



PE Funding

Evaluation Form



Department
for Education

Commissioned by
 association for
Physical
Education



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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.

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>Key indicator 1: High-quality PE lessons were delivered to the school by an expert PE teacher.</p> <p>Key indicator 2: DPA was established and play leaders were enthusiastic and had a positive impact on the younger members of the school.</p> <p>Key indicator 3: The school participated in a meet the athlete event that raised aspirations for children</p> <p>Key indicator 4: Children could access Dance club, multi-skills, running and football last year.</p> <p>Key indicator 5: The whole school participated in a mini-marathon last year</p>	<p>Observations of PE lessons demonstrated a wide range of activities that built skills up to a final outcome.</p> <p>Staff reported that the play leaders were effective in creating positive play experiences during lunch times.</p> <p>Data collected by PE lead demonstrated engagement.</p> <p>Data from registers demonstrates this.</p> <p>Reports from the class teachers reflected the positive experience had by all.</p>	<p>Key indicator 3: quality mark assessment was not completed.</p> <p>Key indicator 3: regular updates to parents regarding the importance of physical activity.</p> <p>Key indicator 5: Participation in intra-schools events were difficult to organise and unexpected funding increases meant that it was difficult to attend these.</p>	<p>Quality mark wasn't completed due to changes in staffing at the end of the year.</p> <p>This was not embedded.</p> <p>Reduction in participation in events for the whole school.</p>

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p><u>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and Sport.</u> Implement and embed a scheme of learning for PE to support the delivery of the National Curriculum objectives.</p> <p>External coaches through organisations such as LTA or Devon Cricket to provide training days for the children that staff can also access as professional development.</p> <p>Providing cover to release teachers for professional development in physical education and sport</p> <p><u>Key indicator 2: Engagement of all pupils in regular physical activity.</u> Children to take part in high quality PE lessons and daily DPA.</p> <p>Play leaders to arrange activities for the children during lunchtimes.</p> <p>Children continue to participate in Daily Physical Activity for 20 minutes per day.</p> <p><u>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</u></p>	<p>£600 to purchase a PE curricular resource scheme.. Once the scheme has been purchased, the PE lead teacher will deliver training in order to upskill staff. Staff will be confident in delivering high quality PE lessons that develop skills. 100% of PE lessons will be good or better.</p> <p>No cost for training online to be completed for LTA for example. Devon Cricket and England Rugby and general sports coaches to provide coaching days. £630 Plymouth Argyle PE lessons for 1 term for the whole school. Professional Development for staff from these days will have a positive impact on PE lessons.</p> <p>£800 Termly external opportunities for professional development across a broad range of sports, for which staff need to be released</p> <p>Purchase PE scheme to ensure teachers have access to high quality lesson plans and small steps. Children will revisit previously learnt objectives and build on these. Adaptations will support children with barriers to PE.</p> <p>Staff training and children’s upskilling in playtime activities. Reduction in playtime conduct incidences.</p> <p>£635 All children access high quality play equipment. This play equipment will support positive play experiences for all.</p> <p>No cost from PE premium. After school club provision.</p>

