

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?
<p>Lunchtime sport sessions/activities for pupils</p> <p>Opportunities to engage in new sports during the day and after school – including but not limited to- Ultimate Frisbee, Skate Boarding, Scooters and Archery.</p> <p>Range of after school club sports offer e.g Multi sports, UV dodgeball.</p> <p>Staff understanding of SEND and physical development through specialist sports coach.</p> <p>Quality of learning and teaching in PE and school sport by providing broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.</p> <p>Increased participation in School competitions - Pendle Sports Partnership, Premier League Primary Stars</p>	<p>Lunchtime Sport Sessions/Activities: Providing lunchtime sports sessions has increased daily physical activity, fostering healthier lifestyles and improved fitness among pupils. These sessions offer additional opportunities for pupils to engage in physical exercise, reducing sedentary behaviour and enhancing overall well-being.</p> <p>Opportunities for New Sports: Introducing new sports such as Ultimate Frisbee, Skateboarding, Scooters, and Archery during the day and after school has broadened the range of activities available to pupils. This variety caters to diverse interests and skill levels, encouraging more pupils to participate and stay active.</p> <p>Expanded After-School Sports Offerings: Developing a diverse range of after-school clubs, including Multi Sports and UV Dodgeball, ensures there is something to engage every pupil. This expanded offer</p>	<p>Equipment Durability: The skipping equipment introduced as part of the sessions did not last as long as expected, with ropes breaking frequently. This created interruptions and additional costs for replacements.</p> <p>Timing of Activities: Incorporating skipping activities during assembly tended to overexcite students, making it challenging to manage behaviour afterwards. An alternative timing or setting had to be considered.</p> <p>Space Allocation: Allowing football in two separate yards proved problematic, leading to overcrowding and disputes. This arrangement has since been revised to one yard, which is rotated termly to ensure fairness and better management.</p> <p>Attendance Consistency: While the range of clubs increased, some sessions saw inconsistent attendance, potentially due to</p>	<p>We have the following strategies:</p> <p>Analysed the challenges, gathered pupil, parent and staff voice, hold regular reviews</p> <p>Gather insights from about their experiences, resource availability, and challenges in delivery.</p> <p>Hold Regular Staff Meetings: Use these meetings to provide sports updates and address any issues in real-time.</p> <p>Identify Professional Development Needs: Assess staff requirements for additional training or resources to enhance their effectiveness.</p>

Review of last year 2023/24

increases participation rates and helps pupils discover and nurture new interests and talents in various sports.

Staff Development: Investing in professional development for staff through specialist sports coaches has enhanced their understanding of Special Educational Needs and Disabilities (SEND) and physical development. This training empowers teachers to deliver high-quality, inclusive P.E. sessions that cater to all

Enhanced P.E. Provision: Supporting teachers to deliver a broad, balanced, and high-quality P.E. curriculum has raised the standard of teaching and learning. This approach ensures that P.E. lessons are inclusive and engaging, contributing to improved pupil attainment in physical education.

Increased Competition Participation: Increased involvement in school competitions, such as those organised by the Pendle Sports Partnership and Premier League Primary Stars, has provided pupils with more opportunities to compete, showcase their skills, and develop a spirit of teamwork and sportsmanship.

Overall, these strategic investments have led

scheduling conflicts or pupils competing priorities.

Travel and Logistics: Organising participation in external competitions required considerable planning and coordination. Ensuring all pupils could attend, particularly those relying on school transport, sometimes caused logistical issues.

Staffing Competitions: Ensuring adequate staffing for external competitions posed its own challenges. Teachers and support staff needed to be available not only to supervise and manage the pupils but also to fulfil specific roles during the events, such as refereeing, coaching, or scorekeeping. Balancing this with regular school responsibilities often required careful scheduling and, at times, reallocating staff, which could strain resources and impact other school activities.

By addressing these challenges, our P.E and sports offer can further improve and achieve its goals effectively.

Encourage Observation and Evaluation: Support staff in reflecting on the effectiveness of lessons and extracurricular activities.

Conducted Surveys: Gathered data to understand student satisfaction, barriers to participation, and areas of interest in sports.

Focus Groups: Facilitated small group discussions to explore students' perspectives in greater depth.

Implemented Suggestion Boxes: Provided an anonymous, non-verbal channel for pupils to share feedback on activities in school.

Monitored Participation Rates: Analysed data to uncover patterns in participation, including variations by age, gender, or other factors.

