

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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.

Key Indicator 1: increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities			
What are your plans? 2004-2025	How are you going to action/achieve these plans	What impact/intended impact? How do you know?	Sustainability and next steps
Intent	Implementation	Impact	
Improve staff confidence with teaching PE and offer CPD to staff.	Identify needs of staff skills, knowledge and confidence through audits and monitoring. Opportunities for all staff to receive CPD from well trained staff and sports coach through team teaching, observation, coaching. PE lead/specialist coach to deliver high quality staff meetings to increase staff knowledge, skills and confidence in delivering sporting activities. PE leads monitor sequence of skills across year groups.	Teachers skills and knowledge have improved which has developed their confidence in delivering effective high quality PE sessions and staff demonstrate they are responsive for pupils individual needs. Planning has been adapted to reflect staff audit results. Planning has a clear learning goal, with supporting activities and questioning to support the delivery of PE lessons. Staff are all on board with our school ethos of active learning and this continues to remain high on the agenda for school priority. Pupils receive a progressive curriculum of skills and knowledge with clear key knowledge identified so staff can measure progress.	Yearly audit of staff Continued monitoring New staff offered support Utilising skills of members of staff.
To continue membership with Association for Physical Education (AfPE), SGO, Spot England.	PE leads use AfPE, SGO etc to maintain high standards and safe practice in all aspects and at all levels of physical education, school sport and physical activity, influencing developments in PE impacting pupils' physical health and emotional well-being.	School is up to date with national developments and maintains high standards and safe practice in all aspects of physical education, school sport and physical activity for all pupils	Keep up to date with new initiatives. Ongoing CPD Continuous monitoring from PE lead.



Key Indicator 2: increasing engagement of all pupils in regular physical activity and sporting activities			
What are your plans? 2004-2025	How are you going to action/achieve these plans	What impact/intended impact? How do you know?	Sustainability and next steps
Intent	Implementation	Impact	
To continue to ensure that all pupils receive and participate in high quality physical activity.	Offer high quality teaching and learning in PE. Offer CPD to all staff where it is needed. Monitor PE and games across the school. Continue to adapt and fine tune planning and progression of skills. Continue to share successful movement breaks used in class e.g. go noodle, Danny go, cosmic yoga etc. Continue to encourage active learning through other subjects.	Staff feel confident to teach PE and games therefore pupils are engaged and enjoying the lessons. Monitoring lessons and observations have quantified this. Due to children coming in in PE kit there is more time for Games and PE. Pupils have a good relationship with movement and enjoy the different types of movement breaks in class too that have been developed throughout the school.	Continue to maintain Physical activities as high priority in school with PE lessons, FFF, movement breaks, additional clubs and interventions, as well as planning active learning in other subjects.
<p>Increase the range of play and lunchtime sport activities for pupils.</p> <p>Upskill support staff and lunchtime supervisors to engage pupils in active lunch activities.</p> <p>Active lunchtime clubs offering a range of sports to and skills.</p>	<p>Playground zoned out according to the activities on offer. Offering a range of activities pupils can take part in and promoting active and positive play at lunchtime so pupils develop a wide range of skills, team work and social skills.</p> <p>Children will have a wide range of activities that will enable them to be physically active at lunchtime and playtime.</p> <p>Zones encourage active participation and these are rotated to enable all to have a go.</p> <p>Adults will be trained as needed to implement the zones and used to guide and support the children with these activities whilst modelling</p>	<p>More pupils meeting their daily physical activity goal as more pupils are encouraged to take part in PE and Sport at lunchtime. Lunchtime zones have supported positive play and by upskilling adults the are more confident to lead activities at lunchtime.</p> <p>Activities Increased number of pupils engaged in active play Increase in collaborative play Improved behaviour at play and lunchtimes. This intern has supported concentration and readiness to learn. increased number of pupils engaged in active play and collaborative play.</p> <p>Staff confidence now to lead activities and adapt for needs of groups of children and cohorts. Staff understand health</p>	<p>Each year continued review of staff needs and cohort needs will need to be considered. Continue with ongoing training for staff and upskilling MDSA's.</p> <p>Zones to remain high priority at lunchtime and playtimes to maintain an active offer for all pupils and a range of activities.</p> <p>Continued identification</p>

