

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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?
<ul style="list-style-type: none"> - Balance bikes - CPD packages with sports coach. 	<ul style="list-style-type: none"> - 100% of Year 1 pupils were able to ride balance bikes and 75%+ from each class were able to ride pedal bikes. - Staff CPD packages are being tailored according to individual teachers' confidence and knowledge. - Staff CPD booklets shared with PE leads so they can support further where/if needed. - In KS1 we are starting to see the benefits of the chn coming up through the school of them being taught by a coach with designated PE lessons in EYFS. 	<ul style="list-style-type: none"> - Staff absences/events when hall was needed stopped flow of lessons sometimes. When team teaching this meant that parts of lessons planned weren't relevant anymore and needed adapting. 	<ul style="list-style-type: none"> - Feedback from coach and staff.
<ul style="list-style-type: none"> - Lunchtime supervisor training. 	<ul style="list-style-type: none"> - Children are more active at playtimes. 	<ul style="list-style-type: none"> - When any new lunchtime staff begin, we will need to include some training 	<ul style="list-style-type: none"> - Forward thinking as we want this to continue to be a success.

Review of last year 2023/25

<ul style="list-style-type: none"> - Sporting experience Days (All from REC - Y6 took part in a Road to Paris day.) 	<ul style="list-style-type: none"> - Pupil voice showed that chn enjoyed engaging in these new activities. - Less first aid happening at dinnertimes. - Supervisors' engagement levels with pupils have improved. - Chn get opportunity to practice turn taking, kindness, team building. - Pupils took part in sporting events we don't usually provide in our curriculum. Examples include boxing, archery and shooting. We also had a focus on the Paralympics. For example, KS2 pupils had the opportunity to compete in sports in wheelchairs. - Pupil voice showed children enjoyed activities and were knowledgeable about what they had participated in. 	<p>(with PE lead) as part of the induction process.</p> <ul style="list-style-type: none"> - Next steps: Some of these activities/ skills could be woven into our PE curriculum to inspire and help pupils achieve ARE or above. 	<ul style="list-style-type: none"> - Reflection from pupil voice feedback.
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Intended actions for 2024/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>To continue to expose the children to new sports and skills. Look how to use these experiences to weave into and enhance our curriculum.</p> <p>To increase water safety knowledge of all pupils.</p>	<ul style="list-style-type: none"> - To raise the profile of inter competitions across the school - the winning house will participate in a breakdancing workshop. The whole school will be exposed and will observe a breakdancing assembly. - Provide more ASC that expose pupils to next experiences and sports. - The children from years 2-4 have already received an assembly from a diving instructor from Sandwell Aquatics Centre. The diving instructor will return in the spring to provide the children with a gymnastics session - this is similar to a dry side diving session. This could lead to children being selected to join SAC club. - Invite outside agencies into deliver taster sessions/lead assemblies. - 'APWG on the move display' where pupils, families and staff are encouraged to bring in pictures of ways they are moving outside of school. - PE leads to build new experiences into the curriculum by applying skills taught from them across regular PE lessons - not just one-off activities. Use the experience as a hook. - Provide pupils with a PE kit to help parents out with costing and to ensure pupils are in correct gear to take part in PE safely. Coloured PE tops also help with competition and teamwork as children have a sense of belonging. <ul style="list-style-type: none"> - Nursery - Y6 will take part in an interactive presentation from RNLI. These presentations were adapted according to who it was being delivered to. - Use a bank of resources to then build upon this learning in class using teacher knowledge of pupils understanding of water safety. - Display posters around school.

Intended actions for 2024/27

To continue to tailor and develop CPD of staff

Look at ways for pupils to achieve or get close to the active 60 minutes a day outside of PE lessons.

Pupils will be able to ride a bike confidently before leaving primary school. This will also develop their core strength, special awareness and co-ordination.

- Staff to continue to receive tailored CPD to support their professional - development.
- Use Complete PE as a starting point for planning lessons and not to follow as a script.
- Dance desk membership for PE leads development.
- PE leads to work with thematic lead to look at developing the progression of PE skills.

