



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?
<p>The percentage of children swimming 25m, a range of strokes and safe water rescue has improved.</p>	<p>Our swimming data has continued to improve and now 100% of children in Year 6 can complete a range of strokes and safe water rescue compared to 77% last year.</p>	<p>Although Leaders were trained, this was only a select few children that attended the training and implemented the training. This would be beneficial to role this out across the school.</p>	<p>Leaders only had an impact at breaktime and lunchtime. Need to consider opportunities for leadership across the school day and curriculum.</p>
<p>To raise the profile of PE across the school and ensure there has been clear skill progression</p>	<p>There is a clear sequence of skill progression across the school. This have been clear through lesson observations, deep dives and feedback. This has had a positive impact on PE delivery and there is clear adaptations in PE lessons. There has been sporting extra curricular clubs arranged all year and children have had opportunities to attend sporting events.</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>For all children in Year 5 to have Real Leaders training linked to our PE curriculum and to develop their social and personal skills to apply their new skills in sporting games and through break and lunchtimes.</p> <ol style="list-style-type: none"> 1. Link to Key indicator 1 Increased confidence, knowledge and skills of all staff in teaching PE and sport 2. Link to Key indicator 3 The profile of PE and sport is raised across the school as a tool for whole-school improvement <p>6 Year 6 children to receive training by the Dacorum Sports School Network to be Sporting Ambassadors and to apply their skills learnt to Physical Activity across the curriculum as well as breaktime and lunchtimes.</p> <ol style="list-style-type: none"> 1. Link to Key indicator 3: The engagement of all pupils in regular physical activity – Chief Medical Officers’ guidelines recommend that primary school pupils 	<ul style="list-style-type: none"> - Real Leaders training on 3rd February - All children in Year 5 have training. - Staff attend Real Leaders training to implement this after the real training day. - Cost: £500.00 <ul style="list-style-type: none"> - Children attend Sports Ambassador training. - Member of staff attend and support Subject Leader with meetings, targets and actions. - Children support PE lessons and have a buddy class across the curriculum. - Children to run ‘Sport Lunchtime clubs’ as well as supporting delivery of Football at lunchtime.

Intended actions for 2024/25

undertake at least 30 minutes of physical activity a day in school.

2. Link to Key indicator 3 The profile of PE and sport is raised across the school as a tool for whole-school improvement

To continue to adapt the PE curriculum and ensure all new staff are trained on the scheme and ECT or new staff to the school have received support and training.

1. Link to Key indicator 1 Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Link to Key indicator 3 The profile of PE and sport is raised across the school as a tool for whole-school improvement

To provide wider opportunities for pupils to participate in inter school competitions both virtually and at sporting events with other schools.

1. Link to Key indicator 5 Increased participation in competitive sport

- School Blog updated on website to support raising the profile.

- Meet with Subject Leader
- Within school staff training through updates.
- Observations of staff and feedback given to support staff being upskilled in delivery.
- Drop in sessions ran by Real PE to support staff.
- Cost: Scheme renewal: £695
- Cost: SL being released x 4 days £1057.36

- SL arrange events for across the school
- Enter School Games
- Share with parents through parent newsletter and school blog
- Arrange coaches/transport to the event
- SL to be on DSSN Steering group panel to help shape the sporting events offered in Dacorum and which ones we enter.

Intended actions for 2024/25

To continue to develop our football and netball teams and to increase the amount of children accessing the extra curriculum club.

- Link to Key indicator 2 The engagement of all pupils in regular physical activity
- Link to Key indicator 5: Increased participation in competitive sport
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To offer a wider range of extra curricular clubs to encourage more active minutes outside of the school day.

- Cost of transport: Up to end of Spring Term
- £1494
- Cost of SL to be released for Steering groups 4 x half days £728
- DSSN Membership £2000

- To increase the spaces offered at our football and netball team.
- To offer a football and netball after school club and enter the local leagues.
- To raise profile of netball and have a netball kit.
- Cost: Extra curricular club: £2520 for netball £2520 for football
- Cost of kits: Bags 167– Kits – £250

- To run more sporting opportunities after school
- To pay staff to run the club £17.92 *36 weeks £645.12 and £264.39

Intended actions for 2024/25

To support Subject Leader and staff with CPD in P.E.

