

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 (see separate document)

What went well?	How do you know?	What didn't go well?	How do you know?
PE Hub was used by teachers to support planning and delivery of PE.	Teachers (including new staff) continue use PE Hub effectively, ensuring clear skills progression across the year groups and better outcomes for pupils.	Taster sessions from a range of sports.	Multiple coaches/sports providers were contacted about providing taster sessions however they were unavailable or cancelled before coming into school. We will continue to persevere with this in 2024/25.
Range of clubs were offered to students throughout the year.	Club participation continues to grow. More pupils take part in after school clubs, especially those in receipt of pupil premium.		
OPAL rolled out for lunch times.	Kids more active during lunch times, have more time to play and have a wider range of activities to choose from	Athlete visits to school.	Similar to the taster sessions, athletes were contacted and either did not respond or were unable to attend. One professional basketball player was due to come in but had to cancel. We will also persevere with this in 2024/25.
Shooting stars girls football launched.	Shooting Stars club attendance continued to grow until now full, leading to multiple pupils taking up football outside of school and joining the school football team		

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ol style="list-style-type: none"> 1. Continue to develop OPAL for lunch times 2. Roll out disco lunchtime leads making sure they are happening at least once a week 3. Achieve Active Mark accreditation 4. Invite athletes into school to talk to students 5. Continue to use PE Hub to support the planning and delivery of PE. 6. Review whole school long term plan to ensure the sports being taught are appropriate to our school and relevant to our pupils. 7. School staff to continue to lead a range of additional clubs to widen our offer. 	<ol style="list-style-type: none"> 1. Use OPAL checklist to develop school grounds Regular meetings with the OPAL play team OPAL walks to ensure staff and equipment are being utilised effectively 2. Select a group of year 6 students and give them 'Disco Lunchtime Training' and a day of the week to carry it out 3. Work with the SGO to achieve at least Bronze accreditation once the portal is open in April 2025 4. Contact local sports teams to arrange athlete visits and visits to professional sports events 5. PE lead to monitor use of PE Hub and assist where necessary All teachers given CPD on how to use PE Hub effectively 6. Ensure PE long term plan provides a rounded and whole curriculum with no gaps or unnecessary overlaps and matches with local school events/competitions 7. Clubs to be offered out with equality in mind All teachers to run at least one club a week PE lead to ensure a wide range of clubs are offered to students, spread out through the week and each year group has a fair selection of clubs

Intended actions for 2024/26

8. Promote sports clubs, especially to pupils who don't always participate through fully funding these for target groups and using direct invitations where needed
9. Make contact with coaches
10. Year 3 to attend off-site gymnastics sessions
11. Continue to be part of SSSP and attend meeting and competitions
12. Rejoin Swale schools' football association
13. Relaunch inter-sport competitions across the Federation
14. Sign up for relevant competitions and provide coaching for the children in that sport

8. Look at the data of who is attending clubs and identify if there is a particular group of students who aren't attending or cannot attend clubs and provide opportunities for them to do so, possibly by providing lunchtime clubs as well as after school clubs
9. This can also help to upskill teachers in those sports
Make contact with coaches of various sports (e.g. cricket, rugby, tennis) to provide taster sessions or clubs for their sport
10. Contact Medway Park and arrange for Year 3 to attend gymnastics sessions in Term 3
11. Monitor 'In the Loops' and any other communication from SGO and sign up for any relevant competitions
12. Enter a Year 5/6 girls team and a Year 5/6 boys team and compete in the league throughout the year
13. Work with PE lead from Lower Halstow to take part in games from a range of sports/year groups throughout the year
14. Monitor 'In the Loops' and any other communication from SGO and sign up for any relevant competitions

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>Inclusive environment promoted for all sports To offer/provide inclusion to all pupils of all abilities and to provide experiences.</p>	<p>Registers show attendance and increased participation of non-participants Positive environment and great demonstration of teamwork and sportsmanship.</p>
<p>Expanded range of extra-curricular experiences and clubs on offer To offer a variety of sporting activities to children who seek the opportunity.</p>	<p>External football coach ran football taster day for both key stages. Shining stars Cricket has been enjoyed by both key stages via external company coming in. New skills and confidence have been gained by students.</p>
<p>To grow the love of sport and engagement with extra-curricular activities such as clubs.</p>	<p>Circus skills workshop ran by external company enjoyed by both key stages working on motor skills and new skills.</p>
<p>Swimming outcomes will have improved by the end of year 6 with positive attitudes towards swimming.</p>	<p>Archery taster workshop to run in term 6 for all key stages. Tennis club ran by external coach full across all terms. Go-kart club for year 6 ran throughout the year.</p>
<p>Increased competitive sport To offer opportunities to all children to take part in friendly competitive games</p>	<p>Term 3 70% pass</p>
<p>Improved quality of PE lessons.</p>	<p>Join Swale Schools boys and girls football leagues and take part in fixtures. List of pupils who haven't represented the school reduced.</p>
<p>OPAL (NCEP) Will improve the quality of playtimes and outdoor learning experiences for children. It will enhance well-being, develop self-regulation, and promote physical activity, social-emotional growth, and risk management through play</p>	<p>Observations of teacher led lessons. Be able to share best practice amongst all staff. Increased confidence and growth of curriculum knowledge and understanding clear from staff feedback.</p>
	<p>Observations from TI and CC. OPAL accreditation visit on 19/06/2025. Formal feedback from school council</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Clubs have continued to be popular and allow students extra-curricular sport outside of normal school hours.</p> <p>External sports coaches coming into school has boosted engagement in a variety of sports including football, cricket, tennis and gymnastics.</p> <p>Teaching of PE is effective and purposeful throughout the school.</p> <p>Profile of girls football has been raised by running shooting stars girls football club and having Charlton players visit the school, as well as mascot opportunities at both Charlton and AFC Wimbledon.</p>	<p>Clubs have been well attended with some sports clubs being over-booked or having waiting lists.</p> <p>Student engagement with cricket lessons run by Kent cricket, engagement with gymnastics in Year 3. Tennis club continues to be popular and well attended.</p> <p>Feedback during lesson observations was wholly positive. Areas of development actioned to improve teaching further.</p> <p>Shooting Stars football club is full, with more girls joining. The girls football team were crowned champions of their league.</p>