 3 & 4.

We have found that clubs have a broader range and more interests are now catered for than ever before. The pupil voice sheets have allowed us as a school to plan our long term provision for the year.

11. Continue boys and girls football teams next year. Meets Key Indicator 2, 3 & 4

We have seen an increased confidence for all genders to compete and improve their technical and tactical ability. Having both genders play football is now the cultural norm within our school with the girls feeling empowered to play with the boys based on their increased confidence.

12. Continue with purchasing of equipment, taking pupil voice into account. Meets Key Indicator 1,2 & 4.

The equipment has allowed an opportunity to deliver a broader range of activities both within PE Lessons, Lunch times and After School Clubs. The broader range of activities has increased the enthusiasm towards physical activity and our PE/School Sport Programme.

13. Research into Bike ability for Y5/6 next year. Meets Key Indicator 1 & 4.

Upon booking of the programme there was a good uptake which has allowed us to make contact for next school year and have the programme as part of our yearly calendar. The improved confidence to ride a bike on the road has seen a visibly clearer view of more bikes in our bike rack on a daily basis. 16 pupils in Y5 have increased their knowledge of staying safe on the roads whilst cycling.

14. Participate in Me v ME challenge next year. Meets Key Indicator 1, 2, 4 & 5.

This didn't happen unfortunately but has been rescheduled to take place again next school year.

Evidence Collated: Registers, Pupil Surveys

Evidence Collated: Match Reports and Photos

Evidence Collated: Invoice, Surveys and Photos

Evidence Collated: Booking Records, Registers, Certificates

Actual impact/sustainability and supporting evidence

15. Continue to attend competitions for both genders to promote sport for all and competing.

Meets Key Indicator 5.

The competitions offer a stronger sports identity within the school and allows lots of pupils to represent the school within their time here at Rise Park. There is a yearly sports calendar we now offer in school for pupils to look forward to each year. To go with the impact we have seen this year here is a breakdown.... Autumn term boys' football.

15 boys across year 6 attended the football training in autumn 1 in preparation for the local school league. Autumn 2 we competed in the local league rotating the 15 children throughout the different games.

Athletics qualifiers 26th September

6 boys and 6 girls across year 5/6 competed in an athletics competition. 4 pp children targeted in this event

Cross country event 13th November

6 boys and 6 girls across year 5/6 competed in a cross-country event.

5 pp children targeted in this event

Athletics finals 5th December

6 boys and 6 girls across year 5/6 competed in an athletics final's competition, finishing in a bronze medal place. 3 pp children targeted in this event.

Evidence Collated: Primary Games Calendar, Photos, Registers, Letters, Website update.

16. Sport's Specialist to deliver after-school clubs every half-term linked to pupil voice to ensure all disadvantaged pupils participate in additional sport. Meets Key Indicator 1&4.

There has been a big push on trying to give those who are disadvantaged an opportunity to access additional Sport outside of school to give them the best opportunity further in their school journey. The targeted children have shown an increase in confidence which has also allowed them to succeed and enjoy PE lessons more also. Below is a breakdown of those attended...

Autumn 1 after school clubs.

Year 3 dodgeball with 15 children attending the club. 4 pp children targeted within this club.

Year 4 Hockey with 12 children attending the club. 3 pp children targeted in this club

Year 6 boys' football with 15 children attending the club. 5 pp children targeted in this club

Autumn 2 after school clubs.

Year 2 multi-sports with 14 children attending. 4 pp children targeted in this club.

Year 5/6 cheerleading with 13 children

Attending. 4 pp children targeted in this club.

Year 6 boys' football with 15 children attending 5 pp children targeted in this club.

Spring 1 after school clubs

Year 4 tag rugby club with 16 students attending.

Year 3 cheerleading club with 21 children attending.

Evidence Collated: Arbor registers, PP Lists.

Actual impact/sustainability and supporting evidence

Year 6 boys' football with 15 children attending 5 pp children targeted in this club.

Spring 2 after school clubs

Year 2 tri-golf club with 15 children attending . 8 PP children targeted within this club.

Year 5 tag rugby with 14 children attending. 5 PP children targeted within this group.

Summer Term 1 after school Clubs

Year 4/5 Tennis After School Club – 12 pupils attending – 4 PP Children Targeted

Year 1 multi-sports club with 18 children attending. 10 PP children were targeted.

Year 3 & 4 curling and athletics group had 19 children attending. 8 pupil premium children were targeted.

Summer Term 2 After School Clubs

Year 4/5 Handball After School Club – 16 Pupils Attending - 6 PP Children Targeted

Year 1 bat & ball club had 12 children. 7 PP children attended.

Year 3 & 4 Cricket club had 17 children attending. 7 PP children attended.