

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?
The Sports Ambassadors started a lunch time provision supporting games and activities on the KS1 Playground.	X8 Sports Ambassadors were trained and given the responsibility to provide playground games. The behaviour issues on the play ground had decreased with less incidents based on previous years and a more settled environment.	We tried to implement a REAL PE scheme of work to help boost the second hour of PE that we wanted the classes to undertake weekly. The staff found the scheme of work hard to follow and implement in their own way.	The staff feedback was unanimous and evidence showed staff were not using the scheme to engage the pupils within these PE Lessons.
The Nurture team had started a robust wellbeing Programme including sensory circuits and lunchtime well-being sessions.	F2 had yoga sessions in which 36 children had access to over the course of the year. The programme in went from strength to strength with additions of Lego Therapy, Mindful Monsters and of course a continuation of our Forest school Programme and Stay and Play sessions which allowed over 100 pupils to take part.		
We inspired our children with a Healthy me themed project. The children had various different activities we have not done before this included a Tough Runner and an Olympian who came and did a healthy circuit and inspiring assembly. We also used this project to help raise some money to have an end of project outcome to have an outdoor Gym in within our school.	ALL PUPILS took part in the project with differentiation methods to help meet the needs of all our pupils. We Raise £1500 towards the Outdoor gym we wanted to help further inspire our pupils to be active daily.		

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
We have planned to use the funding using the key 5 indicators to help our PE and School Sport Programme within school. We plan to use the funding the following way..... KPI 1 – The engagement of all pupils in regular physical activity 1 - Engage pupils in various After School Clubs 2 - Purchase Breaktime and Lunch time Equipment to ensure structured physical activity and an extra 30 minutes for all pupils within school. 3 - Sports Ambassadors to run small games on the playground to add to the structure of break and lunchtimes. 4 - Nurture Team to continue to deliver a robust Wellbeing Programme for a variety of pupils within school to access. KPI 2 - The profile of PE and sport being raised across the school as a tool for whole-school improvement 1 - PE and sport are promoted every week in school and to the community. 2 - Building of the Outdoor Gym – This is our Showcase purchase of the year 3 - Purchase New PE Equipment to enhance the provision of PE Across School including a new basketball kit.	Please see below the Implementations based on how we have carried out our set intentions for 2024-25 School Year... KPI 1 – The engagement of all pupils in regular physical activity 1 - Use existing school staff and some external providers to run a programme of 10 week after-school clubs per term, ensuring a mix of traditional and non-traditional activities (e.g., football, Basketball, Multi Skill/Sports etc...). Attendance registers will be monitored to track participation. 2 - Purchase age-appropriate outdoor equipment (e.g. skipping ropes, ball sets) to be put out daily for structured physical activity during unstructured times. Zones on the playground to allow various activities to be clearly defined. 3 - Train Year 5/6 Sports Ambassadors each term to deliver short lunchtime activities for KS1 and lower KS2 pupils, encouraging leadership and peer engagement, this has been an ongoing process and will continue into the next school year with our “Play” theme. 4 - Continue the targeted Wellbeing Programme delivered by the Nurture Team with physical activity embedded (e.g. yoga, movement games) for children identified through the pastoral system. This includes our “ “ every morning. KPI 2 - The profile of PE and sport being raised across the school as a tool for whole-school improvement 1 - Designate a weekly slot in assemblies and monthly newsletters showcasing sporting success, individual progress, and team achievements. Include regular updates and photos on social media and the school website. 2 - Install an outdoor gym zone accessible before school, during breaktimes, lunchtimes, within PE lessons and after school. This will really promote the extra 30 Minutes for individuals throughout the school day. A class timetable is scheduled weekly.

