

PE Funding Evaluation Form

2024 - 2025

Commissioned by



Department
for Education



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>Continued attendance to after school Year 2 sports clubs</p> <p>More staff employed to lead sports clubs at playtime. We have appointed 2 new midday supervisors who will receive training for lunchtime activities.</p> <p>Increased consistency among teaching staff for high-quality PE. Teachers are confident in the subject they are teaching, and children are making more progress</p> <p>CPD for staff to involve new staff and high-quality teaching. Staff have had access to many different CPD across the year, and all staff have attended at least 1 CPD event.</p> <p>Sports teams have been introduced. This has increased the status of sports within the school, and has ensured key skills that athletes display are represented within the school. This has been introduced for football so far.</p>	<p>77% attendance (46/60 places) to after school Year 2 sports clubs</p> <p>CPD has been accessed by all staff. From learning walks completed, there is a visible change in the high-quality teaching and expertise that children now have access to.</p> <p>Learning walks have ensured that there is consistency among staff, and children are progressing with skills.</p> <p>Pupil voice has shown that children like and enjoy sports, they are keen to be involved in sports fixtures, and they are excited by sports.</p> <p>Retention of knowledge conversations & demonstrations by pupils have shown that all children could retain key skills, demonstrate chest passes and the key skills they have been looking at the half-term prior, and use the key terms taught.</p>	<p>There is a lower attendance than in the previous school year at Year 2 after-school sports clubs. Parents have remained reluctant to ensure their children attend in each term, despite encouragement to do so via correspondence.</p> <p>The sports fixtures still have a low attendance, and that could be improved further.</p> <p>Mini-leaders need to be introduced to support lunchtime sports clubs.</p> <p>When looking at children during learning walks, not all children are able to name the key skills they are working on and using the definition given on the knowledge organisers. Some children are not able to access the learning, and others are not being pushed fully.</p> <p>Lunchtime needs to have a higher focus on sports.</p>	<p>Attendance was 85% for sports clubs in the previous year.</p> <p>Sports fixture attendance is still low, and not all children are attending. There needs to be an increased profile among parents of PE too, to ensure attendance is improved. Less than 50% of invitees attended most activities (except 75% for football and 93% for dance festival)</p> <p>Through Learning Walks and conversations with children</p> <p>Children are seen to be playing non-sport related games repeatedly, and not having access to sports at lunchtime.</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><u>Key Indicator 1</u> Staff will have access to a range of CPD, through Pavillion Dance and Dan Moody to increase teaching of PE across the school. More staff members will have access to CPD to ensure there is an increase in high-quality teaching for all staff across the school.</p> <p><u>Key indicator 2</u> There will be more resources purchased for playtimes to increase the active minutes at playtime. Training will be paid for for Year 2 pupils to become 'mini-leaders' to support active minutes at lunchtime New lunchtime staff that were employed will be kept on at school to give structured sports activities at lunchtime.</p> <p><u>Key Indicator 3</u> The profile of PE will be raised across the school through celebrating participation and competition. Sports teams will be embedded throughout the school year with a scored competitive end of unit event that goes towards a whole school total Increase participation in inter-school sports events.</p> <p><u>Key indicator 4</u> After school clubs will be paid for for all year 2 pupils. This will allow children to have a large range of sporting experiences in Year 2. Training for 'Little Sticks' golf to allow golf club within school to expose children to another sporting activity.</p> <p><u>Key indicator 5</u> Children will be able to attend sports competitions as a school, organised by the Christchurch School Sports Partnership. Sports fixtures throughout the year with a variety of schools.</p>	<p>This will be implemented through Christchurch School Sports Partnership. This will enable key sporting professionals to provide readily available CPD for all staff when needed, and support the school with a personalised approach to CPD. Funds allocated:</p> <p>New equipment will be purchased for lunchtime. A new lunchtime member of staff will be employed and trained in sports to ensure sports are being completed at lunchtimes. School sports coaches will be paid for at lunchtimes to give more structured sports clubs throughout the lunchtime. Funds allocated:</p> <p>Children will be excited to wear the sports clothing and should increase the profile of sports within the school. Money will be paid for sports clothing for children during competitions. Sports teams will be introduced and encouraged throughout all schools lessons and school staff will have CPD to increase the profile of PE. Where needed, staff will be paid to support at fixtures for sports teams. Funds allocated:</p> <p>After school clubs will be paid for all Year 2 pupils. They will be able to have access to a range of clubs throughout the year, and attend more than 1 club. We will pay for 'Little Sticks' golf equipment, and run a golf club within school to allow children to have more experiences. Funds allocated:</p> <p>As part of Christchurch School Sports Partnership, sports fixtures are arranged and organised. Staff members will need to be paid overtime to attend these events, and support children at school fixtures. Transport and staffing needs to be enabled to attend fixtures. Fund allocated:</p> <p>Competition will be incorporated into PE lessons with a scored event at the end of each half-termly unit that will contribute towards an overall colour team score throughout the year for the school</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>High-quality teaching will be improved, and consequently the percentage of children gaining expected within Physical education will be increased. Data will improve from 80% to 92%.