



PE Funding

Evaluation Form



Department
for Education



Commissioned by



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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?
<ul style="list-style-type: none"> Utilising the platinum service level agreement with Schools Sports Partnership Chester le street and County Durham (Indicators 1,2,3,4,5) Increasing participation of children in physical activity during break times and lunchtimes (Indicators 2,3,4) Increasing number of children participating in sports and games 	<ul style="list-style-type: none"> Effective CPD from qualified, specialist coaches working with members of staff within EYFS, KS1 and KS2. Children have participated in many sports events and competitions organised by SSP. SSP Core tasks have been used to support teaching and progression within the PE curriculum. Opal Play - Platinum Award achieved. Children participate in activity throughout break and lunchtimes including climbing frame, sand play, game play on field and Muga. Attendance registers for afterschool clubs significantly increased from previous year. Greater use of external coaches and teachers to implement after school clubs 	<ul style="list-style-type: none"> Participation for Year 6 in Swimming and reaching national expectations for swimming and water safety. After school Community Boxing coaches and gymnastic coaches for KS1 and KS2 children. Increasing links with local schools to arrange more local competitions and networking. 	<ul style="list-style-type: none"> Swimming data 42% of Year 6 children swam 25m unaided 42% of children performed a range of recognised strokes. High absence of children from swimming lessons. Sessions were inconsistent particularly with community boxing coaches due to times and numbers. Coaching sessions only took place Spring term and could not be carried on in the Summer term. Networking and discussions regarding local schools competing in football and cricket competitions but no events/matches completed.

<p>after school clubs</p> <ul style="list-style-type: none">● Raising the profile of Sport and physical education across the whole school.	<ul style="list-style-type: none">● After School provision is shared equally among all key stages promoting inclusivity.● Corridor displays - promotes sporting events and achievements of children.● Announcements in the whole school assembly.● Sharing of information on School Facebook and Website.		
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What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>To continue with SLA with SSP Chester Le Street and County Durham. (INDICATORS 1,2,4,5)</p> <p>To ensure PE equipment is well resourced and replenished to ensure quality PE sessions across Key Stages. (Indicators 1,2,4)</p> <p>To continue to implement effective CPD to staff increasing knowledge of PE and Sport. (Indicator 1)</p> <p>To ensure progression and effective implementation of the PE curriculum across all key stages. (Indicators 1,3)</p> <p>To increase the percentage of Year 6 children achieving national expectations in Swimming and Water Safety. (Indicator 3)</p>	<p>Attend Subject leader network meetings.</p> <p>Utilise specialist coaching to support teachers in implementing PE curriculum.</p> <p>Organise and attend Sports Competitions and events including events linking with the Esh Winning community.</p> <p>Audit PE equipment termly, Autumn term 1, Spring 1, Summer 1.</p> <p>Purchase equipment for PE sessions and afterschool clubs.</p> <p>CPD sessions held with PE lead.</p> <p>CPD sessions through SSP.</p> <p>Utilising CPD sessions through County Durham Sport.</p> <p>Observe, monitor and evaluate progression and impact of physical education across key stages.</p> <p>Focus on assessment and planning next steps.</p> <p>Support implementation of physical literacy and inclusive physical education across all key stages.</p> <p>Add extra Swimming sessions for Year 6 pupils Summer term 2 to support and promote meeting the national expectations.</p> <p>Monitor Year 3, 4 and 5 swimming data closely to support early intervention with additional swimming sessions if needed.</p> <p>Set up a physical Literacy team - consisting of staff across all key stages.</p>

<p>To support Physical Literacy in all children across all Key stages. (Indicators 2,3,4)</p>	<p>Attend ;Physical Literacy CPD . Create an action plan to promote and implement changes. Create a case study showing the impact of changes. EYFS - Outdoor play equipment focusing on core balance, strength and climbing to be purchased. Active 30 to be implemented across all key stages to support children’s regulation and reduce anxiety in classes.</p>
<p>To maintain and continue to purchase outdoor equipment for Opal Play to support all children being active throughout break times and lunchtimes.</p>	<p>Liaise with Opal play leaders and team to monitor and assess equipment. Evaluate and assess impact of play equipment by using pupil and staff voice.</p>
<p>To raise the profile of sport and PE and link to Careers.</p>	<p>Liaise with School Careers lead. Invite employers and businesses into school linked with Career Days. Organise and implement a Games Day inviting parents and sports people within the local community to participate.</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?
<ul style="list-style-type: none"> ● Increased number and percentage of Y6 children being able to swim 25m unaided and perform a range of recognised strokes. ● Physical Literacy is implemented throughout key stages and becomes daily practice. ● Increased staff knowledge and confidence in delivering high quality PE lessons across key stages. ● Heightened aspirations of future careers in sport and PE. 	<p>Data from Swimphony and collaboration with swimming coach will show an increase in the number of children able to swim.</p> <p>All children will participate and enjoy daily physical activity. Staff voice/ pupil voice will show a positive impact on regulation and behaviour for learning.</p> <p>Observations Year group progression documents Staff voice Esh Winning Community to be involved in Games Days and Sports events. Esh Winning Academy Outdoor areas to be used within the community to promote physical activity.</p>

Expected impact and sustainability will be achieved

Actual impact/sustainability and supporting evidence

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