<p>Provision of after school netball club/cricket by supports delivery of PE lessons by club coaches.</p> <p>Forest School/Wild Tribe Leader to be trained to encourage outdoor learning. Links to Learning Through Landscapes to allow children to learn core subjects outside.</p> <p><u>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</u></p> <p>All KS2 children will have the opportunity to attend an adventurous residential.</p> <p>Forest school activities will be provided to all children within the school.</p> <p>Swimming lessons provided for all year groups as this is an essential skill, especially living so near to the coast..</p> <p><u>Key indicator 5: Increased participation in competitive sport.</u></p> <p>Links with local primary schools created to run sports festivals for different age groups.</p> <p>KS2 to participate in activities at the local secondary school.</p> <p>Links across the trust set up with PE leads from other schools arranging festivals.</p>	<p>Additional after school clubs offering a variety of sports including netball and cricket.</p> <p>£2000 to train a Wild Tribe Lead. All children to access Wild Tribe on a regular basis over the course of the year.</p> <p>£360 to support the delivery of adventurous activities to KS2 children.</p> <p>£1000 to purchase an outdoor table tennis table</p> <p>£300 for resources that are needed in order to implement Wild Tribe activities. Resources to be sustainable and reusable.</p> <p>£710 to cover costs of lessons at the swimming pool.</p> <p>£550 cost for Secondary School Sport Partnership</p> <p>£3500 to cover the cost of our school minibus to transfer children to and from sporting events and festivals</p> <p>No Cost</p>
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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><u>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and Sport.</u> Implement and embed a scheme of learning for PE to support the delivery of the National Curriculum objectives. <i>Staff will be confident that they are delivering a spiraling and progressive curriculum on a rolling program.</i></p> <p>External coaches through organisations such as LTA or Devon Cricket to provide training days for the children that staff can also access as professional development. <i>Staff will observe professional coaches delivering high quality PE lessons. This professional development will allow teaching staff to apply these skills to their lessons.</i></p> <p><u>Key indicator 2: Engagement of all pupils in regular physical activity.</u> Children to take part in high quality PE lessons at least twice per week. <i>Children's attitudes towards PE will be positive and they will actively seek out physical activity opportunities.</i></p> <p>Play leaders to arrange activities for the children during lunchtimes. <i>Children will experience happy and positive playtimes, and will foster positive relationships across the school.</i></p> <p>Children to participate in Daily Physical Activity for 20 minutes per day. <i>Children will all participate in 30 minutes of vigorous exercise due to DPA, play times and lunchtimes. They will actively look forward to a rolling program of Daily Physical Activities.</i></p>	<p>Children will be able to clearly explain their learning journey and will know how the skills that they are learning build on each other. Lesson observations will demonstrate a calm and purposeful learning atmosphere with all children engaged and on task.</p> <p>Pupil voice will be positive about these coaching sessions and lesson observations will see strategies being delivered.</p> <p>All PE lessons will be Good or better and monitoring will demonstrate this. Assessment of PE will demonstrate that 80-90% of children are working at age related expectations.</p> <p>Conduct incidences recorded on CPOMS will reduce, reflecting positive playtimes.</p> <p>Children will enjoy these experiences and this will be evident in pupil voice. Children will be more settled in class as a result of these activities.</p>

Expected impact and sustainability will be achieved

<p><u>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</u></p>	<p>Increased numbers on the register. Children will speak positively about football club during conferencing.</p>
<p>Provision of afterschool football club by Plymouth Argyle supports delivery of PE lessons by club coaches. <i>Increased participation in the club will encourage children from all year groups to pursue football as a sport of choice. Further sporting links will demonstrate enthusiasm towards sports participation.</i></p>	<p>Provision of other sporting links will demonstrate participation.</p>
<p>Wild Tribe leader to be trained to encourage outdoor learning. Links to Learning Through Landscapes to allow children to learn core subjects outside. <i>Children will be able to access outdoor learning activities on a regular basis. Children will become familiar with the landscapes in our local area.</i></p>	<p>Children will be able to talk about their Wild Tribe experiences through conferencing and conversation. There will be evidence of core subjects being taught outdoors through planning and observations.</p>
<p><u>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</u></p>	
<p>All KS2 children will have the opportunity to attend an adventurous residential. <i>Children will talk about their experiences throughout their time at The Clinton. Participation will increase confidence when trying new activities.</i></p>	<p>Children will all have had the opportunity to attend an adventurous activity by the end of KS2.</p>
<p>Wild Tribe activities will be provided to all children within the school. <i>Children will all participate in outdoor learning on a regular basis. They will be encouraged to think sustainably about their daily lives.</i></p>	<p>Children will enjoy being outside. They will actively seek out learning opportunities in the open air.</p>
<p>Swimming lessons for the whole school. <i>All Year 6 children will be able to swim 50m by the end of the academic year.</i></p>	<p>Children will be water safe by the end of Year 6.</p>
<p><u>Key indicator 5: Increased participation in competitive sport.</u></p>	
<p>Links with local primary schools created to run sports festivals for different age groups. <i>Children will all take part in sports festivals with other schools in the local area.</i></p>	<p>Friendships will be created across schools, supporting transition at the end of KS2.</p>
<p>Links across the trust set up with PE leads from other schools arranging festivals. <i>Children will participate in events with other Alumnis schools.</i></p>	
<p>KS2 to participate in activities at the local secondary school. <i>Children will access a range of sports festivals across the year arranged by a local secondary school.</i></p>	<p>Children will build up friendships across the trust.</p>
	<p>Children will be confident about the prospect of transition.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?