	<p>fair play, good sportsmanship, having a positive attitude and making correct choices. Playtimes will be structured.</p> <p>Regularly review and replace equipment and resources.</p> <p>Offer lunchtime clubs to promote sporting opportunities and competitive sports.</p>	<p>and safety in the playground and how to structure and zone playground activities.</p> <p>Engagement in physical activity has built confidence, self esteem, motivation and skills.</p> <p>Identified pupils have benefited from active lunchtime clubs improving readiness to learn, gross motor and skills.</p>	<p>through portfolio and speaking to teachers of pupils who will benefit from lunchtime clubs.</p>
<p>To continue to participate in local and national challenges to maintain the profile and importance of sustainable and active travel to school Continue to further develop links with Sustrans to explore new activities and funding opportunities</p>	<p>Continue to encourage the school community to actively take part in safe and active travel to school. Continue to promote Sustrans initiatives like 'Big Wheel and walk Challenge, Golden padlock award, and Leg it to Lapland'. Highlight to parents the bike and scooter pods enabling them to store scooters and bikes when travelling this way to school.</p> <p>Sustrans link has supported with a number of projects through the year in acquiring bikes and scooters and offering a bike service to the school community.</p>	<p>Scooter pods and bike racks are being widely used on a daily basis by parents and pupils.</p> <p>Pupils enjoy taking part in the Sustrans and golden padlock competitions and through these initiatives, assemblies, Eco day and Eco club pupils are more aware of why it is important to actively travel to school.</p> <p>Children are now more aware of the benefits of active travel for both themselves and the environment.</p> <p>Class surveys have been carried out during the year regarding travel to school and a whole school survey has also taken place to promote safer travel, working with the school community and local authority to improve safety and active travel with a good response to pupils trying to active travel even if they have to park and walk.</p> <p>Scooter workshops were run giving children the confidence to ride scooters and we have implemented the use of scooters in our Fun Fit Friday days in school too to support pupils confidence riding scooters.</p> <p>Impacting pupils and families resulting in more pupils engaging in walking, scooting or walking and driving to school.</p>	<p>Continue to maintain working partnership with Sustrans to help promote active travel.</p> <p>Continued offer of assemblies and workshops to develop pupils knowledge around active travel and being active.</p> <p>Continue to utilise their offer to support families and pupils.</p> <p>Continue to to try find new ways to encourage pupils to be more active on their ways to school.</p>
<p>To audit, review, replenish specialist</p>	<p>PE leads to use audits form staff and pupils, as well as audits of current equipment to</p>	<p>The PE curriculum continues to be well resourced, reviewed and replenished to ensure pupils have access to a</p>	<p>Physical activity is high priority in school and in roder for this</p>

equipment and teaching resources to develop a fully inclusive curriculum and for pupils to practise skills learnt in PE at playtime.

purchase new resources to continue to enrich the PE curriculum, offering a larger range of sports for pupils to access and be introduced to.
Teachers need to know how to teach some of the non-traditional sports when integrating them into Fun Fit Friday sessions therefore teachers will have time to speak to sports coach/PE lead to become familiar.

range of activities that broaden their opportunities for physical and sporting activities. Outside agency checks also ensure our equipment is safe to use

to remain we need to ensure we have the right resources and equipment to deliver high quality teaching and learning of Physical activity across the school.

