

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created 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.

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?
<p>CPD has been provided to all Teachers from the P.E Co-Ordinator in a plethora of ways. Including Face to face lesson observations, termly Meetings and Team Teach Sessions.</p> <p>We have provided training for staff, e.g Swim training level 1.</p> <p>Daily Boost was introduced to engage all students to become more active throughout the school day. Activities included Bench ball, Relays, Throwing and Jumping Games.</p> <p>Pupils took part in the following events and competitions: Aspiration Active, Energise, SPARX, Inclusive club, Big Moves and Meaningful movement. Also taking part in Football, Dodgeball and many other sporting opportunities.</p>	<p>Teachers are promoting it to other members of staff as being beneficial and helped develop their teaching.</p> <p>Swim lessons have had a higher impact on children in year 4. This leading to improved skills and techniques.</p> <p>Daily Boost sessions every day for 15-20 minutes have worked well for staff CPD to learn new skills and develop strategies and tactics in new sports.</p> <p>Skills have improved in our big moves and energise programs for KS1. This leading to gross and motor skills being used and refined.</p> <p>KS2 skills have improved in lessons and in competition formats also. E.g Year 5/6 dodgeball team.</p>	<p>Not being able to deliver P.E CPD to all staff over the academic year.</p> <p>Finding subsequent time with swimming staff to review performance every half term.</p> <p>Finding time slots for classes during the school day to use the hall/equipment etc.</p> <p>Some children who maybe required use of some sessions, were unable to due to limited numbers. E.g Aspiration active/Big Moves</p>	<p>Staff have requested some guidance on how to deliver sessions. Some staff may need this CPD for confidence and knowledge during sessions.</p> <p>Assessments were conducted termly.</p> <p>Staff were struggling to find a time slot for daily boost sessions in the winter term.</p> <p>Children who were unable to attend these sessions had a slower progression rate in some aspects of P.E. E.g Confidence/Teamwork/Skills etc.</p>

