

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?
<p>Took part in the SLSSP competitions and festivals.</p> <ul style="list-style-type: none"> - Yr 5/6 Table tennis (Boys) - Yr 5/6 Basketball (2 teams) - Y5/6 Football - Dodgeball (Yr 5/6 and Yr 3/4) - Cross country - Multi sports festivals (Y1/2 and Y3/4) 	<p>Children enjoyed and took part in the</p> <ul style="list-style-type: none"> • Table tennis (Boys organised themselves with parent support) • Football league and knockout • Basketball (2 teams) • Dodgeball • Cross county • Multi sports festival 	<p>Playground leaders – More structure of the activities and games that they can run and support with the younger children.</p>	<p>On occasions the playground leaders have been distracted and unsure on what to do during some of the sessions/activities they should be running.</p>
<p>The SLSSP energize club was organized and ran as an afterschool club.</p>	<p>The children involved enjoyed the club and increased their physical activity.</p>	<p>Sports ambassadors role – The sport ambassadors need a bigger role and to support lunchtimes more.</p>	<p>The sport ambassadors express the interest in supporting different jobs within their role and also to run activities at lunchtimes.</p>
<p>PE leader worked with SLSSP to take part in subject leader networking</p>	<p>Promotion of PE throughout the school</p>		
<p>Inclusive sports program for pupils with SEND</p>	<p>Promote PE and confidence in physical activity with all pupils.</p>		
<p>School achieved the 'Gold Games Mark' for the first time.</p>	<p>Had email from Partnership manager at the SLSSP and also email confirmation from the School Games Administrators and was sent the Gold celebrate pack.</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
<p>Short Term (Autumn 2024/2025)</p> <p>The curriculum design considers and links with the competitions and events the children will take part in, hosted by SLSSP.</p> <p>Contact will have been made with the local pools and we will know whether the children will be able to access the swimming aspect of the curriculum.</p> <p>A new assessment system that matches the assessment system of other subjects will be trailed by 1 or 2 teachers.</p> <p>Medium Term (Spring/Summer 2025)</p> <p>The children will take part in more activities that contribute and increase the amount of physical activity that they have in the school day. (Key Indicator 2)</p> <p>Plans have been put into place to ensure greater participation and engagement of pupils in PE lessons and sport clubs. (Key Indicator 2)</p> <p>Plans will be put into place to be able to deliver swimming to children in KS2.</p> <ul style="list-style-type: none"> - The children in Year 6 will be able to swim 25m using a range of strokes and have understanding of water safety. <p>To develop high-quality PE teaching through leadership, CPD, and school-wide collaboration (Key Indicator 1)</p> <ul style="list-style-type: none"> - The teachers will use the PE unit KO within their lessons and ensure using the specific PE vocabulary and language. 	<p>Curriculum</p> <p><u>Curriculum Planning (Summer 2024)</u></p> <p>Developing on the review of the PE curriculum completed by the PE lead in 2023/2024 to ensure the correct coverage and link effectively to the 'Complete PE scheme'.</p> <ul style="list-style-type: none"> - Ensure the curriculum design links to the SLSSP's competitions and events calendar. <p><u>Vocabulary and Language</u></p> <p>Within the PE units – Teachers share and use the KO and teach the specific language and vocabulary with the children.</p> <p>When teaching teachers use the specific vocabulary and encourage the children to use the vocabulary when talking and discussing PE.</p> <p>Swimming curriculum and resources</p> <p>Learn-AT has established a working party to help with the issues surrounding swimming and the access to swimming pools so that the children can achieve the required standard by the end of the year 6.</p> <p>The school office to contact the local swimming pools to obtain whether they have any availability so that swimming can be timetabled.</p> <p>Training and collaborative work (2023-2024) (Key Indicator 1)</p> <p>The PE lead to engage in professional development through local network meetings and conferences, sharing key insights with staff during staff meetings. A teacher PE survey to be conducted to inform future planning and development. Staff CPD based on gaps in knowledge and confidence delivering PE informed by the survey results.</p>

Intended actions for 2024/26

- Clear focus on the skills within PE lessons.

An assessment system for assessing PE will be in used by teachers in all year groups.

Using Student Leadership/Student Voice to raise the profile of PE as a tool for whole-school improvement (Key Indicator 3)

To empower students by giving them leadership roles and a voice in shaping PE and school sports, making them active contributors to a healthier school environment. To focus on increasing physical activity during unstructured times and fostering leadership among older pupils. Additionally, promoting mental well-being through the 5 Ways to Well-being, particularly emphasizing "Being Active" to boost emotional literacy and resilience.

