

# 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?
Continued use of 'The PE Hub' – teachers are consistently using the planning provided, ensuring that pupils are building upon their previous learning, developing skills expected and stated in the NC and pupils are immersed in a wide range of sporting activities.	Learning walks by subject lead have demonstrated a whole school structure to PE lessons – based on the planning provided by 'The PE Hub'. Pupil voice has demonstrated that pupils have a clear understanding of what a PE lesson is and were able to discuss their learning, including specific terminology.	Equipment – some lessons weren't as effective as they could have been due to ineffective/lack of equipment e.g. balls not pumped up.	Teachers have voiced concerns with the subject lead – these were listened to and acted upon.
All KS1 and KS2 classes received a term's worth of teaching from a specialist coach, providing children with the opportunity to receive specialist teaching and engage in outstanding lessons.	Subject lead carefully timetabled each class to receive a half term of specialist teaching 2 x annually.	Hall/indoor space - some classes struggle to find indoor space when there are weather related issues. This can result in classes taking place within classrooms, restricting space and ability to carry out planned lessons.	Timetabling of coaches to ensure that they have access to indoor space. Teachers voice concerns to subject lead.
Increase in external competition opportunities – Premier sports provided opportunities for competition against other schools within the trust. Internal competitions have also increased, with the final lesson of each topic being a competition against the opposing class.	Competitions organized through Premier Sports – linking with other schools within the trust. Classes also competed against each other at the end of each topic.	The majority of pupils partaking in the clubs were the same pupils each half term – it would have been even better to see more variety of children signing up to clubs.	Tracking of club registers.

## Review of last year 2023/24

<p>Extra-curricular clubs – a wide range of sports were offered to pupils that they otherwise may not had the opportunity to partake in. These were extremely popular. Clubs increased to 4 x weekly from 2 x weekly. Skills such as teamwork and determination were being developed outside of the ‘PE’ curriculum.</p> <p>1 of the afterschool clubs targeted PP children, ensuring that PP children were having access to extra-curricular activities.</p> <p>The offering of 2 lunch time clubs weekly increased pupils’ participation in physical activity at lunchtimes. A pupil survey of their interests allowed for interests to be catered for and each class within KS2 had the opportunity throughout the year to work with the coaches. Skills such as teamwork and determination were being developed outside of the ‘PE’ curriculum.</p> <p>‘Bags of Character’ programme carried out by Premier Sports, provided PSHE</p>	<p>Around 90% of the extra-curricular clubs were fully booked, with the other 10% only have a few spaces remaining. During pupil voice, pupils commented on the extra-curricular offerings, with some commenting on how they enjoyed them.</p> <p>PP children received invites to the club. Pupils that hadn’t been attending clubs beforehand were not attending 1 session per week.</p> <p>Pupil surveys were taken to ensure interests were catered for. Lunch time staff commented on the participation of pupils with the sports coaches at lunch times. Subject lead observed coaches at different points and observed pupils enjoying the sessions and wanting to take part.</p> <p>Subject lead has discussions with a number of member of staff who praised</p>	<p>KS1 had limited time with coach – this needs to be looked at in the next academic year.</p>	
---	--	--	--

