



PE Funding Evaluation Form


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Department
for Education

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Physical
Education

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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?
The professional coaches that attended school during the Autumn term to work with teachers to provide CPD in PE. The ECT in Year 5, received CPD in tennis and stated she has become more confident in delivering high quality PE lessons.	Feedback from teachers	Not all teachers were actively involved in the delivery of lessons by the end of the 6 weeks block. (This is an area to consider for this coming year)	Feedback from the coach.
ASPIRE delivered lunchtime activities, CPD and after school club on Fridays in the spring term.	Pupil voice Teacher's feedback	Friday after school clubs weren't as well attended as the other week night after school clubs.	There were a lot of spaces available on the Friday after school clubs, whereas all spaces were filled for clubs taking place on other weekdays after school.
ASPIRE delivered multi skills after school club to KS2 on Fridays.	Aspire was hired to deliver these by the school		
80/120- (67%) KS2 children accessed multiskills after school club. (42% whole school) 52/80 – 65% PP 8/80 – 10% SEN 72% Girls and 38% Boys	Data collated by the PE Lead	There was a limited number of afterschool clubs for KS1 to be able to attend.	Data collected showed that more children from KS2 attended ASC.
104/192 – (54%) Accessing afterschool clubs 32% Girls and 22% Boys			

Review of last year 2023/24

PP- 70/104 (67%)

The Nechells Wellbeing Centre was hired at 3 hours at £25 per hour.
100% of KS2 took part in a competitive sport. The winners competed in The Road to Paris Caritas Athletics. KS2 came 2nd and KS1/EYFS came 1st place. We were placed 2nd overall.

Sports Day lists
Children displaying the badges they won on their school uniforms after the events

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"> To continue membership with King Edwards (KESSP) & other Sports Subscriptions £4,340 To provide a staggered lunchtime activities and after school clubs. £7,006 To inspire children about the importance of improving and maintaining their mental health £2,845 To provide opportunities for children to take part in competitive sports. £893 To install gym equipment on the playground. £2,700 	<p>There are a range of sports timetabled throughout the year from which a selection of children attends on a termly basis.</p> <p>SH Active- Coaches attend every Monday, Tuesday, Wednesday and Friday at lunch time to lead a variety of activities to promote physical and mental health.</p> <p>A variety of after school activities provided for all key stages. A maximum of 25 children per half term.</p> <p>The school nurse attends school every Tuesday, where she works with different children and delivered sessions to various classes.</p> <p>KS2 to have sports day at the Nechells Wellbeing Centre.</p> <p>Company contacted and quote given to purchase the equipment and install. Children will be able to keep active for at least 1 hour per day.</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>To improve staffs' confidence in the delivery of high quality PE lessons and to be to continue to teach those skills once the coaching has ceased.</p> <p>Increase children's participation in physical activities across the school day.</p> <p>Improvement in children's health and wellbeing through increase participation of physical activities during the children's lunch breaks.</p> <p>Improvement in children's behavior and engagement in learning.</p> <p>To develop a life-long love of a variety of sports and to ensure continued participation in these sports outside of school.</p>	<p>Teachers' team teaching with the coaches and independently delivering lessons of a high quality. Evidence from coaches and lesson observations.</p> <p>More children are physical active at lunch times. Evidence will be gained through monitoring, surveys and pupil voice.</p> <p>Pupil voice and a decline in low level behaviours in school. Evidence will be gained through pupil and staff voice.</p> <p>The number of children joining outside clubs increases. Evidence will be gained through school surveys and children bringing into school outside certificates, badges and/or trophies to show.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>More children have brought in badges, medals and certificates from clubs they have joined outside of school. Children joined fencing club after it's been introduced in PE lessons.</p> <p>High quality PE lessons delivered across the key stage.</p> <p>Play leaders trained to improve games and fitness at break and lunchtimes.</p> <p>Most ASC were at their maximum capacity in Spring and Summer term.</p> <p>Higher levels of pupil participation in afterschool clubs, due to the variety of different clubs being provided.</p>	<p>Photos of children with their badges, medals and certificate.</p> <p>Pupil voice and teachers' confidence to deliver lessons.</p> <p>12 leaders trained by KESSP and are now delivering activities at breaktimes.</p> <p>ASC register of all the clubs.</p> <p>Afterschool Club registers: 132/189 pupils – (70%) Accessing afterschool clubs 90/122 pupils in KS2 - (74%) KS2 children accessing football, multi-skills, laser tag, dodgeball, dance, athletics, fencing after school club. (48% whole school) 39/50 pupils in KS1 - (78%) KS1 accessing mini trampoline, archery and multi skills afterschool club (KESSP/ASPIRE/SH ACTIVE) All children took part in the school's sports day on 24th June (1 person from Y4 and Y6 absent) - 99%</p>

Actual impact/sustainability and supporting evidence

Children participating in lunchtime sports clubs, where school did not have any last academic year.

Lunchtime club sports that have been developed by ASPIRE or SH

ACTIVE:

Mini trampolining (Y1 & Y2)

Football and Handball (KS2)

Karate (Y3 to Y5)

Basketball (KS2)

Multi-sports (KS2)

Archery (All year groups)

Circuit Skills (All year groups)

Signed off by:

Headteacher:	<i>Michelle Ashley</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Kayan Tobias</i>
Governor:	<i>Chris Caffrey – PE and Sport Premium Link Governor</i>
Date:	<i>15.07.25</i>