Staff meeting

The PE lead will lead a meeting with the other teachers and SLT given an overview about physical activity of the children and then there will be time to discuss ideas of ways to increase the children's physical activity levels.

- Share the survey results with staff
- Discuss the importance of using the specific PE vocabulary and language and the ways that we need to do this.

Monitoring (Key Indicator 1)

Observations/drop in / Pupil interviews

The PE lead with drop in to PE lessons across the school to monitor the curriculum is being taught, children's engagement and evaluate the lessons and children's knowledge and skills.

Survey

Carry out survey with all pupils to identify any barriers to PE

The PE Lead will carry out a survey with the teachers to identify any CPD needs or areas for development.

Participation (Key Indicator 2)-To engage in the Move It March programme which will provide each child with a physical activity tracker, offer milestone-based rewards for physical activity completed (Bronze, Silver, Gold, Platinum).To engage with Active Travel programmes in October and throughout the year.

Student Leadership (Key Indicator 3)- Four students from Years 5 and 6 will be trained as Sports Ambassadors to help lead a School Sport Organising Crew alongside staff. Additionally, 20 students will be trained as Playground Leaders to run active games for KS1 pupils, with support from the South Leicestershire School Sports Partnership (SLSSP). Four Well-being Ambassadors from Years 5 and 6 will promote the 5 ways to well-being and create a peer support action plan. Pupils in Years 3 and 6 will complete a pupil survey to share their views on sports, leadership, and well-being to inform future planning.

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>Key Indicator 1- Lesson observations will show lessons of good quality where the children are engaged and specific language and skills are being taught. CPD will continue through local network and SLSSP provision.</p> <p>Key Indicator 2- We expect at least 125 (50% of pupils) children to participate in the Move It March programme. This will promote the CMO Physical Activity Guidelines. Sustainability-the school will continue to engage with the SLSSP to host more universal physical activity projects.</p> <p>Key Indicator 2/3- Physical Activities and sports will be supported by – Playground Leaders. This initiative aims to make 20% more KS1 students active, encourage better social interaction, and boost the confidence of student leaders. Sports Ambassador duties will include running/supporting intra-school events such as KS1 sports day, collecting peer feedback, and leading activities for younger pupils. This is expected to increase engagement in PE and raise the visibility of physical activity initiatives across the school. To sustain this, new student leaders can be trained annually. Well-being Ambassadors will take charge of initiatives such as creating "Worry Boxes," and "Kindness boxes". These efforts aim to foster greater pupil confidence in sharing concerns and heighten awareness of emotional well-being. To sustain this, new student leaders can be trained annually.</p> <p>Key Indicator 4- Big Moves Intervention- We will improve fundamental movement skills and academic outcomes in 15 EYFS/KS1 pupils, with long-term impact sustained through staff training to ensure annual delivery. with long-term impact sustained by staff training to continue delivery annually. Staff will be trained to sustain the targeted interventions in school.</p> <p>After school Clubs- This year we are intended to offer a wider range of afterschool</p>	<p>Key Indicator 1- Improved Teaching Quality: Evidence from observations, surveys, and feedback. Curriculum Consistency: Consistency in lesson plans, teaching methods, and content delivery across the school.</p> <p>Key Indicators 2- Move it March: Increased Physical Activity: Measured through tracking participation data and feedback from students' Knowledge of Physical Activity Guidelines. School-wide Impact: Feedback from teachers and students about a potential shift in the school's overall attitude toward physical activity.</p> <p>Key Indicator 3- Engagement: Track the number of programmes and participation in provision delivered by student leaders. High engagement indicates success in promoting activity and well-being. Impact on Peers: Informal interviews with participants/pupils about the impact of the student leadership programmes. Leadership & Knowledge: Track leadership development and students' knowledge of physical activity and well-being. Data-Driven Refinement: Use feedback from surveys (e.g., Koboca) to adapt programmes. Continuous improvement based on feedback.</p> <p>Key Indicator 4-</p> <ul style="list-style-type: none"> - For the Big Moves Intervention, fundamental movement skills and academic progress will be assessed pre- and post-programme using teacher questionnaires, with a comprehensive report provided by SLSSP. A trained and confident staff member will be in place to continue delivery.

Expected impact and sustainability will be achieved

sport clubs that will engage more pupils. We anticipate that that there will be an increase in the number of children attending at least one afterschool club. A key focus is increasing engagement among pupils eligible for free school meals, so one of the ways is to subsidise the cost of some of the sport clubs afterschool to improve accessibility and inclusivity for those children.

