

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?
<p>Lunch Time clubs and daily physical activity. Positive engagement in lunch time clubs. Pupils meeting health guidelines to undertake 30 minutes of physical activity. Positive pupil feedback received from pupil voice. Pupils enjoyed taking part in a range of different physical activities. Reduction in behaviour incidents during lunch and breaks when structured play opportunities have been offered.</p>	<p>Pupils meeting above physical activity guidance of 30 minutes each day. Pupils engaged with a wide variety of clubs and sports.</p>	<p>Further opportunities to engage female cohort. Growing cohort of KS1 girls at the end of the school year. Target to review club offer considering pupil voice.</p>	<p>Pupil voice Engagement Reduction in behaviour incidents</p>
<p>Calendar of inter class and inter school competitions. Pupils have represented their school in a competitive fixture across a number of sports. Positive engagement and experiences for vulnerable pupils that previously may not have managed within a mainstream</p>	<p>Pupils accessed an increased number of fixtures, and positively engaged.</p>	<p>Look at further opportunities to provide these experiences to KS1 pupils</p>	<p>Pupil voice</p>

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>Develop further opportunities to engage in enrichment activities specially targeting KS1 and girls</p> <p>Support pupils to develop strategies to use physical activity to promote regulation</p> <p>Access a calendar of competitive school fixtures</p>	<p>Introduce a range of new extra-curricular clubs and activities specifically aimed at KS1 pupils and girls, such as dance, gymnastics, and multi-skills sessions.</p> <p>Collaborate with local sports clubs and organisations to provide taster sessions and pathways for pupils to continue their participation outside of school.</p> <p>Ensure that the extra-curricular programme is well-advertised and accessible to all pupils, with consideration given to transportation and any potential barriers to participation.</p> <p>Provide opportunities for pupils to try new activities during curriculum PE lessons, allowing them to explore their interests and build confidence.</p> <p>Engage with parents and carers to understand any specific needs or preferences and incorporate their feedback into the planning of enrichment activities.</p> <p>Introduce daily physical activity sessions, such as the Daily Mile or other active breaks, to support pupils' physical and mental well-being.</p> <p>Provide training for staff on the importance of physical activity for self-regulation and strategies to integrate it throughout the school day.</p> <p>Collaborate with external agencies, such as mental health professionals, to develop a comprehensive approach to using physical activity to support pupils' emotional and behavioural regulation.</p> <p>Ensure that all pupils have access to a range of equipment and resources to engage in physical activity during break and lunch times, with staff supervision and support.</p> <p>Incorporate mindfulness and relaxation techniques into physical activity. Sessions to help pupils develop self-awareness and coping strategies.</p> <p>Establish partnerships with local primary schools and sports organisations to create a calendar of competitive fixtures and tournaments.</p> <p>Encourage all pupils to participate in these events, regardless of their skill level, to foster a sense of team spirit and sportsmanship.</p> <p>Provide opportunities for pupils to take on leadership roles, such as captains, officials, and coaches, to develop their skills and confidence.</p> <p>Ensure that the competitive fixtures are well-organised and inclusive, with clear communication to parents and carers about the events.</p> <p>Celebrate the participation and achievements of all pupils, not just the winners, to promote a positive and supportive environment.</p>

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?
<p>Develop further opportunities to engage in enrichment activities specially targeting KS1 and girls</p> <p>Impact:</p> <ul style="list-style-type: none"> • Increase the percentage of KS1 pupils and girls participating in extra-curricular activities by 20% by the end of the academic year. • Observe an improvement in the confidence and physical competence of KS1 pupils and girls in curriculum PE lessons. • Receive positive feedback from pupils, parents, and carers about the new enrichment opportunities and their impact on pupil engagement and enjoyment. <p>Physical activity to promote regulation</p> <p>Impact:</p> <ul style="list-style-type: none"> • Observe a reduction in behavioural incidents and improved self-regulation among pupils who regularly participate in the physical activity sessions. • Gather feedback from staff, pupils, and parents/carers indicating an improvement in pupils' overall well-being and ability to manage their emotions. • Measure an increase in the percentage of pupils meeting the recommended daily physical activity guidelines. <p>Access a calendar of competitive school fixtures</p> <p>Impact:</p> <ul style="list-style-type: none"> • Achieve an increase in the participation rate of pupils in competitive school fixtures and tournaments. • Observe an improvement in the teamwork, communication, and sportsmanship skills of participating pupils. • Receive positive feedback from pupils, parents, and staff about the impact of the competitive fixtures on pupil engagement and the school's sense of community. 	<p>To ensure the sustainability of these initiatives and continued improvement, we will consider the following next steps:</p> <ol style="list-style-type: none"> 1. Develop a comprehensive staff training programme: Provide regular professional development opportunities for staff to enhance their knowledge, skills, and confidence in delivering high-quality PE, leading extra-curricular activities, and supporting pupils' physical and emotional well-being. 2. Strengthen partnerships and collaborations: Continue to build relationships with local sports clubs, organisations, and other schools to expand the range of enrichment opportunities, access to facilities and resources, and opportunities for competitive fixtures. 3. Secure long-term funding and resources: Identify and secure additional funding sources, such as grants or community partnerships, to ensure the sustainability of the extra-curricular programme, purchase of equipment, and maintenance of facilities. 4. Involve pupils in decision-making: Regularly seek feedback from pupils, especially KS1 and girls, to understand their interests and preferences, and incorporate their ideas into the planning and delivery of the PE and extra-curricular programme. 5. Monitor and evaluate the impact: Establish a robust system for monitoring and evaluating the impact of the initiatives, using both quantitative and qualitative data to inform future planning and continuous improvement. <p>By implementing these strategies, The Whitehouse PRU can ensure the long-term sustainability of the PE and extra-curricular programme, and continue to positively impact the physical, emotional, and social development of our pupils.</p>

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?

What **evidence** do you have?