Key indicator 3: raising the profile of PE and sport across the school, to support whole school improvement

What are your plans? 2004-2025	How are you going to action/achieve these plans	What impact/intended impact? How do you know?	Sustainability and next steps
Intent	Implementation	Impact	
To continue to offer a wide range of activities both within and outside the curriculum to raise the profile of PE and Physical activity.	<p>Continue to offer a broad and balanced curriculum with clear learning goals and key knowledge identified to ensure progression through the years. Continue to invest in whole school progressive scheme (Get Set 4 PE) to ensure continued progression of key skills across the school to consistently deliver high quality PE planning and continue to work with PE coach to adapt games planning to meet the needs of cohorts. Audit staff knowledge and skills in delivering lessons and offer CPD where the need is. Closely monitor delivery of PE and Games lessons and monitor pupil skill and progress.</p> <p>Planning time with feeder school to ensure pupils have the right skills and knowledge and progression is clear moving up to KS2.</p>	<p>The curriculum has been fine tuned to ensure clear progression of knowledge and skills through the years meeting the needs of all pupils.</p> <p>Pupils build on their knowledge and skills as they progress through the school. Pupils individual needs are catered for throughout the PE planning to ensure all pupils make progress.</p> <p>Teachers are up to date with new schemes and skills. Pupils lessons are fun, engaging with skills that area progressive.</p> <p>Through monitoring pupils learning gaps have been identified (if any) and planning ahs been adapted.</p> <p>Observations of staff and team teaching using sports coach has provided staff with vital feedback to support them in the delivery of Games and PE lessons as well as giving them the confidence to deliver the curriculum. Pupils have a progressive curriculum teaching then the fundamental knowledge and skills they need to participate and compete in sporting activities.</p> <p>Pupils engaged in Drowning prevention assembly which they will benefit from in the future.</p> <p>Pupils success and sporting achievements are celebrated.</p>	<p>We aim to continue to adapt the curriculum to cohorts needs and offer a range of sporting activities to pupils each year.</p> <p>Include an active homework into home learning each half term.</p> <p>Pupils know how to be safe around water and what flags mean when visiting our local beaches.</p>
Continue to participate in any national/local initiatives	Staff aware of when key events and initiatives are taking place nationally, locally and world wide to promote a range of sporting activities	Pupils benefit from our school participating in and teaching national and local initiatives such as National Sports Week, Sports Champions, Euros, Olympics enrichment activities.	Continue to celebrate sports and sporting achievements. Links to



to promote PESSPA.	to develop pupils knowledge and interest in a range of sports.	This offers them a wide range of experiences with different sports and activities.	be made with more community sports to raise the profile.



Key indicator 4: offer a broader and more equal experience of a range of sports and physical activities to all pupil			
What are your plans? 2004-2025	How are you going to action/achieve these plans	What impact/intended impact? How do you know?	Sustainability and next steps
Intent	Implementation	Impact	
<p>To continue to support the physical and mental wellbeing of the children through use of zones of regulation, sensory circuits, movement breaks and healthy movers.</p>	<p>Continue to offer regular movement breaks throughout the school day to support pupils readiness to learn, concentration and emotions All children have access to individual movement breaks in the classroom if they feel they need it. All children have access to zones of regulation to express their feelings and receive support from staff. Curriculum highlights the links between mental and physical, social and emotional wellbeing which has been planned into curriculum plans to ensue pupils also develop this knowledge to support their own mental health and well being.</p> <p>Pupils benefit from Sensory circuits set up daily to support pupils regulation and concentration during the school morning. Key knowledge in PE highlights importance of physical exercise to improve mental health.</p> <p>All children took part in National Mental Health and wellbeing week.</p> <p>Staff trained in zones of regulation and additional staff trained for sensory circuits.</p> <p>Deliver Healthy movers programme to all pupils in reception linking to PSED curriculum.</p> <p>Continued CPD for Healthy movers.</p>	<p>Teachers have noted that movement breaks support concentration and focus during learning times. Feedback from staff and children demonstrate the zones and sensory circuits have improved self regulation specifically with pupils. Sensory circuits have had a huge impact on the responses to the school day, learning and SEMH needs of a number of pupils in school. Enabling them to access learning in the classroom. Zones enable pupils to express their feelings and help them to receive instant support for these feelings so they are ready to learn.</p> <p>During PE and games monitoring staff have identified pupils understanding of how we can use physical activity to improve our mental health and wellbeing. Physical activity had been linked to our mental health week this year too.</p> <p>All reception pupils took part in Healthy mover programme and enjoyed the stories alongside the movement breaks. 100% engagement from pupils. This has been helped by resources being readily available in all classrooms.</p>	<p>Ensure each year the importance and impact of movement breaks and zones of regulation are highlighted to all staff. Continue to link mental health and well being weeks to physical health. Continue to ensure mental health and social and emotional well being is linked and high priority for staff and pupils. Roll out healthy movers to parents. Continue impactful programmes including sensory circuits, move to learn, movement breaks, healthy movers.</p>