Intended actions for 2024/25

KPI 3 - Increased confidence, knowledge and skills of all staff in teaching PE and sport 1 - Look to appoint a new PE Specialist to work part time in school. 2 - PE Lead to Attend various CPD to improve the Quality of PE Provision in school. 3 - Offer Rugby and Tennis sessions for the teachers to attend also as part of the yearly CPD Programme. KPI 4 - Broader experience of a range of sports and activities offered to all pupils 1 - Run bike ability sessions for year 6 pupils 2 - Offer different sports after school clubs such as Gymnastics, Flag Football, & Kick boxing provided by External Providers & PE Sports Specialist.	3 - Audit and replace worn PE equipment, and purchase new resources (e.g. Small balls, Sacks, Footballs, Bean Bags and much more etc...) to ensure high-quality delivery of the curriculum and readiness for our Physical Education, Physical Activity and School sport programme. KPI 3 - Increased confidence, knowledge and skills of all staff in teaching PE and sport 1 - Recruit and integrate a part-time PE Specialist to team-teach with staff, deliver high-quality model lessons, and provide support for the PE Lead to help smooth running of the whole school PESSPA Programme. 2 - Allocate funding for the PE Lead to attend subject-specific CPD and regional PE network meetings, then apply learning through INSET's and team planning. 3 – Organised external CPD sessions in rugby and tennis, delivered by qualified coaches, with follow-up observation and reflection opportunities built into termly planning cycles. KPI 4 - Broader experience of a range of sports and activities offered to all pupils 1 - Book Bike ability instructors for two full days, ensuring Year 6 pupil's has the opportunity to complete Level 1 and Level 2 training. Letters, consents, and scheduling to be managed by PE Lead. 2 - Use of the Sports PE Specialist to deliver high-quality, enrichment blocks in Flag Football and Fencing. Ensure these clubs rotate and are open to all key stages, with priority for pupils not already participating in clubs.
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Intended actions for 2024/25

KPI 5 - Increased participation in competitive sport

- 1 - Year 5 to take part in Me vs Me challenge led by our SGO's & School Sports Ambassadors.
- 2 - The whole school to take part in Ambassador Game days & sports day that allows competition against each other again led by ex-pupils for KS2 & Y6 Sports Ambassadors for the younger pupils.
- 3 - Pupils across school to participate in the upcoming School Games Organizers' Competitions and Festivals, School Football competitions and basketball rallies throughout the calendar year.

KPI 5 - Increased participation in competitive sport

- 1 - Schedule the "Me vs Me" challenge for Autumn term for Year 5, with pupils tracking personal bests in key skills (e.g., speed bounce, shuttle run, throw accuracy) and celebrating progress via Wristbands and Medals.
- 2 - Organise two "Ambassador Game Days" during the year, with activities led by Y6 Sports Ambassadors, focusing on teamwork, competition, and enjoyment across year groups.
- 3 - Register for and attend a full calendar of inter-school competitions including football leagues, basketball rallies, and School Games festivals. Provide cover for staff and budget to enter the various competitions to ensure all pupils have access to represent our school within their time here.

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?
The impact and sustainability we are looking to see for each Key Indicator are as follows..... KPI 1 – The engagement of all pupils in regular physical activity 1 – Impact/Intended Impact – We will hopefully see an Increase in the number of children meeting the 30-minute activity guideline during the school day, an Increasing uptake in children wanting to do lunchtime activities across all key stages. Sustainability - Training Sports Ambassadors annually ensures ongoing leadership. 2 – Impact/Intended Impact – We want to reduce inactivity and improve behaviour, concentration, and self-esteem, We want playtimes to be more active and less behaviour-related incidents due to the added structured activities. Sustainability - Equipment can be maintained without future excessive spending. 3 – Impact/Intended Impact - Improve inclusivity for SEND and less active pupils through structured provision. Sustainability – The staff have the confidence and can continue running important activity breaks as the need in school gets higher. KPI 2 - The profile of PE and sport being raised across the school as a tool for whole-school improvement 1 – Impact/intended Impact – We want to continue to embed sport and physical activity into the culture of our school. We want to see an Improved pupil engagement in PE, shown through participation and PE Kit engagement. Sustainability - Sport is celebrated across school life – assemblies, displays, newsletters 2 – Impact/Intended Impact - Improve pupil pride, engagement and motivation in PE and school life, We hope the Outdoor Gym installation will increase independent Physical activity. Sustainability – We have an Outdoor Gym that requires minimal Maintenance which will continue to inspire and promote Physical Activity and well being for years to come. 3 – Impact/Intended Impact - Use PE to support wider outcomes like behaviour, and well-being. Sustainability - Ongoing use of newsletters, social media, and displays costs nothing and embeds the sporting culture.	KPI 1 – The engagement of all pupils in regular physical activity We hope with the intended impact our pupils are <i>visibly</i> active at break/lunch, with fewer behavioural incidents at unstructured times. We hope to see an increase year on year with higher numbers attending after-school clubs, with more engagement from those pupils who are inactive. The evidence we hope to provide: *Club registers broken down by year group, gender, SEND, PP *Playground rotas and Sports Ambassador timetables *Behaviour logs showing reduced lunchtime issues *Photos/videos of structured activity sessions KPI 2 - The profile of PE and sport being raised across the school as a tool for whole-school improvement PE and sport continues to be a feature in daily school life, Pupils talk positively about PE and feel proud of participation and the achievements they make no matter how small or big. Parents and community are aware of what's going on through letters and newsletter dates etc.... The evidence we hope to provide: *Newsletters and social media showcasing sport weekly *Assembly slides / pupil celebration photos *School website updates (PE curriculum, competition news, club info)

