

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>1. For our children to take part in disability awareness coaching and participate in a competitive interschool sporting disability awareness event (wheelchair basketball).</p> <p>3. Redeployed a qualified sports coach to ensure children were accessing quality physical education lessons and staff (TA's and teachers) were being upskilled in knowledge, understanding and techniques to raise confidence in teaching PE.</p>	<p>1. We were able to include new children to after school provision or sport. Team won local tournament held at The Kimberley School.</p> <p>3. Staff continue to build confidence from sports coaches as they continue to support teachers with teaching P.E in school. These sessions include key strands such as Gymnastics.</p>	<p>2. Lunchtime provision/outdoor activities for pupils.</p>	<p>2. Behaviour during lunch period infrequent. Resources diminishing quickly. Staff unsatisfied with impact and lacking confidence to deliver to satisfactory standard.</p> <p>Action: Investigate OPAL outdoor learning and adjust current provision over the course of the year. This may need further funding or adapting steadily.</p>

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>4. Children to access after school sports sessions, led by a qualified sports coach, developing their skills in a variety of different sports.</p> <p>5. Drumba, Bikeability & Balance Bikes sessions/subscriptions.</p> <p>8. Purchasing renewed sporting equipment to ensure our children can participate and develop in a variety of sports including new outdoor play equipment during lunch periods.</p> <p>9. First Aid Training</p>	<p>4. Children regularly attended after school provision including some paid clubs. 92% of our children accessed at least 1 after school club last year.</p> <p>5. Children have increased road and cycle safety. EYFS pupils have increased gross motor and coordination skills.</p> <p>8. New equipment provides teachers with the essentials to deliver new curriculum and offer a wide range of tools to differentiate lessons.</p> <p>9. Gilthill's pupils feel more confident in dealing with first aid emergencies.</p>	<p>6. Swimming Curriculum/ Gala - To provide additional coaching and practice time for children who show high attainment in swimming with the intention of best preparing children for the district swimming gala.</p>	<p>6. Facilities in which the children practised their skills were permanently closed. Programme/curriculum offering was significantly reduced due to availability and new costings.</p>

What are your plans for 2024/25?

How are you going to action and achieve these plans?

Intent

1. Adapt lunchtime provision and redeploying sports coach to support new outdoor activities.
2. Continue to take part in disability awareness coaching and participate in a competitive interschool sporting disability awareness event (wheelchair basketball).
3. Deploy a qualified sports coach to team teach with teachers to ensure children were accessing quality physical education lessons and staff (TA's and teachers) were being upskilled in knowledge, understanding and techniques to raise confidence in teaching PE.
- Gymnastics Y3/4 Autumn Term.
4. Continue after school provision offering with some paid clubs, lead by a qualified sports coach, developing their skills in a wider range of different sports outside the curriculum offering in schools such as fencing, nerf wars, racquet sports and fitness/bootcamps.
5. Continue with Bikeability and Balance Bike subscriptions/courses.
6. Continue Drumba subscription.
7. Swimming Gala – Practice and selection.
8. School to participate in and host a number of regional and Trust wide sporting competitions.

Implementation

1. See neighbouring schools and gradually begin to resources and restructure lunch provision using sports funding to supplement with sports activities and outdoor equipment.
2. Continue Subscription.
3. Rota qualified sports coach to team teach with teachers so they are supported with the teaching of P.E.
4. After school provision written for the year and sent to parents/whole school plan.
5. Continue Subscription.
6. Continue Subscription.
7. Provide additional coaching and practice time for children who show high attainment in swimming with the intention of best preparing children for the district swimming gala.
8. Competitions mapped for the year.

What impact/intended impact/sustainability are you expecting?

1. More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.
2. More children understand the challenges and the achievements of disabled athletes. Children are exposed to a wider range of additional skills that they may not have experienced previously. Children were able to build on their previous skills throughout the programme. Additionally, children developed their leadership and cooperation skills while working in teams.
3. A qualified sports coach was employed during the week. Slots were timetabled so all children and staff had access to quality delivery of PE. Staff observed sports coach lessons to upskill and build confidence in teaching PE.
4. More children having a wider range of access and opportunity to try different sports. Additional clubs include archery, fencing & badminton.
5. Children have increased road and cycle safety. EYFS pupils have increased gross motor and coordination skills. Their coordination and stability is improved leading to a greater success when learning to ride a bicycle.
6. Trained staff are confident in the delivery of Drumba in school and new syllabus. Children's enjoyment and participation is high. Their coordination, rhythm and gross motor skills are increased.
7. Continue to have high attainment in swimming. Children with high potential are identified through trials and practice sessions. The school to be invited to attend a county championship.
8. To compete in a wide range of sporting competitions.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?