Conducted One-on-One Interviews: Engaged with highly active or disengaged students to gain unique insights into their experiences and motivations.

We endeavour to engage both staff and pupils to ensure a well-rounded

Review of last year 2023/24

to a comprehensive and inclusive sports program that significantly boosts pupil physical activity, engagement, and attainment.

understanding of challenges and foster a collaborative culture for improvement.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Our intent is to provide a high-quality and inclusive Physical Education (PE) and sports programme that promotes physical activity, personal development, and lifelong participation in sports. To achieve this, we will:</p> <ul style="list-style-type: none"> • Deliver a diverse range of engaging weekly activities through skilled sports coaches, including: <ul style="list-style-type: none"> ○ After-school clubs such as multi-skills, UV dodgeball, football, and invasion games. • Ensure active participation in the local sports partnership by: <ul style="list-style-type: none"> ○ Enabling all pupils to access competitions and taster sessions. ○ Providing transport to events like cross-country meets. • Utilise Sports Premium funding to: <ul style="list-style-type: none"> ○ Support training for staff. ○ Offer unique sporting experiences. ○ Cover transport costs to expand event access. • Guarantee that every pupil, in every year group, has the opportunity to participate in events throughout the academic year. • Foster personal development through sports by aligning efforts with the School Development Plan and ensuring sports coaches contribute actively to this goal. • Empower Subject Leaders/Champions to: <ul style="list-style-type: none"> ○ Attend sport network meetings to stay informed. ○ Collaborate with local schools to strengthen sports partnerships. • Tailor our PE curriculum using the PE passport, ensuring a progressive and skill-based approach to physical education. • Strengthen communication between sports coaches and staff to support: <ul style="list-style-type: none"> ○ Accurate assessment of pupils' progress. 	<p>To implement our intent, we will take the following steps to ensure that all pupils have access to high-quality, engaging, and inclusive physical education and sports opportunities:</p> <ul style="list-style-type: none"> • Weekly Activities: Skilled sports coaches will deliver a wide variety of activities each week, including after-school clubs such as multi-skills, UV dodgeball, football, and invasion games, ensuring that pupils of all abilities are engaged and challenged. • Local Sports Partnership Participation: We will ensure all pupils have the opportunity to take part in local competitions and taster sessions, with transport provided to events such as cross-country meets. This will enable them to experience different sports and develop their skills in a competitive setting. • Inclusive Opportunities: Every pupil will have the chance to participate in at least one sporting activity outside of P.E during the academic year. We will also focus on providing additional support for pupils with SEND, the less confident, and the least active, by offering tailored activities through the school sports partnership. • Curriculum Champions and Subject Leads: Leaders will actively attend relevant network meetings, ensuring that we are up to date with best practices and new developments in PE. They will also liaise with local schools to share ideas and collaborate on sports events. • PE Curriculum Design: We will continue to refine our PE curriculum using the PE passport, ensuring that it is progressive and aligned with the development of key skills and knowledge. This approach will provide a clear pathway for pupils as they progress through each year group. • Ongoing Communication and Assessment: Sports coaches will work closely with staff to monitor pupils' progress, assess their skills, and tailor activities to meet

Intended actions for 2024/25

- Targeted development of physical skills.
- Maintain and audit PE equipment regularly to support effective and safe PE sessions.
- Provide inclusive opportunities for all pupils, including those with SEND, the less confident, and the less active, by introducing them to exciting and diverse activities.
- Build strong links with external coaches and clubs to enhance the variety of sports offered, including tennis, cricket, rugby, football, and hockey.
- Increase pupils' participation by utilising external coaches to organise competitions and foster enthusiasm for sports.

Our intent is to inspire every pupil to achieve their potential, develop a love for physical activity, and embrace a healthy, active lifestyle.

individual needs. Regular feedback will be provided to ensure that pupils are making progress and receiving the support they need to succeed.

- **Equipment and Resources:** We will regularly audit PE equipment to ensure that it is of high quality and fit for purpose. Coaches and staff will work together to make sure that resources are used effectively in PE sessions.
- **Building External Partnerships:** We will continue to build strong links with external coaches and sports clubs, such as those offering tennis, cricket, rugby, football, and hockey. These partnerships will enable us to offer a wider range of sports and create more opportunities for pupils to participate in competitive events.
- **Promoting Participation:** We will endeavour to promote greater pupil participation in sports. We will also use these opportunities to inspire pupils to take an active interest in sport and physical activity beyond the school setting.