- We want this to be a time where pupils are not just active but can build on existing skills, work on agility or personal best times.
- Continue with 'Travel for Ten' each day.
- Use music and movement activities for brain breaks.
- Set weekly 'activate' task on GC for pupils to take part in at home.
- Active mats for both sites. This can be used for cross curricular links or PE specifically.
- House captains at both sites lead and organise playtime games with adult observation.

- Balance ability booked for Y1
- Look at bike ability for UKS2 as a refresher or top up for those who may need it.

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>All pupils will be active each day outside of their PE lessons. This should embed from an early age the importance of moving and leading a healthy active lifestyle. Children will have extra opportunity to practice and apply PE skills such as co-ordination, agility, and personal best which should in turn mean that pupils achieve ARE or above.</p> <p>We will inspire pupils to get involved with new sports and activities.</p> <p>Staff will continue to grow in confidence and adapt their skills at planning, delivering, assessing lessons as well as understanding the flow of skills between year groups and how to adapt lessons to suit the individual needs of ALL pupils in PE lessons.</p>	<ul style="list-style-type: none"> - Observations - Pupil Voice - Assessments of skills - Assessed pupils' levels on tracker - Staff discussions - Participation in clubs outside of school hours. - Engagement in new experiences. - Pupil Voice - More opportunities for intra and inter sports competitions. - Lesson Observations - CPD booklet journey from each staff member. - Assessed pupil levels on tracker - Assessment of skills - Staff will use complete PE as a starting point for planning this year and will then use their own knowledge and professional judgment to tailor the lesson to their class.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>All pupils are active daily outside of their PE sessions: travel for ten, playtimes and lunchtimes. This is built into the daily timetable to ensure this happens. Stations are set up at lunchtime to provide the children with opportunities to take part in activities.</p>	<p>The playgrounds are clearly sectioned, and children know which activities they have access to that day. It has led to a much larger number of children participating in playtime and lunchtime activities each day. House captains are now leading daily simple games and encouraging others to get involved. Now clear sections are in place and staff are more engaged with the children in their section by joining in with games provided. After receiving the 'Skipping Ninja' workshop, the skipping section of the playground is much more popular.</p>
<p>Personal best cards are being used effectively in PE lessons, particularly in multi-skills and athletic areas.</p>	<p>Children can speak about what personal best is and how they can use that to improve. They understand the purpose of practicing and are showing a lot more resilience.</p>
<p>We have invited outside agencies into the school to allow the children to experience new sports or learn new information from a specialist. We will be looking to complete more of these style days next academic year.</p>	<p>The children have received a number of different workshops throughout the year including cricket, water safety, breakdancing and the Skipping Ninja. All of these workshops have been engaging and inspiring to our students. It has allowed children to participate in new sporting activities and helps towards building resilience. It has been a contributor to making our playtimes more active and providing children</p>

Actual impact/sustainability and supporting evidence

Staff have developed their planning, delivery, and assessing lessons. Through the use of complete PE teachers have access to a wide range of resources. Through sports coaches' staff have received a wide range of CPD to meet their development needs, this includes adapting for SEND pupils and knowing how to push the higher attainers.

with opportunities to understand safety, work as a team, and apply new skills.

PE Leads have attended dance desk meetings which allow them to liaise with other sports leaders and outside agencies to ensure provision at APWG is successful. PE leads have ensured that the curriculum flows by moving units areas around this year. They have ensured key skills are identified for each year group so teachers know where their focus lies within the curriculum targets.

Teacher discussions: staff state they are increasingly becoming more confident in teaching PE. They are using their professional judgment when tailoring the lessons to their class using the complete PE lesson plans. They have used their continued CPD knowledge to support this. We will no longer have regular coaches at school as our staff have received successful CPD for a number of years now.

SEND pupils are supported using adapted equipment and staff feel more confident changing their input to suit individual needs.