

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?	What didn't go well?	How do you know?
<p>Employment of PE coaches (Key Sports) to enrich before, during and after school provision offer and support with active lunchtimes.</p> <p>All children complete an additional active break daily for 10 minutes - Wistow Mile Track.</p> <p>For children to access more active opportunities over lunchtimes Sports Leaders (year 6) groups during lunch sessions using allocated sets of equipment, supporting active break times.</p> <p>Children access a range of different sporting opportunities during lunchtimes and breaktimes, reducing incidents of poor behaviour.</p>	<p>Key Sport coaches on Year 5/6 playgrounds to support children and run activities.</p> <p>Wistow Mile sheets, celebrating the successes of children who are running set distances by awarding them with certificates.</p> <p>4 weeks period of training for the Sports Leaders with BC before the October half term. They then timetabled throughout the week delivering sporting activities to children.</p> <p>Key sports were using a range of different games – not just football at lunchtimes to help children engage more.</p>	<p>Active levels in lessons. Children spend too long not being physically active.</p> <p>Supporting children with SEND in lessons and ensuring that they have enough time to be physically active.</p>	<p>Learning walks have identified this and have been witnessed. Staff meetings set up to support this and help teachers and HLTAs to improve the time children spend being physically active.</p> <p>Learning walks and lesson observations. Supporting teachers to provide a framework so they can help these children. STEP framework used.</p>

Review of last year 2023/25

Opportunities given to children to showcase talent in sports football and netball in outer school competitions.

Girls football to a priority across the year to celebrate the successes of the girl players.

Numerous sporting events and competitions attended. Girls team in particular having a lot of success at tournaments – going onto a national competition and county level on a few occasions.

Girls only clubs set up to help support the progress through Key sports at lunchtimes and after school.

Intended actions for 2024/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities.</p>	<p>Provide additional healthy, physical activity opportunities outside of curriculum time.</p> <p>Engage Sports Inspire Apprentice to extend physical activity opportunities.</p> <p>Maintain and develop Wistow Mile as part of range of activities to meet 30 minutes a day requirement.</p> <p>Lunchtime sports leaders. Deliver there own sporting activities at lunchtime which will be provided for LKS1/KS1 children.</p> <p>Use pupil voice to target areas of non-participation. This could be including more non-traditional sports at break times with children working in their own spaces</p> <p>Offer some extra opportunities (Coaches could provide some of these) Tiny Tikes, Chloe's Dance, Gymnastics.</p>

Intended actions for 2024/27

Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity.

Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity

Continue to use and re-stock the playground equipment to support engagement for children at playtime and break times.

OWN Trust competition days. Focusing on a specific sport and Key Stage.

Ensure that CPD that has taken place last year is cascaded to any new staff.

Develop links to PHSE programme around developing a healthy lifestyle (Focus on different year groups).

Google form sent out last year to highlight the sporting units staff needed the most support with.

PE Learning Walks to help identify needs.

Intended actions for 2024/28

<p>Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children.</p>	<p>1 sessions in school with PE lead. PE lead chosen focus. To be further discussed due to shortage of time and staffing</p> <p>Further develop Inspire+ programme to extend additional physical activity opportunities.</p> <p>Children attend multiple events throughout the year. Aim is to allow for inclusion.</p> <p>Separate SEN events which allow children to take part when they might not get the opportunity.</p> <p>Ensure new Sports Clubs timetable disseminated to pupils and parents and uploaded to website.</p>
<p>Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate.</p>	<p>Festivals and competitions between schools.</p> <p>Support talented children to gain additional competitive experience with Peterborough United</p> <p>Liaise with Club regarding children in their Academy Programme</p>

Intended actions for 2024/29

In-school Mentor (PE Lead)
Ensures academic and personal, social development is part of the whole programme alongside Football

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?
<ul style="list-style-type: none"> • Increased awareness of the wide range of different types of healthy activity available • Increased opportunities for healthy activity available • Increased engagement in exercise • Increased understanding of the benefits of exercise for health • Improvement in sense of health and well-being • Increased participation by children who normally don't engage with sporting / physical activity opportunities • Increased number of children participating in school clubs • Increased number of children enjoying taking part in school clubs • Participation across the school has increased • Children that didn't engaged now more active • Children are accessing structured, active games during lunchtimes. • Children are confident when discussing a healthy lifestyle and take responsibility for theirs. 	<p>All programmes in place and children engaging on a regular basis</p> <p>Participation Registers</p> <p>Extended Extra-Curricular Sport and Physical Activity Programme</p> <p>Active Playground Programme in place</p> <p>PE, School Sport and Physical Activity (PESSPA) noticeboard updated.</p> <p>Pupil voice surveys</p> <p>Staff voice</p> <p>Equipment purchased</p> <p>Now have bank of interactive resources that classes can use</p>

Expected impact and sustainability will be achieved

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| <ul style="list-style-type: none">• Improved confidence in teaching good and outstanding PE lessons• Clear understanding of how to plan and deliver PE lessons that develop children's thinking skills whilst they are moving• Greater understanding of how PE & Sport Premium can support achievement of whole-school priorities and outcomes for children• Greater understanding of role competition can play in development of whole child• Sustainability - PE Lead (s) upskilled to lead on and deliver competition programme• Sustainability – Teaching Staff able to deliver competitive sport / physical activity with their children in lessons | <ul style="list-style-type: none">• Cross reference made to new RHE Curriculum with staff employing physical activity / well-being activities from the Plan to support their work with RHE• Staff will have a greater understanding of simple, practical activities to support the development of children's well-being• All CPD taken place• Participation Registers• In-school training taken place• Active Playground Programme• Discussions with staff and children• Some inter-academy competition in Summer Term |
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Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> • Increased awareness of the wide range of different types of healthy activity available • Increased opportunities for healthy activity available • Additional activity opportunities available • Increased engagement in exercise • Increased understanding of the benefits of exercise for health • Improvement in sense of health and well-being • Increased participation by children who normally don't engage with sporting / physical activity opportunities • Increased number of children enjoying taking part in school clubs • Children are accessing structured, active games during lunchtimes. • Children develop greater understanding of the health benefits of exercise • Children are confident when discussing a healthy lifestyle and take responsibility for theirs • Increased engagement and confidence levels of those children submitting ideas • Teachers increased confidence, knowledge and understanding to deliver more active lessons in the classroom 	<ul style="list-style-type: none"> • All programmes in place and children engaging on a regular basis • Activity opportunities shared with key stakeholders • Sports Lead engaged • Extended Extra-Curricular Sport and Physical Activity Programme • More non-traditional activities in place • Active Playground Programme in place • Golden Mile is embedded and ALL key stages are accessing this. • Increased number of children participating in school clubs • New equipment purchased and used • Widened range of healthy activities developed • Pupil voice surveys • Staff voice • In-school training taken place • Learning walks

Actual impact/sustainability and supporting evidence

- Clear understanding of how to plan and deliver lessons and activities in the classroom that engage children in healthy, sustained, vigorous physical activity