Through these steps, we aim to create an environment where every pupil is motivated to engage in physical activity, develop new skills, and cultivate a lifelong love of sport.

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>The impact of our physical education and sports programme will be far-reaching, with a focus on long-term outcomes for all pupils. We expect the following:</p> <ul style="list-style-type: none"> • Increased Participation: We aim for every pupil to engage in regular physical activity, with opportunities for all pupils to participate in both competitive and non-competitive sports. This will lead to greater overall participation, including for those who are less confident or less active, and those with SEND. • Improved Physical Skills: Through regular and varied sporting activities, pupils will develop a wide range of physical skills, from basic movement and coordination to more advanced sports techniques. The progressive nature of the PE curriculum ensures that skills are built upon year after year. • Personal Development: Participation in sport and physical activity will contribute to the personal development of pupils, including the development of teamwork, resilience, self-confidence, and leadership skills. These traits will help pupils in other areas of their learning and life outside of school. • Healthy, Active Lifestyles: By offering a broad range of activities and experiences, we intend to foster a lifelong love of sport and physical activity. Pupils will be encouraged to remain active beyond school, supporting their long-term health and well-being. • Inclusivity and Equal Opportunities: Our programme ensures that every pupil, regardless of their background, ability, or confidence level, has access to meaningful sports experiences. This inclusivity will help pupils feel valued and part of the school community. • Sustainability: The long-term sustainability of the programme will be supported by: <ul style="list-style-type: none"> ○ Ongoing professional development for staff, ensuring that they remain skilled and confident in delivering high-quality PE lessons. 	<p>We will know the impact of our physical education and sports programme through a range of evidence, both qualitative and quantitative, that reflects the progress and engagement of pupils. The following forms of evidence will demonstrate the success of the programme:</p> <ul style="list-style-type: none"> • Pupil Participation Records: We will track the number of pupils participating in various sports activities, both within school and at external events. This includes attendance at after-school clubs, local competitions, and taster sessions. High levels of participation across year groups will indicate the effectiveness of our outreach and inclusivity efforts. • Progress in Physical Skills: Pupils' physical development will be regularly assessed through observations, skills assessments, and feedback from coaches and staff. We will expect to see improvement in physical competence as pupils progress through the curriculum, with evidence of their development in key areas such as coordination, teamwork, and sports-specific techniques. • Feedback from Pupils and Staff: We will gather regular feedback from pupils and staff to evaluate the enjoyment, confidence, and personal development experienced by pupils. This may include surveys, pupil interviews, or informal discussions, which will help us understand the impact of the programme on pupil engagement and their attitudes towards physical activity. • Competition Results and Achievements: Participation and success in local competitions will serve as a clear indicator of pupil progress and the effectiveness of the sports programme. We will track the results from events such as cross-country meets and other inter-school competitions to assess pupils' development in competitive environments. • Inclusion and Engagement of SEND Pupils: Evidence of increased engagement and achievement among pupils with SEND, as well as those who are less confident or active, will show the inclusivity and effectiveness of the programme. This may be

Expected impact and sustainability will be achieved

- Regular audits of equipment and resources, ensuring that they are maintained and updated to support effective learning.
- Strong links with external coaches and local sports clubs, providing opportunities for pupils to continue their sporting journey beyond school.
- **Long-term Engagement with Local Sports Networks:** By maintaining active participation in local sports partnerships, pupils will benefit from ongoing connections with external coaches and opportunities for further sports involvement, helping to ensure the continued growth and development of the sports programme.

Overall, the impact of our PE and sports programme will result in pupils becoming more physically active, developing important life skills, and fostering a strong sense of community and well-being. The sustainability of the programme will be supported by continual investment in resources, staff development, and strong local partnerships.

demonstrated through attendance records, participation in events, and progress in physical development.

- **Staff Professional Development:** Evidence of staff development through training will show that our staff are equipped to deliver high-quality PE lessons and support pupils' growth. This will be tracked through improvements in teaching practice.
- **Audit of PE Equipment and Resources:** Regular audits of PE equipment will provide evidence that resources are being maintained and utilised effectively. The condition and availability of equipment will reflect the programme's sustainability.
- **Links with External Coaches and Clubs:** Evidence of the strength and breadth of our partnerships with local coaches and sports clubs will be demonstrated through the number of external coaching sessions offered, participation in club-led competitions, and the continuation of sporting pathways for pupils beyond school.

By gathering and analysing this evidence, we will be able to measure the effectiveness of our physical education and sports programme and make adjustments to improve its impact on all pupils.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?