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PE Funding Evaluation Form

Commissioned by



Department
for Education



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>Money was spent on CPD for staff through coaches. Teachers were working 1:1 with a coach in order to develop their confidence in PE.</p> <p>Lots of competitions were entered for children in KS1 and KS2.</p> <p>The profile of PE was raised across the school through different PE days.</p>	<p>Staff felt more confident in teaching PE.</p> <p>The profile of PE was raised through whole school events, tasks, displays and assemblies.</p>	<p>As the curriculum was new, there was some teething problems in terms of the sessions picked and progression. Now, we have adapted the curriculum based off pupil and staff feedback ready for 2024 - 2025.</p>	<p>I had staff complete questionnaires about the curriculum and CPD. I also did pupil feedback from children across the school and asked questions based on the curriculum, being active for 60 minutes a day as well as after school clubs.</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
<ol style="list-style-type: none"> 1. Increased confidence, knowledge and skills of all staff in teaching PE and sport <ul style="list-style-type: none"> - Continue with provision to upskill staff by using coaches to provide continuous CPD. - Subject lead to attend all PE conferences/ updates each half term which are provided through our affiliation with Gateshead SSP. - PE lead to undergo football level 1 course in coaching to raise confidence in running a football team and delivering training sessions. 2. The engagement of all pupils in regular physical activity <ul style="list-style-type: none"> - Develop the provision for sports leaders and ensure that children can reach being active for 60 minutes per day. - Ensure equipment is up to date and fit for purpose. Any equipment that is broken will be replaced. 3. The profile of PE and sport is raised across the school as a tool for whole-school improvement. <ul style="list-style-type: none"> - Lead whole school days linked to sporting activities that are happening eg Women's football, Euros. - Booking different ASC for children across KS1/KS2 which are extra to what is already provided in the curriculum. 	<ol style="list-style-type: none"> 1. Increased confidence, knowledge and skills of all staff in teaching PE and sport. <ul style="list-style-type: none"> - Discussions with staff in staff meeting times. Also email check ins to ask questions related to PE and answer any questions they have. - Relay information from conferences and meetings to the relevant staff. - PE lead to lead football clubs and run this with another staff member to increase their confidence in the club. - Teachers work alongside a coach to ask questions and observe how a coach teaches a particular sports. The coach teaches blocks that teachers have voiced they've struggled with or need help differentiating it for the needs of their class. 2. The engagement of all pupils in regular physical activity <ul style="list-style-type: none"> - Sports leaders will be used each break time for KS1 and KS2. They have been trained through the SSP young

Intended actions for 2024/26

- Booking coaches for specific topics such as karate and gymnastics where a specialist can come in and upskill the teacher and provide a unique opportunity for the class.
4. Broader experience of a range of sports and activities offered to all pupils
- Booking different ASC for children across KS1/KS2 which are extra to what is already provided in the curriculum.
 - Booking coaches for specific topics such as karate and gymnastics where a specialist can come in and upskill the teacher and provide a unique opportunity for the class.
 - Entered SEDN only competitions for those children who have a SEND.
 - SEND interventions which are designed for SEND children in table tennis.
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5. Increased participation in competitive sport
- Though our affiliation with Gateshead SSP, we have entered a range of competitions for KS1/KS2.
 - Entered SEND only competitions for those children who have a SEND.
 - SEND interventions which are designed for SEND children in table tennis.
- leaders so that they have the confidence and knowledge to set games up and run them.
- Active dinner and break times by providing children with the necessary equipment to stay active such as a range of balls, skips, hoops and music to dance along too.
 - Children all have 2 x hour PE sessions a week as well as the opportunity to get extra exercise through wellbeing walks linked to mental health.
3. The profile of PE and sport is raised across the school as a tool for whole-school improvement.
- By being associated with Gateshead SSP, we have completed many of their Blazing the Trail activities which focus on physical literacy and physical activity. We will be completing a dance festival activity, a determined dinosaur activity.
 - We will be planning on a whole school walk in the summer term.
 - We will be choosing our new year 5 sports leaders to be the face of sporting activities across school.
 - Pe boards will be updated throughout the year with achievements.
 - Whole school assemblies to highlight the achievement of the teams and this to be put on our social media.

Intended actions for 2024/27

4. Broader experience of a range of sports and activities offered to all pupils

- All pupils have a block of coaching booked in which is a new sport to them or a new sport to the school to experience something new.
- We have booked in free ASC again for children to experience clubs that they may now have had the opportunity to attend outside of school for those who may be more disadvantaged.
- Targeted SEND interventions using the boccia and kurling equipment.
- Targeted SEND interventions looking at table tennis and soft ball through Durham CC.
- Use a range of SEND children to go to the SEND only events to ensure they have the best opportunities to compete in a safe environment for their disabilities.
- Target interventions for those in the lowest 20% who do not achieve in PE sessions.

