

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?
Dance CPD for all staff from Alex Repton	Teachers more confident in delivering Dance lessons.	Some PE Equipment	Vandalism by pupils – they mistreated some equipment (basket ball hoops) Activities had to be suspended as a result.
Playleader training and observation	2 members of staff attended training who then delivered training to the wider school. Playtimes are more structured with zones to encourage physical activity.	Field Markings	Due to excessive grass growth, the field was cut and the line markings became faded and more challenging to visualise.
Transport	Children were able to take part in competitive sports activities externally.		
Hi viz jackets	Children were able to take part in competitive sports activities externally.		
Field markings	A successful KS1 & KS2 Sports day		
Sports Coaches	Children had access to specialist coaches to develop their skill set.		
GS4PE	Teacher confidence, sequence of lessons, Teacher confidence in a subject they maybe less familiar with. (E.G Golf)		

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>Ensuring Teachers continue to develop their skillset by having an effective planning scheme to access.</p> <p>To ensure that children have access to a range of equipment which will support lesson delivery</p> <p>To maintain the school field to ensure a safe environment</p> <p>To ensure Year 5 children gain confidence and develop skills and road awareness / safety on bicycles.</p> <p>Children to achieve up to 25m swimming by the end of Year 6</p> <p>Ensure children have access to external competitive sport</p> <p>To ensure engaged playtime activities that are structured and promote physical activity</p>	<p>GS4PE subscription – annual.</p> <p>Purchasing of equipment and renewal of dated or broken equipment to ensure access to a range of Sports.</p> <p>Assign Caretaker time to maintain the field – particularly the perimeter. This will enable red Hill to host more competitive Sport competitions.</p> <p>Year 5 children to partake in the bikability programme</p> <p>Year 4 and Year 5 to swim for 1 term each followed by a term of catch up session for any child who has yet to achieve 25M. Swimming teachers recording child progress to identify this requiring catch up.</p> <p>Entering local leagues with entry fees / subs paid for. Providing transport where necessary.</p> <p>Purchasing of resources. Training of staff to use resources and understand how to effectively engage children in play.</p>

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>Teachers have access 24/7 to a effective planning scheme which will ensure high quality lessons are delivered to students weekly.</p> <p>High quality lessons are delivered using safe and sufficient equipment</p> <p>Full use and full safe access to the field when needed.</p> <p>Children are able to use bikes safely to and from school and at home.</p> <p>A higher percentage of children are able to reach the 25M national curriculum target in swimming.</p> <p>Children develop confidence in a range of sports and understand sportsmanship (being a happy winner but a supportive runner up)</p> <p>Reduced behaviour at lunchtime as children are more engaged in activities provided. Reduction in first aid incidents as free time is structured.</p>	<p>Monitoring, Teacher & Pupil Voice.</p> <p>Children are able to achieve the intended learning intention and develop their skillset. Pupil voice – children, if challenged about their PE lessons can effectively describe their learning.</p> <p>No complaints. Reduced issues with field access. Minimal or no first aid incidents. More events, particularly competitions where Red Hill is able to act as host school more frequently – showcasing the school.</p> <p>Pass bikability course. More sign ups to the “Bike Bus”.</p> <p>Swimming Teachers data / assessment</p> <p>Children have a good attitude to a competitive competition and enjoy PE – measure through pupil voice.</p> <p>Fewer behavioral and first aid incidents.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Teachers have access 24/7 to a effective planning scheme which will ensure high quality lessons are delivered to students weekly – a wider curriculum offering is available as staff have a greater skillset</p> <p>High quality lessons are delivered using safe and sufficient equipment so that a broader range of sports can be taught by having the correct equipment available.</p> <p>Full use and full safe access to the field when needed – if not maintained this area becomes unaccessible which means lessons would have to adapt to hard standing.</p> <p>Children are able to use bikes safely to and from school and at home and a number of children are now able to be part of the Bike Bus and travel independently. This also helps the schools sustainability agenda by addressing the “clean air” objective.</p> <p>A higher percentage of children are able to reach the 25M national curriculum target in swimming. Accurate swimming assessment means children can be grouped and targetted to meet the 25M requirement easily.</p> <p>Children develop confidence in a range of sports and understand sportsmanship (being a happy winner but a supportive runner up) the now embedded housing system in school creates for inter-school competitive events as well as those undertaken externally. An annual sports day also ensures all children can compete at their ability level.</p> <p>Reduced behaviour at lunchtime as children are more engaged in activities provided. Reduction in first aid incidents that are logged as free time is structured. Having lead</p>	<p>GS4PE subscription – annual.</p> <p>Purchased equipment PE lessons to renew out of date or broken equipment to ensure access to a range of Sports.</p> <p>Assign Caretaker time to maintain the field – particularly the perimeter. This will enable red Hill to host more competitive Sport competitions. New Grounds contract in place which now includes 6 football markings per year.</p> <p>Year 5 children have undertaken the bikability programme</p> <p>Year 4 and Year 5 to swam for 1 term each and those Year 6 children who have not yet achieved 25M have undertaken a 6 week catch up programme. Swimming teachers recording child progress to identify this requiring catch up.</p> <p>Entered local football & netball leagues with other local Primary Schools to include entry fees / subs paid for. Providing transport where necessary.</p> <p>Numerous resources purchased. Lead Playworker has attended regional play leader training and has shared skills to the wider staff to use resources and understand how to</p>

Actual impact/sustainability and supporting evidence

playleaders ensures that all support staff can facilitate creative and accessible zones for play which encourage physical activity.

effectively engage children in play.