

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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"> • KS2 attended lots of inter-school competitions led by the local feeder secondary school and the Wigton Cluster • 80% (8/10) could swim by the end of Year 6. • Joined with the Wigton cluster to take part in a session with Carlisle dance academy which went well. • U dance – focused on Y2-6. It went well. 21 children took part, developing their performance in an after-school club. • Development session for less sporty children. This went well. • Skip to be fit – need to buy 	<ul style="list-style-type: none"> • The school achieved 'gold' school games award for the third year. • Observations of pupils at the competitions and the enthusiasm they have for taking part • Attendance registers at after school clubs • Pupil voice about sports coaches 	<ul style="list-style-type: none"> • Less option for KS1 and Rec children in inter-school competitions. • Sports coaching is becoming a little 'samey' with the sessions for EYFS/KS1 and KS2 looking very similar. • We couldn't attend all the sports sessions arranged by the feeder secondary school because it clashes with PE and swimming during the first term. • We need to buy skipping ropes with counters to sustain progress in skipping between sessions 	<ul style="list-style-type: none"> • Staff observations of the session • Pupil engagement

Review of last year 2023/25

skipping ropes to practice in between times

- Cricket Chris – good – the children love his sessions. Also does good after school clubs.
- Sports clubs are always popular with the children and well attended.

Intended actions for 2024/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> • Increase opportunities to take part in inter school competitions. Where possible to increase the number of KS1 involvement • Tailor coaching to the competitions coming up so that pupils are prepared and aware of the rules. • Look for opportunities to try a wider range of sporting activities including sports for • Find opportunities for coaching other sports in school. • Develop break times to become more active and reduce the reliance on football. • Support all pupils to be able to swim by the time they leave primary school • Support all Year 5 and 6 pupils to be able to ride a bike safely. • All pupils take part in Forest School sessions • Consider how to ensure there is an impact of the sports premium funding in the school 	<ul style="list-style-type: none"> • Quality of teaching and learning in PE will be developed through observing coaching/support for subject leads. • Look into purchasing high quality planning and supporting resources. • Develop the provision for physical activity at lunchtime/breaktimes. • Inter school competitions – continue to take part in competitions and festivals run by the local secondary school • Speak to PE coaches to tailor some sessions to competitions that are coming up. • Attending more KS1 competitions this year. • Wheelchair basketball – look to arrange this in school to demonstrate how sport is accessible for all. • Explore football coaching in school • Develop OPAL sessions across school breaks and lunch to promote active play. • Continue with 10 weeks of swimming lessons across KS2 • All Year 5/6 pupils to undertake Bikeability training to L2 with trained coaches • Consider the use of a PE scheme to support teaching of PE.

Intended actions for 2024/27

Gather the advice/experiences of local schools.

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"> • All Year 6 pupils can swim before leaving primary school • All Year 5/6 pupils understand how to ride a bike safely on the roads • All pupils across the school have taken part in an inter school sporting event/festival • All pupils across the school have had coaching by an outside professional • All pupils have the opportunity to attend a sports club • All pupils have taken part in Forest Schools • Pupils are fit and healthy and able to take part in a range of sports. • Pupils are motivated to join clubs and activities outside of school. 	<ul style="list-style-type: none"> • Pupil voice and questionnaires focused on PE PA and School Sport. • Staff observations • Parental questionnaires • Observations/feedback by coaching staff/swimming teachers • Skills checklists • Celebrating successes achieved outside of school in whole school worship and posting these on social media. • Attendance figures at clubs/sporting events. • Staff confidence surveys • Pupil attainment information and whole child holistic outcomes

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Evidence to be completed ahead of reporting form.</p> <ul style="list-style-type: none">•	<p>Evidence to be completed ahead of reporting form.</p> <ul style="list-style-type: none">•