

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>Use of sports coach to encourage more physical activity after school for KS1 pupils.</p> <p>Membership of the sports partnership – this has played a significant part in providing opportunities for pupils to compete in teams and inter school sports competitions.</p> <p>Broaden the offer of after school sports clubs in response to pupil feedback.</p> <p>New PE Lead took on the role</p> <p>Raising the profile of para sport as a means of building resilience</p>	<p>Through observations the vast majority of pupils engaged in multi-skills improved their balance and co-ordination.</p> <p>Pupils have participated in football and netball leagues, a tag rugby tournament and cross country.</p> <p>Introduction of cheer leading, running & tag rugby clubs.</p> <p>Activities booked in advance</p> <p>Nerys Pearce visited the school, delivering a Sports for Schools assembly and class activity. Pupil Voice showed it was well received.</p>	<p>Pupils with complex needs unable to engage in this activity.</p> <p>Some activities were cancelled due to lack of competitors. Some activities were inaccessible due to clashes with other school commitments.</p> <p>Tag rugby club wasn't very popular</p> <p>PE leader training</p>	<p>Observation & discussion with parents.</p> <p>EYFS did not participate in any inter-school activities.</p> <p>Insufficient numbers to run the club so it was discontinued.</p> <p>L5 training cancelled due to insufficient numbers.</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>Build pupils' resilience through physical activity throughout the school</p> <p>Increase KS1 physical activity during break and lunchtimes</p> <p>Facilitate inter-school competition by improving our netball courts</p> <p>Facilitate inter-school competition and provide opportunities for pupils to experience new sporting activities</p> <p>Encourage pupils to engage in a greater variety of play activities</p> <p>Subscription to online PE scheme of work</p> <p>Termly sports assembly to raise the profile of sport</p> <p>Purchase of additional outdoor play equipment</p>	<p>Introduce Commando Joe's on a weekly basis</p> <p>Add playground markings to create a fitness trail for KS1</p> <p>Re-line the netball courts to ensure they are fit for inter-school matches</p> <p>DSSN membership & travel to events</p> <p>Introduce 'Craze of the Week' & purchase of resources</p> <p>Support teachers in the planning and implementation of PE</p> <p>PE leader to lead whole school assembly</p> <p>Additional table tennis tables and EYFS provision of large play equipment, e.g. small climbing frame.</p>

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>Through weekly Commando Joe's sessions, increase in pupils' resilience and ability to co-operate as members of a team. Teachers to observe sessions to learn how to deliver 'missions' for themselves.</p> <p>Pupils will use the fitness trail during their free time or as a structured sensory circuit to support self-regulation. The fitness trail will be painted in hard-wearing materials to ensure longevity.</p> <p>Pupils will be able to participate in inter-school competitions, hosting home matches on clearly marked courts.</p> <p>Membership of Dacorum School Sports Network will enable most pupils to participate in inter-school competitions and to try a greater variety of activities.</p> <p>Pupils will have the opportunity to learn and try a range of different play activities/games which can be enjoyed by all ages.</p> <p>PE lessons are well planned, offer a variety of activities which increase in challenge as pupils move up the school.</p> <p>Purchase of additional/replacement gymnastics equipment.</p>	<p>Commando Joe's beginning and ending self-assessments. Feedback from teachers.</p> <p>Observations of pupils during break and lunchtimes. Pupil voice showing regular use of the trail.</p> <p>UKS2 pupils will participate in the local league and also host friendly matches. List of match fixtures.</p> <p>Programme of events across the year and including all classes, plus pupil voice feedback.</p> <p>Pupil voice feedback. Observed physical activity, especially during lunchtimes.</p> <p>Lesson observations & pupil voice feedback.</p> <p>All gymnastics lessons are well resourced and all equipment is safe to use.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Commando Joes as part of Summer Term PE unit – led by instructor</p> <p>KS1 playground fitness trail</p> <p>Clearly marked netball courts</p> <p>Membership of Dacorum School Sports Network will enable most pupils to participate in inter-school competitions and to try a greater variety of activities.</p> <p>Pupils will have the opportunity to learn and try a range of different play activities/games which can be enjoyed by all ages.</p> <p>EYFS resources – multi gym equipment, bikes,</p> <p>Additional sports equipment – table tennis tables</p> <p>Additional sports equipment – new football goals/ equipment for craze of the week</p>	<p>Watched sessions lead by the instructor and obtained pupil voice on overall thoughts.</p> <p>Teacher observations during morning and lunch-time breaks. The children are all enjoying these daily.</p> <p>Sports lead observations across different after-school activities. Year 5/6 mix boys/girls teams.</p> <p>Pupil voice and teacher voice. Photo evidence from each trip across the year.</p> <p>After school clubs offered – Commando Joe’s; KS1 football; Ks1 multi sports (offered by The Elms); KS2 football – boys/girls/mixed. Tennis. Netball – Y5/6. Cheerleading club, Dance club – KS1 & 2. (Pupil voice obtained).</p> <p>Competing at the Hertfordshire Dance Competition – KS1/2 & Secondary schools across the borough (KS1 & KS2 team represented)</p> <p>Teacher & pupil voice. Sports Lead observations with EYFS using the equipment</p> <p>Class rota every lunch-time</p> <p>Every lunch-time – new sports/activities provided for that week, during lunch-time. Led by Adult supervisors and Year 6 sports ambassadors.</p>