

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?																														
Swimming lessons are not statutory for KS1 children but we feel it is an essential skill that our children need to begin in the Infant School. Each class has had the opportunity to have a 7-week block of swimming lessons. The swimming programmes this year has been very successful. Water safety has now become an essential part of the swimming programme and we therefore have been unable to complete all the elements of this area (due to the age of our children being fully clothed in the pool). The percentages below are for 3 classes who completed the 7-week block of swimming.	<u>Swimming Results for Year 2 cohort 2023-24</u> The data is recorded by the distance in metres that the children could/couldn't swim at the beginning of the lessons and at the end of the block. The finish total is smaller because the children are able to swim further than at the beginning of the block of lessons which can be seen in the peach and yellow colours compared with that of the pink. All Year 2 - Front <table border="1"><thead><tr><th>Distance in m</th><th>Start Front</th><th>Finish Front</th></tr></thead><tbody><tr><td>0</td><td>40</td><td>11</td></tr><tr><td>1-4</td><td>22</td><td>32</td></tr><tr><td>5+</td><td>54</td><td>40</td></tr><tr><td>18-25</td><td>0</td><td>26</td></tr></tbody></table> All Year 2 - Back <table border="1"><thead><tr><th>Distance in m</th><th>Start back</th><th>Finish back</th></tr></thead><tbody><tr><td>0</td><td>49</td><td>22</td></tr><tr><td>1-4</td><td>14</td><td>34</td></tr><tr><td>5+</td><td>50</td><td>34</td></tr><tr><td>18-25</td><td>0</td><td>23</td></tr></tbody></table>	Distance in m	Start Front	Finish Front	0	40	11	1-4	22	32	5+	54	40	18-25	0	26	Distance in m	Start back	Finish back	0	49	22	1-4	14	34	5+	50	34	18-25	0	23	There was a few changes and cancellations which did impact extra lessons for those children who needed further lessons were unable to have them.	Extra lessons at the end of the blocks did not go ahead for identified children.
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Review of last year 2023/24

The 'Getset4pe' has been rolled out across all year groups. Children's fundamental skills in P.E. are still underdeveloped to those seen Pre-COVID in 2019. KS1 children began the year participating in fundamental skills sessions (developing the basic skills of running, jumping, throwing, catching, etc).

Purchase of PE equipment

Purchase of age appropriate bikes for EYFS and KS1 children

PE Results 2023-24

EYFS:

55.4% are working at Age Related Expectation, 39.7% of children are working above ARE. In total there are 95% of children working at ARE or above.

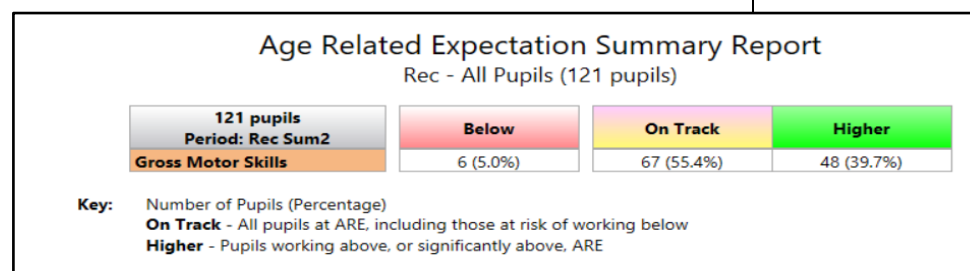
In a survey that teaching staff answered in Autumn 2, 90% of staff said that they found the new 'Getset4pe' lessons easy to follow and 10% said that there was a lot of information to read before the lesson. Staff indicated that the videos and music that support the lessons were really good and all staff had accessed some of the other resources available on the website.

We needed to add to the current equipment for taught lessons to ensure there was enough equipment available for all children to access.

To encourage children to be more active during playtimes and lunchtimes we purchased a number of different types of bikes.

In particular fundamental skills (core skills of jumping hopping, throwing and catching are still underdeveloped. In response to this core skills were taught at the beginning of PE lessons in Year 1 and EYFS used large apparatus in the Autumn term to give them more time to climb and hang to further develop their core skills.

