

# 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>CPD opportunities to upskill staff in the teaching of PE.</p> <p>Year 5 took part in the Celebration of Sport event at Gateshead Stadium.</p> <p>Whole school celebration of the Olympic Games; a replica of the Olympic Torch was present in school.</p> <p>Whole school Sports Day was held with an Olympic theme- Sports Ambassadors carried the Olympic Torch around for all children and adults to see. One of the only opportunities we had to gather as one throughout the academic year.</p>		<p>Lack of opportunities for children to take part in competitive sport.</p> <p>School Sport Crew did not operate until the Summer Term.</p>	<p>Due to RAAC in school building, children were learning from an alternative sight with a reduced timetable.</p> <p>Lack of equipment available for children to use. All PE equipment was still in the main school building which we did not have access to.</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>Participate in a range of competitive sport throughout the academic year.</p> <p>Focus on embedding fundamental skills across school.</p> <p>School Sports Crew and dinner staff to take part in the Playground Leadership Programme. Sports Crew will then carry out daily activities during a lunchtime to encourage children to be active on a daily basis.</p> <p>Increase the range of sports offered in both PE and after-school clubs while maintaining a broad and balanced curriculum.</p>	<p>Liaise with SSP and Cardinal Hume to enter a range of sporting events from EYFS to Year 6.</p> <p>PE overview and long term planning adapted to focus on embedding fundamental skills across the academic year. Skills lessons focusing on throwing and catching to be autumn focus, spring and summer term to embed these skills further, applying them to specific games such as cricket and rounders.</p> <p>Organise training to take place in the autumn term so playground activities can be timetabled into a lunchtime.</p> <p>Liaise with SSP and GrassRoots to offer after-school clubs to all children from EYFS to Year 6. Look at 'Get Set 4 PE' scheme of work, look at purchasing to introduce in the summer term ready to move to the scheme fully from September 2025.</p>

## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<p>Curriculum overview to reflect on whole-school target of embedding fundamental skills which will be evident in PE lessons.</p> <p>School Sport Crew to include games at lunchtime to help children build on those fundamentals.</p> <p>Development of specific skills evident in all classes.</p> <p>Children experiencing a greater range of sports.</p> <p>Children accessing competitive sports in school and within the local area.</p> <p>Staff becoming familiar with new PE scheme before the end of the academic year.</p> <p>School Sports Crew confident in carrying out daily activities to increased physical activity during lunchtimes.</p> <p>St. Anne's 'Dance-a-thon' to take place during the summer term. An opportunity for all children to come together and celebrate physical activity/dance as a sport. Another opportunity to increase the range of sport offered to the children.</p>	<p>Staff becoming increasingly confident with the teaching of fundamental skills.</p> <p>Reflections from learning walks carried out by PE lead will highlight specific areas of learning that is taking place to embed fundamental skills.</p> <p>Increased attainment within specific PE areas e.g. striking and fielding.</p> <p>Registers to reflect student participation in competitive sports at an inter and intra-house level.</p> <p>Registers from after-school clubs to reflect on the increased range of sports being offered to children in school.</p> <p>Increased number of children taking part in physical activity during lunchtime.</p> <p>Children will celebrate a whole day of dance- coming together as a whole, as well as in their classes to enjoy moving and being physically active together.</p>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>Increased confidence of staff in the teaching of fundamental skills.</p> <p>KS1 and KS2 children competed at an intra and interhouse level throughout the academic year with the number of competitive sports being accessed outside of school increasing from the previous academic year.</p> <p>Assessment of children’s fundamental skills has improved since the autumn term.</p> <p>New sports offered to children afterschool, leading to pupils’ participation at a competitive level with other cluster schools.</p> <p>All children taking part in physical activity throughout lunchtimes, more opportunities for children to take part in new games with the range of activities/sports differing on a weekly basis to keep enthusiasm and momentum of trying out new sports.</p> <p>All children took part in St. Anne’s Dance-a-thon with parents/carers well informed of the day and the celebration we had as a whole school. Children aware of the benefits of exercise and being able to take part in physical activity together. This was a new celebration to extend our offer of giving the children the opportunity to take part in a range of sports.</p>	<p>Through staff CPD with PE lead, staff are more confident in the specific teaching of fundamental skills. This is evident from learning walks and staff reflection of the teaching of PE.</p> <p>Silver Games Mark achieved for the 2024/2025 academic year.</p> <p>Registers reflect the number of children taking part in afterschool clubs that were chosen through pupil voice. Children eager to take part in more competitive sports at an inter-school level.</p> <p>Reflections from Sport Crew meetings show the increased participation of children in lunchtime activities.</p> <p>Children were all sponsored to take part in our St. Anne’s Dance-a-thon, participation and money raised showed the positive impact the day had on all pupils.</p>