

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

1. increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities
2. increasing engagement of all pupils in regular physical activity and sporting activities
3. raising the profile of PE and sport across the school, to support whole school improvement
4. offer a broader and more equal experience of a range of sports and physical activities to all pupils
5. increasing participation in competitive sport

What went well?	How do you know?	What didn't go well?	How do you know?
<p>The purchasing of GET Set 4 PE :A robust staff training and development program and scheme of work which supported staff in feeling confident to deliver all aspects of the curriculum. Staff confidence in planning for the curriculum areas rose from 60% to 80%</p> <p>Staff report that they have improved in skills and procedural knowledge as a result of targeted training and CPD session from the table tennis and invasion games specialist coaches</p>	<p>Staff confidence surveys Feedback through delivery of CPD and subject leadership</p> <p>Lesson observations and learning walks confirm that staff are teaching a sequential curriculum that develops skills and knowledge over time.</p> <p>Pupil voice surveys conducted in September and May confirm that children feel more active and that they have a wide range of enjoyable sports activities throughout the year.</p> <p>CPD on assessment using the assessment and reporting tool took place and teachers confirm that this supports them in using this to tackle misconceptions in procedural knowledge</p>	<p>Staff still report that they struggle with the overwhelming nature of teaching swimming themselves in a public pool and are unsure how this can be made safer and scaffolded for learners with addition needs such as sensory needs or those with neuro diversity</p>	<p>Staff confidence surveys Feedback through delivery of CPD and subject leadership</p> <p>Poor swimming outcomes and pupil voice from vulnerable pupils</p>

Review of last year 2023/25

<p>Additional opportunities for all pupils to engage with active lunches through delivery of CPD for lunch staff from table tennis specialist and invasion games specialist teachers</p> <p>Opal has been successful in creating an active lunches ethos. 20% more children report that they are experiencing active lunches extending the time children are active throughout the day.</p>	<p>Monitoring of physical activity levels during lunch and pupil voice throughout the year has confirmed that the introduction of the table tennis table, boom box, den building and digging pit have contributed to children who would usually have been less active taking part in active lunches</p>	<p>Not all children are experiencing 60 minutes of activity throughout the day and are have limited access to physical activity outside of school</p>	<p>Pupil voice and survey of children indicate that while activity has increased in school, they are still inactive at home and most pupils still travel by car despite the short distance.</p>
<p>Children's PE achievements and tournament outcomes have been celebrated in worship with 10 children this year winning the award for "fantastic PE"</p> <p>Yoga and in class activities have been used this year and teachers report that these have supported children in need of movement breaks and have led to a calmer and more focused learning environment in the afternoons following these lessons.</p>	<p>Monitoring of Goodly award, achievements and pupil voice confirms that school wide activity is higher this year and in particular during lunch times</p>	<p>More work is needed around promotion of the opportunities and aspirations physical sports and activity can bring.</p> <p>The importance of swimming and water safety is a low priority to children. Of those that said it was high also said that they can not swim but would like to and a large percentage of those also said they feel unsafe in water.</p>	<p>Mapping of key sports people in in place but pupil voice still confirms that children have a limited view of what a sport is and the kinds of people that can achieve well in them.</p> <p>Pupil voice and swimming survey.</p>
<p>Mapping of PE with skills progression</p>	<p>Get set 4 PE assessment data shows that</p>	<p>There are some areas of the curriculum</p>	<p>Assessment across rugby and football</p>

