

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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- 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?
Team teaching for staff	Learning walks and staff feedback on specific topics in teaching PE show a positive impact on subject knowledge and teacher confidence. This has shown a sustained impact.		
Development of motor skills in EYFS	This has had a sustained impact, driving rising outcomes in EYFS for motor skills and supporting developing social and emotional skills		
Development of OPAL provision	This too has shown a sustained impact – increasing physical activity, supporting whole school development in social and emotional skills and supporting behaviour regulation opportunities for some children OPAL Gold award November 2024		
Morning physical activity	This continues to have a sustained impact, with children engaging well in the activities offered all year round		
Gymnastics for more able pupils	This continues to have a sustained impact – gymnastics clubs were offered this year along with celebrating the achievements of children who attend gymnastics at local clubs	Staffing challenges have sometimes affected the ability to run after school clubs	Offer of number of sessions has been lower than targeted
Enhanced swimming offer	This has been successful following a good start last year – pupils have given positive feedback on being able to have more swimming lessons to support their confidence and growing skills, as well as positive impact on children starting to play water polo		

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>1. Supporting children who have concerns about their weight by broadening extra curricular opportunities to enable them to increase physical activity in a way that they enjoy 33% of year 6 pupils reported they were trying to lose weight in the annual Health Report</p>	<p>Share evidence with PSHE/SRE Lead to ensure the curriculum offers education and support to pupils Talk to pupils about what opportunities they would enjoy and target funding to make these available.</p>
<p>2. All children in year 6 reported that they enjoy doing moderate physical activity although some do not do at least 1 hour a day – pupil voice has evidenced that the upper school pupils want more activities targeted to the things they enjoy Ensure that clubs offer continues to give sports and games opportunities which link to the feedback from children and are fully inclusive</p>	<p>Undertake pupil voice with groups of children to gain feedback on what activities they would enjoy which could support moderate physical activity Review clubs ad ensure these are broad and balance – consider other ways of offering clubs with a relatively small staff Undertake parent survey on clubs they would like their children to attend</p>
<p>3. Younger children enjoy OPAL which promotes physical activity and developing social opportunities. Target funding to increase the offer for all children, especially those who do not enjoy being active and those with SEND who are the lowest engaging groups of pupils</p>	<p>Pupil voice on OPAL – use OPAL support to offer new opportunities Review children with additional needs and how resources chosen meet their needs and are equitable for them to play with their peers and be physically active</p>
<p>4. Target to increase swimming outcomes for pupils in year 6 through top up sessions and offer water polo for children who swim competently to increase opportunities for wider sports</p>	<p>Target pupils in year 5 for additional top up swimming lessons to prepare them for year 6 National Curriculum swimming requirements Stretch children who are competent swimmers by using trained staff to teach water polo</p>
<p>5. Ensure that staff receive support to deliver high quality PE sessions in school, supported by a Trust employed PE specialist teacher</p>	<p>Continue to target Trust Sports Specialist to support and team teach lessons with class staff, evidence the impact over time through lesson visits</p>
<p>6. Use funding for CPD in wall climbing as part of the Trust offer being rolled out to offer a new sport to all year groups. Roll out scooting in Year 2 and wall climbing in year 4 for this year, offer broadening again next year Target children with active travel as part of sustainability actions – Y6 bikeability and developing skills in younger children to prepare for bike riding so that parent feel more confident in the road safety for their children and therefore more will actively travel where possible</p>	<p>Set up wall climbing and scooting for Y2 and Y4 this year, with plans to extend this offer further in 25/26 for other year groups Target more children for bikeability in Y6 so more can take part and develop greater road safety and ride their bike to school</p>

Intended actions for 2024/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
7. Target funding to renew line markings on the playground since these are very faded. This will enable more sports to be played and increase activity in the OPAL offer at lunchtime	Obtain quotes for line markings and schedule these
8. Continue with membership for AfPE since this offers CPD in person and online which is supporting increasing teacher confidence. Extend OPAL membership to ensure that high quality CPD is in place for all new staff, ensuring lunchtimes are active and offer a broad range of opportunities	Renew AfPE membership and engage throughout the year to identify opportunities for staff