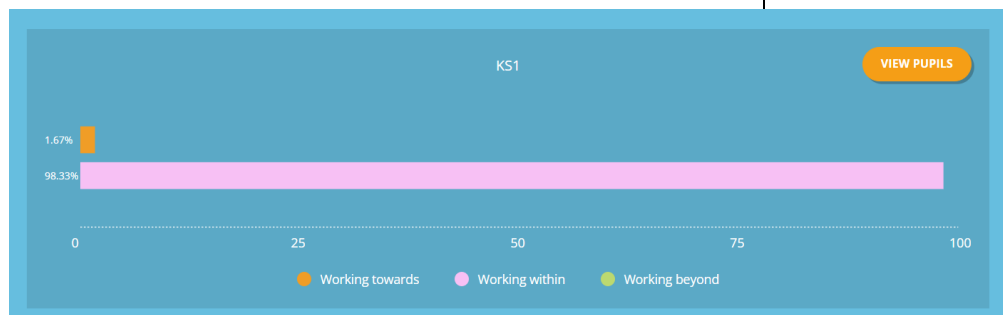
There are still not enough bikes for more than a handful of children to use. We will need to purchase more in the future.



Review of last year 2023/24

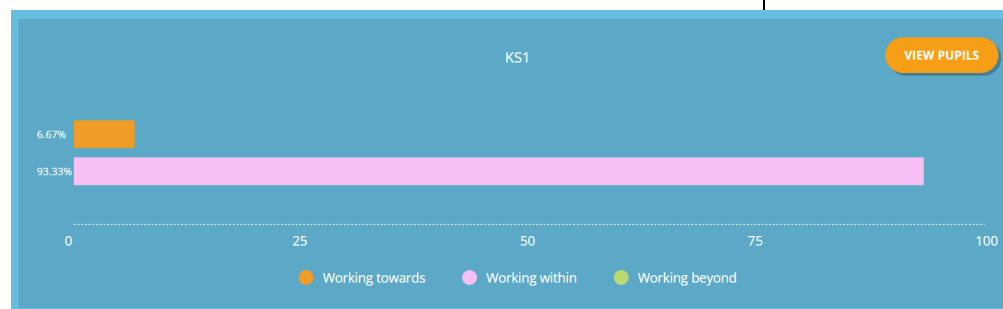
Year 1:

94.9% (112 children) working at the expected level and 5% (6 children) are working below the expected level in P.E.



Year 2:

95% (114 children) working at the expected level in P.E. and 5% (6 children) working below the expected level.



Expected impact and sustainability will be achieved

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Internal use of educational platforms and resources. Subscription of the Get set 4 PE program to continue using this platform to deliver PE lessons.	Infant - For access to all EYFS and KS1 areas. Subscription will affect all teaching staff, Learning Support Staff as they will be following/teaching the program. Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport
Internal memberships fees - Membership of Afpe	Annual Membership. Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport
External CPD training courses.	Staff development of staff to be able to deliver 'balanceability' training to EYFS children. Pupils develop skills such as leadership and confidence with additional skills such as riding a bike. Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils
Inhouse CPD training	PE Lead to provided CPD on training of staff in rolls, new staff members on how to use the equipment correctly and effectively. PE drop in sessions to monitor and evaluate the impact of PE platform and assessment. Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport
CPD online training/resource development	LSA training to support children at lunchtime and playtimes Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Expected impact and sustainability will be achieved

Coaches - Hire a qualified Sports coach to work alongside teachers.	CPD development and building of skills using the Getset4pe CPD training platform for new and existing members of staff. Dance, gymnastics and games, team teaching, enhancing their knowledge of a wider range of sports/skills. Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement
External instructors to provide additional lessons to support children's identified core development. Develop children in Year 1's core stability and fine motor skills Yoga - Titchy Mitch	Develop Year 1 children's core skills as identified by Year 1 staff. Instructor to develop core and fine motor skills Run sessions for our SEND children who helped the children further develop their core skills which were significantly lacking and body control. Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils
Internal school based extra-curricular opportunities. Extra-curricular after school club.	Provide opportunities for extra-curricular club targeted at girls (Zumba) Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement
Internal sports competitions.	Sports days ran at the end of the year, health and sports weeks, girls football ran by our 2 member of staff who are both FA trained. Provided our girls with some football training. Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils

Expected impact and sustainability will be achieved

Promotions of internal active travel.	Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement Walking bus ran termly, children met members of staff at a key point and parents and children walked to school. Feedback from children and staff was very positive, allowing children, parents and staff to chat as they walked. In house no cost attached. Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement
Internal equipment and resources	Purchase of outdoor obstacle courses to add to our existing provision, equipment for children to use during playtimes and lunchtimes to encourage more physical activities during these times. Key Indicator 2: Engagement of all pupils in regular physical activity Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils

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?
The membership of this program supports the teaching of key fundamental skills and gives opportunity for children's skills to be developed and it has CPD for staff to access to further develop their skills and knowledge in P.E and Sports. The subscription also allows all staff to access suggestions for classroom P.E., Mindfulness activities, active blasts, lunchtime activities, active families etc. Internal memberships fees - Membership of Afpe External CPD training courses. Inhouse CPD training	Assessment from the Getset4pe website, pupil voice, lesson drop in's by PE Lead. Staff using the assessment tool on the platform. Membership to the Afpe has enabled PE Lead to access the most current information and enabled them to further my skills to further support staff and children. Members of staff attended the training so that staff to could deliver 'balanceability' sessions to EYFS children. The aim was that as EYFS staff attended the training they would be able to implement the sessions within their normal provision with the purchase of the associated equipment. We wanted the children to develop their confidence on a balance bike leading them to begin to balance and ride bikes and with the purchase of extra bikes in the previous year children could naturally develop their bike skills. Pupils develop skills such as leadership and confidence with additional skills such as riding a bike. Delivery of inhouse training on how to use the assessment features on Getset4pe, to deliver training on rolls in gymnastics for Year 1 teachers and refresher training for Year 2 staff. PE lead to drop in on PE lessons to look at engagement of the children and the use smartboard to support the children's learning by sharing videos and good examples of work with the children.

Expected impact and sustainability will be achieved

Coaches - Hire a qualified Sports coach to work alongside teachers.	Coaches to support the delivery of PE lessons and further develop and build on the existing skills of staff. Coaches to support staff within lessons of dance, gymnastics and games, team teaching, enhancing their knowledge of a wider range of sports/skills.
Internal equipment and resources. Purchase of outdoor equipment to be used to encourage children to be physically active during playtimes and at lunchtime	We have now zoned off our playground so that there are different /zones in which children can access with different equipment and staff support children within that zone. The purchase of the new equipment has greatly improved these area and children's physical activity during play and lunchtimes. The pupil voice indicates that children look forward to play and lunchtimes and children themselves are ready for work and observations made that the children are more active.
External instructors to provide additional lessons to support children's identified core development. Develop children in Year 1's core stability and fine motor skills Yoga - Titchy Mitch	Core skill development Identified through staff voice and conversation with Year 1 staff that children's core skills were underdeveloped. We employed and external instructor of Yoga to work with our children to develop their core and also to develop fine motor skills this will both children's physical abilities within PE lessons and also fine and gross motor skills when writing and sitting in class. We also ran sessions for our SEND children who helped the children further develop their core skills which were significantly lacking and body control.
Internal school based extra-curricular opportunities. Extra-curricular after school club.	Provide a different after school club that would attract girls and boys. Zumba after school club for Year 2 children.

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?

EYFS:

47.1% of children are working at Age Related Expectation, 47.1% of children are working above ARE which is a significant rise on the previous academic year of 39.7% and 2.5% of children are working significantly above ARE.

In total there are 96.9% of children are working at ARE or above which is a rise of 1.9% of children working at ARE or above compared to academic year 2023-24

EYFS children are more physically active due to the purchase of age appropriate bikes, obstacle courses and balance bikes to enable children to further develop core and gross motor skills this has had a positive impact on the children's overall gross motor skills in P.E. This change coincides with the rise in the end of year results in EYFS. EYFS children are considerably more active and having the use of equipment to balance and climb has enabled the children to develop their core skills.

Year 1

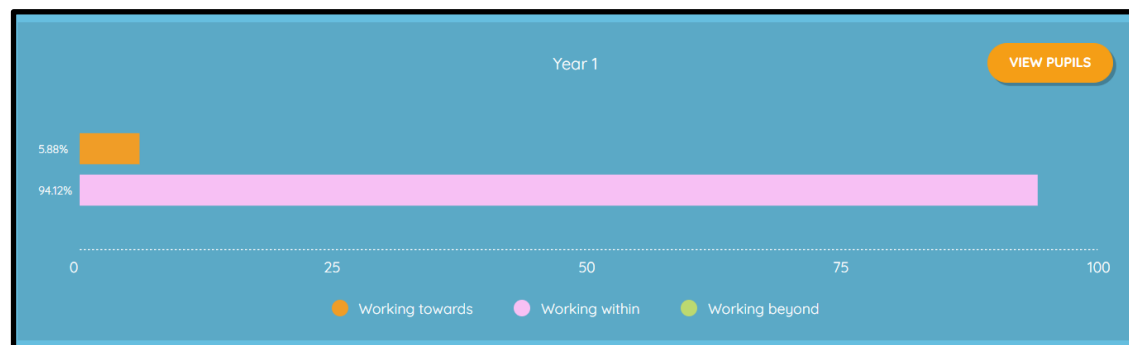
Approximately 94.1% of children are working at ARE and 6% of children are working towards age related expectation, this tallies with identified needs of some children within Year 1. The results from this academic year and academic year 2023-24 have remained the same.

With the introduction of Activities that have engaged children's core skills (Yoga). Staff have indicated that this has had a positive impact the assessments before and after indicate that children's core has developed significantly alongside the use of

What **evidence** do you have?