Review of last year 2023/26

<p>through Get set 4 PE offers children a broad range of PE and sporting opportunities throughout the year.</p>	<p>the children are beginning progress in both procedural and disciplinary knowledge across a wide range of sporting opportunities. Pupil voice also confirms that children are progressing more in their knowledge of disciplinary vocabulary across a range of sports.</p>	<p>that are showing weakness in delivery such as invasion games and the teaching of a broad range of strokes in swimming with many children unable to meet the national curriculum expectation at the end of the year.</p>	<p>show aspects of weakness around ball skills passing and receiving. Assessment of swimming shows that many children cannot yet meet the expectation and that those who can do not use a variety of strokes. Pupil voice also confirms that pupils feel unsafe at the public pool and that instructors at the pool make them feel sad that they can not swim.</p>
<p>Pupil voice confirms that the introduction of forest schools has enabled children to take part in OAA that they would otherwise not have had the opportunity to participate in.</p>	<p>Assessment and pupil voice confirm that children have enjoyed and progressed in the opportunity to participate in new sports.</p>	<p>Staff audit confirms that there are still some resources that are lacking and stalling the progress of teaching in some areas such as OAA and fitness</p>	<p>Staff confidence audit and pupil assessment data.</p>
<p>The tutoring of table tennis for the first time has allowed the whole school to experience a sporting activity that they have no local offer to participate in.</p>			
<p>More pupils are able to access an increasing number of participation events this year.</p>	<p>Use of competition registers, tracking and mapping of participation events throughout the year shows a broad range of access across many areas.</p>	<p>Some children feel that they have not been “chosen” to participate and younger year groups feel that they have no events offered to their year group</p> <p>Girls in particular as monitored as not attending participation events as much as boys.</p> <p>DA children (particularly girls) show as</p>	<p>Mapping of the events shows that there are fewer opportunities for younger children to participate in across the Wakefield area.</p> <p>Pupil voice and attendance monitoring activities show that there is a gender gap in participation.</p> <p>Pupil voice and attendance monitoring</p>

Review of last year 2023/27

underrepresented in participation events

activities show that there is a disadvantaged gap in participation.

Intended actions for 2024/28

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>To ensure that all children are participating in two or more hours a week of high-quality PE by continuing to focus on teacher training, ensuring that all teachers are confident to enjoy teaching high quality Physical Education</p> <p>To ensure that all pupils aspire to be active on average 60 minutes a day, 7 days a week. This will include focusing on school opportunities and monitoring of external physical activity</p> <p>We will begin to map and connect PE and PA achievements across each child's journey and explore the links these have to attainment, attendance and behaviour across the curriculum</p> <p>To rethink the school's delivery of swimming provision so that all children feel</p>	<ul style="list-style-type: none"> • Quality of teaching and learning in Physical Education will be developed through bespoke staff training and support for all class teachers. Support for PE leader included. • Ensure that teacher have access to high quality planning and supporting resources. • PE resources updated to enable high quality teaching to take place • Specialist coaches will be employed to upskill teachers in areas of weakness such as participation events • Increase the number and range of activities on club's on offer aligned to pupil, parent voice • Implementation of new extra-curricular timetable • Develop provision for physical activity at lunchtime by: increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors • Equipment and resources to be purchased for facilitation of activity and independent active play • Track data monitoring between pupil participation and achievement across PESSPA with wider school data e.g. attendance, behaviour, achievement • Pupil achievement logs to encourage pupils to reflect on wider life skill development and how this translates across school life • KS1 multi skills opportunities and LKS2 against other skills will be a priority • Engage with Wakefield healthy • To seek out alternative swimming provision to ensure that children have a safe, inclusive and

Intended actions for 2024/29

included, valued and safe. To ensure that more children have met the national curriculum expectation of swimming 25m by the end of year 6.

To continue to develop the teaching of OAA and invasion games

Ensure that all pupils have the opportunity to compete for school through regular intra school competitions. By accessing trust and city level tournaments.

successful swimming experience

- To continue to strengthen the teaching of OAA and invasion game practices through the drawing of experienced coaches and providers
- Mapping of children's participation in sporting, after school and leadership opportunities to mapped across each child's school journey to ensure that opportunities are equal and every child has a chance to participate
- To monitor and provide more opportunities for participation events for previously under represented groups (girls./ DA/SEND)

