

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.

Total Sport Premium Funding 24-25 - £22,700

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
1. Increased confidence, knowledge and skills of all staff in teaching PE and sport ○ Increase staff competency in teaching and planning high quality PE lessons. ○ To continue to develop the quality of lessons. ○ Develop the OAA pathway within school. ○ To enhance students' spoken language skills by incorporating structured speaking activities and opportunities 2. Engagement of all pupils in regular physical activity ● Continue to develop opportunities for physical activity within the school day ● Continue to develop the curriculum to meet the needs of all ● Create a curriculum that all children engage with. ● Increase active travel	<u>Actions</u> Staff surveys to identify areas of support needed. Support will be offered to staff through professional development, mentoring, and training if appropriate and external resources. Continue to develop the resource library for staff to use for support with lesson planning. Support staff with the using the new OAA symbols within school and how these can link to other curriculum areas. Develop knowledge organisers within PE, for staff to use to aid planning, focusing specifically on vocabulary with meanings. <u>Financial implications</u> £600 <u>Actions</u> Providing equipment for physical activities within lunch times and break times. Monitoring pupil engagement with activities and pupil voice to develop activities which meet the needs of the children. Funded extra-curricular opportunities. Develop opportunities for children to be active within lessons. Active heat map to monitor a different year group each half term to ensure 60 minutes of activity each day. Continue to discuss with SENDCO and TA's specific needs of individual children to ensure they can participate in lessons. Pupil voice to feedback to teaches on the wants/needs of our children. Participate in active travel initiatives to increase physical activity. <u>Financial implications</u> £7400

Total Sport Premium Funding 24-25 - £22,700

3. The profile of PE and sport is raised across the school as a tool for whole school improvement

Continue to make PE and sport visible in school

Use sport to engage other areas of the curriculum

Continue to develop personal development within the curriculum

Promote a variety of sports within school

Actions

Assemblies, notice boards, school website, pupil reward and recognition of pupils of external achievements.

Link with PSHE team and science team to develop links within sport and those subjects.

Look at the MTP's to identify how we are providing opportunities for developing physical skills, thinking skills, social skills and personal skills

Link with external clubs to signpost children who show an aptitude of a sport to an external provider.

Introduce role models to the children with different backgrounds to showcase how sport can provide a variety of opportunities.

Financial implications

£600

4. Broader experience of a range of sports and activities offered to all pupils

Increase links with external providers

Develop opportunities of a wider range of sports.

Replenish PE equipment

Actions

Create community links outside of school to increase the experiences of our children within school. These links to include clubs and other schools.

Provide extra-curricular clubs which are not offered within the curriculum such as fencing, and archery.

Pupil voice to know which inclusive sports they would like to try in 'Wellbeing Week'.

A selection of sport specific after school clubs and team training sessions for all pupils.

Monitor the quality of lessons through the availability and quality of equipment.

Financial implications

£5600

5. Increased participation in competitive sport

Increase opportunity for children to participate in competitive sport

Actions

Create football teams for children to enter the Brierley Hill and Dudley School football league. Two boy's teams and one girls team to take part in regular football fixtures and training.

Participate in School Games opportunities at all levels to engage children of different abilities with sport.

Children to be placed in teams to compete in KS2 sports days.

Celebrate learning at the end of a unit of work by bringing the class together through intra competition.

Financial implications

£8500

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?

Intended impact

Area 1

High-quality PE lessons leading to better pupil engagement.
Enhanced confidence in staff to deliver effective lessons, enhancing teaching competence.
Enhanced knowledge of diverse sports, improving overall PE curriculum delivery.
Expanded outdoor adventurous activities leading to broader pupil experiences.
Structured speaking activities improving communication and collaborative skills among pupils.

Area 2

More pupils involved in daily physical activities, boosting overall fitness levels.
A curriculum tailored to diverse needs, ensuring all children can engage meaningfully.
Improved enjoyment of physical activities, fostering a lifelong love for fitness.
Increased walking or cycling to school, promoting healthier lifestyles.
Opportunities for teamwork and collaboration, enhancing social interaction.

Area 3

Greater awareness of PE and sport, fostering a culture of physical activity school-wide.
Enhanced learning through integration of sports themes into other subjects, boosting engagement.
Improved personal growth and resilience among pupils through structured sporting activities.
Exposure to diverse sports encourages broader interests among pupils, catering to various talents.
Increased school spirit and community cohesion through sports events and activities.

Area 4

Pupils exposed to a wider range of sports, fostering new interests and skills.
Stronger links with external providers enhance quality and resources for PE programmes.
Well-equipped facilities lead to improved lesson delivery and student participation.
Increased opportunities for skill-building in various sports, leading to greater competence and confidence.
More enjoyable experiences in physical activity, promoting lifelong involvement in sports.

Area 5

Pupils developing their skills through regular competitive practice and experience.
Participation fostering teamwork, communication, and cooperation skills among pupils.
Increased opportunities for competition can enhance pupils' confidence and resilience.
Encouraging fair play and sportsmanship teaching valuable life lessons and ethics.
Competitions engaging families and local communities, fostering a sense of belonging.

What evidence do you have?

Intended measures

Area 1

Use standardised checklists during PE lessons to track engagement levels and teaching effectiveness.
Gather feedback from staff on their confidence in delivering diverse sports and overall teaching competence.
Review the PE curriculum for breadth and inclusivity of sports offered, ensuring it reflects best practices.
Record participation rates in outdoor adventurous activities to assess pupil exposure and experiences.
Implement structured peer assessments on communication and collaborative skills during speaking activities.

Area 2

Track pupil participation in daily physical activities with logs or checklists.
Use feedback forms from pupils and parents to assess the accessibility of the curriculum for diverse needs.
Conduct surveys to gauge pupils' enjoyment levels in physical activities over time.
Monitor the number of pupils walking or cycling to school through attendance surveys.
Assess collaboration skills through group activities and peer evaluations during lessons.

Area 3

Conduct surveys to assess pupils' knowledge of PE and sports, measuring overall awareness.
Evaluate lesson plans and observe classes where sports themes are integrated into other subjects.
Have pupils complete self-reflection journals about their growth and resilience stemming from sporting activities.
Track participation rates in different sports to gauge exposure and interest levels.
Collect feedback from sports events to assess school spirit and community engagement.

Area 4

Conduct surveys to identify students' interest in sports they haven't tried before.
Gather feedback regarding external providers and their impact on PE resources and programmes.
Review the condition and availability of facilities through pupil and staff feedback.
Use assessments to gauge students' competence in various sports over time.
Encourage pupils to share experiences and enjoyment in physical activities through journaling.

Area 5

Track individual pupil skill development through regular assessments during competitive practices.
Observe and record instances of teamwork and communication during practices and games.
Use pre- and post-competition surveys to assess changes in pupils' confidence and resilience levels.
Implement a fair play rubric to evaluate sportsmanship and ethical behaviour during competitions.
Send out surveys to families about their involvement and perceptions of competitions and events.