

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?
1. Swimming results	<ul style="list-style-type: none"> • 100% children in year 6 passed the swimming national curriculum requirement. • 100% children in year 6 performed safe self-rescue in different water-based situations. • Feedback from Sue Wilkinson MBE and Validator from AfPE Quality Mark; <i>'The swimming programme is extremely well managed working effectively with the external swimming teachers and the Water Safety achievement have been outstanding'</i>.
2. Achieved Quality Mark with Distinction	<ul style="list-style-type: none"> • Achieved the Gold Award with Distinction for the 2nd time. • Completed rigorous reflection of PESSPA as a tool for whole school improvements. • Feedback from Sue Wilkinson MBE: validator had highlighted the following reasons for the award: <ul style="list-style-type: none"> ○ The high profile that PE is given within the school as a driver for whole school improvement ○ The commitment and on-going provision of CPD to support teachers and support staff is exceptional ○ The use of sport and physical activity to address children's self-esteem, social skills and self-efficacy has been increasingly effective
3. PE Life Skills Award	<ul style="list-style-type: none"> • 100% of Year 6 achieved the PE Life Skills Award in July 2024. Children presented with awards during how school ASPIRE assembly. • Children involved developed pride and confidence in themselves.
4. School Game Kite Mark – Gold	<ul style="list-style-type: none"> • Evidence of a well-rounded PE curriculum aligned with the national standards. • Increased participation and success in competitions
5. Achieved the Water Smart Safety Award	<ul style="list-style-type: none"> • Positive staff feedback on workshop effectiveness. Delivery of PSHE Water safety lessons over a 6 week period. • All children completed a first aid workshop by trained Paramedics. • RNLI delivered a whole school safety workshop. • Children ran a charity event to raise money to donate to RNLI. • Water Smart Safety Award integrated into PE/ PSHE lessons.

Review of last year 2023/24

What area needs further development?	How do you know?
<p>1. Further develop teacher subject knowledge in the following areas:</p> <ul style="list-style-type: none">○ Strategies for differentiation and engagement for SEND○ Knowledge of foundation skills and their importance to physical literacy allowing clear skill progression.	<ul style="list-style-type: none">○ Observations, teacher feedback, assessments
<p>2. Children to independently use key terminology when talking about physical literacy.</p> <ul style="list-style-type: none">○ Develop children -led activities that encourage discussion about physical literacy.○ Promote key vocabulary within lessons and across schemes of work.	<ul style="list-style-type: none">○ Feedback from Quality Mark review, pupil voice, observations

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>1. Further enhance subject knowledge of staff in PE:</p> <ul style="list-style-type: none"> ○ All staff to demonstrate improved understanding and knowledge of foundation skills and their importance to physical literacy. ○ Teachers to implement new strategies in their lessons (STEP), and latest trends from relevant research. ○ The PE Curriculum will continue to provide a wide range of activities that develop the core fundamental skills and attributes required for progression. 	<p>This will be achieved by;</p> <ul style="list-style-type: none"> ○ Provide regular PD for all teaching staff on areas for development, using results of staff surveys/ feedback/ observations carried out. ○ Provide opportunities for peer observations and feedback to share effective teaching methods. ○ Train staff on delivering skill-based games through internal workshops and external expert-led sessions, focusing on differentiation and inclusivity. ○ Provide training for staff on inclusive teaching practices in PE, including strategies for differentiation and engagement for SEND learners. ○ Lesson observations and feedback from staff; formative assessments of pupil skill acquisition; peer reviews from mentors.
<p>2. Enhance pupil independence in PE and promote self-directed learning.</p> <ul style="list-style-type: none"> ○ Develop an environment where children can independently use key terminology when discussing physical literacy concepts. ○ Equip children with the necessary vocabulary, to enhance their knowledge, understanding and articulation of physical activity principles. ○ All children will leave Warrender with the PE Life Skills Award (Leadership Award). 	<p>This will be achieved by;</p> <ul style="list-style-type: none"> ○ Implement children-led warm-up activities to encourage leadership skills. ○ Develop children-led activities that encourage discussion about physical literacy. ○ Introduce goal-setting sessions, during personal challenge schemes of work, where pupils outline personal objectives at the start of each term. ○ Develop a peer coaching system where pupils can support each other in skills acquisition and personal development.

