PE Funding Evaluation Form

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Commissioned by

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Created by

association for Physical Education

YOUTH SPORT TRUST

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?
• GFES engaged with South Solihull Schools Sports Partnership to provided CPD and competition opportunities for children. • After school Sports Clubs promote a free and varied programme to ensure inclusivity and preferences of children participating. • Positive and stable relationships with after school club providers to ensure safeguarding and consistency of behaviour policy for pupils. • Active Play Heroes role developed through SSSSP training and profile raised within school, Active 60 at playtimes. • Success in PE, sporting events and School Games Values celebrated in assemblies and communicated to parents.	• Gold School Games Mark awarded for 23/24 • Sports curriculum map and afterschool timetable reflects a wide range of physical activities and opportunities to apply skill in competitive settings (engage, develop & compete events) • Decrease in the number of behavior incidents reported by sports coaches at afterschool clubs. • 12 children awarded the 30 sessions Active play hero award. • Evidence of sporting events shared in school newsletter,	Although children stopped citing some behaviour of others as a factor, lack of commitment to after school clubs persisted with attendance dropping towards end of 10-week block. Yr 1 did not take part in any Inter school competitions	Club registers. Event calendar

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
To all ensure pupils have the opportunity access SGO competition offering (inter school) and ensure pupils are prepared for these opportunities through high quality PE curriculum lessons and afterschool clubs. (Key area- increase participation in competitive sport) To promote the active 60 minutes and active lifestyles through use of Active Play Heroes, focus weeks and monitoring attendance at school clubs to ensure all pupils have the opportunity to participate. (Key area- increasing engagement of all pupils in regular physical activity and sport & offer a broader and more equal experience of sports and physical activity.) To promote inclusion in high quality PE education through CPD. (Key area - increasing staff's confidence knowledge and skills in teaching PE and sport)	• Work in partnership with SSSP to develop CPD and competitive opportunities. • Ensure curriculum and afterschool club offering aligned so that sessions are taught before the SSSSP event and children fully prepared. • Ensure teachers have access to high quality planning support, details of the completion and rules and external coaches to support confidence and competence where needed. • Engage Pupil voice to set up afterschool sports clubs and competition offering for 24/25 through school council, active play heroes and Komboca survey. • Monitor club registers to identify trends in uptake and gaps, adjust clubs accordingly. Identify those less active as target groups. • GFES commitment to inclusion to ensure that clubs remain free where possible. Resources updated to enable broader range of activities offered, • CPD for PE lead through SSSSP and online training. • CPD for staff through online training and coaches to support confidence and competence. • PE resources updated to enable high quality PE teaching to take place.

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?
All year groups to have opportunity to attend SGO competition. Teachers more confident in teaching High Quality PE education in lessons, particularly in the building up to competitions. Children feel prepared and confident going into competitions to increase overall enjoyment of competitive experience. Pupil voice and pupil attainment data reflects this. Promotion of active 60 through focused weeks	Results from Physical Activity and Wellbeing National Survey (Koboca) to influence clubs and highlight needs regarding activity and wellbeing of children at George Fentham Letters and registers from following Competitions Yr. 1 Cheerleading Festival Yr. 2 Tri Golf & Infant agility Yr. 3 Personal Best Festival & speed stacking Yr. 4 Chance 2 shine Cricket Yr. 5 Dodge ball & Chance 2 shine cricket Yr. 6 Tag Rugby Transition Festival Yr. 5 & 6 Open Football League (boys) Yr. 5 & 6 Girls Football League KS1 Disney Shooting Stars Football Festival Yr. 5 & 6 Borough Athletics Meet Evidence to support School Games Award and YST Quality Marks applications. Minutes of school council meetings Fitmass and Wellbeing Warriors wall charts completed. Staff feeling more confident using movement breaks within school day and greater knowledge of resources available.

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?	What **evidence** do you have?
100% of children in years 1 to 6 had the opportunity to engage in school sport competitions during 24/25. 100% of children offered opportunity to participate in after school clubs. Use of pupil voice to select clubs and support of SLT to raise the profile of commitment to clubs has had a positive impact. Club registers show that in autumn over 50% of children missed more than 2 of their 10 sessions. In summer this has improved to only 75% of children missing more than 2 of their 10 sessions.	4.5-star rating for Physical Activity and Wellbeing National Survey (Koboca) School Games Mark awarded 24/25 – Gold YST Quality Mark 24/25 awarded - Bronze Two awards received at competitions for being the best pupils reflecting the School Games Values. I team runners up. The following competitions were attended Yr. 1 Cheerleading Festival – 10 pupils Yr. 2 Infant agility – whole class Yr. 3 Personal Best Festival - whole class Yr. 4 Chance 2 shine Cricket – whole class Yr. 5 Dodge ball - 10 pupils Yr. 5 Chance 2 shine cricket – whole class Yr. 6 Tag Rugby Transition Coaching Only – whole class (Festival not attended due to clash with residential trip) Yr. 5 & 6 Open Football League (boys) – 15 boys Yr. 5 & 6 Girls Football League – 10 girls KS1 Disney Shooting Stars Football Festival – 8 girls Yr. 5 & 6 Borough Athletics Meet – 12 girls & 12 boys School Games Values award won by both year 4 and 5 teams at the cricket.