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?
<ul style="list-style-type: none"> • PE leader and staff will feel more confident to deliver a wider range of sporting and physical activity events • Teachers will have access to high quality planning and supporting resources • updated PE resources will enable high quality teaching to take place • Specialist coaches will be employed to upskill teachers in areas of weakness such as participation events • Increase the number and range of activities on club's on offer aligned to pupil, parent voice • Implementation of new extra-curricular timetable • Develop provision for physical activity at lunchtime by: increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors • Equipment and resources to be purchased for facilitation of activity and independent active play • Track data monitoring between pupil participation and achievement across PESSPA with wider school data e.g. attendance, behaviour, achievement 	<ul style="list-style-type: none"> • Staff confidence audit • Pupil voice • Lesson observations will confirm a high standard of good or better PE teaching including where coaching is being used to deliver content • Tracking data shows an increase in achievement for pupils across a range of sporting activities. • Monitoring and attendance registers for after school and wrap around offers • Pupil voice • Parent survey • Lunch time support survey • Equipment audit • Tracking through PD spreadsheets show attainment, aspiration and behaviour links • Pupil voice

Expected impact and sustainability will be achieved

- Pupil voice encourages pupils to reflect on wider life skill development and how this translates across school life
- KS1 multi skills opportunities and LKS2 against other skills will be a priority
- Engage with Wakefield healthy schools and School games organisers
- To seek out alternative swimming provision to ensure that children have a safe, inclusive and successful swimming experience
- To continue to strengthen the teaching of OAA and invasion game practices through the drawing of experienced coaches and providers
- Mapping of children's participation in sporting, after school and leadership opportunities to mapped across each child's school journey to ensure that opportunities are equal and every child has a chance to participate
- To monitor and provide more opportunities for participation events for previously under represented groups (girls./ DA/SEND)
- Event monitoring
- Swimming data will show and increase in number of children swimming at expected standard, using a wide range of strokes and a greater number of children able to self-rescue
- Pupil voice confirms they have a wide range of opportunities offered through school and as part of extra-curricular offer
- PD spreadsheet show increased participation across all groups and pupil demographics
- Pupil voice reflects an increase in participation across under-represented groups

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> • Staff confidence audit shows an increase in confidence to teach a range of sports when supported by the GET set 4 PE planning and assessment tools • Pupil voice reflects an increase in procedural and disciplinary knowledge across a greater spread of sorts with more opportunity to revisit skills they have previously learned • Lesson observations will confirm a high standard of good or better PE teaching including where coaching is being used to deliver content • Tracking data shows an increase in achievement for pupils across a range of sporting activities. • Monitoring and attendance registers for after school and wrap around offers show a greater breadth of participation and engagement across all demographics • Pupil voice confirm that they feel they have a greater range of things to do during free pay and that they have a better range of after school clubs that reflect the things that they are interested in. • Parent survey confirms that a wider range of physical activities has been offered this year and that these reflect the children's interests • Lunch time support survey shows that they feel more able to tackle inactivity at lunch times and have a wide range of active ideas for all children that they can direct children toward • Equipment audit against the cycle B planning shows that lessons are well resourced 	<ul style="list-style-type: none"> • Staff confidence audit • Pupil voice • Lesson observation • GET Set assessment data • Attendance registers for extracurricular activities • Lunch time observations of physical activity during independent play • Parent survey • Lunch time support staff survey • Equipment audit

Actual impact/sustainability and supporting evidence

and sustainable delivery across the curriculum is possible

- Tracking through PD spreadsheets show a greater spread of children accessing more opportunities for sports leadership and aspirational opportunities
 - Pupil voice confirms a better awareness of aspirational sporting people and the local opportunities to compete and succeed available.
 - Event monitoring and registers show an increase in general participation, raising the profile of PE
 - Swimming shows an increase in number of children swimming at expected standard, using a wide range of strokes and a greater number of children able to self-rescue on last year
 - Pupil voice confirms they have a wide range of opportunities offered through school and as part of extra-curricular offer
 - PD spreadsheet shows increased participation across all groups and pupil demographics
 - Pupil voice reflects an increase in participation across under-represented groups
- PD spreadsheets
 - Pupil voice
 - Event and participation registers
 - Swimming data
 - pupil voice
 - staff confidence audit
 - tournament registers and tracking
 - PD spreadsheet
 - Pupil voice