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>3. Continue to improve playtime/lunchtime provision for children to encourage physical, social and emotional well-being</p>	<p>This will be achieved by;</p> <ul style="list-style-type: none"> ○ Introduce structured playground games led by trained staff members and sports leaders. ○ Provide equipment for various activities. ○ Ensure up to date research to help support the creation of zones within the playground setting ○ Create a buddy system where older children mentor younger children in skill development activities.
<p>4. Foster a culture of fitness and healthy competition – improve stamina of children across all key stages.</p>	<p>This will be achieved by;</p> <ul style="list-style-type: none"> ○ Establish a 'fitness club' that meets weekly, focused on core endurance activities. ○ Create intra-school competitions focusing on core strength activities. Increased participation rates in fitness club and competitions. Evidence of teamwork and improvement in core strength activities. ○ Enhanced team spirit and healthy competition observed.

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>1. Intended Impact will be;</p> <ul style="list-style-type: none"> ○ Increased teacher subject knowledge and confidence when adapting lesson plans to challenge all children . We believe this will result in an improved understanding of foundational skills and their role in promoting physical literacy. ○ Increase in the number of children achieving ARE – targeting this with additional needs. ○ Teachers’ ability to adapt the STEP framework with confidence thus facilitate a curriculum that offers a diverse range of activities essential for developing core skills. 	<p>Evidence will include:</p> <ul style="list-style-type: none"> ○ Increased number of children achieving ARE within PE. ○ Interventions on physical literacy and fundamental skills implemented successfully – with examples of impact. ○ Regular professional development sessions tailored to identified areas for improvement, informed by staff surveys, feedback, and observations. ○ Peer observations
<p>2. Intended Impact will be;</p> <ul style="list-style-type: none"> ○ Increased engagement and improved skill acquisition will serve as indicators of progress. ○ The establishment of a peer coaching system will not only facilitate mutual support but also enhance collaborative learning experiences. ○ We hope that these strategies will be designed to promote a sustainable culture of independence and self-directed learning in PE. ○ Additionally, the development of children -led discussions on physical literacy will foster a comprehensive understanding of physical literacy, fostering a sense of ownership for their learning. 	<p>Evidence will include:</p> <ul style="list-style-type: none"> ○ Pupil voice surveys – highlighting their recognition of leadership skills and its impact on the children . ○ Observational assessments