-Ensure staff are aware of courses when available. PE lead to select suitable courses for members of staff and approach them if needed. SL to attend PE cluster meetings and DSSN meetings. SL to feedback to remaining staff post training and ensure they are aware of updates. SL to attend regular training opportunities. Subject leader to attend PE conference. This will impact staff and children
 Cost: Supply cover x 4 £1057.59
 Cost of PE conference £215

To hold an additional sports day to raise the profile of PE and the importance of healthy lifestyle.

- Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement

Key indicator 4: Offer a broader and more equal experience of sports

- SL to arrange additional sports day
- Cover of SL for running sports day £264.40
- Make links with wider community
- Advertise community links
- All children to participate
- Cost: £711

SL to arrange Move and Learn Project

To enforce cross curricular links with PE and healthy life style

To create links with community

Intended actions for 2024/25

through PSHE and Science.

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement

To promote PE and ensure teachers have the right resources for high quality PE delivery. To give further opportunities for children to access PE and have further opportunities to develop their skills.

To provide further opportunities and links to local community clubs for children in Year 5.

Key indicator 4: Offer a broader and more equal experience of sports

Year 6 children to have the opportunity to be inspired by a female athlete and support with transition to KS3.

- Link to Key indicator 2 The engagement of all pupils in regular physical activity

- To have Watford Community in to support making links
- Cost £150

- To order equipment as required
- To ensure have the appropriate Gymnastic equipment to ensure high quality PE lessons
- Cost of equipment: £616.07
- Cost of mats: £1367.86

Rugby arranged with local rugby club

- Cost 420

- Kobocca session for year 6 pupils
- £150

Intended actions for 2024/25

To continue OPAL Playgrounds to enrich playtime experiences for all pupils and encourage active lunchtimes.

3. Link to Key indicator 2: The engagement of all pupils in regular physical activity

To introduce more sporting opportunities for active 30 minutes and active lunchtimes

4. Link to Key indicator 2: The engagement of all pupils in regular physical activity

Key indicator 4: Offer a broader and more equal experience of sports

To develop gross motor skills and physical activity by introduction of balance or two wheeled bikes in EYFS. This will also target whole school improvement of PE from the beginning.

- To create adventure and active break and lunchtimes
- Cost of equipment £676.73

- To extend the range of activities offered to children at lunchtime to target groups of children who are least active
- Table tennis and tennis equipment purchased £410.25

- Purchase of equipment of two wheeled bikes and balance bikes £700.23

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>Children to develop their leadership skills and apply these skills in their break and lunchtimes by creating games or activities. Childrens confidence improves and lunchtimes are more active. Staff attend training session and then run and apply further sessions once they have been upskilled.</p>	<p>Staff and children will attend the training session. Staff will run the following Real Leader sessions. Activities and leaders will be evident at lunchtime.</p>
<p>Year 6 children have attended training and then will be applying skills back in the school setting. Staff will also have the training with children and apply this knowledge to other areas an children.</p>	<p>Sporting clubs are evident at lunchtime, the School blog and newsletter are evident. PE Buddy system has been arranged and profile of PE is raised and lunchtimes are more active.</p>
<p>All staff including ECT and new teachers are confident in PE delivery.</p>	<p>Observations, pupil voice and staff voice.</p>
<p>All children from Reception to Year 6 have attended sporting events and had wider opportunities for experiencing more sports.</p>	<p>Events organized, letters, photos</p>
<p>Football and netball team have more spaces and offer wider</p>	<p>Football and netball league participated, match dates, photos</p>

Expected impact and sustainability will be achieved

opportunity for competitive sports. Children have more opportunity to experience competitive sports and may then continue these opportunities later in life.

A wider range of active clubs arranged and supporting 60 active minutes per day.

Subject lead to be up to date with all current PE matters and arrange of further training as required. Subject lead to make within school adaptations and feedback to remaining staff.

Children have the opportunity to try different sporting opportunities at health and wellbeing day. Links made with local community.

Cross curricular links evident in the curriculum and children are aware of benefit of being active.

High quality PE Lessons with the right and appropriate resources.

and kits purchased. Pupil and staff voice.

Evidence of active clubs arranged, SL to arrange and make links with local clubs as well. Supporting staff paid to run active clubs.

