

# 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?
<p><i>Engagement in after INSPIRE Plus Clubs</i></p> <p><i>Staff CPD – coaches delivering gymnastics and dance.</i></p> <p><i>Competitive opportunities increased from pre covid levels</i></p>	<p><i>Attendance figures across all sporting clubs are high for all groups of children.</i></p> <p><i>Lessons observations, informal feedback indicating staff are now better equipped to plan and teach PE.</i></p> <p><i>Children had more opportunities for competitive sport.</i></p>	<p><i>Engagement of Less Active Pupils:</i></p> <p><i>Tracking and Measuring Impact:</i></p>	<p><i>Although efforts were made to target less active children, A review of strategies and pupil voice is planned to ensure better alignment going forward.</i></p> <p><i>While several activities were implemented, the systems for tracking progress and evaluating impact (e.g., on fitness levels, pupil confidence, or learning outcomes) need to be strengthened.</i></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>1. <i>To ensure all staff possess the necessary skills and knowledge to confidently deliver high-quality, inclusive physical education (PE) lessons</i></p> <p>2. <i>To ensure every child has opportunities to be physically active beyond timetabled PE lessons,</i></p>	<ul style="list-style-type: none"> <li>● <i>To provide relevant CPD for all staff to in the use of Get Set 4 PE</i></li> <li>● <i>To ensure Get Set 4 PE is being used to assess/evidence PE in school.</i></li> <li>● <i>High % of staff to receive CPD by observing and partnering specialist coaches in gymnastics and dance.</i></li> <li>● <i>Broad range of PE – breakfast cubs, lunchtime provision, after school clubs</i></li> <li>● <i>Use online assessment tool to measure PE.</i></li> </ul> <ul style="list-style-type: none"> <li>● <i>To have an active playground</i></li> <li>● <i>To organize a variety of extra- curricular clubs</i></li> <li>● <i>To organize multiple intra-school competitions</i></li> <li>● <i>Train sports leaders and wider sports staff to lead or assist with sports activities during break and lunch times.</i></li> <li>● <i>To enter sporting competitions to provide opportunity for children to showcase talent.</i></li> <li>● <i>Increase INSPIRE Plus clubs ensuring a variety of choice and accessibility.</i></li> </ul>

## Intended actions for 2024/26

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| <p>3. <i>To use PE to support wider school aims including attendance, behavior, achievement and emotional health</i></p> <p>4. <i>To offer a diverse and inclusive range of activities that engage and encourage participation for all pupils, regardless of background, gender or ability.</i></p> <p>5. <i>To provide all pupils with opportunities to take part in intra school competitions and increase the number of pupils in inter school competitions.</i></p> | <ul style="list-style-type: none"><li>● <i>Offer PE opportunities in breakfast clubs to encourage children to be physically active throughout the day.</i></li><li>● <i>Provide engaging sporting activities / skills and opportunities for fun active play at play and dinner times.</i></li><li>● <i>Introduce sensory circuits to regulate children ready for learning.</i></li><li>● <i>Achievements celebrated in newsletters, x account and in worship.</i></li><br/><li>● <i>INSPIRE Plus Clubs to offer variety to all year groups – breakfast and after school clubs.</i></li><li>● <i>Skiing offered to Year 5 – subsidized to all pupils</i></li><li>● <i>Swimming offered to Y3-6 supplemented by Swimming Top Ups.</i></li><li>● <i>Offer Pupil Premium children places in every after-school club.</i></li><br/><li>● <i>Allow children in KS1 and KS2 to attend a variety of inter school competitions.</i></li><li>● <i>Minibus / coach transport will be arranged for each competition.</i></li><li>● <i>Celebrate achievement through newsletters, x account and worship celebrations.</i></li><li>● <i>Offers inter school competitions – football, swimming gala, water polos, cross country,</i></li></ul> |
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## Actual Impact / Sustainability and supporting