Gross Motor Skills (121 pupils) Rec Sum2		Below	Risk	At	Above	Significantly Above
All Pupils	121 (100%)	3 (2.5%)	1 (0.8%)	57 (47.1%)	57 (47.1%)	3 (2.5%)
Males	57 (47.1%)	3 (5.3%)	0 (0%)	32 (56.1%)	20 (35.1%)	2 (3.5%)
Females	64 (52.9%)	0 (0%)	1 (1.6%)	25 (39.1%)	37 (57.8%)	1 (1.6%)
Pupil Premium	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
SEN Support	21 (17.4%)	2 (9.5%)	0 (0%)	11 (52.4%)	8 (38.1%)	0 (0%)
EAL	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Fine Motor Skills (121 pupils) Rec Sum2		Below	Risk	At	Above	Significantly Above
All Pupils	121 (100%)	5 (4.1%)	1 (0.8%)	59 (48.8%)	53 (43.8%)	3 (2.5%)
Males	57 (47.1%)	4 (7.0%)	1 (1.8%)	35 (61.4%)	15 (26.3%)	2 (3.5%)
Females	64 (52.9%)	1 (1.6%)	0 (0%)	24 (37.5%)	38 (59.4%)	1 (1.6%)
Pupil Premium	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
SEN Support	21 (17.4%)	2 (9.5%)	1 (4.8%)	13 (61.9%)	5 (23.8%)	0 (0%)
EAL	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)



Actual impact/sustainability and supporting evidence

children having access to outdoor large apparatus encouraging children to climb and hang, the purchase of additional equipment for outdoors promoting active playtimes and lunchtimes and children having access to all the equipment during these times. The Yoga sessions have been successful and we plan to run an after-school club for these children entering Year 2 and we plan to run more Yoga session to increase the new Year 1 children's fine and gross skills.

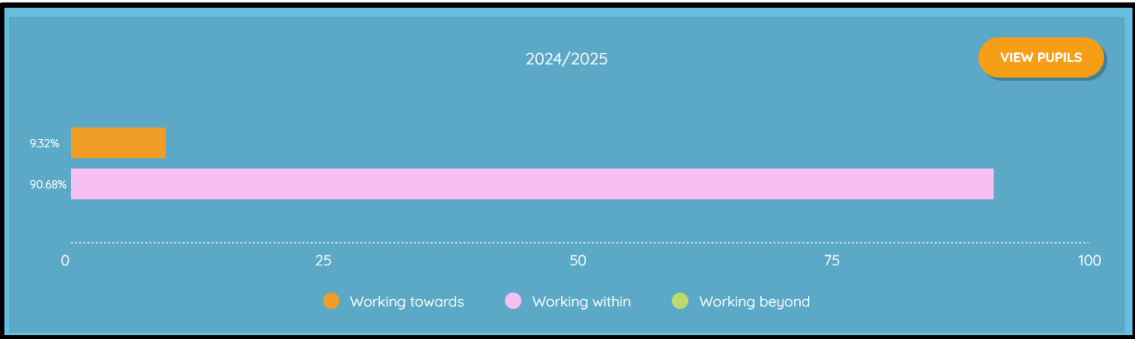
Year 2

90.7% approximately 107 children are working at Age Related Expectations and approximately 9.32% (11) children are working Below ARE.

With the zoning, off of areas on the playground and purchase of more age appropriate equipment we have found the children have become more active during playtimes and lunchtimes, children freely move from area to area. With identified SEND children attending Yoga sessions children have further developed their co-ordination and fine and gross motor skills.

Although we did not use the Sports Premium to provide our KS1 children with Swimming lessons, we felt it was important that we acknowledge the impact our swimming lessons have had on the current cohort for 2024-25.

Each class has had the opportunity to have a 7-week block of swimming lessons. The swimming programme this year has been very successful (see data below). Water safety has now become an essential part of the swimming programme; however, we have been unable to complete all the elements of



The data below is using the new “Swimphony” data collection and analysis tool which is used to track the progress of all children who attend swimming lessons. The analysis below indicates that more than 38.3% of children can currently swim 25 metres before entering KS2. Out of all of the children who attended swimming lessons 3 out of 4 (75%) children can swim more than 5 metres. I analysed the data further into girls and boys and found that 31.5% of boys and 46.3% of girls can swim 25 metres. Overall 82.14% of girls could swim 5m and above compared to 68.75% of boys who could swim 5m.

Actual impact/sustainability and supporting evidence

this area (due to the age of our children being fully clothed in the pool). The percentages below are for 3 classes who completed the 7-week block of swimming.