</p> <p>Staff will have more opportunities for CPD. Staff will be able to improve in their confidence in teaching PE, and will be able to improve their confidence in areas they have recognised, and receive CPD for that.</p> <p>Children will have more resources available at lunchtime, and will have more than 30 minutes of active time each day.</p> <p>Children will have guided sports coaches available at lunchtime to allow sports experiences and opportunities throughout the day.</p> <p>Sports teams will be introduced. This will be embedded throughout all staff members and the school, and children will continually work as a team. This will increase the profile of PE within school, and support key sporting skills.</p> <p>Christchurch School Sports Partnership will be paid for to allow access to sports fixtures. This will ensure a higher attendance, and a wide range of professionals within sport being able to arrange and organise events for children to attend.</p> <p>After school clubs remain to be paid for for Year 2 children throughout the year.</p> <p>Pavillion dance membership to remain in place for dance CPD.</p>	<p>The number of children getting expected, or exceeding the standards of PE from the National Curriculum.</p> <p>Staff will have increased confidence in teaching, which will be observed through learning walks and pupil voice. Staff will be able to comment on their confidence in teaching PE, and there will be a visible improvement.</p> <p>More children will be taking part in sport at lunchtime. Children will be able to play and have access to a variety of sports at lunchtime, and these can feed into after school clubs and out of school. There will be a visible difference in children's progress due to sports being embedded throughout the day.</p> <p>Sports teams introduced and during pupil voice chats, children will be discussing the key skills of athletes, and the key skills needed during sports. This will increase the profile of PE.</p> <p>Sports fixtures will have increased attendance. Staff will be readily available to attend, and will support increase the profile of PE within school.</p> <p>All Year 2 children will attend sports clubs again. There will be a raised attendance from 77% to 90%.</p> <p>Pavillion dance will be paid for for CPD to increase the teaching of dance within school, and to provide workshops for children throughout the year.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Year 2 attendance for after school clubs is currently 77%. Children have access to a range of after school clubs (dance, tennis, football, multi-skills...)</p> <p>High-quality teaching has been improved. 2 members of staff attended specific HLTA training days to support the teaching of PE within school. Data has seen an improvement from 80% to 92%.</p> <p>Sports teams have been introduced, and sustained by class teachers within PE lessons, and during whole school events.</p> <p>Children have access to more lunchtime equipment, and a new lunchtime member of staff has been employed to support with activities completed at lunchtime.</p> <p>Christchurch School Sports Partnership will be paid for to allow access to sports fixtures. This will ensure a higher attendance, and a wide range of professionals within sport being able to arrange and organise events for children to attend.</p> <p>Pavillion dance membership to remain in place for dance CPD.</p>	<p>Percentage of Year 2 children attending after school clubs is 77%. Next step: percentage of children attending Year 2 after school clubs to increase to 90%.</p> <p>2 members of staff have attended an HLTA training day. They were new to teaching PE. Learning walks completed prior and after the training show an improvement in the key principles of teaching PE. We have used the Complete PE knowledge organisers to create an end of unit key skills progression documents, and used this to assess the children that are below the expectations and exceeding the expectations.</p> <p>Data show that teachers are using the whole school team points system to support the key values that active lessons can bring. This has had an impact on the data that explore PHSRE elements of the curriculum, and how children have learnt on key skills.</p> <p>Children have more sporting equipment out at playtimes, and they have access to a variety of activities at lunchtime. Mini-leaders and lunchtime staff support children to play with the equipment safely and correctly. External sports coaches attend at lunchtime to support children with lunchtime sports clubs.</p> <p>Christchurch School Sports Partnership has allowed for children to take part in a variety of fixtures: multi-skills, gymnastics, dance, football). Children have attended events with other schools, and completed in fixtures organised through the sports partnership. Attendance has been 69%.</p> <p>Pavillion Dance membership has been paid for. Children have access to workshops throughout the year, and afterschool dance clubs too. Pupil voice has shown that children enjoy the workshops, and have said they love working with the coaches, and they enjoyed dance. All children were engaged and were able to participate in the activities.</p>