

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>Introduced lunchtime sport sessions with Play Leaders with support from Lunchtime staff for pupils. Lunchtime supervisors / sports coach and pupil play leaders - as they need to lead the activity pupils – as they will take part.</p> <p>CPD for teachers.</p>	<p>More pupils met their daily physical activity goal, more pupils encouraged to take part in PE and Sports activities with an increase in extracurricular activities and attendance of these.</p> <p>Key Indicator 2</p> <p>Teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved 73% of pupils' attainment in PE.</p> <p>12 teachers have received CPD for PE in areas that they had previously felt less confident in.</p> <p>Key Indicator 1 Key indicator 4</p>	<p>Use of school equipment and facilities provided to the children.</p>	<p>Through pupil voice and targets set for this academic year.</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>Provide CPD for teachers in a broader range of sports. Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Use of sports coach to develop physical health and the benefits this has to mental health. Key indicator 2: Engagement of all pupils in regular physical activity.</p> <p>High quality resources available to support P.E lessons and ensure they are done in a safe environment. Children encouraged to complete the active 60 initiative through working and playing through different parts of their school day. Key indicator 2: Engagement of all pupils in regular physical activity.</p> <p>Inter-school and Intra-house competitions. Plus, competitions competed in. Key indicator 5: Increased participation in competitive sport.</p> <p>Use of transport to enter competitions and travel to them. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>Teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school. 6 teachers have received CPD for PE in areas that they had previously felt less confident in. KDDK Dance/Gym- for 6 teachers to undertake CPD.</p> <p>Pupil voice response shows a more positive attitude towards physical education. Both physical and mental health has been improved. Commando Joes Fun & Fitness Ltd</p> <p>Pupils engagement in lessons observed by PE lead has increased. Children able to meet PE scheme milestones with greater ability. Playground equipment provided to ensure the extra physical activity for children during playtimes.</p> <p>All pupils engaged with competitive sports across the year. We have 42% of children taking part in extra-curriculum/competitive sports competitions this year. Wilson Stuart Active Sports Society Membership</p> <p>Given St Joseph's the opportunity to enter into competitions across Birmingham. Star Cars and Coaches Ltd.</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>Use of the CPD for teachers Provides children with the opportunities to learn and practice the skills that they need to participate in PE lessons and competitions. These dedicated skill workshops have successfully built children’s resilience, confidence and the ability to work with others. Key Indicator 1</p> <p>We have offered the children a balanced and varied extra-curricular programme, for example team sports with an aim to play on the school team in school competitions, or new sports that pupils won’t access in the curriculum. Key Indicator 4</p> <p>Have a School Sport Organising Committee in place that influences provision, for example using the School Council to evaluate and provide student voice for provision. School Council to be provided with some funding to organise pupil voice experience days linked to physical activity. Key Indicator 4 Key Indicator 2</p>	<p>Through the use of participation during lessons, plus the evidence of pupil voice regarding the additional sports and how children have responded to these new skills they are being taught.</p> <p>Football KS1 + KS2, Netball, Rugby Tots, Tennis, Boxing, running club, are all being provided for all children both PP and SEND.</p> <p>Sports Leaders to be used across the school to deliver sessions to younger children within the school, using a variety of sports and equipment.</p> <p>School council have been providing equipment for children to use at lunchtimes and in the active 60 minute scheme.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>For every year group, we have considered team and individual sports, and physical activities which reinforce and complement the children's development in PE. Ensuring there is coverage of multiple invasion games, striking and fielding games, net/wall games, athletics, gymnastics and dance as well as outdoor adventure activity and swimming and water safety.</p> <p>To increase child participation in sporting fixtures and events. Extra-curriculum activities outside of school offered to children without costs to them through local sports competitions, after-school clubs for cricket, football, netball and multi-skills.</p> <p>Quality CPD from expert coaches to develop the teaching of PE.</p>	<p>Percentage of the current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke] = 76%.</p> <p>Children have had greater experience of sporting events outside of the school hours. Pupils including SEND have benefited from these experiences. We have been successful in athletics, football and netball competitions entered.</p> <p>Staff confidence to teach dance and gymnastics has increased from September baseline. The quality of teaching of dance and gymnastics has improved. Learning walks conducted by PE lead show high quality PE lessons taking place consistently.</p>