

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



Images courtesy of 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?
Entered more sporting opportunities, with an increased focus on SEND and girls' involvement. Girl's football team has been created and have taken part in matches against other schools, both as a girls' team and a mixed team. Progressive sports coaches continuing to support staff delivery through CPD and interventions, lunchtime and after school activities for pupils. Head start coaches have continued to target our PP, SEND and less active pupils, with an increased focus on girls. Outdoor learning club provider supported in improving attendance of pupils with other after school club opportunities and accessing the outdoor environment.	Progressive sports coaches alongside other Dunstall staff members have worked together to better prepare and attend a range of competitions and sporting events. Progressive sports coach has supported the development and growth of football teams, particularly the girls team. Progressive sports coaches have supported in developing staff with their confidence and competence of delivering a range of PE units. This was seen through the staff audits completed. There has also been a range of activities during lunchtime and after school, linked with pupil voice which has resulted in good attendance. Interventions have taken place from Y1-6 to support development of fundamental skills. Pupils attend sessions weekly and feedback has demonstrated the increased confidence and skills of those which attend. Attendance reports demonstrated that these clubs were typically full and well attended.	Wild tribe trained staff supporting year groups, particularly EYFS with their outdoor learning. Swimming results continue to be low at the end of KS2 in relation to the national expected outcome.	As cover was required across the school the availability of wild tribe trained staff within sessions was increasingly limited throughout the year. Tracking of pupils demonstrates that while they have made progress from their unique starting points in Y4 this is still below national average. Due to staffing, the opportunity to train a staff member to support delivery of sessions was hindered.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
• CPD offer to staff through progressive sports coaches to be revised to ensure that team teaching is occurring and over a 6-week period teaching staff are leading more of the teaching and learning of PE. • CPD opportunities for staff to be identified through staff audits of PE units and mapped out throughout the year, to be undertaken both by progressive sports and outside agencies. • Continue to identify PP, SEND, less active pupils, especially girls to attend the head start sessions. • Continue to offer a variety of after school clubs to encourage an increasing number of the school population to attend. • Continue to support the number of pupils reaching the expected level of swimming ability by the end of year 6. • Continue to offer top up swimming to support pupils in making progress within their swimming sessions. • Progressive sports to continue to offer intervention sessions to identified pupils, enhance the active lunchtime scheme and run after school clubs as identified through needs of the pupils and pupil voice. • Get set 4 PE to continue being embedded to support the planning, preparation, teaching and assessment of pupils from nursery to year 6. • Revisit equipment audit and ensure that the provisions available are plentiful and in good quality to ensure the teaching and learning of pupils within a range of different sporting opportunities.	• Progressive sports to begin running a new CPD routine created, which increases the class teacher leading lessons weekly. Staff will also complete post and prior CPD forms created to monitor the impact of these sessions. • Staff audits to be completed in autumn term and revisited in summer to identify CPD requirements for PE units being taught throughout the year. Opportunities from outside agencies to be sought where needed. A log of staff CPD to be kept. • Less active pupil logs to be created by PE lead and shared with staff and head start, to target these pupils for sessions throughout the year. • Further outside agencies to be sought to run after school clubs based on need and pupil voice. Attendance data for clubs to be kept throughout the year to monitor the impact. • Staff member/s identified to attend swimming teaching course, or equivalent, to support the delivery of sessions and pupils' ability to progress within sessions. • Pupils swimming ability to continue being tracked to identify progress made throughout sessions undertaken. • Coaches to run intervention sessions for years 1-6 to continue supporting fundamental skills. Run activities during lunchtime to support active provision and further develop skills. After school clubs to be identified throughout the year, with a focus on the continuation of football for both boys and girls to ensure that they are competition ready. • Staff to make use of the app to ensure that a high quality of teaching is taking place and making accurate judgements for assessments. This will be reviewed at the end of the 6-week block to monitor progress of pupils. • Feedback from staff and coaches regarding equipment throughout the year, audit revisited, and equipment purchases considered based on pupils' interests from engaging in a range of sporting opportunities undertaken throughout the year during festivals and events outside of school and enrichment days undertaken by outside agencies. Continue to identify new offerings to be undertaken from pupil voice conducted.

