

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>The profile of PE and Sport has been raised at school by the following: The sports teams across school have become embedded within our school systems.</p> <p>The P.E. Curriculum has been reviewed and enhanced to ensure that there is a variety of provision available for children to develop and embed the key concepts of Fitness, competition, skill and resilience.</p> <p>Sports TA has sourced numerous sporting trips to broaden children's experience of sport including visiting the national Ice hockey arena to see Team GB play.</p> <p>The role of play leaders has been embedded within school.</p>	<p><u>Sports Teams</u></p> <p>Cricket – Our boys team won their district heat, this allowed them to go on and represent Newark and Sherwood at the County and regional finals.</p> <p>Hockey – Our Hockey team have won the district hockey league, the team went on to win the Sam White Trophy county trophy.</p> <p>Football – the school team finished third in the small schools league, with the girls coming 4th in the overall girls league. Our girls team in Y3/4 also won the Mumby shield a county based competition.</p> <p>P.E. lead conducted rigorous QA throughout the academic year and actioned next steps in editing and enhancing current long and medium term plans to further ensure key skills are being built on and applied year on year within our curriculum. Further children will have the opportunity to apply these skills during play and lunchtimes as part of structure games lead by sports TA.</p> <p>Play leaders have a strong role in school, leading games at lunchtime. This has noted by both governor and external inspection reporting on the high quality practice they share in teaching games at playtime and encouraging increased active movement within playtime.</p>	<p>We were unable to have our whole school sports due to persistent inclement weather in July 2024.</p> <p>Equipment in school has begun to show 'wear and tear' due to use over a number of years.</p> <p>During wider curriculum sessions and sports week Children's knowledge through pupil voice of how to live and maintain a healthy lifestyle was not as embedded as previously demonstrated.</p>	<p>It was evidenced on our parent feedback forms sent out at the end of 2023-2024 academic year, that they were disappointed that they could not attend and take part in the sports day.</p> <p>During lessons in P.E. lessons staff have feedback that some equipment for specific sports such hockey/lacrosse have begun to break resulting in children sharing equipment. This has slightly reduced the amount of time children are spending being active.</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
<p>High quality and regular CPD for all teaching staff not only the teaching of P.E. but also in the planning a clear sequence of skills.</p> <p>Develop a greater level of understanding and take ownership on how children can live a 'healthy lifestyle'</p> <p>Sustain and embed the profile of PE and sport, raising this across the school as a tool for whole school improvement</p> <p>Ensure that each key skill and sport being taught has the appropriate and relevant equipment in order for children to develop their knowledge consistently.</p>	<p>All staff to have opportunity to observe specialist PE teaching, allowing them to develop their practice. All staff to have 'in house' training on the planning of key skills sequentially in P.E. Cover to be made available to allow staff to observe specialist teaching and good practice that is modelled. Training received from individual staff will be shared at a whole staff level as part of staff meetings throughout the academic year. Subject leaders will be able to complete high quality QA in planning and observing teaching to ensure that the high quality practice is being applied across the year.</p> <p>P.E. lead, Sports TA and SLT to complete audit on current equipment in school and ensure that there is sufficient equipment for the lessons that are being taught. New equipment will also be purchased to run alongside the enhancements that have been made to the medium and long term planning. This will ensure that high quality lessons will be able to take place, with all children engaging. As well as this the equipment will be used to embed skills taught before and after school and increase exercise at lunchtime, using the equipment intentionally. From this more pupils will meet their daily physical activity goal.</p> <p>Subject leaders and SLT will ensure that the wider curriculum areas including D.T. and RSE have specific links and lessons that will focus on how children can maintain a healthy lifestyle. Alongside this wider curriculum provision including 'let's get cooking' will be provided for all KS2 year groups and teach recipes to promote a healthy lifestyle and balanced diet.</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>P E. lead to ensure that the Sports TA facilitates and enables a wide range of sport opportunities and clubs for children to engage in both at lunchtime and after school. The play leader role will also incorporate modeling how to be a good role model and providing mentorship to children who need support in building their own skills in physical and mental well-being. Leading on to children who are play leaders 'training' the next generation in the summer term. To ensure that the next year of play leaders are prepared and ready to take on the role. Children from Year 5/6 will continue you to take a key role as 'family group' leaders becoming role models for KS1 and lower KS2 children.