5. Increased participation in competitive sport

- Provide children with a new

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><u>Impact</u></p> <ul style="list-style-type: none"> • The impact of the curriculum will ensure that all children are offered a broad and balanced curriculum that excites, intrigues, develops resilience, team work and collaboration. By focusing on the curriculum, children will be able to develop in their physical education. • The impact of using coaches alongside our teaching staff will allow to give continuous CPD. Our staff will be working alongside a coach from NUF as well as a coach that is working in partnership with our SSP. The coaching blocks have been picked as these were mentioned in feedback from 23-24 as a weakness for our teaching staff such as gymnastics. • Coaches have also had an impact on our children by giving them new experiences. Our children will have karate sessions, little kickers and little rugby sessions extra to their normal, delivered curriculum. • The impact of new equipment will allow us to ensure our 	<ul style="list-style-type: none"> • I will complete pupil feedback from children across our school to get their thoughts and views on their curriculum. I will also monitor staff's floor book which shows evidence against the curriculum. Pupil feedback also helps me engage how they found the new coaches. • After a teacher has worked alongside a coach, I will ask for feedback and how this has impacted their professional development. I will also be collecting a survey at the end of the year on how this academic year has gone for teachers and make improvements for 25-26. I will also gather feedback through the use of our curriculum plans that teachers have completed. • The sports leaders will be time tables for both KS2 and KS1 break times. Staff will monitor how many children are attending games ran by the sports leaders. • The tailored SEND interventions will allow our SEND children a tailored intervention that will allow them to develop communication skills. • Currently we have a 32% fail rate of Year 6 swimmers. I

Expected impact and sustainability will be achieved

sessions can go ahead as teachers will have all the equipment for a successful session.

- The impact of equipment used for the yard during break times and dinner times will allow children to achieve their active 60.
- The impact of having sports leaders will allow us to encourage children during break and dinner times to be more active.
- The impact of attending competitions will encourage children in sportsmanship, collaboration and cooperation.
- Creating targeted intervention groups for children with SEND to build on communication and team work.
- Top up swimming sessions will be used for pupils in Year 6 who did not pass Year 6 swimming.

Sustainability

- Once staff are working alongside the coach, they will be able to be more confident in teaching that area as they have team teacher alongside the coach.
- Equipment will be monitored and looked after by our staff members and also our Year 6 sports leaders.
- We will continue to use the scheme Getset4PE which has allowed us to tweak the current curriculum for

am hoping this is halved.

Expected impact and sustainability will be achieved

this year rather than change it.

- Top us swimming sessions will be provided alongside our Year 5 swimmers which ensured they are swimming but not in need of separate sessions.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p><u>Impact</u></p> <ul style="list-style-type: none"> • The impact of the curriculum has ensured all children are offered a broad and balanced curriculum that excites, intrigues, develops resilience, team work and collaboration. By focusing on the curriculum, children will be able to develop in their physical education. All children have been exposed to a broad curriculum which is not repeated activities year on. • The impact of using coaches alongside our teaching staff will allow to give continuous CPD. Our staff have worked alongside a coach from NUF as well as a coach that is working in partnership with our SSP. Coaching blocks have been hugely successful across the school. NUF have also provided a range of after school clubs which focus in being active and enjoying activities. • Coaches have also had an impact on our children by giving them new experiences. Our children will have karate sessions, little kickers and little rugby sessions extra to their normal, delivered curriculum. The coaches have also provided new CPD as our staff have worked 	<p><u>Impact</u></p> <ul style="list-style-type: none"> • Evidence of the curriculum has been noted in our floor books per class. Each class has written and photographic evidence of the curriculum. • I have done pupil voice to gather feedback about the PE curriculum. All feedback was collated and changes have been implemented for 2025-2026. • Pupil feedback also asked about our use of sports leaders. All sports leaders were given positive feedback. Then we have received more pupil and staff feedback from events that have been ran by our sports leaders such as sports day and our whole school games. • Staff have all been observed in the teaching of PE against our curriculum. I have collated positives and next steps from all observations and will use this as staff training for 2025-2026. • Staff have completed a questionnaire based on PE this year. Again, I have collated the data and used this to put into my action plan for autumn to organize training and CPD.

Actual impact/sustainability and supporting evidence

alongside Kenshaw Karate, Little Kickers and Little Rugby.

- The impact of new equipment has ensured our sessions can go ahead as teachers will have all the equipment for a successful session.
- The impact of equipment used for the yard during break times and dinner times has allowed children to achieve their active 60. This has been through playing with equipment as well as through dance with music and our boom box.
- The impact of having sports leaders has encouraged children during break and dinner times to be more active. This has been accessibly for all children across our school. The sports leaders have also been present for whole school competitions, judging competitions which links to physical literacy and also running their own whole day school games day.
- The impact of attending competitions has encouraged children in sportsmanship, collaboration and cooperation. Children who have been in attendance at competitions have been celebrated on our sports working wall as well as in assemblies. They have also developed sportsmanship and collaboration.

- We have gathered photographic evidence as well as video evidence from when the children have had external coaches such as little kickers, mini athletics and kenshaw karate.

Actual impact/sustainability and supporting evidence

- Creating targeted intervention groups for children with SEND to build on communication and team work. This has been ran our across children in KS1 and KS2. This has been ran through external coaches and our own support staff after they attended Smile through Sports which is tailored for children with a SEND.

Sustainability

- Working alongside a coach in continuous CPD for our staff. The coaching blocks have changed each term so teachers do not have the same coach each term for the same session.
- Resources such as Getset4PE offer us a whole curriculum and this doesn't need to be changed yearly.
- Equipment is stored and looked after ensuring that we have not wasted money on equipment. Equipment bou9ght has been robust and ensured that it will not break.

Actual impact/sustainability and supporting evidence

Swimming data from 2025.

	Percentages
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	86
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	86
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	86
Passed KS2 swimming expectations	86