## Review of last year 2023/24

<p>based learning through a physical session, raising the profile of sport within school and demonstrating great cross-curricular links. Children work on specific skills such as resilience, which can be applied to all aspects of life. These sessions were thoroughly enjoyed by both pupils and staff.</p> <p>Bikeability provided balance and learn to ride sessions to our KS1/KS2 pupils. All pupils were involved, with a specialist trike provided for one pupil. All pupils were able to use a balance bike at the end of their sessions and a great number of pupils (around 65%) were able to ride their bike at the end of their sessions.</p> <p>At the end of the academic year, Reigate registered with the local football league. A football team is due to be created at the start of 2024/2025 – with the team competing against other schools within the area.</p>	<p>the ‘Bags of Character’ programme and the skills it was developing – skills that are particularly beneficial for our pupils. Through discussion with pupils, pupils enjoyed that they were developing skills through physical activity “not just sat at a table in the classroom”.</p> <p>Pupils received certificates and badges.</p> <p>Subject lead received feedback from the members of staff providing the sessions, detailing any ‘star’ pupils.</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
Continue use of 'The PE Hub' for curriculum content and planning.	Subject lead to review and edit the PE curriculum planner, ensuring the all classes are teaching a range of subjects and that skills and specific sports are revisited and built upon throughout the years. Subject lead to remind teaching staff of how to use PE Hub to get the most out of it during staff meeting on PE.
Continue work with Soccerstars and Premier Sports	Subject lead to carefully timetable sessions with the coaches, ensuring that the sports/topics taught link with The PE Hub curriculum and that all classes receive the same amount of time with the coaches through the year (3 half terms across the year).1
Continue to provide 4 x weekly after school clubs – look at developing sports/activities on offer further.	Discuss with providers what activities/sports they offer. Timetable the clubs for the year, taking into account the season/space on offer. Carry out a pupil survey on what sports/activities they would like to see being offered.
Football team to compete against other schools within a league.	Children to attend afterschool football clubs – subject lead to choose pupils from observation/discussion with sports coaches for the school team (this can change for each game). Subject lead to inform parents via letter of if a child has been chosen to represent school for a game. J.H to support with matches. Pupils will also be able to practice as a team during lunch time club.
Look into CPD opportunities – swimming instructor course, level 6 qualification.	Subject lead to enquire about CPD opportunities, look at the years funding allocation and choose which course would best suit the interests of the whole school e.g a qualified swim instructor course would provide pupils with 2 trained swimming instructors, subject lead would be able to take all pupils to swimming,

## Intended actions for 2024/25

	ensuring high quality teaching.
Take part in Sustrans Active Travel/Big Walk and Wheel	Meeting with Sustrans to discuss opportunities for them to work within school, regarding active travel and road safety. Arrange whole school assemblies, class sessions etc. Register for Big Walk and Wheel. Link sustrans with bikeability sessions – include bike checks.
Provide bikeability sessions	Arrange sessions for KS1 and KS2 pupils to learn how to balance/ride a bike – contact C.Kelly.
Trial the assessment tool into another year group, and then into whole school	Discuss with a KS1/early KS2 year group how to use the assessment tool through 'The PE Hub'. Teachers to trial the assessment tool and feedback to subject lead their thoughts. If successful, subject lead to demonstrate the tool to all staff during a staff meeting, rolling out the assessment tool in all classes ready for the next academic year.

## 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>Continued use of 'The PE Hub' will ensure consistency in teaching and learning across the school. Pupils will learn and develop the skills outlined in the NC and will develop on these throughout their time in school, due to the timetabling of topics through the curriculum planner. Teachers will be confident in their teaching of PE due to the quality of the planning and resources provided through 'The PE Hub'. Pupils will receive high quality sessions with a clear development throughout the lesson, starting with skill introduction, all the way to application.</p>	<p>Observations by the subject lead will show that all lessons have the same layout – e.g. warm up, skill introduction, skill development, application. Discussions with staff will demonstrate staff confidence in their own abilities to teach the sessions through the use of the planning. Pupil voice will demonstrate pupils ability to recall their learning, including topic specific vocabulary. Pupils will discuss their enjoyment of the lessons.</p>
<p>Extra-curricular clubs will raise the profile of sport and PE across school. Pupils that don't normally partake in extra-curricular, will sign up to clubs due to interests being catered for and a wider-range of activities on offer e.g. nerf battles. Pupils' social, as well as physical skills, will be developed due to working with children from different year groups.</p>	<p>Registers of the clubs will show a wider range of children accessing the clubs. More sport specific clubs e.g. football, will cater for KS1 as well as KS2. Pupil voice will demonstrate pupils thought and opinions of extra-curricular offerings.</p>
<p>Pupils social development e.g. resilience, teamwork and cooperation, to be developed and improved through cross-curricular links with subjects such as PSHE and topics such as OAA. Working as a team in competitions to further develop these social skills.</p>	<p>Pupils will be able to discuss the importance of these social skills. Within game situations, pupils should be showing greater levels of these skills, particularly teamwork and resilience e.g. when losing a game.</p>
<p>Children developing their understanding of how to take care of their own health and the importance of physical exercise and a healthy lifestyle.</p>	<p>Pupils coming into school on a PE day wearing the appropriate clothing to take part in sessions. Pupils able to discuss why it is important to be active and healthy.</p>



## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?