

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



Images courtesy of Youth Sport Trust

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on ‘**whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school**’.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2022/2023, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2025.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2025. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£19,720
How much (if any) do you intend to carry over from this total fund into 2024/25?	£417
Total amount allocated for 2024/25	£19,760
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£20,177

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2025. Please see note above	95% All children to be offered discounted entry to Beswick swimming pool. Deals offered annually by GLL.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	79% All children offered discounted entry to Beswick swimming pool. Deal offered annually by GLL.

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What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	81% All children offered discounted entry to Beswick swimming pool. Deal offered annually by GLL.
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No

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Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2024/25		Total fund allocated: £20,177 including the carry over of £417.		Date Updated: October 2024	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:	
				% tbc	
Intent		Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles. Children will be able to access high quality play and sports resources throughout the school week.		Daily Mile: sustain timetabling and monitor usage. Monitor lunchtime sport crew and ensure pupils are accessing the activities – PE co-ordinator to monitor. Continued CPD for Lunchtime Organisers to run and manage their games stations effectively and consistently. PE Co-ordinator to provide Lunchtime Organisers with updated Youth Sport Trust activity cards which will be the main focus activities for children at lunchtimes. PE Co-ordinator to provide with			

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	<p>necessary sports equipment in bins for use by individual year groups to access all of the sports on the activity cards.</p> <p>Staff members who are on duty at break and lunchtime will be provided with a PE activity booklet which will contain activities to be done with pupils.</p>			
All children encouraged to increase their fitness through regular competitions and whole school events.	<p>Purchase new equipment for use at lunchtime and playtime.</p> <p>Active sports membership to be renewed to ensure full access to all Team MCR inter-school activities.</p> <p>AMPS M11+ schools' sports cluster to attract more local school into inter-school activities.</p> <p>Daily shake up activities – CPD for all new staff (and existing staff should opportunities be requested)</p>	<p>£83</p> <p>£1850</p>		
Ensure children are aware of the importance of a healthy lifestyle, including both diet and regular exercise and are able to verbalise this.	<p>Implementation of after school clubs.</p> <p>Inclusion of all EHCP children within mainstream PE lessons.</p>			

<p>Liaise with CLI provision to ensure their PE lessons are adequately resourced</p>	<p>Training for mainstream 121 TAs to support pupil engagement in PE lessons.</p> <p>The continued implementation of Sports Leader Challenge posters. Design work to be extended to bookmarks, fridge magnets, Christmas mail postage stamps and Top Trumps style cards.</p> <p>Continue to work with SEMH provision to enable pupils to join year group PE lessons. Ensure adapted monitoring, apparatus and provision are in place to enable pupils who cannot access fully mainstream lessons are able to join year group PE lessons. Provision of morning sensory circuits using high quality play resources where activities meet the needs of our SEND cohort.</p> <p>Support teacher awareness of the resources available to enable PE activities for CLI pupils.</p>			
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Key indicator 2: The profile of PESSPA (Physical Education School Sport and Physical Activity) being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				% tbc
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Raising the awareness of physical education and sport to ensure all pupils understand the benefits of activity as part of a healthy lifestyle as well as the importance of learning and competing skillfully.	Update sports noticeboard weekly. Signpost pupils to local sports clubs, local offers and events via the noticeboard and newsletter.			
Pupils aware of sporting activities and achievements across the school.	Implementation of a range of after school sports clubs.			
Continue to encourage and support children in sports both in and outside school time.	Ensure newsletter provides information to engage pupils and families in physical activity. Include local offers for holidays and set challenges for pupils to achieve levels and experience different types of physical activity in the holidays and during school terms. Prize for most active or most improved participant in Sport on Friday and lunchtime activities.			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				% tbc
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Improved quality of teaching and learning in PE, ensuring pupils are competent and confident.	<p>Teachers to continue to receive individual coaching CPD through CITC offer.</p> <p>PE Coordinator to continue to develop staff through their participation in Sport on Friday activities.</p> <p>As the Sport on Friday offering increases, more staff to be recruited to deliver different activities.</p> <p>CITC to work with staff on formative assessment.</p> <p>Extra-curricular time allocated to the teaching of PE. Teachers will be presented with an up to date activity booklet which gives them PE activity ideas for their extra-curricular time. Each year will be given their own sports tub full of sports equipment.</p>	£13,500		

	<p>Further development of PE department to offer a better trained team of staff to actively manage inter and intra school competitive and non-competitive sporting activities. More staff will be recruited to the team this academic year which will enable the school to deliver more PE activities to more children.</p> <p>Staff questionnaire to inform confidence in knowledge and skills required to teach PE further.</p> <p>Bespoke professional development to be planned to support needs.</p>			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				% tbc
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>Additional achievements:</p> <p>To enable pupils to experience a range of sports and activities so that they can connect with something they enjoy and feel confident at and then continue to learn, be active and play which will develop increased confidence and self-esteem and a real love of sports and activities.</p>	<p>Pupil voice to be continued for choices of sports for competitions with local schools and within school, Sport on Fridays and lunchtime activities.</p> <p>CITC activities to continue – planning checked and agreed to ensure variation in half termly activities to ensure that the teaching of skills covers a range of sports for EYFS right up to Y6.</p> <p>Years 1 – 6 enrolled in Team MCR inter school competitions and use of minibuses.</p> <p>Children with SEND needs to</p>	£1670		

	<p>access Panathlon virtual inter school activities. Targeted least active children to take part in inter school multiskills activities using the AMPS M11+ schools sports cluster.</p> <p>School Games Day to be confirmed for June 2025 – Sport City track to be booked and equipment ordered.</p> <p>Signposting section on sports noticeboard to be updated regularly with new clubs and activities taking place locally. Leaflets distributed when received.</p> <p>Sports Coordinator to develop Sport on Fridays / School Games Day offering (or appropriate day) for EYFS, mainstream SEND and provision pupils.</p> <p>Reception to work with CITC re City Play with staff to receive individual coaching CPD.</p>	<p>£1289.33</p> <p>£1800</p>		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				% tbc
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Focus on involvement of all pupils – not just elite players – through entering different types of competitions for different age groups and also organising local competitions and inter school competitions. The impact will be raised confidence in competitive situations and self-pride, as well as harnessing a love for competition.	Inter and Intra school competitions including personal challenge will take place. Year 1 – 6 taking part in Team MCR Inter and Intra competitions in September – July.			
Continue to develop the children's involvement in local sport tournaments by increasing the number and variety of sports and varying the pupils who compete.	Children with SEND needs taking part in Inter and Intra Panathlon activities in January – July.			

<p>Attract more schools to the AMPS M11+ schools sports cluster to enable children to compete (within walking distance). Targeting all cohorts of children to be organised by AMPS sport lead.</p>	<p>School Games: Review calendar and choose a varied range of competitions to encourage different pupils to compete.</p> <p>Reluctant sports people: target festivals arranged to engage pupils who historically show no interest and arrange to host if nothing suitable is available.</p> <p>PE co-ordinator to organise further different sporting competitions with local schools on our Astro pitch whilst growing the cluster of schools we engage with.</p> <p>PE co-ordinator to keep sports board up to date to enable pupils to see results and celebrate success.</p>			
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Signed off by	
Head Teacher:	L. Thomas
Date:	15.10.24
Subject Leader:	J. Wall
Date:	15.10.24
Governor:	L. Babajide
Date:	15.10.24