Expected impact and sustainability will be achieved

KPI 3 - Increased confidence, knowledge and skills of all staff in teaching PE and sport

1 – Intended Impact/Impact – We will look to continue to make Improvements to teacher confidence, leading to higher-quality PE delivery. We hope after a number of years staff are delivering PE more confidently and independently more so with the second PE lesson introduction a year ago. **Sustainability** – The CPD provided creates a long-term set of confident staff to deliver PE in years to come.

2 – Intended Impact/Impact – The PE Specialist will ensure a consistent curriculum coverage and skill progression for all year groups. **Sustainability** - Planning and resources will be used year-on-year.

3 – Intended Impact/Impact – These types of programmes reduce the reliance on external coaches for core PE lessons. **Sustainability** – A continuation of CPD Promotes the confidence of staff to deliver more specific Core Lessons.

KPI 4 - Broader experience of a range of sports and activities offered to all pupils

1 – Intended Impact/Impact - Offer a wider range of physical activities – including opportunities to build confidence to ride bikes on the road. **Sustainability** – More pupils have the confidence to ride bikes on the road leading to an increased travel to school programme.

2 – Intended Impact/Impact – We want to continue to offer activities that appeal to a broader range of interests and abilities this in turn should Increase engagement from disengaged groups (e.g. girls, SEND pupils, those with anxiety) and look to build pupils' confidence to try new things and be physically literate. **Sustainability** – We will continue to develop local club links and create pathways for long-term engagement for pupils to continue their sports journey outside of school.

KPI 3 - Increased confidence, knowledge and skills of all staff in teaching PE and sport

Our Staff are teaching PE more independently and effectively more so in the second PE Lesson of the week. There is now less reliance on PE specialists for basic delivery and the PE curriculum coverage is now ran on a more consistent basis.

The evidence we hope to provide:

- *PE lesson plans and medium-term overviews
- *Planning folders/resource bank being used actively

KPI 4 - Broader experience of a range of sports and activities offered to all pupils

Our pupils continue to try and enjoy a wider range of activities with the Less sporty pupils wanting to get more involved. Some valuable external providers are booked consistently.

The evidence we hope to provide:

- *Photos and videos from new sports sessions
- *Calendars and booking records for external providers
- *Participation logs showing diverse pupil backgrounds (On Request)

Expected impact and sustainability will be achieved

KPI 5 - Increased participation in competitive sport

1 – Intended Impact/Impact – Our pupils will experience competition in a supportive environment whilst being challenged to build self-reflection and intrinsic motivation. **Sustainability** - Internal competitions and “Me vs Me” challenges run without cost in future years.

2 – Intended Impact/Impact – The Ambassador game will continue to develop teamwork, resilience, leadership and communication skills between the whole school. We hope in future our Intra-school competitions, create house pride and regular engagement. **Sustainability** – Sports Leaders and ex pupils will continue to assist with competitions annually.

