

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?																				
Reception classes continued to implement a weekly timetabled PE session to support children with their physical development. Investments were made into resources to support children in the Rainbow Room provision who particularly need to develop their core strength and coordination skills. The PE Lead continued to monitor standards of performance and attainment across the school, particularly for the exiting Year 2 cohort, which historically had the highest proportion of children Working Below the expected standard for their age and those children in Year 1 that did not reach the Gross Motor Early Learning Goal at the end of Reception.	On entry to Reception, there were no children on track to meet the ELG in Physical Development. By the end of the year, 83.53% of the cohort met the Gross Motor Early Learning Goal in Physical Development. As the data chart below shows, there was a 6% increase in the proportion of children judged to be working within their age related expectations across the school. In the targeted Year 2 cohort, there was a 9% increase this year in pupils reaching the expected standard. In fact, from leaving Reception with only 70% of children at ELG for Physical Development, this has been a 17% improvement over the Key Stage. By the end of Summer 2 term, performance standards across the school were: <table> <tr> <th></th><th>Reception</th><th>Year 1</th><th>Year 2</th></tr> <tr> <td><u>Whole School</u></td><td></td><td></td><td></td></tr> <tr> <td>Working Towards 22/23) 12.31%</td><td>19%</td><td>6% (19% in 22/23)</td><td>13% (22% in 22/23)</td></tr> <tr> <td>Working Within 22/23) 85.38%</td><td>79%</td><td>93% (79% in 22/23)</td><td>84% (74% in 22/23)</td></tr> <tr> <td>Working Beyond 22/23) 2.31%</td><td>2%</td><td>1% (2% in 22/23)</td><td>3% (3% in 22/23)</td></tr> </table>		Reception	Year 1	Year 2	<u>Whole School</u>				Working Towards 22/23) 12.31%	19%	6% (19% in 22/23)	13% (22% in 22/23)	Working Within 22/23) 85.38%	79%	93% (79% in 22/23)	84% (74% in 22/23)	Working Beyond 22/23) 2.31%	2%	1% (2% in 22/23)	3% (3% in 22/23)	Opportunities to participate in competitive sport between organisations were not increased. In the previous year, a decline was noted over the course of the year of disadvantaged pupils attending these clubs (possibly in line with the increased cost of living seen across the country). The proportion of Pupil Premium children attending actually increased over the course of this year from 24% to 33% although this is still less representative than the proportion of disadvantaged pupils in school (42%).	Observations of lessons and the organisation of curriculum and extra-curricular activities encouraged opportunities for intra-school competition. However, externally organised inter-school opportunities are particularly limited in Early Years and Key Stage 1. Target advertising and monitoring of attendance figures at extra-curricular clubs evidenced these increased participation levels of more disadvantaged pupils.
	Reception	Year 1	Year 2																				
<u>Whole School</u>																							
Working Towards 22/23) 12.31%	19%	6% (19% in 22/23)	13% (22% in 22/23)																				
Working Within 22/23) 85.38%	79%	93% (79% in 22/23)	84% (74% in 22/23)																				
Working Beyond 22/23) 2.31%	2%	1% (2% in 22/23)	3% (3% in 22/23)																				
In March 2024, school received a graded	The final Ofsted report said: <i>"The school's</i>																						

Review of last year 2023/24

inspection from Ofsted. PE was chosen for a 'deep dive' – meeting held between PE Lead and Ofsted Inspector, pupil interviews and lesson observation (PE Lead on Day 1). During the marshalling evidence team meeting, it was acknowledged that a new scheme has been implemented that is monitored. It is aligned with the NC and children can build on their skills. It was observed that all children participated (including those with SEND), that all children were enthusiastic and could take part.	<i>curriculum is designed effectively so that pupils learn a wide range of subjects...Since the previous inspection, the school has strengthened the curriculum and prioritised reading and mathematics. Pupils are now making better progress than in the past. Pupils have a range of additional opportunities to participate in. there are several extra-curricular activities including choir, science club and gymnastics...The school's 'hidden curriculum' widens pupils' experiences further."</i>		
Lunchtime sports clubs have been accessed by all children in Key Stage 1 on a rota basis. The attendance of pupils at extra-curricular clubs was also monitored.	In the previous year, 19% of children had attended an after-school club but this year, this has increased to 27%, meaning the school has become 8% more active this year.		
The appointment of a Forest School Teacher, working primarily in Reception and with targeted children across Key Stage at dinner times, has broadened the curriculum offer to children.	Over the course of the year, this intervention has helped children to become more socially confident, improve communication skills, develop their problem solving skills as well as supporting their emotional well-being. In Reception, from 0% at the start of the year, 80% of pupils went on to meet the Early Learning Goal for Being Imaginative and Expressive.		
Physical activity has been incorporated into other aspects of the curriculum. For example, Word Book Day was celebrated with 'Bringing Books to Life' – a professionally led dance workshop	Observations and feedback evidenced that all children were able to participate in a physical activity that developed their coordination, imaginative thinking and dance skills through an immersive experience.		

