

# PE Funding Evaluation Form



Commissioned by



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.*

## Reflections on the impact of previous provision and spend

What went well?	How do you know?	What didn't go well?	How do you know?
Ensure Y6 children have access to cycling training in order to successfully pass cycling proficiency.	Over a period of 6 days all children in years 5 and 6 had access to the training provided by bikeability. Years 5 and 6 were taught separately and all children had access to their own bike, or school reached out to the local community to be able to source these.	To seek out opportunities to provide extra-curricular sport clubs on offer to children across the school, including children in the Foundation Stage.	This proved challenging for this academic year due to high levels of staff sickness absence and two members of staff on maternity leave.
Ensure new and current staff feel confident in the delivery of PE sessions that cover the PE curriculum. Support to develop skills of all pupils' ability in sports.	Time was allocated and dedicated to the development of the teaching of PE in school with a focus on auditing and ensuring that the resources and equipment are in place for the delivery of high quality teaching.		
To seek out opportunities to provide extra-curricular sport clubs on offer to children across the school, including children in the Foundation Stage.	All Trust sporting events that were offered were prioritised. Children across the school were able to take part when staffing and mini-bus availability permitted.		
For all children in Years 3 – 6 to partake in swimming lessons, supported by fully qualified instructors.	All children in the identified year groups took part in swimming lessons that were part of an intensive course, rather than over a block of weeks. Each year group were able to access a daily lesson for a period of a week, allowing the children to develop their confidence, skills and safety in the water.		

## Intended actions for 2024/2025

What are your plans for 2024/2025?	How are you going to action and achieve these plans?
Intent	Implementation
<p>To continue to inspire all children to access their potential in PE and extracurricular sport.</p> <p>To provide a sporting event kit for all children.</p> <p>Ensure Y6 children have access to cycling training in order to successfully pass cycling proficiency.</p> <p>To train children to confidently lead physical activities to others in order to increase play throughout the school.</p> <p>Strive to achieve the Gold School Games Mark again by providing at least five intra-school and inter-school sporting competitions. Pupils will participate in a variety of competitive sporting events in order to appeal to all pupils</p>	<p>Ensure that an identified member of staff is responsible for the sporting calendar for the year and the correspondence between organiser and school.</p> <p>To implement a number of afterschool clubs that relate to sports; football, gymnastics, boccia, outdoor sports that are inclusive for all year groups.</p> <p>Specific clubs to be allocated to differing age groups so that the level of provision is appropriate.</p> <p>Actively seek out a personalized kit that is appropriate (small/large enough) for all children to be able to wear during sporting events and competitions.</p> <p>Once costing has been researched, look into the possibility of the school's PTA to be able to support with 'top-up' funding for this.</p> <p>Ensure that the same provision through the same provider is booked in early to be certain that all children in the specified year groups receive the road safety teaching.</p> <p>Ensure that all children that are taking part have access to a suitable and roadworthy bike.</p> <p>To establish a group of children as playground leaders and to gain access to the package of training – specifically for Year 5 to support the younger year groups as they move through the school.</p> <p>Identify a member of staff at the school who will be responsible and support in meeting the specified criteria to achieve the Gold Mark for St Nics.</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>For all children to be visibly more actively engaged in exciting and inspiring PE sessions across all year groups.</p> <p>For children to be enthusiastic about partaking in sporting events and clubs.</p> <p>For children to be inspired to take up clubs outside of school.</p> <p>For children to be proud about representing their school in sporting events and children are more enthusiastic about doing so.</p> <p>For all children to leave St Nics feeling confident and demonstrating that they are 'roadsafe and aware' in preparation for secondary school.</p> <p>For break and lunchtime play to be engaging by offering opportunities for structured games and activities, with resources to support. All lead by pupils who have been trained.</p> <p>To have worked towards or to have achieved the Gold School Games Mark and raising the profile of PE and sporting opportunities at St Nics</p>	<p>All PE lessons will be good or better, delivered by confident and skilled teachers. All sporting events will be well attended by children who are keen to put their names forward to represent the school.</p> <p>Sporting clubs are well attended and are popular. Registers will show that the clubs are inclusive and that all groups of children are signing up. Registers for these clubs will have a waiting list.</p> <p>Behaviour, participation and a sense of 'team' will have improved through a shift in the pride that children have for their school.</p> <p>Uptake of the places within the session will be high, with all children in Years 5 and 6, if attending school, will have attended and passes the course at an appropriate level.</p> <p>Observations of playtimes will see that all children will be happy and engaged in some sort of constructive and positive activity.</p> <p>The Gold Award will be achieved.</p>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?