<p>Introduce pupils to a wide range of sporting activities, enriching the curriculum and promoting new sports to pupils. Enrich both boys and girls in all sports.</p>	<p>Team Rubicon providing progressive workshops for all pupils, extending their scooting, and skateboarding skills. Pupils benefit from quality coaching providing them with enjoyable informative and active scooter sessions. Kickboxing, Dance, multi-skills, football providing pupils with a new sport enriching interests. Pupils benefiting from a range of sporting activities during Fun Fit Friday weekly, planned to introduce them to new sports and new skills e.g. volley ball, hand ball, curling, table tennis. Some pupils will benefit from Bikeability training for pupils who are not yet riding a bike.</p>	<p>All pupils have access to opportunities and resources to broaden their experiences and achieve higher levels of enjoyment. Pupils have been exposed to a wide variety of different activities they might light to pursue. Pupils learn how to be safe whilst having fun and being active. Pupils confidence have improved on the scooters promoting use of scooters more outside school and travelling to school. Pupils to have expressed their enjoyment in taking part and trailing different sports, with new equipment. Girls more wanting to take part in football after school. Pupils received training to ride a bike independently. Pupils expressed through a survey their enjoyment and the course was 100% successful for the pupils taking part.</p>	<p>Continue to encourage new active clubs and target pupils who are less active to take part. Encourage more taster sessions for pupils and more exposure to boys and girls for different sports they might not associate themselves with. Continue to utilise community support to offer experiences for pupils to learn to ride.</p>
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Key Indicator 5: increasing participation in competitive sport			
What are your plans? 2004-2025	How are you going to action/achieve these plans	What impact/intended impact? How do you know?	Sustainability and next steps
Intent	Implementation	Impact	
Raise the profile of competitive sport by promoting sporting achievements outside school.	Raise the awareness of sports by sharing outside successes of competitive sport in class assemblies. Raise awareness of competitive support by celebrating national and world wide events.	Pupils know what it means to be competitive and play as a team. Pupils realise that with a goal and dedication anyone can succeed. Pupils learn from each other and are encouraged to show perseverance to improve or try new sports.	Continue to develop successes of pupils in sport further making it more whole school achievements and taking part in some more competitive events this year with our pupils.
Pupils to be given the opportunity to take part in sporting competitions and events	Sports day at held at Baden Powell CLP festival of sport. Continue competitive clubs. Inter sports competitions between classes. Pupils will become familiar with the idea of competitive sports. Pupils will feel part of a team and learn to be a good team player. Pupils that take part will have an increased confidence in themselves	All pupils experience competing against others in a whole school event on a field. Pupils gain an understanding of rules and competing. Pupils learn it's the taking part that counts and trying our best. Pupils recognise talents and skills of others. Pupils learn to work as part of a team. Overwhelming positive feedback from parents, pupils and staff.	Continue in success of sports day and adapting to feedback each year. Continue close relationships with feeder school. Continue to attend CLP Sports festival and additional sports festivals.