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>3. Intended Impact will be;</p> <ul style="list-style-type: none"> ○ By creating designated zones within the playground, each tailored to specific types of play—such as creative, active, and quiet zones—we can cater to the differing needs of our children and promote an inclusive atmosphere. ○ Continued implementation of a buddy system, whereby older children mentor younger peers in skill development activities, is expected to enhance social connections, foster leadership qualities, and create a supportive community within the school. ○ Foster an environment which focuses on their physical, social, and emotional well-being during play. 	<p>Evidence will include:</p> <ul style="list-style-type: none"> ○ Direct observations of pupil engagement during playtime. ○ Pupil voice on the physical well-being, social integration, and overall emotional health during play times. ○ Staff feedback.
<p>4. Intended Impact will be;</p> <ul style="list-style-type: none"> ○ The intended impact of our initiatives is to foster a culture of fitness and healthy competition, ultimately improving the stamina of children across all key stages. ○ Promote intra-school competitions centered around core strength activities, thereby increasing participation rates in both the fitness club and competitions. ○ Increased number of children attending physical activity clubs – resulting in an increase fitness levels as well as as also promote a supportive environment where children are motivated to improve collectively. 	<p>Evidence will include:</p> <ul style="list-style-type: none"> ○ Increased children involvement through healthy competitions – promoting house systems and working together as a house system. ○ Observations of team work and enhanced team spirit (house system). ○ Increased number of children attending extracurricular clubs.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>1. Impact: The following data reflects a robust and sustainable impact, underscoring the value of a comprehensive PE programme in fostering both enjoyment and skill progression among our children;</p> <ul style="list-style-type: none"> ○ We have prioritised regular professional development sessions lead by the PE Lead. These sessions were tailored according to information gathered from staff surveys, feedback, and observations. This approach ensures we have a sustainable impact. ○ A positive impact on children engagement and development. Notably, 96% of children report that they enjoy participating in PE lessons. This enjoyment is reflected in their enthusiasm and willingness to engage in physical activity, fostering a more active lifestyle. ○ 95% of children feel that they have made significant improvements in their physical abilities over the past year, highlighting the effectiveness of our curriculum in promoting skill development. ○ Additionally, 93% of children believe they have been exposed to a diverse range of sports and physical activities within the PE curriculum, which not only broadens their experience but also encourages lifelong participation in various forms of physical exercise. 	<p>Evidence:</p> <ul style="list-style-type: none"> ○ Pupil Voice survey results. ○ Teacher survey ○ Feedback from teaching sessions
<p>2. Impact: The following evidence highlight how our children are equipped with essential skills for their future endeavours beyond Warrender.</p> <ul style="list-style-type: none"> ○ 92% of children report enhanced confidence in their abilities, indicative of a supportive learning environment that fosters personal growth. ○ Furthermore, 84% of children express feeling encouraged to embrace leadership roles and exhibit increased independence during PE activities. ○ A notable highlight of our initiatives is the 'Challenge Day' organised by Year 6 Sports Leaders, where an impressive 98% of children conveyed enjoyment in the problem-solving activities within PE. ○ 100% of our children successfully passed the PE Life Skills award. ○ Email from parents to congratulate the Sports Leaders and their supportiveness during the EYFS sports morning: <i>'I thought it was brilliantly run, perfect balance of fun and competition and enjoyed the variety of activities for the children. I was incredibly impressed by all the year 6 leaders, they were confident, helpful and had clearly taken the time to prepare.'</i> 	<p>Evidence:</p> <ul style="list-style-type: none"> ○ Pupil voice ○ PE Life Skills award completion ○ Buddy System rotation ○ Sports day preparation ○ Email from parents

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>3. Impact: The impact of our initiatives on playtime and lunchtime provision has been significantly positive, particularly in terms of promoting physical, social, and emotional well-being among children;</p> <ul style="list-style-type: none"> ○ 95% of children report enjoying their playtime and lunchtime experiences, which includes those targeted children identified at the start of the year. ○ In response to the evolving needs of our children, we have continuously updated the designated play zones, such as implementing additional physical challenges designed to foster resilience. 	<p>Evidence:</p> <ul style="list-style-type: none"> ○ Pupil voice ○ Feedback from external providers ○ Staff feedback – including SMSA’s.
<p>4. Impact: Throughout the year we have provided a variety of opportunities to create experiences which have contributed to improving their overall stamina and fitness levels across all key stages, forming a strong foundation for promoting a lifelong healthy lifestyle.</p> <ul style="list-style-type: none"> ○ 86% of Year 6 children have had the opportunity to represent the school in a competitive environment, including various ASPIRE competitions. This participation has proven invaluable in building self-esteem and resilience in our young children, instilling a sense of pride and accomplishment. Extra-curricular performance (competitive and non-competitive) is also celebrated weekly as part of whole school assembly which demonstrates the pride developed through representing the school. ○ Our dedication to providing equal opportunities for extracurricular and physical activities has been recognised through the attainment of the School Games Gold Award. 	<p>Evidence:</p> <ul style="list-style-type: none"> ○ Pupil voice ○ Observations ○ School Games Gold Award