3 – Intended Impact/Impact – The competitions will establish a culture of healthy competition and school representation. With an increased percentage of pupils representing the school at least once during Primary School. **Sustainability** - School Games and local partnerships are now firmly embedded in our yearly school calendar.

KPI 5 - Increased participation in competitive sport

We have a continuation of pupils representing the school, pupils know what “competition” looks and feels like. Our house competitions are a highlight and something the pupils look forward each year!

The evidence we hope to provide:

- *Sports fixture calendar and attendance records
- *House point tallies or team scores displayed in school assembly
- *Photos/videos from competition events
- *Pupil reflections from “Me vs Me” sheets
- *School Games Mark application (bronze/silver/gold)

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Our Overall Impact is a continuation of the hard work and effort that has been put into our PE Programme over the last 5/6 years. PE is no longer a subject in our school and is now an embedding of school identity. The pupils and staff are continuing to be confident and enthusiastic about sport and physical activity. The funding continues to support the development of our staff, pupils and Programme we offer at Robin Hood Primary School. The impact and sustainability we have seen from the school year for each indicator include..... KPI 1 – Engagement in regular physical activity We have seen higher numbers at each of the clubs now reaching well over 15 per session which is an increase on previous years. The numbers in KS1 remain higher than in KS2 with some work to continue to inspire the older age groups. Lunch Time behaviour is improving with a decrease in time out moments and detentions based on previous years. We still need to target the higher profile children and engage them further in the year to come. The well being programme has gone from strength to strength with the programme now embedded and regular activities taking place on a weekly basis. The activities have allowed to some self-regulation and opportunities to focus within lessons especially sensory circuits in the morning. KPI 2 - The profile of PE and sport being raised across the school as a tool for whole-school improvement PE, Physical Activity and School Sport continue to regularly feature in assemblies and newsletters to increase the engagement and pride across the school. Sporting achievements are celebrated with the school celebrating numerous successes this year including the year 5/6 boys football team winning the school league and entering and coming 3rd overall in the city in the “Champions League” competition. The installation of the Outdoor Gym has been a true success with 100’s of pupils using the gym on a weekly basis throughout all moments of the day including before and after school. This has certainly lead to an independence and motivation to undertake regular physical activity.	The general evidence we have collected over the year... Club registers – Track attendance, split by year group, gender, PP/SEND. Photos/videos – Of clubs, lessons, new equipment in use, Sports Ambassadors in action, events, outdoor gym, etc. Newsletters/social media posts – Screenshots show the PE profile being raised. Planning and timetables – Evidence of coverage, diversity of activity, and clear progression. KPI 1 – Engagement in regular physical activity After School Club Registers show regular attendance. Behaviour Logs shown on Arbor. KPI 2 - The profile of PE and sport being raised across the school as a tool for whole-school improvement Assembly Slides, Newsletters, Certificates, Medals and Awards given out.

Actual impact/sustainability and supporting evidence

KPI 3 - Increased confidence, knowledge and skills of all staff in teaching PE and sport

Staff feedback across the school generally is positive with staff confident to teach themselves. The CPD Undertaken along with the planning will be added into the curriculum.

KPI 4 - Broader experience of a range of sports and activities offered to all pupils

We have found that pupils are more willing to try new activities due to the exposure they have had previously. The variety has led to more positive attitudes and lead to a better PE environment overall. The bike ability was a success with all pupils that took part all completed their level 2, something that has not happened in previous years.

KPI 5 - Increased participation in competitive sport

Our Ambassador games programme, Sports days and yearly ME VS ME Challenge are integral and core part of our programme each year. We can visually see children starting to work together more and have a better understanding on how to work together. More children are requesting when activities are taking place and if they will be picked.

KPI 3 - Increased confidence, knowledge and skills of all staff in teaching PE and sport

PE Lessons plans have an improved structure and clarity to teach from, Staff reflections.

KPI 4 - Broader experience of a range of sports and activities offered to all pupils

Booking Confirmations of external providers, Bike ability registers.

KPI 5 - Increased participation in competitive sport

Calendar showing school games and activities, Photos and videos from events. Competition and results through assembly slides.