

# 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?
<ul style="list-style-type: none"> <li>Increased participation in SEND sport through Panathlon and ESSP events.</li> <li>Multiple sporting successes achieved in ESSP competitions.</li> <li>Purchased new PE kit. Received sponsors for our new purchased sports kit.</li> <li>Organised a successful second visit from an inspirational athlete through 'Sports for Champions' due to it being the year of the Olympics. This inspired and encouraged children to visualise success and strive to achieve their sporting goals.</li> </ul>	<ul style="list-style-type: none"> <li>Children have attended multiple events, bringing Gold home in one. Pupil voice highlighted how children enjoyed having this opportunity.</li> <li>Children were enthused when returning from competitions, particularly those where medals were won: Sports Hall Athletics county champions; gold for the girls' Cricket team and Y2 Athletics teams; cup winners for the Girls Football Team; and 4 children qualified to represent the Easington District in the County Athletics Finals.</li> <li>During a learning enquiry, it was evident that expectations were high as all children wore the correct Ribbon PE kit. Additionally, new sports kit has created unity amongst all teams, driving children to perform well for their teams.</li> <li>This visit was extremely successful, resulting in our school raising £452.71 and £301.81 for the athlete. Pupil voice also showed that the children were engaged and inspired by Erin Ward – a professional Scottish footballer.</li> </ul>	<ul style="list-style-type: none"> <li>Less competition for girls' football; therefore, fewer opportunities in the sport.</li> <li>Less children able to swim competently, confidently and proficiently over a distance of at least 25m due to the time they had in the pool.</li> <li>Small variety of adult-led sports available at break/lunch times.</li> </ul>	<ul style="list-style-type: none"> <li>Ribbon's girls attended one match and were cup winners for the first time. This highlighted how successful Ribbon's girls could be if they trained together regularly.</li> <li>45% of children could swim competently, confidently and proficiently over a distance of at least 25m.</li> <li>Through pupil voice, children were keen to be exposed to a wider range of sports on break and lunch times.</li> </ul>

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ol style="list-style-type: none"> <li>1) Increase engagement of all pupils in physical activity during lunch time to improve physical wellbeing, whilst promoting positive behaviour and attitude. This will include a timetabled schedule of activities to expose children to a wider variety of sports, i.e. cricket, rounders, tennis, netball, basketball, trampolining, team-building activities etc.</li> <li>2) Durham Country Cricket Club to work with a variety of children for a half term in the hope to interest and engage children in physical activity.</li> <li>3) To provide more opportunity for practice in swimming to increase attainment of children successfully completing 25 metres.</li> <li>4) Further develop expertise of teachers in PE, for them to understand and practice effective and responsive teaching strategies to maximise outcomes for all.</li> <li>5) Increase participation in competitive sport ran by ESSP, CNS and Panathlon to make sport inclusive for all.</li> <li>6) Purchase of GetSet4PE scheme to continue the development of teacher confidence in the progression of each discipline.</li> <li>7) More opportunities for girls' football.</li> </ol>	<ol style="list-style-type: none"> <li>1) CNS and lunch time supervisors to organise and lead a sport to encourage more children to become active. This will ensure broader and more equal experiences of a range of sports are offered. Staff will receive a timetabled schedule to follow so all year groups rotate between the different disciplines.</li> <li>2) PE Lead to liaise with Chris to organise sessions for Year 6.</li> <li>3) PE Lead to review current system of children attending swimming and amend the structure to prioritise and provide more time for Year 5 and Year 6. PE Lead to organise an increase in swimming lessons to allow more regular opportunity for groups of children. Data will be monitored throughout the year to assess whether targets are on track to be achieved. PE Lead to also engage with parents to stress the importance of this skill.</li> <li>4) Use of Ribbon's coaching curriculum and ESSP's CPD to support teachers with progression/responsive teaching strategies in different disciplines.</li> <li>5) PE Lead to book all competitions available and liaise with DHT regarding buses and staffing. PE coach to prepare children for competitions through lessons and extra-curricular activities.</li> <li>6) PE Lead to organise renewal of scheme with finance team. Login details/refresher to be re-shared with staff.</li> <li>7) PE Coach to run trials for a girl's football team. PE Lead and Coach to organise friendlies against Seaham schools to ensure more equal opportunities.</li> </ol>

# 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>1)</p> <ul style="list-style-type: none"> <li>Lunchtime engagement data showcases an increase in children participating within the focus game of that day.</li> <li>Pupil voice shows an increased awareness of sports and games that are aware of and enjoy playing.</li> </ul> <p>2)</p> <ul style="list-style-type: none"> <li>Pupil voice showcase children have an increased awareness of the sport cricket, and speak increasingly positive about the game itself.</li> <li>An increased amount of children make links to Murton Cricket Club</li> </ul> <p>3)</p> <ul style="list-style-type: none"> <li>Pupil voice showcases an increased confidence when it comes to swimming.</li> <li>End of year assessment data increases by at least 10% from last year's</li> </ul> <p>4)</p> <ul style="list-style-type: none"> <li>Staff confidence shows that 80%+ of teachers feel confident in teaching all areas of PE.</li> <li>Staff feel supported in areas of PE that they have less confidence in.</li> <li>Pupil attainment data showcases 80%+ children are achieving ARE across EY, KS1 and KS 2</li> </ul> <p>5)</p> <ul style="list-style-type: none"> <li>Children with SEND show an increased engagement with sport and experience competition and success.</li> <li>Teachers develop an increased confidence and awareness on how to differentiate teaching for all children to access PE.</li> </ul> <p>6)</p> <ul style="list-style-type: none"> <li>Clear progression of skill development is evident with a unit, as well as progression year upon year.</li> <li>Staff confidence shows that 80%+ of teachers feel confident in teaching all areas of PE.</li> </ul> <p>7)</p> <ul style="list-style-type: none"> <li>Pupil voice shows that children see football as a game for both boys and girls.</li> <li>Increased opportunity provided for the girls team to train and play together, and for this system to continue through future school years.</li> </ul>	<p>1)</p> <ul style="list-style-type: none"> <li>Pupil questionnaires</li> </ul> <p>2)</p> <ul style="list-style-type: none"> <li>Data collated regarding participation in sport clubs outside of school</li> <li>Pupil voice</li> </ul> <p>3)</p> <ul style="list-style-type: none"> <li>End of year summative swimming data</li> <li>Pupil voice</li> </ul> <p>4)</p> <ul style="list-style-type: none"> <li>Staff surveys</li> <li>Wider Curriculum Assessment grids</li> </ul> <p>5)</p> <ul style="list-style-type: none"> <li>Pupil voice</li> <li>Pupil questionnaires</li> <li>Staff questionnaires</li> <li>Learning Enquiry findings</li> </ul> <p>6)</p> <ul style="list-style-type: none"> <li>Staff questionnaires</li> <li>Learning Enquiry findings</li> </ul> <p>7)</p> <ul style="list-style-type: none"> <li>Pupil voice</li> <li>Pupil questionnaires</li> <li>End of year competition analysis</li> </ul>

## Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?

What **evidence** do you have?