

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? |
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| <p>Key Indicator 1 - A robust CPD program supported by Premier PE coach resulted in staff confidence rising from 45% in teaching PE across all areas of the curriculum to 65% of staff feeling confident or very confident.</p> <p>Key indicator 2 We worked with a range of external agencies and increased school offering of clubs and lunchtime activities to aim to increase activity of each child to 60 minutes a day, 7 days a week.</p> <p>Key indicator 4 – we offered a broader range of sports and activities offered to all pupils, targeted towards non-participant groups.</p> <p>Key indicator 5 – We participated in a range of festivals and events led by local sporting team (SSFT) including some - festivals and some competitive tournaments/ events. We also held competitions against other schools and held intra school competitions.</p> <p>Key indicator 3 – Profile of PE and sport have raised across the school as a tool for whole school improvement.</p> | <p>Staff confidence surveys completed using personal development plans and linked to CPD.</p> <p>Lesson observations and learning walks were conducted at the start of the academic year to gather staff voice.</p> <p>Key indicator 2 Participation of children in additional extra-curricular activity has increased from 82% participation to 89% across the whole school due to the broad range of sports and activities offered.</p> <p>We offered opportunity for some Y6 students to train as 'Sports Captains' with adult leaders. Swimming 25m+ in Year 6 increased from 31% to 59% due to pop up pool.</p> <p>See school games offer. Whole school participation in intra school events.</p> <p>Embedded weekly house point competition and Friday Celebration assembly. Whole school attendance has increased from 95.5% (23/24) to 96% (24/25) and 96% of whole school pupils surveyed believed that physical activity is important.</p> | <p>It is an improvement that 65% of staff feel confident or extremely confident to teach PE across the curriculum but we need this to apply to all staff. New Curriculum scheme and planning is being implemented from September 2025.</p> <p>Assessment in PE is not yet consistent across the kay stage.</p> <p>Although an increase in participation is positive, not all pupils are active for 60 minutes a day, for 7 days a week.</p> <p>A survey of all pupils showed that 13% of children do not regularly participate in physical activity outside of school and these children will continue to be targeted for pupil voice and physical engagement.</p> <p>Increase a regular offer of intra school competitions.</p> | <p>See staff feedback gathered where staff noted that more detailed lesson plans and a wider range of activities/ diagrams / visuals as well as adaptations for GDS and SEN could be used. Staff confidence surveys.</p> <p>Staff will confidently assess pupil's physical skills alongside a holistic approach to achievement in PE.</p> <p>Extra-curricular timetable and participation data.</p> <p>Competition calendar and register of participants.</p> |