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
To increase the confidence, knowledge and skills of all staff in teaching PE and sport, particularly for those less experienced in delivering the whole cycle of the school's revised PE curriculum.	Subject Leader to continue to offer support to all teaching staff delivering the PE curriculum. Through the web-based platform 'GetSet4PE' staff's professional development is supported as it provides exemplar videos of what the children's key skills should look like. This scheme of work enables teachers to make regular assessments of pupil performance and to focus on developing pupils through appropriate challenge and support. The Subject Leader is able to robustly monitor performance and standards from an individual to whole school level, targeting support to vulnerable or underperforming groups as necessary – such as those entering Key Stage 1 having not reached the Gross Motor Early Learning Goal.
To engage <u>all</u> pupils in regular physical activity	Monitor attendance of disadvantaged and vulnerable pupils at after-school clubs. Ensure the playground is appropriately equipped in order to maximise pupil participation and activity levels.
To raise the profile of PESSPA across the school as a tool for whole school improvement	Arrange a visit from an athlete/ female footballer as part of a 'Health & Fitness' day (March 2025). Re-book West End in Schools theatre company to deliver 'Bringing Books to Life' dance workshop with the whole school (World Book Day 2025). Explore further opportunities to support families to lead physically and mentally active lives
To broaden the range of sports, experiences and activities offered to all pupils	Renew contract with Forest School Birmingham so that this curriculum offer is available from September and more children are enabled access to this provision.
To increase children's participation in competitive sport	To use the lunchtime Sports Clubs as a means to develop competitive skipping in school To explore opportunities with the local cluster of schools (or Federation) for competition (assign monies for transport as necessary) Use the Sports Day model or mini-tournament model to increase the competitive element at the end of each term.

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?
Higher quality delivery of the PE curriculum with an increase in standards so that more children will be working within their age related expectations in Physical Education.	Through robust monitoring of the PE curriculum, performance data and end of year outcomes such as Physical Development in the EYFS will evidence improvements.
Staff report increased confidence and skill in delivering all aspects of the PE curriculum.	Monitoring of PE lessons in school, professional conversations with staff and staff surveys will demonstrate improvements within the subject.
Increased levels of participation in physical activity, including extra-curricular activity.	Regular tracking of attendance at after-school clubs and other such opportunities shows more pupils, particularly those identified as disadvantaged or vulnerable, are attending extra-curricular opportunities.
In addition to the development of physical skills (fundamental movement skills, coordination and agility etc), pupils will demonstrate increased social skills (working safely and collaboratively), more developed emotional skills (perseverance, determination, honesty) and enhanced thinking skills (reflection, the ability to select and apply to different situations).	Teacher observation and feedback as well as pupil voice will attest to increased levels of confidence in pupils, more children showing willingness to have a go when presented with challenge and children applying taught skills to new or different disciplines.
The importance of physical activity is understood by all members of the school community and opportunities for increased levels of physical activity and participation are embedded within other aspects of the curriculum.	The school curriculum (both the 'taught' curriculum and 'wider' curriculum) is enriched with the opportunity to incorporate and develop physical movement and movement e.g. using dance as a tool to celebrate World Book Day, taught routines in children's productions or shows.
Children have more regular opportunity to engage in competitive sports or activities.	Attendance at competitive curriculum enrichment opportunities will be reported to stakeholders (Governors). Established links with partner organisations provides opportunities to work together again.
The Forest School offer will help children to become more socially confident, improve their communication and problem solving skills as well as support their emotional well-being.	Feedback from the Forest School Teacher and Early Years curriculum data will measure impact in areas such as Physical Development, Communication & Language, Personal, Social and Emotional Development and the Natural World.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Staff report more confidence in their capacity to deliver the PE scheme of work.	Staff surveys and professional conversations with the Subject Leader evidence that both support from the Leader as well as having completed a complete cycle of the curriculum has supported their subject knowledge of how the subject progresses and how it is to be delivered.
There has been a year on year increase in the standards of the PE curriculum. Both in Key Stage 1 and EYFS	School tracking systems show that across the school, there has been a 2% increase on last year in the proportion of children now judged to be meeting their age related expectations in Physical Education. In Reception, from 0% on track on entry, 80% of children went on to meet the Early Learning Goal for Gross Motor Skills (maintaining the standard from the previous year).
Improvements in physical activity levels can be seen across the school's wider curriculum.	World Book Days are celebrated annually through a professional dance company, combining Literacy and PE. Movement and dance routines are an integral part of children's performances to parents. Improvements to Reception's outdoor area provides increased daily opportunity for movement and physical activity. After-school clubs are being accessed by 27% of all pupils, however, targeted advertising has ensured that all clubs are now full (historically, the multi-sports club was the lowest attended but now places are full). Parental feedback commented on the positive inclusion of all children, regardless of any additional learning or physical need.
The capacity to deliver the Forest School initiative across the school has increased and can be sustained at a reduced cost. Now as part of the Cadmus Federation, trained staff can join the Forest School Network within this Federation of eight school to share good practice and develop links with fellow providers and existing expertise.	Using a lead professional Forest School Teacher in the first instance so that staff could shadow this professional, the opportunity has been taken to train 2 existing school staff next year to become Forest School leaders (October 2025 and May 2026). In turn, this initiative can then be delivered to a greater number of pupils across the school and gives school a more flexible approach in its delivery too.
Families have opportunity to lead physically and mentally active lives through access to information and resources facilitated by school.	Newsletters and communication promoting local opportunities for physical activity and the benefits of regular physical activity (local clubs, amenities, HAF club) are regularly sent to parents. Parents have a log-in to the '5-a-day Player' enabling them and their children to participate in short, fun fitness routines at any time to suit their needs.