

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 2025/26.
- 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.

Intended actions for 2025/6

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<u>To provide a more inclusive and varied experience of different sports and activities, with a particular emphasis on engaging less active students at school (Key Indicator 4).</u> <u>To increase participation in competitive sports and sporting events (Key Indicator 5)</u>	Fifteen EYFS/KS1 pupils with poor fundamental movements to take part in a 6-week Big Moves intervention, led by an SLSSP coach and school staff, with physical development and academic progress measured through assessments. A 5-week Aspiration Active programme for a group of selected pupils, led by SLSSP, offers pupil-chosen activities like yoga and dodgeball, ending with a celebration at a local leisure centre for targeted students from local schools and community providers. The school will implement the Energise Club or SPARX programme (depending on choice), with 10 weeks of sessions for less active or confident pupils—Year 3 and 4 for Energise or KS1 for SPARX. Implementing the Me In Mind programme which offers 10 weeks of active sessions for Pupil Premium/ disadvantaged KS2 children, using physical activity to explore emotional literacy and the 5 Ways to Well-being. All sessions are supervised by staff. Our school plans to participate in the FA's Girls Football Week by offering virtual football challenges and a design competition, aiming to raise the profile of girls' football and encourage greater participation among our students. Pupils will participate in DEVELOP festivals, focusing on fun and sport-specific skills for less active students, with events like. They will also compete in EXCEL competitions, aimed at the most talented students, based on performance, including events like. Additionally, pupils will be encouraged to participate in the SLSSP's Quad Cup virtual competitions, offering personal/team challenges to enhance skills and encourage a love for physical activity.

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?
Key Indicator 4-Big Moves Intervention- We will improve fundamental movement skills and academic outcomes in 15 EYFS/KS1 pupils, with long-term impact sustained through staff training to ensure annual delivery. with long-term impact sustained by staff training to continue delivery annually. We anticipate that 120 children (75% of eligible students) will participate in at least one after-school club, an increase from 90 (56%) the previous year. A key focus is increasing engagement among pupils eligible for free school meals, aiming to raise participation from 5% to 25% through improved accessibility and inclusivity. Staff will be trained to sustain the targeted interventions in school. Key Indicator 5- We will provide inclusive sporting events to enhance pupil engagement and development. DEVELOP Festivals is designed to involve less active pupils through enjoyable, skill-based activities. Our goal is to reach 100 pupils (20%) who have not previously participated in school sports. The EXCEL Competitions will provide a challenge for talented students. Our goal is to enter seven competitions with the participation of 100 pupils. For the Quad Cup Virtual Competitions, we aim for 10% of students to take part, with 68% showing improvement in their scores over time. Overall, we target 80% of KS2 pupils to attend a sports event. The school will continue to engage with SLSSP, who provide the competitions and events.	Key Indicator 4- For the Big Moves Intervention, fundamental movement skills and academic progress will be assessed pre- and post-programme using teacher questionnaires, with a comprehensive report provided by SLSSP. A trained and confident staff member will be in place to continue delivery. For all other targeted interventions, we will track participation data particularly focussing on among pupils eligible for free school meals Key Indicator 5 For all competitions and events, we will track participation data and use insights from the previous year to target children who have never represented the school at Develop Festivals.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Swimming Year 5- 93% of pupils can travel a variety of strokes over 50m, combined with these also have a self-rescue award. 100% of children in year 5 can swim over 25m. Playground Leaders- Having trained 20 now pupil playground leaders, this has led to increase in confidence in pupils both teaching games and children participating. Aspiration Active-The school took part in the Aspiration Active project, which is 5 weeks of activity for less active pupils in year 5/6. The target group chose the activities. The participants went to an Aspiration Active celebration event at the local leisure Centre. The pupils took part in a range of activities. The aim of the event was to signpost the participants to local community exit routes. KS1 Intervention (Big Moves)- Children will improve fundamental movement skills and academic outcomes in 15 EYFS/KS1 pupils, with long-term impact sustained through staff training to ensure annual delivery. with long-term impact sustained by staff training to continue delivery annually.	All pupils tests were recorded and stored as evidence in the P.e Folder, these include results from Year 4 Testing also. More pupils meeting the physical activity guidelines. Children are more active at lunch times. KS1 children regularly attend the lunch time club the Playground Leaders run. The lunchtime supervisors played physical games with KS2 children each lunch time. Pupils in leadership roles and demonstrating our school values. 10 less active students took part in multi spots which included archery and fitness and the celebration event. Confidence and skills for these pupils have increased in the last term. The Children were quickly engaged with the activity as they were given the task of selecting which sports to do. All engaged with sessions and enjoyed the celebration event. Children's fundamental movement skills and academic progress have been assessed pre- and post-programme using teacher questionnaires, with a comprehensive report provided by SLSSP. These figures have been reviewed for next steps for each child in the next academic year.