Intended actions for 2024/25

| What are your plans for 2024/25? | How are you going to action and achieve these plans? |
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| Intent | Implementation |
| <p>Key Indicator 1 To ensure that all children are participating in two hours a week of high-quality PE by continuing to focus on teacher training and development to ensure that confidence in teaching PE independently increases from 65%. To review assessment so that all teaching staff are clear on the intent and indicators of assessment to ensure consistency.</p> <p>Key Indicator 2 To ensure that all pupils will be active on average 60 minutes a day, 7 days a week. This will include focusing on providing in school opportunities (clubs) and monitoring external participations (SSFT, Football and netball league participation).</p> <p>Key Indicator 4 To ensure that all pupils are offered a broad range of sports and activities to target those 13% of children who do not regularly participate in physical activity outside of school.</p> <p>Key indicator 5 Ensure all pupils can access competition in school through regular intra school competition as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of all pupils</p> | <p>Ensure GetSetPE annual membership is paid to ensure teachers can access high quality planning. Ensure that assessment criteria is clear and takes account of holistic view of the child's achievements in PE. Continued provision of targeted CPD based on staff feedback and observations. Use of internal PE coach to facilitate some training and provision of internal CPD where needed.</p> <p>Continue with the number and range of activities and clubs on offer. Train new Year 6 Sports Leaders and cascade down to Sports Leaders in each year group to lead games and support existing lunch play offer. Equipment and resources to be purchased for facilitation of activity with playleaders and independent active play. Implementation of extra-curricular timetable. Target the 11% of non-participants for pupil voice with the intent of offering physical activities which will engage and inspire them. Target these children for pupil voice and review offering to increase their physical activity. Explore their barriers to participation. Ensure that top up swimming provision continues for those pupils who have failed to meet the NC expectation of 25m+.</p> <p>Continued membership of SSFT – Inspire and compete events. Arrange house competitions between classes in year groups to take place at the end of each unit to celebrate learning. Continue participation in the primary football and netball leagues.</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? |
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| <p>Staff confidence in confidently teaching all areas of the PE curriculum was 65% in a 2024/25 survey. We predict that by July 2026, 80% of staff will feel confident in teaching across all areas of the PE curriculum. Sustainability: Staff will all be confident and competent. Continued CPD can come from support by our internal PE coach, sharing of good practice in school and by using GetSet for PE.</p> <p>By July 2026, at least 75% of the school will be active for 60 minutes a day, 7 days a week.</p> <p>In the 2024/25 academic year, 89% of children had participated in an extra activity such as lunch club or an external event / competition. We aim to drive this to 100% participation in internal and/or external opportunities.</p> <p>In the 2025/26 academic year we expect 100% of pupils to have participated in regular intra school competitions as well as 95% of children to have participated in inspire / compete events (SSFT) or the primary netball and football league.</p> | <ul style="list-style-type: none"> • Staff confidence surveys and personal development plans • Lesson observations and next steps collated on staff • Feedback about new curriculum scheme. • Pupil voice surveys focused on PE and % of pupils who consider PE to be fun. • Pupil attainment information aligned with a consistent assessment framework based on the whole child holistic outcomes. • Continue with the number and range of activities and clubs on offer. • Train new Year 6 Sports Leaders and cascade down to Sports Leaders in each year group to lead games and support existing lunch play offer. • Target the 11% of non-participants for pupil voice with the intent of offering physical activities which will engage and inspire them. • Capture comparison data for 2025/26 to see impact of offering on engagement and participation. • Extra-curricular timetable and continue to track participation data. • Use GetSet tracking tool across the school. • Track how much physical activity pupils access outside of school to clearly identify those pupils to target with opportunities in school • Competition calendar and register of participants. • Planning for all intra lesson level competitions and sports days. • Netball and football league results |

Actual impact/sustainability and supporting evidence

| What impact/sustainability have you seen? | What evidence do you have? |
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| <p>Teachers have received coaching and regular team-teaching opportunities from a Premier PE specialist. These sessions have been used to boost teacher confidence in particular areas of the curriculum such as gymnastics and to support effective and inclusive SEND teaching.</p> <p>All children have had the opportunity to participate in a wider range of sports during their PE lessons which include sports such as Ultimate Frisbee and Lacrosse. A rich program of clubs has been offered to all children beyond the classroom, both at lunchtime and after school including via engagement with external agencies such as SSFT. The profile of sport and fitness has been raised at our school.</p> <p>Several opportunities for children to develop their leadership and coaching skills have been available: coaching Year 3 cohort at lunchtime, assisting with infant's school events, Sports Days and visible mentors in school.</p> <p>All staff have received sensory circuit training and that is beginning to be utilised across the school for those who benefit from up-regulation and de-escalation. Necessary equipment has been purchased.</p> <p>The profile of sports has been raised at Almond Hill and a weekly Celebration Assembly is held where children celebrate their successes in sports both in and out of school: match reports are shared, medals, cups and certificates shown and children are given the opportunity to tell about their experiences. House points are totaled and celebrated each week with an achievement cup. Parents are invested in our approach towards sport and in achieving the active 60 campaigns as they encourage their children's participation by attending Sports Days, signing them up to extra-curricular clubs and swimming lessons.</p> | <p>Lesson observations. Teacher feedback / voice. Engagement levels in lessons.</p> <p>Sport section in the weekly Newsletters. Weekly celebrations of sporting achievements. 89% of children have attended an extra-curricular club / sporting event this academic year. Club registers / activity trackers. Pupil voice: 84% of children in school agreed or strongly agreed that Almond Hill encourages children to look after their physical health.</p> <p>Pupil / teacher / parent voice.</p> <p>This will become more evident next year when the impact can be evaluated.</p> <p>Pupil / parent / staff voice. Increase in attendance at extra-curricular clubs/events has increased to 89%. Take up of clubs offer and attendance at external events / competitions.</p> |