



PE Funding Evaluation Form

2024-2025

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?	What didn't go well?	How do you know?
Participation in SSP events both competitive and non-competitive.	Girls football won the league for second year running and placed second in the cup. Children attended multiple sporting competitions and festivals with a drive to participate and compete.	Children achieving distance of 25m in swimming. A reduced % of children able to swim competently and confidently at 25m.	Reduction in pool time due to pool closures.
Improving outdoor space with a focus on OPAL and new PE/sport resources has increased the range of activities offered to children during the school day.	Children have increased their activity levels which has led to positive friendships and communication. Children are not sedentary during play; they are immersed in their environment and resources.		

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>1) To continue with OPAL and increase pupil engagement in physical activities during break and lunch times, whilst promoting positive attitudes and building social skills and friendship groups. Ensure staff have relevant resources to improve physical activity by purchasing relevant equipment.</p> <p>2) Further develop expertise of staff and for them to practice effective strategies to maximise outcomes for all.</p> <p>3) Durham County Cricket Club have been invited into school to introduce the sport of Cricket to children to hopefully gain interest and engage them in cricket.</p> <p>4) After school clubs to be set up and focus on physical activity and competitive sport.</p> <p>5) SEND children to attend and engage in events to expose children to a wider variety of sport.</p>	<p>1) A donation from Private School Fund has allowed for school playground areas to be developed further and to include:</p> <ul style="list-style-type: none"> • 15m sandpit • Tyre mountain • Climbing ropes <p>Purchase of new equipment/resources relevant to PE.</p> <p>2) The OPAL lead teacher and sports coach to liaise with staff and lunchtime supervisors to organise, lead and encourage children to become more active. This will ensure access to be more physical with the activities on offer.</p> <p>3) Sports Coach to liaise with staff and DCC to organise sessions.</p> <p>4) Sports coach to actively encourage participation in after school clubs that will prepare pupils for intra school competitions. PE coach will host 3 clubs and another member of staff will host 1 club in basketball/netball.</p> <p>5) SSP membership to support SEND. SEND children accessed local Equestrian facility for experiential learning and sensory experience.</p>

Intended actions for 2024/25

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| <p>6. Use PE/Sport as a tool for whole school improvement that will impact on wider outcomes, including attendance, behavior and social and emotional well-being.</p> <p>7. Celebrate success and individual achievement across whole school including SEND/ELP provision.</p> <p>8. Continued membership of SSP as it is an opportunity to upskill staff and pupils and keep up to date with PESSPA landscape.</p> <p>Attend SSP events promoting competitive sporting opportunities.</p> <p>9. Continue to raise attainment in swimming</p> <p>10. Provide alternative sporting activities to engage pupils</p> | <p>6) PE coach has a soft-landing group called 'Rise & Shine' where children come to school early to participate in a physical activity ie. Basketball & Netball</p> <p>7) Presentation and award assemblies to celebrate success. School social media posts to highlight and share success.</p> <p>8) A variety of planning materials, knowledge and resources can be shared with staff and pupils and used in future. SSP provide regular newsletters which celebrates engagement and success.
Provide transport for year groups to attend at least one festival/sports event from SSP membership and compete in intra-school activities to build confidence and resilience improving their sporting ability and practice their sportsmanship.</p> <p>9) Review of current system of children attending swim lessons and amend and prioritise where necessary those children close to achieving the required distance of 25m.</p> <p>10) Use external agencies to deliver activities.
Example: Hoop Starz, Bike ability, Durham Cricket Club and Skipping School.</p> |
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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?
<ol style="list-style-type: none"> 1. Break and lunchtime engagement has increased children focus within what they are participating in for that day. An increased awareness of sports and games that can be played and enjoyed. 2. Engaging children's focus in lessons by introducing movement breaks. 3. Increased level of physical activity and fitness in children across the whole school. 4. Children to show resilience when faced with a new physical activity and an awareness of a variety of sports eg. Durham Cricket Club. 5. Improve on swimming targets being met. 6. Staff confidence in sports and PE will increase. 7. Children with SEND to increase engagement with sport and experience competitions and success. Teachers develop confidence on how to differentiate teaching all children in order for them to access PE. 	<ol style="list-style-type: none"> 1. Positive relationships with the children and their peers. Children are actively seeking new physical activity opportunities both inside and outside of school contributing to a culture of active living. Children are learning to apply the social and emotional qualities of teamwork and sportsmanship into their daily lives. 2. Teachers have reported that children who are utilising movement breaks have higher engagement and focus in children during lesson times. 3. The improvement in children's physical fitness is apparent during PESSPA sessions where children are more capable and agile during PE lessons. 4. It has been noted that an increased number of children are more willing to try a new activity due to positive relationships and increased physical fitness. 5. Introducing a rotation system of swimming lessons and identifying groups that would benefit from these lessons to gain the required 25m distance. End of year swimming data will evidence this. 6. Staff survey. Staff support from senior leaders/sports coach/external coaches. 7. Liaise with PE lead and sports coach. Membership with SSP Staff fully supported – staff survey.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ol style="list-style-type: none"> 1. OPAL has enhanced breaktime and lunchtime engagement to be focused in physical activities. The children are less reliant on playing football during these times, as there is a lot more on offer for them to engage with. 2. Swimming data has already improved to 60% of children being confident and competent to swim 25m distance. This is a significant increase to last year's 28%. 3. Opportunities for SEND children engaging in PE/Sports activities in the local area has increased. Teacher confidence is high around adapting PE/Sports for SEND in adapting activities making it more accessible. 4. Football is popular for both boys and girls in school and is the most competitive physical activity. 5. PE coach leads Commando Jo sessions which develops skills and confidence whilst providing exciting activities for our pupils. 	<ol style="list-style-type: none"> 1. Participation is high and can be seen on a daily basis and it is clear to see that the children are enjoying the new PE resources and provision. 2. Swimming data analysis (Swimphony) records data. Staff have reported that regular lessons has increased the children's confidence when in the pool. 3. Feedback from teachers report that SEND children are fully engaged in PE lessons and happy to access all areas. 4. Football trials are very well attended as children want to participate in competitive team sport. 5. Children are building resilience and becoming competent and confident as skills develop due to the enrichment activities on offer from Commando Jo's.