Intended actions for 2024/25

<p><u>To develop high-quality PE teaching through leadership, CPD, and school-wide collaboration (Key Indicator 1)</u> Additionally, to support staff well-being and encourage active lifestyles among adults within the school, contributing to a whole-school approach and positive role modeling.</p> <p><u>To engage all pupils in regular physical activity using universal physical activity programmes and active travel (Key Indicator 2)</u></p> <p><u>Using Student Leadership/Student Voice to raise the profile of PE as a tool for whole-school improvement (Key Indicator 3)</u> To empower students by giving them leadership roles and a voice in shaping PE and school sports, making them active contributors to a healthier school environment. To focus on increasing physical activity during unstructured times and fostering leadership among older pupils. Additionally, promoting mental well-being through the 5 Ways to Well-being, particularly emphasizing "Being Active" to boost emotional literacy and resilience.</p>	<p>Key Indicator 1-The PE lead to engage in professional development through local network meetings and conferences, sharing key insights with staff during INSET and meetings. A staff-wide PE survey to be conducted to inform future planning and development. Staff CPD based on gaps in knowledge and confidence delivering PE informed by the survey results. Additionally, two staff members will undergo training as Staff Well-being Ambassadors to promote physical activity and workplace health, culminating in a school action plan.</p> <p>Key Indicator 2-To engage in the Move It March programme which will provide each child with a physical activity tracker, offer milestone-based rewards for physical activity completed (Bronze, Silver, Gold, Platinum).To engage with Active Travel programmes in October and throughout the year.</p> <p>Key Indicator 3- Four students from Years 5 and 6 will be trained as Sports Ambassadors to help lead a School Sport Organising Crew alongside staff. Additionally, 20 students will be trained as Playground Leaders to run active games for KS1 pupils, with support from the South Leicestershire School Sports Partnership (SLSSP). Four Well-being Ambassadors from Years 5 and 6 will promote the 5 ways to well-being and create a peer support action plan. Pupils in Years 3 and 6 will complete the National Koboca survey to share their views on sports, leadership, and well-being to inform future planning.</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?
<p>Key Indicator 1- Based on our survey, staff confidence in delivering high-quality PE lessons was at 40% in September 2024. We anticipate this will increase to 100% by July 2025. Additionally, lesson observations in July 2024 indicated that 40% of PE lessons met high-quality standards. By July 2025, we aim for 100% of lessons to reach this standard. Sustainability-all staff will feel confident and competent in delivering high quality PE. CPD will continue through local network and SLSSP provision.</p> <p>We aim to have 50% of teachers active-modelling healthy lifestyles-through the Staff Well-being Ambassador programme.</p> <p>Key Indicator 2- We anticipate 100 (20% of Pupils) children will actively travel to school benefitting both the environment and their physical well-being. We expect 250 (50% of pupils) children to participate in the Move It March programme. This will promote the CMO Physical Activity Guidelines. Sustainability-the school will continue to engage with the SLSSP to host more universal physical activity projects.</p> <p>Key Indicator 3-Daily Lunchtime Physical Activities will be supported by Playground Leaders, organised activity zones, and rotating leaders. This initiative aims to make 20% more KS1 students active, encourage better social interaction, and boost the confidence of student leaders. Sports Ambassador duties will include managing a PE noticeboard, running intra-school events, collecting peer feedback, and leading activities for younger pupils. This is expected to increase engagement in PE and raise the visibility of physical activity initiatives across the school. To sustain this, new student leaders can be trained annually. Well-being Ambassadors will take charge of initiatives such as creating "Worry Boxes," organizing daily check-ins like "Mindful Walks," leading activities during Children's Mental Health Week, and coordinating well-being challenges. These efforts aim to foster greater pupil confidence in sharing concerns and heighten awareness of emotional well-being. To sustain this, new student leaders can be trained annually. The National Koboca Survey will collect feedback on sports, leadership, and well-being, providing valuable insights to guide the future planning of sports and well-being initiatives. The survey can be conducted annually, with findings used to refine and improve the programme each year.</p>	<p>Key Indicator 1- Improved Teaching Quality: Evidence from observations, surveys, and feedback. Increased Confidence in PE: Changes in self-reported confidence levels from staff surveys. Curriculum Consistency: Consistency in lesson plans, teaching methods, and content delivery across the school.</p> <p>Staff Morale: Using pre- and post-programme surveys to measure changes in morale or engagement. Modelling Healthy Lifestyles for Pupils: Observations or informal feedback from students (such as noting changes in their engagement with physical activities or comments about staff role models) could show if staff are effectively modelling the desired behaviours.</p> <p>Key Indicators 2- Increased Active Travel: Measured through participation data. Sustained Behavioural Change: Evidence from follow-up surveys or informal interviews showing long-term adoption of active travel. Increased Physical Activity: Measured through tracking participation data and feedback from students' Knowledge of Physical Activity Guidelines: Measured by improvements by informal interviews with students. School-wide Impact: Feedback from teachers and students about a potential shift in the school's overall attitude toward physical activity.</p> <p>Key Indicator 3- Engagement: Track the number of programmes and participation in provision delivered by student leaders. High engagement indicates success in promoting activity and well-being.</p> <p>Impact on Peers: Informal interviews with participants/pupils about the impact of the student leadership programmes.</p> <p>Leadership & Knowledge: Track leadership development and students' knowledge of physical activity and well-being.</p> <p>Data-Driven Refinement: Use feedback from surveys (e.g., Koboca) to adapt programmes. Continuous improvement based on feedback.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Daily Lunchtime Physical Activities have been supported by Playground Leaders, organised activity zones, and rotating leaders. These activities have boosted the confidence of student leaders.</p> <p>Sports Ambassador duties included managing a PE noticeboard, running intra-school events, collecting peer feedback, and leading activities for younger pupils. It has increased engagement in PE and raise the visibility of physical activity initiatives across the school. To sustain this, new student leaders will be trained annually.</p> <p>Well-being Ambassadors took charge of initiatives such as creating "Worry Boxes," organizing daily check-ins like "Mindful Walks," leading activities during Children's Mental Health Week, and coordinating well-being challenges. These efforts have created a greater pupil confidence in sharing concerns and heighten awareness of emotional well-being. To sustain this, new student leaders will be trained annually.</p> <p>Move it March- To take part in the Move It March project. Each child was given a physical activity tracker to fill out during March 2025.</p> <p>Competitions- Langmoor took part in over 25 sports competitions and events (including the less sporty/active children). We also aim to take part in sports festivals to aid transition to secondary schools.</p> <p>P.E Coordinator- Our PE coordinator took part in local PE Subject Leader meetings. The PE Co-Ordinator shared the lessons with all colleagues during staff meetings</p> <p>Swimming- Langmoor now has 3 fully qualified swim teachers to help the progression of our year 4/5 pupils.</p>	<p>Sustained Behavioural Change: Evidence from follow-up surveys or informal interviews showing long-term adoption of P.E Lessons. Increased Physical Activity: Measured through tracking feedback from students. Knowledge of Physical Activity Curriculum: Measured by improvements by informal interviews with students. School-wide Impact: Feedback from teachers and students about a potential shift in the school's overall attitude toward physical activity.</p> <p>Impact on Peers: Informal interviews with participants/pupils about the impact of the student leadership programmes.</p> <p>Improved Teaching Quality: Evidence from observations, surveys, and feedback. Increased Confidence in PE: Changes in self-reported confidence levels from staff surveys. Curriculum Consistency: Consistency in lesson plans, teaching methods, and content delivery across the school.</p> <p>Children took part in many competitions with some teams reaching a Leicestershire final standard. (ks2 Dodgeball) We also took part in sports competitions and events (including the less sporty/active children). We also aim to take part in sports festivals to aid transition to secondary schools.</p> <p>Pupils took part in DEVELOP festivals, which are designed to be fun and deliver sport specific skills. These events are designed for less sporty/active pupils.</p> <p>These events include: Dodgeball KS2 Year 3/4, Football Friendly's KS2, Rounders Yr6, Aspiration Active. Pupils will take part in EXCEL competitions which are designed for our most able pupils and are based on performance.</p>