Training dates, emails/staff meeting logs of PE updates and training for remaining staff.

Health and wellbeing day, local community clubs shared with parents.

Pupil and staff voice and feedback from Watford FC.

Staff voice, observations and PE deep dives by SL.

Expected impact and sustainability will be achieved

Children have the opportunity to trial different sporting opportunities and support active lifestyles.

Sessions by Sharks Rugby, pupil feedback and staff.
Community links shared. £420

Year 6 children will have been prepared for secondary school and transition as well as being inspired by an athlete.

Pupil voice.

To continue OPAL Playgrounds to enrich playtime experiences for all pupils and encourage active lunchtimes.

Lunchtime observations, staff voice and pupil voice.

5. Link to Key indicator 2: The engagement of all pupils in regular physical activity

To introduce more sporting opportunities for active 30 minutes and active lunchtimes

Lunchtime observations, observations, staff voice and pupil voice.

6. Link to Key indicator 2: The engagement of all pupils in regular physical activity

Key indicator 4: Offer a broader and more equal

experience of sports

To develop gross motor skills and physical activity by introduction of balance or two wheeled bikes in EYFS. This will also target whole school improvement of PE from the beginning.

Observations on EYFS, improvements in children's gross motor development and staff voice.

Expected impact and sustainability will be achieved

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Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Children have developed their leadership skills and can apply these skills through break and lunch and create games. This has been evident and seen from lunchtime supervisors. Leaders implemented this through Sports Day as well.</p>	<p>Staff voice, observations of lunchtimes, breaktimes and sports day.</p>
<p>Year 6 children have attended training and then ran lunchtime sessions for younger children including referring.</p>	<p>Sporting clubs are evident at lunchtime, the School blog and newsletter are evident. PE Buddy system has been arranged and profile of PE is raised and lunchtimes are more active.</p>
<p>All staff including ECT and new teachers are confident in PE delivery.</p>	<p>Observations, pupil voice and staff voice.</p>
<p>All children from Reception to Year 6 have attended sporting events and had wider opportunities for experiencing more sports.</p>	<p>Events organized, letters, photos</p>
<p>Football and netball team had more spaces and offered wider opportunity for competitive sports. Children also had opportunity for additional friendly competitions and may then continue these opportunities later in life.</p>	<p>Football and netball league participated, match dates, photos and kits purchased. Pupil and staff voice.</p>

Actual impact/sustainability and supporting evidence

A wider range of active clubs arranged and supporting 60 active minutes per day.

Subject lead is up to date with all current PE matters and has arranged extra training throughout the year. Subject lead regularly adapts curriculum and involves staff of changes.

Children had the opportunity to try different sporting opportunities at health and wellbeing day. Links made with local community, including Dacorum Fencing, Judo, Berkhamsted Tennis, Little Kickers.

Cross curricular links evident in the curriculum and children are aware of benefit of being active.

High quality PE Lessons with the right and appropriate resources.

Children have had the opportunity to trial different sporting opportunities and support active lifestyles.

Evidence of active clubs arranged, SL to arrange and make links with local clubs as well. Supporting staff paid to run active clubs.

Training dates, emails/staff meeting logs of PE updates and training for remaining staff.

Health and wellbeing day, local community clubs shared with parents.

Pupil and staff voice and feedback from Watford FC.

Staff voice, observations and PE deep dives by SL.

Sessions by Sharks Rugby, pupil feedback and staff. Community links shared. £420

Actual impact/sustainability and supporting evidence

<p>Year 6 children have been prepared for secondary school and transition as well as being inspired by an athlete.</p>	<p>Pupil voice.</p>
<p>To continue OPAL Playgrounds to enrich playtime experiences for all pupils and encourage active lunchtimes.</p>	<p>Lunchtime observations, staff voice and pupil voice.</p>
<p>To introduce more sporting opportunities for active 30 minutes and active lunchtimes</p>	<p>Lunchtime observations, observations, staff voice and pupil voice.</p>
<p>To develop gross motor skills and physical activity by introduction of balance or two wheeled bikes in EYFS. This will also target whole school improvement of PE from the beginning.</p>	<p>Observations on EYFS, improvements in children's gross motor development and staff voice. Improvement in gross motor will continue to improve where children have more opportunity to use these bikes.</p>