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<ul style="list-style-type: none"><li>● <i>New PE curriculum is engaging; children enjoy lessons and are more involved</i></li><li>● <i>Staff feel supported by good resources and planning for high-quality teaching</i></li><li>● <i>Many staff have had CPD via observation and work with dance &amp; gymnastics specialists</i></li><li>● <i>Wide range of PE offered across school, raising the profile of PE &amp; sport</i></li><li>● <i>More accurate tracking of pupil's progress in PE using assessments tools.</i></li><li>● <i>Increased participation in extracurricular sports and pe clubs</i></li></ul>	<ul style="list-style-type: none"><li>● <i>Staff confidence increasing and collaboratively working alongside specialist coaches delivering lessons.</i></li><li>● <i>The upskilling of existing teachers.</i></li><li>● <i>16 different sports / games offered across the curriculum from reception to year 6 ensuring a board range of subject taught.</i></li><li>● <i>Pupil Leadership Team have become more confident when delivering their sessions on the KS1 playground.</i></li><li>● <i>More intra-school competitions taking place during lunch times. Increased engagement for all children including those who are least active.</i></li></ul>

## Actual Impact / Sustainability and supporting

- *In addition to the 2hours of PE Lessons children are engaging in more physical activity at playtimes using playground equipment.*
  - *Sensory circuits have been implemented across all classes and are integrated throughout the school day to provide pupils with regular movement breaks.*
  - *Sporting competitions entered – cross country, football water polos, swimming galas.*
  - *An increase of INSPIRE Plus Clubs ensuring a variety of choice and accessibly.*
- *Children are more focused during lessons and have given positive feedback about the regular movement breaks.*
  - *An increased number of children participating in extracurricular PE and sports clubs – including disadvantaged, SEN and less active children. 42% of clubs were attended by girls and 58% of boys throughout the school year. 43% of SEN children attending across the school year and 48% of disadvantaged children attending across the school year.*
  - *Children have had increased access to competitions and have expressed a desire for even more opportunities to take part.*
  - *Four or more sports club provided every half term catering for all year groups.*
  - *Breakfast club and after school clubs provided.*
  - *Number of competitions entered – water polo, swimming galas, cross country, football.*

## Actual Impact / Sustainability and supporting

- *INSPIRE Plus Clubs offered before school to encourage children to be active throughout the day.*
- *Sensory circuits have been introduced across the school to regulate children ready for learning.*
- *Achievements celebrated in newsletter, x account and in worship*
- *Sport Leaders have led and supported children accessing sporting equipment over the play times and lunch times.*
- *Yoga has been used as an intervention to engage less active children, particularly those who benefit from small group activities*

- *Staff delivering the yoga intervention reported that children benefited from the small group setting. Several pupils took on leadership roles to support younger children, and some became more engaged in conversations and group discussions."*
- *INSPIRE Plus Clubs held during breakfast time — including judo, fencing, and cross country — proved extremely popular, with all clubs operating at over 85% capacity.*

## Actual Impact / Sustainability and supporting

- *The PE Curriculum enabled 16 different sports / games offered across the curriculum from Reception to Year 6 ensuring a board range of subjects taught.*
  - *Year 5 pupils were offered a six-week block of skiing sessions, with costs subsidized to increase accessibility. Children were taught by specialist coaches, providing a unique opportunity to develop new skills*
  - *Swimming was available to across Year 3-6 and was supplemented by Swimming Top Ups for Year 6.*
  - *Pupil Premium children were offered places in every after-school club.*
  - *An increase of INSPIRE Plus Clubs ensuring a variety of choice and accessibly.*
- *Pupil voice indicated that children enjoyed a variety of sports across the curriculum and shared a desire to have even more variety.*
  - *Children enjoyed the chance to participate in sports they wouldn't access in the curriculum such as judo and fencing.*
  - *Swimming was offered to all pupils in Year 3-6 with 81% able to swim proficiently over 25metres.*

## Actual Impact / Sustainability and supporting

- *A calendar of sporting events allowed children to participate in several competitions from football league games, cup competitions, cross country races (x6), water polo events and swimming galas.*
- *Children progressed through to the finals in both water polo and the swimming galas.*
- *A variety of children participated in sporting competitions – children have expressed a desire to enter more throughout the year.*
- *Liverpool Primary School Cross Country was attended again with the team represented at all events, supplemented by a cross country INSPIRE Plus Club.*

