

# 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>CPD has been provided to all teachers across KS1 and KS2. This included cricket, dance, basketball, skipping and gymnastics.</p> <p>A wider range of extra curricular activities has been offered to pupils across the school from Reception to Year 6.</p> <p>Pupils across the school have been involved in many inter school competitions this academic year.</p> <p>Taster Days have been offered to children.</p> <p>Gold School Games Mark has been awarded.</p>	<p>Staff voice showed that staff are now much more confident delivering those specific aspects of the PE curriculum. Pupils showed enjoyment in lessons and pupil voice reflected this. Staff felt that the CPD was sustainable.</p> <p>The extra curricular provision map has been revised and shows the lunchtime and after school clubs available to all pupils. Pupil voice and especially attendance registers show that pupils are enjoying attending clubs and can't wait to attend every week. Staff have also commented on the quality of sessions delivered at lunchtime.</p> <p>The inter school competitions map has shown that competitions and festivals have been offered to all KS1 and KS2 year groups.</p> <p>The PE provision map shows that the whole school has benefitted from taster days, some of which have led to after school clubs being offered (and are well attended) and some which have signposted to clubs outside of school. Pupils have expressed an enjoyment for these 'drop down' sessions in the school day.</p>	<p>Percentage of pupils achieving end of KS2 expectations.</p> <p>Staff and pupils aren't fully aware of school games values</p>	<p>67% of pupils achieved ARE in relation to end of KS2 swimming guidelines.</p> <p>Pupil voice indicates that a minority of pupils dislike PE because of a focus of winning in lessons.</p>

## 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>Based on lessons observed last year, teachers to receive CPD from external agencies to improve quality of teaching specifically for dance and gymnastics.</p> <p>Staff voice indicated that staff weren't confident delivering cricket to classes (KS2).</p> <p>Inactive pupils targeted in relation to physical activity at break and lunchtimes.</p> <p>Provide further opportunities for children to succeed in physical activity during the school day via workshops.</p> <p>Further extra curricular activities to be provided to pupils based on children's interests and targetting key groups.</p> <p>More interhouse/ intra school competitions across the school.</p> <p>Ensure more festivals and competitions for KS1 and lower KS2 classes.</p> <p>Increase opportunities for SEND children only to take part in competitions</p>	<p>NUFC to provide coaches to deliver CPD to staff of specific year groups.</p> <p>Northumberland Cricket Board to deliver cricket CPD to KS2 staff.</p> <p>Sports Councillors and PE Lead to talk to inactive pupils about the clubs they wish to be offered and also resources which could be bought to encourage physical activity.</p> <p>Skipping Ninja workshop Tempest Basketball coaching – Y5, 6 and Reception Skipping – Y4 and Y2</p> <p>Contact various agencies to deliver different activities and to different year groups in the school.</p> <p>External coaches to help to set this up during the school day.</p> <p>Contact NUFC with respect to festivals across the school.</p> <p>Liaise with local authority re SEND competitions.</p>

## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<p>Teachers will be more confident delivering key units of work to classes. Quality of teaching will improve in PE.</p> <p>The number of inactive pupils at Riverside will reduce. Pupil wellbeing will increase as a result of high levels of physical activity but also that they have had their voice heard and made an impact on resources and clubs offered at playtimes and after school.</p> <p>Pupils will experience success at an individual level as well as part of a team. Pupils will be exposed to new sports. Pupils will enjoy success in a sport or activity which is new to them. Higher concentration in lessons. Pupils physical literacy will increase.</p> <p>Various extra curricular activities provided through the year which will increase levels of physical activity and reduce inactivity.</p> <p>The profile of house groups will be raised as intra school competitions take place in school.</p> <p>Children will be excited at the prospect of competitions at the end of the unit of work and not see competitions negatively. Winners will be celebrated as will pupils demonstrating the school game values.</p> <p>More classes across the school will experience inter school competitions rather than the calendar being upper KS2 heavy.</p> <p>SEND pupils will be more active as competitions are catered for them. SEND pupils will enjoy success in line with their peers.</p>	<p>Lesson observations</p> <p>Staff voice</p> <p>Data relating to physical activity</p> <p>Pupil voice</p> <p>Sports Council questionnaires</p> <p>Extra curricular map of provision</p> <p>Intra school competition map</p> <p>Inter school competition map</p>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>Teachers are more confident in delivering cricket, gymnastics and dance to their classes as a result of CPD received. They know strategies for teaching high quality lessons and engaging all pupils in their classes.</p> <p>There are no inactive pupils at Riverside. Sports councillors have conducted pupil voice regarding the clubs they wished to be offered at break and lunchtimes and also equipment they wished to be purchased. This has led to every child being active at break and lunchtimes as they are excited and engaged by what is on offer to them.</p> <p>Pupils have enjoyed success at individual as well as team level this academic year. This is, in part, due to the inter school competitions we have entered this year. However taster days have also been organised for pupils to achieve individual success. For example Tempest delivered martial arts and nunchuck workshops to pupils, a freestyle footballer led workshops and an after school session for pupils and The Skipping Ninja delivered an assembly and workshops across the school for pupils. Individual children received certificates in assembly based on their achievement in the skipping festival.</p> <p>Staff and pupils have a greater knowledge of physical literacy and strategies to improve this as well as the school games values. Teachers are able to explain how they incorporate physical literacy strategies in lessons. School games values are promoted and celebrated in every PE lesson and children proudly wear a sticker to show the value they achieved in that lesson. Pupils can explain why they achieved a particular school games value and they can also identify when their classmates achieved a school games value and they can explain why.</p> <p>Inter school competitions and festivals have taken place this year with a balance between selected pupils and whole class participation. SEN pupils have taken part and have achieved success. The festivals, organized by NUFC, have catered for pupils from Y1 to Y6 and have involved every pupil in the class. This has raised pupils self esteem as it hasn't been the 'elite' pupils taking part. It has also allowed every SEN pupil, regardless of need, to take part in festivals which has increased inclusivity.</p>	<p>Impact reports which include staff voice. CPD Provision Map</p> <p>Pupil voice questionnaires Extra curricular provision map List of resources purchased. Data relating to physical activity</p> <p>Inter school competition map List of cultural capital and enrichment activities</p> <p>Staff voice Impact reports Staff meeting training</p> <p>List of cultural capital and enrichment activities Data collection of groups of pupils participating in competitions and festivals.</p>