

# 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?
<ul style="list-style-type: none"><li>- Gold School Games Kitemark achieved</li><li>- Sunderland GASSC Gold award achieved</li><li>- 2 Hours of PE taught across the full school curriculum</li><li>- Lots of additional opportunities for children to take part in extracurricular sport</li><li>- School hosted a HAF program for the first time over the holidays to ensure children remained active and ate well whilst school was closed</li></ul>	<ul style="list-style-type: none"><li>- Kitemark award was applied for and granted.</li><li>- The gold award was applied for and granted.</li><li>- This was clearly seen through in school monitoring carried out by the PE lead.</li><li>- More extracurricular clubs ran this year than in previous years.</li><li>- The first school HAF camp was incredibly popular and saw Hudson Road host over 80 pupils across the school holiday break.</li></ul>	<ul style="list-style-type: none"><li>- There were issues with swimming as children did not get enough opportunities to get into the water and improve their skills.</li></ul>	<p>Reports from school staff (as a result we will be changing our swimming provider in the coming academic year).</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>In 2024/25, we will be changing our swimming provider and will be using a local secondary school. We hope that in doing so and explaining to the new provider our intended outcomes, that children will spend more time in the water during sessions improving their swimming skills.</p> <p>To ensure that staff new to school, or those who are Early Career Teachers (ECT's) are given support in delivering PE sessions by the school PE lead, external coaches and PE specialists provided by the School Games Organiser (SGO).</p> <p>To increase the amount of after school clubs and extracurricular activities to ensure children access 60 minutes of physical activity every day.</p>	<p>By changing provider and by sharing our aims and intent with them from the outset.</p> <p>To work with local coaching providers, the school's SGO and the school leadership team to plan a program of CPD which ensures staff new to school and those who are ECT's have a good understanding of the PE curriculum and how to deliver it independently. Teachers, after the CPD is provided, are to team teach sessions and them to complete a post CPD questionnaire to demonstrate the impact the training has had on their practice.</p> <p>The PE lead to plan with external coaches and school staff a wider range of extracurricular activities for the children to participate in, in order to reach their 60minutes of physical activity target every day.</p>

## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<p>The intended impact of out change of swimming provider will be that children spend more time in the water practicing their swimming skills and strokes. It is hoped that in doing so, that more children will become confident and proficient users of the four main swimming strokes over a length of 25m or more.</p> <p>To ensure that staff new to school, or those who are Early Career Teachers (ECT's) are given support in delivering PE sessions by the school PE lead, external coaches and PE specialists provided by the School Games Organiser (SGO).</p> <p>To increase the amount of after school clubs and extracurricular activities to ensure children access 60 minutes of physical activity every day.</p>	<p>In order to measure this outcome, children will be assessed termly by the swimming teacher. At the end of the academic year, final assessments will be completed and this will be reported to both the senior leadership team in school and governors. School will also report this finding to the DfE via the appropriate reporting format.</p> <p>Teacher's will plan together with external supporting coaches and PE specialists. This will then be monitored by the PE lead. Observations of staff will then take place to ensure key content is being taught to a high standard in all PE lessons. After working with a coach staff will also complete a post CPD questionnaire to demonstrate the impact the CPD has had on their practice and confidence in teaching the subject.</p> <p>Attendance at after school clubs will be monitored by use of registers. Key target children will be invited in an attempt to ensure they receive their 60 minutes of physical activities. A list of after school and lunch clubs will be published on the website and shared via newsletter so that parents and carers can see the breadth of the offer provided by school.</p>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>The impact on swimming proficiency rates has not yet been achieved. During key points in the academic year the local secondary school could not provide access to their pool due to staffing issues or issues with the pool. In the coming academic year, we will attempt to book the local 'Aquatic Centre'. This will take longer to get to but due to the very low swimming ability levels of our cohorts this is going to be a necessity.</p> <p>The impact on the work with ECT's and teachers new to school has been resoundingly positive. Both teachers and pupils (through pupil voice work) have stated that their PE skills have increased significantly in the past academic year. Staff have stated that they feel more confident in delivering games based activities to their children and are finding planning sessions much easier.</p> <p>More after school clubs and extra-curricular sessions were available this year for children to take part in. As a result, more children stayed on site after school to take part in physical activity and games and were more active. These sessions were provided free of charge and as a result were very well attended.</p>	<p>The evidence of the limited impact this has had was monitored by the class teachers, swimming teachers and the PE lead. This has then been shared with the DfE via the online reporting proforma.</p> <p>Teachers reported via post unit questionnaires that they had increased confidence. They were observed by the PE lead both before and after CPD and a large increase in teacher confidence and skill was noted. Teachers planning with coaches also showed good team teaching practice.</p> <p>Registers showed that more children attended extracurricular clubs than did so in the last academic year. The data shows this was an increase of around 100% on the last academic year.</p>