

**PE Funding
Evaluation Form
2024/25**

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 the current provision and reviewing your previous spend.

What went well?	How do you know?	What didn't go well?	How do you know?
Effective use of Sports Premium Funding	The funding was used to purchase new equipment and provide CPD for staff. Feedback from staff indicated increased confidence in delivering high-quality PE lessons, and lesson observations confirmed improved lesson structure and engagement.	Limited competitive opportunities	Fewer inter-school competitions were attended due to transport and scheduling issues.
Increased Participation in Physical Activity	Attendance records from extracurricular clubs showed an increase. Pupil voice surveys indicated higher motivation to participate.		



Review of last year 2023/24

Staff confidence and collaboration	CPD and team-teaching opportunities improved staff confidence, as reflected in post-training evaluations and peer observations.		
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Intended actions for 2024/25

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">- Ensure all pupils have access to high-quality physical education that promotes physical literacy, teamwork, and well-being.- Provide engaging opportunities that encourage lifelong participation in sport and physical activity.- Use PE to develop social skills, resilience, and confidence in children, particularly those who may not engage in competitive sports.- Address any gaps in physical activity levels across different pupil groups, ensuring inclusivity.- Enhance and maintain teachers' confidence and competency in delivering effective PE lessons.	<ul style="list-style-type: none">- Deliver a broad and balanced PE curriculum with varied activities, including dance, gymnastics, team sports, and outdoor adventurous challenges.- Invest in professional development for staff through CPD courses and mentoring from consultants.- Introduce structured extracurricular sports clubs to increase participation outside curriculum time.- Improve access to high-quality resources and equipment to facilitate active learning.- Organise intra-school competitions and external events to boost student engagement and motivation.- Develop active play zones in the playground to encourage physical movement during break times.



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"> - Increase participation rates across all pupils, including KS2 girls' groups. - Improve overall fitness levels, coordination, and motor skills development. - Improve student engagement, focus, and emotional well-being through active learning. - Strengthen staff confidence and ability to deliver high-quality PE lessons long-term. - Instill a positive attitude towards physical activity that continues beyond primary school. - Develop leadership skills in students through peer-led activities. 	<ul style="list-style-type: none"> - Track participation in PE lessons and extracurricular activities. - Gather student and teacher feedback on engagement, enjoyment, and skill development. - Monitor pupil fitness levels through progress assessments. - Observe improvements in social interactions, teamwork, and confidence within physical activities. - Evaluate lesson delivery and staff confidence through observations and professional development feedback.



What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> - Curriculum Integration: PE lessons are structured to ensure progressive skill development, encouraging ongoing participation throughout primary school and beyond. - Teacher Training: CPD workshops ensure staff competence and confidence in delivering PE, sustaining high-quality provision without reliance on external coaches. - Partnerships: Established connections with local sports clubs allow continued extracurricular opportunities for students even after primary education. - Equipment Investment: Resources are durable and strategically purchased to support long-term PE provision. - Student Leadership: Older pupils trained as sports leaders inspire younger students, embedding a culture of physical activity within the school. (Sports Days support) - Extracurricular Activities: Regular clubs and inter-school competitions keep students engaged beyond scheduled PE lessons. - Parental Engagement: Active involvement of parents in sports events supports participation and community-wide enthusiasm for physical activity. 	<ul style="list-style-type: none"> - PE lesson plans and progression records. - Pupil participation data in extracurricular activities and events. - Surveys from pupils and staff on confidence, engagement, and impact. - Fitness assessments and tracking of improvements. - Case studies of individual pupil progress, particularly among disadvantaged groups. - Documentation of partnerships and external involvement in PE provision. - Sports Days were organised in collaboration with the Mulberry Academy Woodside Team.



Swimming data

What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? 63%

What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? 82%

What percentage of your current Year 6 cohort can perform safe self-rescue in different water-based situations? 77%

