

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

See review document.

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>Key Indicator 1 All children have 2 hours of high quality PE lessons.</p> <p>Key Indicator 2 Celebration and communication of physical activities in school. Awareness of the importance of a healthy lifestyle including diet and exercise.</p> <p>Key Indicator 3 To improve the quality of teaching of PE with class teachers. CPD opportunities for the class teachers.</p> <p>Key Indicator 4 To provide the pupils with opportunities to experience and develop new skills for sports outside the curriculum. To broaden pupil's interest and participation in new sports.</p> <p>Key Indicator 5 Maximise the number of pupils who are able to take part in sports events and any school competitions.</p>	<p>Lessons taught by class teacher, sports coaches and KS2 swimming lessons.</p> <p>New PE equipment purchased for games and activities.</p> <p>Continue promoting all sports event on Class Dojo.</p> <p>Attend competitions and sports festivals, Sports Day, in order to celebrate sporting achievements and develop teamwork skills.</p> <p>Involvement in H&F school games competitions, Chelsea Inspire Her programme.</p> <p>Garden school sessions. Links identified between healthy eating and healthy lifestyle in the Science and PSHE curriculum.</p> <p>Use qualified sports coach (Chelsea FC and Brentford FC) to work alongside teachers to team teach and enhance sessions and develop teacher confidence.</p> <p>Partnership with the Hurlingham Club, which includes: official tennis coach teaching and squash sessions for Year 5 and Year 6.</p> <p>Offer a PGL residential experience for Year 6 pupils.</p> <p>Range of after school clubs offered to pupils including: multi-skills, racquet skills, cricket.</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>Pupils in all stages engaged in physical activity and exposed to a wider range of games.</p> <p>PE leadership skills developed with Y6 pupils.</p> <p>Improve the overall delivery of PE and support the development of skills for class teachers.</p> <p>Increase children's confidence and positive attitude to physical challenges and development of skills as they progress through the school.</p> <p>Pupils develop confidence and positive attitudes to physical challenge activities and team work. Pupils gain confidence in new sporting events/skills.</p>	<p>Positive and cooperative behaviour in team games.</p> <p>Pupils can relate to the desired approach required to take part in sporting competitions.</p> <p>Positive comments from outside organisations regarding the pupils' positive attitude, resilience and participation.</p> <p>Pupils will have developed new and different sports skills.</p> <p>Increase in pupil's enthusiasm and resilience for events that were skill based.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Children have enjoyed a wider range of organised games at lunchtimes (including Champ, basketball, table tennis, tennis and skipping.)</p> <p>Developed leadership roles for Year 6 being responsible for monitoring all the equipment.</p> <p>Year 6 prefects were diligent and enjoyed the responsibility of teaching new games.</p> <p>Using professional coaches has supported the development of new skills and confidence for class teachers and provided excellent role models for children.</p> <p>Provided targeted places for pupils to attend after school clubs.</p> <p>A range of sports skills developed with specialist coaching.</p> <p>Children have access to extra-curricular sports competitions to learn or extend skills.</p> <p>Level of challenge developed for year 6 pupils on the residential school journey. Pupils developing confidence and positive attitudes to physical challenge activities and team work</p>	<p>Overall, our PE provision supports our school's ethos of developing healthy, active learners and contributes significantly to our wider personal development agenda.</p> <p>Pupil Voice and School council feedback: children have enjoyed a wider range of organised lunchtime games.</p> <p>Year 6 leadership skills developed and their understanding of fair play, team work and responsibility for sport and caring for resources observed by staff.</p> <p>Staff feedback commented on the use of professionals to enhance their confidence and skills.</p> <p>Pupils overall behaviour and respect in sessions with professional coaches.</p> <p>Increased attendance for targeted and specific pupils in after school clubs.</p> <p>Year 6 positive feedback on resilience and learning new skills on the residential school journey and the impact on self-esteem.</p> <p>Positive comments from outside organisations regarding the pupils' excellent behaviour, positive attitude and participation.</p>