

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>We apply a strong offer of inclusive extra-curricular sports clubs for all pupils to take part in.</p> <p>Pupils are engaged in supervised high-quality physical activity and movement during playtimes and lunchtimes.</p> <p>Our children have access to the outdoor environment to support their confidence and ability to work as a team.</p> <p>We have developed leadership skills and have promoted sportsmanship during Purbeck Sports Partnerships competitions.</p>	<p>Rigorous tracking of the extracurricular clubs that pupils attend.</p> <p>Through pupil voice survey, we have discovered barriers to attendance of clubs so that changes can be made to make clubs more inclusive.</p> <p>Feedback from OPAL has been positive and more children are active at playtimes than we have seen in the past.</p> <p>Less children needing behaviour support at lunchtimes due to OPAL enabling them to spend time playing and having more choice. We are seeing an increase in independence, confidence and social skills from children.</p>	<p>Not all staff have used their CPD within lesson so this is an action for this year.</p>	<p>Informal lesson observations and mentoring of PE staff, staff surveys and feedback.</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. To ensure we apply a strong offer of inclusive extra-curricular sports clubs for all pupils to take part in. 2. To use a skilled sports coach to upskill teachers and HLTAs with a focus on developing the confidence of KS2 girls in PE. To use a sports coach to work with children who do not participate in a club to enhance their ability. 3. Ensure pupils are engaged in supervised high-quality physical activity and movement during playtimes and lunchtimes 4. To ensure all children have access to the outdoor environment to support their confidence and ability to work as a team. (Forest School) 5. Ensure school sports equipment is in excellent condition to ensure that all pupils can participate safely and well in a range of sports. 6. To use the Purbeck Sports Partnership to ensure all children have the opportunity to take part in a competitive/non-competitive event depending on ability/need/confidence level. 	<p>External clubs to be invited in to provide specialist coaching – look into Swans Rugby and Bere Regis Cricket Club</p> <p>Rigorous tracking of the extracurricular clubs that pupils attend, so that potentially inactive pupils can be targeted and encouraged to join a club.</p> <p>Through pupil voice survey, discover barriers to attendance of clubs so that changes can be made to make clubs more inclusive.</p> <p>Target for attendance at extracurricular clubs aims to be at 75% across the school. Informal lesson observations and mentoring of PE staff will provide an easy tool for upskilling less experienced PE staff.</p> <p>PE staff to use these opportunities to observe and gain knowledge/confidence in game specific knowledge. E.g. gym, dance.</p> <p>The OPAL offer includes training, audit of current school experience at playtime and lunchtime, meetings with in school OPAL team and lead. 18mths of support from OPAL mentor.</p> <p>OPAL playtime equipment storage purchased/equipment purchased</p> <p>Regular Forest school session for each class half termly to help and build upon social skills.</p> <p>Full audit of current levels of equipment. Removal of broken or substandard equipment and purchase of new where necessary.</p>

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>More children attending sporting clubs – 75% of our children taking part in a sporting club</p> <p>High-quality PE lessons led by WSM staff</p> <p>100% of our children active for 60 mins a day</p> <p>All children working in the Forest School area to develop key skills – social interaction, independence, collaboration and confidence.</p> <p>All children have opportunity to attend a sporting event through the Purbeck sporting partnership. Developing skills and confidence.</p>	<p>Club registers - taken during clubs – keep a spreadsheet with list of each class and who has taken part in a club during the year. Mid-year, we can see who hasn't taken part in clubs and release a pupil survey to see which clubs we can offer.</p> <p>Lesson observations/egs of high-quality planning</p> <p>Pupil survey about favourite playtime/lunchtime OPAL activity</p> <p>Children bringing key skills back into the classroom and settling to work more effectively.</p> <p>Analyse spreadsheet of events/fixtures termly to ensure all children have the opportunity to take part in events.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>More evidence of key groups taking part in sports activities/clubs</p> <p>Less issues of low-level behaviour due to being active and focused at play times.</p> <p>Higher percentage of children across the school (75%) reaching expected standard in dance and gymnastics elements of PE due to high quality teaching in these areas.</p>	<p>Registers from clubs/log of which children are attending weekly sporting events.</p> <p>Less red/yellow cards being given out – tracked by HT</p> <p>Termly assessment tracking on DCPro by all staff and analysed by PE lead.</p> <p>High quality planning observed by PE lead</p> <p>Lessons observations by PE lead</p>