Key Indicator 5-

We will provide inclusive access to the range of sporting events on offer. We aim to enhance pupil engagement and development through taking part in the DEVELOP Festivals is designed to involve less active pupils through enjoyable, skill-based activities.

The EXCEL Competitions will provide a challenge for talented students. Our goal is to enter and participate in seven competitions.

The school will continue to engage with SLSSP, who provide the competitions and events.

- Afterschool clubs - We will have the registers of the afterschool clubs that will show which children are participating in the clubs.

Key Indicator 5

For all competitions and events, we will track participation data and use insights from the previous year to target children who have never represented the school at Develop Festivals.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Lessons and Curriculum quality (Key Indicator 1) – The children have achieved well in PE and made some good progress. The quality of the lessons has improved, with the children accessing and being taught the specific skills and PE/sport vocabulary.</p> <p>Move it March (Key Indicator 2)- The Move it March event has had a great impact, and we saw 230 children (93%) taking part tracking their physical activity both in school and out of school.</p> <p>Physical activity (Key Indicator 2 and 3)- There is has been more physical activity taking place at lunchtimes and breaktimes which has been supported by having more equipment and the use of the playground leaders. During the nicer weather the field has been open and the other outside spaces have been utilised to provide the children with more space to be physically active. In lessons, the children have been more physically active and taking part in more activities.</p> <p>Key Indicator 3- Physical Activities and sports will be supported by – Playground Leaders. This initiative has supported the FS and KS1 in being more activities and engaging in more physical activity at lunchtimes. Sports Ambassadors – 4 year 5/6 children were trained. They have supported intra-school events such as KS1 sports day, collecting peer feedback, and leading activities for younger pupils. They also led the warm-up for the school colour run that was planned to raise money. This raised the profile PE and raise the visibility of physical activity initiatives across the school. To sustain this, new student leaders can be trained annually. Well-being Ambassadors – 4 year 5/6 children were trained and attended the 2 training sessions. They took charge of initiatives such as creating "Worry Boxes," and "Kindness boxes". These efforts aim to foster greater pupil confidence in sharing concerns and heighten awareness of emotional well-being. To sustain this, new student leaders can be trained annually.</p>	<p>Lessons and Curriculum quality (Key Indicator 1)</p> <ul style="list-style-type: none"> - The children's attainment - Lesson observations - Monitoring carried out with the children and surveys – the children were able to talk about what they had learn and used more specific vocabulary. <p>Move it March (Key Indicator 2)</p> <ul style="list-style-type: none"> - The children's trackers, class trackers and the evaluation sent into the SLSSP. <p>Physical activity (Key Indicator 2 and 3)-</p> <ul style="list-style-type: none"> - Observations of the children at lunchtimes. - Observations of PE lessons - Subject leadership monitoring / Pupil voice <p>PE profile and student leadership (Key Indicator 3)</p> <ul style="list-style-type: none"> - Children's received certificates for the training. - Register of participation of the training

Actual impact/sustainability and supporting evidence

After school Clubs (Key Indicator 4) – With the introduction of the SA active afterschool club along with the football team training and the other sports clubs there has been an increase in the number of children taking part in at least one club – at least 66 children (27%) have taken part in an afterschool club over the year. There has also been an increase in the number of FSM and SEN children taking part in a club.

SLSSP competitions and festivals (Key Indicator 2 and 5) –

This year Blaby Stokes have taken part in the following SLSSP competitions and festivals. We took part in more events which as allowed more children to take part in physical activity and sport.

- Yr 5/6 Table tennis (Boys and Girls)
- Yr 5/6 Basketball
- Y5/6 Football (2 Teams)
- Dodgeball (Yr 5/6 and Yr 3/4)
- Cross country
- Tennis (Yr 3/4 Festival)
- Multi sports festivals (Y1/2 and Y3/4)
- Area Athletics (KS2)

Aspiration active (Key Indicator 2, 3 and 4) –

A group of children with SEN or girls that are PE refusers took part in the aspiration active intervention. The children were engaged in various sports and physical activities. At the end of the project the children enjoyed a celebration event, taking part in various activities and sports alongside other schools. Taking part in the sessions encouraged then pupils to increase their participation in PE lessons.

After school Clubs (Key Indicator 4)

- The afterschool club registers
 - Pupil voice

SLSSP competitions and festivals (Key Indicator 2 and 5) –

- Participation registers
- Increased number of competitions and festivals that the school took part in.

Aspiration active (Key Indicator 2, 3 and 4) –

- Participation registers
- Photographs
- Parental feedback about the positive impact that the sessions were having on their children.
- Teacher feedback about the increase engagement within the PE lessons.