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?
• Staff audits to display an increased level of competence and confidence in the teaching and delivery of a range of PE units. Evidence of staff deliverance of PE to be of a high standard, including their knowledge of how to make adaptations, support lower learners and challenge high achievers, offering an element of competition where appropriate. • Improved attendance of pupils within the headstart sessions, pupils increasing in activity level and ability and beginning to engage within other activities available both at Dunstall and outside of school. • After school club attendance to increase in attendance for pupils across the school, encouraging them to participate in active opportunities. • Swimming achievements of pupils at the end of KS2 to increase in the number of swimmers meeting the national curriculum expected level of development. • Pupils to be more active throughout the day and attending after school clubs throughout the year. Progression of less active pupils within their own individual level of learning within PE sessions. • Improved confidence, competence, preparation and accurate assessment of pupils by staff to be of a higher quality. • High quality resources in plentiful supply to ensure that the delivery of PE units is not hindered. Implementation of new resources to broaden pupils awareness of a range of sporting opportunities based on interests linked to experiences held both at Dunstall and outside of school through enrichment days, festivals and events which pupils participate in throughout the year.	• Evidence through staff audits, staff CPD post and prior evaluation forms, feedback from learning walks conducted by SLT and PE lead. Staff feedback to identify that they feel more confident in delivering PE units to a high standard to support our pupils needs. • Feedback from head start coach to evidence that pupils have increased ability in relation to their activity levels and skills. Attendance log kept on pupils attending head start sessions and attendance within other after school opportunities throughout the year. Pupils monitored through get set 4 PE to evidence the impact on their own personal development within PE sessions. • After school club attendance register to be created and monitored throughout the year identifying the number of clubs attended by each pupil throughout the year and identifying less active pupils to be targeted by staff and coaches within future opportunities. • Pupils swimming achievements tracked from year 4-6, monitoring progress from their unique starting points and ensuring that progression is made, targeting swimmers with the trained member/s of Dunstall staff to support. • Active heat maps to be produced for each key stage monitoring the level of activity throughout the day. Observation of lunch time provision offerings. Attendance of pupils monitored attending after school clubs throughout the year, identifying pupils to target. Individual pupil progress to be monitored through the assessment section of get set 4 PE. • Staff feedback through conversations to monitor the impact of teaching and learning, assessments to be tracked throughout the year and learning walks conducted to ensure that the quality of teaching, learning, assessment and staff development is consistently high. • Equipment audit to be revisited to ensure that the quality of resources is high and plentiful. This is to be shared with staff and coaches so that they are aware of the equipment available. Pupil voice and staff feedback to be utilized to identify further equipment which can be purchased to further support the activity levels of pupils across the school.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
• Staff confidence in teaching and learning of PE has been strengthened due to the level of CPD put in place this year. This has been a mixture of in-house support through progressive sports coaches and outside providers such as ConnectEd to support the growth of the team. CPD was identified through staff audits, learning walks and staff voice conducted throughout the year. • Staff CPD whole school and particularly EYFS has involved ways to incorporate physical activity for pupils with high levels of SEND, creating environments and activities for these pupils to access at an appropriate level to ensure that they are accessing equal opportunities where PE sessions are not adaptable. Resources have also been sourced and purchased to further support the identified pupils. • A wealth of after school activities have been carried out this year, this has also seen the inclusion of outside providers for outdoor learning and science, due to pupil interest within these. • An identified member of staff has undertaken the supporting swimming qualification and is due to commence supporting sessions from the next academic year for pupils in Y4-6. This is hoped to further support our pupils within sessions and have positive impact within the number of pupils achieving the expected standard of swimming by the end of KS2. • Number of pupils meeting the expected standard for PE has increased over time, this has also been the case for SEND pupils across the school. This is due to CPD, as mentioned above, improved assessment procedure, purchased resources and targeted support for identified pupils. Targets support has been improved this year from the previous structure, which saw year groups undertaking sessions once every three weeks. Year groups have now been combined KS1 and KS2 and now undertake sessions weekly. These pupils undertake the cool kids scheme run by progressive sports coaches and has supported in developing pupils core skills, which has reflected within the assessment. Within EYFS identified pupils have been supported by staff to undertake the pre-cool kids scheme. • A range of sporting competitions, festivals and enrichment days have been undertaken to enthuse pupils in attending and taking part in a wealth of sporting opportunities.	• The quality of teaching and learning of PE has improved over time, particularly for our ECT members of staff and TA's. This has been seen through subject learning walks and professional learning walks conducted by SLT. The confidence of staff has also improved from their unique starting point as evidenced within the staff voice and audits undertaken. • This has seen the inclusion of a larger HUB environment within the EYFS unit for pupils to access. Pupils also have their own individual timetables and planned activities, including gross and fine motor activities and access to the outdoor provision to further develop their physical skills. Pupils also have identified slots within the PE timetable to access the hall space, providing an area which is quieter. • A total of 32 clubs were undertaken throughout the year and attended by 64% of students. These pupils were tracked throughout the year using the 'get set 4 pe' program and targeted students identified throughout the year. • 17% of pupils were able to achieve the 25 meters expected standard, with 3% achieving beyond this. 35% of pupils were able to undertake active rescue, with 17% achieving beyond this. 79% of pupils were able to demonstrate the use of a variety of strokes, with 3% achieving beyond this. • 2023-2024 – 53% working towards, 41% working within and 5% working beyond expected standard. 2024-2025 – 27% working towards, 62% working within and 11% working beyond the expected standard. For SEND pupils: 2023-2024 – 48% working towards, 52% working within and 0% working beyond the expected standard. 2024-2025 – 47% working towards, 50% working within and 3% working beyond the expected standard. • There has been a total of 31 opportunities, including a 6 week chance to shine cricket scheme, bike riding skills for y4 pupils and active engagement within the Kabaddi events taking part in Wolverhampton, including in attending the Kabaddi world cup.