</p> <p>The multi sports afterschoolclub for KS1 will ensure all children have access to sports and develop skills learnt in their P.E. lesson in a different context while also developing team building skills further. Time will be set aside for outside of classroom daily physical activities, such as skipping, daily mile, ball games and scooters, this will be timetabled across school.</p> <p>After school clubs will continue to show increased enjoyment and participation in competitive sport, furthering continuing victories in sporting competitions both at a regional and national level. Furthermore children will be able to demonstrate a development in the leading of warm up sessions before a session and also detail the key skills that are being used in that sport.</p> <p>During healthy schools week children will build on and apply knowledge of their how to live a healthy lifestyle. 'Let's get cooking' after school will have taken place through KS2 providing children with the opportunity to prepare and cook a balanced meal using ingredients that contribute to a healthy lifestyle.</p>	<p>Teacher's confidence to plan and deliver high quality P.E. session will increase, this will be evidenced through both Subject leader lesson observations as well as pupil sharing their understanding of the key concept of competition and how this further links to our learning behaviours.</p> <p>Children will be able to share clearly how to keep a healthy lifestyle and what food they can eat to help them stay active. Pupil leadership groups including pupil parliament are holding 'family group' sessions to share and further gain knowledge on how to live a healthy lifestyle and share this with their family outside of school.</p> <p>Children will develop a key set of skills which will be enhanced and practiced throughout school. Time will be used outside of the teaching of PE to further of enhance the time that children are able to apply knowledge away from the point teaching at both play/lunchtime and in after school clubs.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Since employing a full time sports TA we have not only seen the amount of sporting after and before school clubs increase but also we have seen a greater amount of children take part in sports across the school. Furthermore this has created a true legacy for sports within our school with children pursuing sports and after school clubs in preparation to be part of sports teams in Year 4, 5 and 6.</p> <p>Due to the increase in the amount of children taking part in extra curricular sport groups we have been able to take advantage of both local and regional competitions. Success in these at both a county and regional level has further promoted and raised the profile of these teams.</p> <p>The curriculum within school not only ensures that the key concepts of fitness, team work and resilience are embedded in teaching but also develops children’s knowledge of this to use these and skills that they have learnt in lessons outside of school in their own time. This has further been sustained with high quality CPD for all teaching staff by a trained sports coach. Sharing active and engaging lesson stimulus and planning to further promote health and fitness within our school.</p> <p>We have further promoted active life styles and fitness in our KS2 residential visits these include activities of a physical nature including water sports, archery and high ropes. All of which allow children to see the true breadth of sport and skills can be applied in a variety of different ways, further supporting children in developing physical resilience and stamina.</p>	<p>Cricket – Our boys team won their district heat, this allowed them to go on and represent Newark and Sherwood at the County finals at Notts and Arnold cricket club, an amazing day followed in which they won the county finals, giving them the opportunity to represent the county in the regional finals, a truly remarkable achievement.</p> <p>Hockey – Our Hockey team built on the success on the previous year, winning the district hockey league after coming second the previous year, the team went undefeated and on to defend the Sam White Trophy, losing in the final on penalty shuffles.</p> <p>Football – the school team finished third in the small schools league, with the girls coming 4th in the overall girls league. Our girls team in Y3/4 won the Mumby shield, a trophy dating back to 1903 in Newark, the first tournament of the reborn trophy.</p> <p>From this there is a significant interest from all KS2 children who would like to join the sports teams as these have truly become embedded in our school.</p> <p>Robust QA from PE subject lead has demonstrated that children thoroughly enjoy taking part in PE lessons and are very clear on what skills they have learnt in order to play effectively in both team sports and individual competitions.</p>