9. Engage with other local schools through local opportunities for competitive sports. Continue to offer Inclusion games to meet target for all children to have represented their school in sports by the end of their time at Bobbing School	Using the skills of the Trust school specialist PE teachers, 1 of whom works in Bobbing school, continue to build the range of external competitions and run the Inclusion Games Purchase additional kit which will fit a wider range of children to enable them to take part in competitive sport
10. Continue with Trust offer for inter school competitions	Continue to plan and deliver inter school competitions with other Trust schools

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>1. A lowered number of children in the year 6 health survey sharing concerns about their weight PSHE curriculum offers opportunities for children to share their worries The wider offer in school supports physical activity for all children so they do not feel 'different' from their peers and they enjoy the activities offered</p> <p>These sustainable changes in the curriculum and offer by the school will support long term change for the children and will be measured over time</p>	<p>Year 6 health report Pupil voice PSHE/SRE consultation with all stakeholders</p>
<p>2. UKS2 pupils will have a wider range of opportunities for moderate physical activity, linked to interests and pupil voice. These changes will be sustainable through the selection of carefully chosen, high quality resources</p>	<p>Pupil voice Observations at lunchtimes</p>
<p>3. OPAL offer is broadened with additional opportunities to be active Those who are reluctant to be active share their ideas with the school to help support activities and resources chosen. Resources chosen will be high quality so they have a sustainable impact. Additionally they will be chosen to target children with additional needs to support development and regulation Activities will continue to be inclusive and support the ongoing aim for all children to have been able to represent their school before the end of their time at Bobbing. The staffing knowledge and engagement will ensure that this remains a sustainable impact over time</p>	<p>Pupil voice Observations at lunchtime Behaviour logs ILP reviews Data on children representing the school in competitions OPAL award</p>
<p>4. Rising outcomes in swimming expectations year on year. Evidence is that fewer children are having private swimming lessons outside of school and have lower water confidence than seen before Covid. Children experience opportunities for water polo so that some children may continue this sport on at local swimming groups or into secondary school (CPD was purchased in 23/24) This is more difficult to be sustainable since it relies on additional Government funding through the Sports Premium grant to continue year on year. The cost of living crisis is impacting on opportunities for children to have privately funded lessons.</p>	<p>Rising outcomes in swimming evidenced in swimming outcomes year on year. Ongoing impact for the children in water safety and enjoyment with greater understanding of water safety given the context of the school Pupil voice on enjoyment on water polo and extra swimming</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>5. Impact on teacher confidence will be seen across all topics delivered. New staff to the school will be supported to develop confidence and high quality knowledge in PE lessons which will be sustainable over time. This will also support games and sports played at lunchtimes since these staff also undertake these duties</p>	<p>Staff survey by PE team Lesson walks Observations at lunchtime</p>
<p>6. Wall climbing and scooting experiences will broaden the offer for all children. Wall climbing is an Olympic sport and there are increasing number of local centres which offer this so more children can engage in this. Scooting is part of active travel and supports motor skill development in Y2 children, as well as road safety. A greater number of children will scoot to school where this is possible and safe. There are storage areas in the school available. Scooting is also part of the OPAL offer in school This is more difficult to be sustainable since it relies on additional Government funding through the Sports Premium grant to continue year on year. The cost of living crisis is impacting on opportunities for children to attend activities such as wall climbing</p>	<p>Pupil voice on enjoyment Growing number of Y2 children say they would like to scoot to school or engage with scooting opportunities at school</p>
<p>7. New playground markings increase the range of sports and activities which children can take part in for both PE lessons and wider opportunities This is a sustainable spend due to the life of the playground markings</p>	<p>Pupil voice Observations at lunchtime</p>
<p>8. AfPE membership offers CPD on line and face to face for staff, as well as resources and updates which support teaching staff and leaders. This continues to be a resource valued by the school This is more difficult to be sustainable since it relies on additional Government funding through the Sports Premium grant to continue year on year. Without this funding, this membership would not be possible.</p>	<p>Staff feedback Opportunities for CPD result in greater confidence</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>9. Continued engagement with local schools as part of the Gateway Alliance group and other local Trusts. The SGO has not been active in Swale for a few years following Covid and so the school and Trust are arranging additional opportunities for children to take part in competitions and represent their school</p> <p>The Trust also runs Inclusion Games which is open to all local schools and enables children who would not usually be chosen for 1st or 2nd teams to be able to represent their school, as well as games targeted for children who have additional needs such as motor skills or ASD to take part. This is the third year of the Inclusion Games</p>	<p>A growing number of schools attend the inclusion games compared to 23/24, and that this grows year on year</p> <p>Children taking part have kit which fits all sizes</p> <p>Pupil voice</p> <p>A broadening range of competitions for children to attend since the SGO is no longer in place</p>
<p>10. Children from the school continue to take part in competitions and events offered across all Trust schools, including Aspire Special school. The Trust offers a number of cross school competitions which will continue to be increased as teacher confidence grows and the Trust offers minibuses (not from this grant funding) which enable children to travel between the Trust schools without cost to parents</p>	<p>Range of competitions offered in a wide range of sports</p> <p>Pupil voice on opportunities offered</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>1. Impact on Year 6 is seen in pupil discussions Upper school pupils are more engaged in physical activities which are offered through resourcing and OPAL</p>	<p>Pupil discussions in class show children are more open to sharing their worries about how they look Online safety teaching continues to target articles around 'fake news' so that children understand the impact that AI has on image modification PSHE/SRE curriculum impact will continue to be developed over time Pupil voice and lunchtime observations show steady improvements which will be expected to develop further over time CONTINUE TO TARGET OPPORTUNITIES INTO NEXT YEAR</p>
<p>2. Carefully chosen, robust resources have been purchased which target greater physical activity for older children, which also support the needs of children who can become dysregulated</p>	<p>Early impact is beginning to be seen Continue to measure impact into 25/26</p>
<p>3. Developing offer of OPAL resources purchased with a target for increasing physical activity, as well as being linked to pupil interests.</p>	<p>OPAL award in November 2024 Lunchtime observations show high levels of engagement by pupils and they talk positively about being active at lunchtime Behaviour logs show a reduction in incidents for the majority of children at lunchtime Continue to measure impact on SEND pupils into 25/26 and evidence in ILPs</p>
<p>4. Rising outcomes in year 6 swimming - These were broadly similar this year for 25m swimming, but show a drop in the number of children being able to do a range of strokes. An analysis of the data shows that these children had lower starting points coming into year 6</p>	<p>25m outcomes 23/24 60% - 24/25 outcome 57% - Range of strokes 23/24 33% - 24/25 outcome 23% Safe water rescue 23/24 27% - 24/25 outcomes 97%</p> <p>100% of pupils met the National curriculum requirements for swimming and water safety this year Continue to offer additional swimming for year 5 and water polo to develop children further</p>
<p>5. Feedback from staff is positive and PE offer is strong in lessons seen throughout the year Lunchtime evidence is that a range of games are offered by staff who have a higher level of confidence to lead these and support pupils</p>	<p>Lesson visits Lunchtime observations Upskilling of new staff will continue to take place next year as there are a number of new staff to the school for 25/26</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
6. Wall climbing and scooting events have taken place	High levels of engagement by the pupils, with positive feedback from staff, pupils and parents Continue to broaden opportunities next year
7. Playground markings are in place	Early impact has been seen Continue to measure impact into 25/26
8. AfPE membership has continued to be used by leaders and PE staff to develop the PESSPA offer throughout the year	Positive impact on the PESSPA offer continues to be seen Impact seen in teacher confidence and staff meetings on PE
9. Competitions with Gateway Alliance Schools Inclusion Games	Increase in number of children attending sports clubs from 23/24 90 pupils from KS2 have represented Bobbing school this year, with 93% of year 5 and 6 having represented the school. 93% of pupils in Y6 have represented the school this year. 60% of FSM children have represented the school this year. 14 pupils represented the school in the Inclusion games from across the school 9 schools in total attended the Inclusion games which is an increase on the previous year
10. Involvement in a local football tournament with a Local Trust has taken place	Pupil voice evidences the enjoyment the children had in competing in the competition. It is hoped that more additional competitions will be organized next year