



# PE Funding

# Evaluation Form



Department  
for Education



Commissioned by



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## 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.*

## 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>Providing more swimming opportunities for all children in KS2.</p> <p>To inspire the participation of girls in sport at Richard Avenue Primary School.</p> <p>To increase staff confidence in teaching high quality PE.</p>	<ul style="list-style-type: none"> <li>. Improvement of percentage of children leaving Richard Avenue able to swim 25m unaided.</li> <li>. Children feel more confident in water.</li> <li>. Increased awareness to pupils and parents of swimming benefits with regards to Wellbeing.</li> <li>. Badges and certificates were awarded to all children in KS2 in relation to their swimming level.</li>   <li>. Improvement of percentage of girls taking part in sport.</li> <li>. Increase of independent participation from the girls in all sport areas on the yard.</li> <li>. Increased number of girls selected for competitions.</li> <li>. Girls feel more confident in sport including PE lessons and access to breaktime sports.</li>   <li>. Staff feel more confident delivering high quality PE</li> <li>. Children's enjoyment and participation in lessons is increased</li> <li>. Lesson outcomes are achieved through appropriate activities</li> </ul>		

What are your plans for 2024/25?	How are you going to take action and achieve these plans?
Intent	Implementation
<p>. KS2 children continue to receive swimming lessons throughout the academic year to consolidate and strengthen their swimming abilities and confidence in the water.</p> <p>. To ensure that all children will be active on average 60 minutes a day, 7 days a week. This will include focusing on in school opportunities and monitoring external physical activity.</p> <p>. Ensure all children in KS2 can access competition in school through regular intra school competitions.</p>	<p>. Provide a timetable to ensure each class will receive 3 half terms of swimming lessons.</p> <p>. Ensure swimming sessions are booked for the whole academic year.</p> <p>. School staff to liaise with swimming staff to monitor any children who may require extra lessons or show great ability for signposting to swimming clubs.</p> <p>. Increase the number and range of activities and opportunities on offer aligned to pupil, parent voice.</p> <p>. Implementation of a new extra- curricular timetable.</p> <p>. Develop provision for physical activity at lunchtime by increasing the amount of playground resources to provide playground resources to provide playground activity facilitated by lunchtime supervisors and Year 5 sports leaders.</p> <p>. Competition within classes and year groups to take place at the end of each unit to celebrate learning.</p> <p>. Competition in a range of sports at lunchtime where all children are encouraged to join in and participate.</p>

. To ensure all children have access to festivals and sporting events within their year groups.

. To promote active travel to school by promoting safe cycling and the benefits physically from riding a bike.

. Use the SLA package to organise full year group festival participation in a range of sports and activities.

. Promote the use of balance bikes in Early Years and sign up for cycling programmes in KS2.

## Expected impact and sustainability will be achieved

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<ul style="list-style-type: none"> <li>. Increase in the number of children from KS2 who are able to swim competently, confidently and proficiently over a distance of at least 25 metres?</li> <li>. Children have an increased awareness of water safety and how to keep safe in and around water.</li> <li>. Children and families have an increased awareness is an essential life skill that provides numerous safety, health, and social benefits.</li> </ul> <ul style="list-style-type: none"> <li>. More children attend physical activity during after school clubs.</li> <li>. Children access the equipment available at playtimes and lunchtimes and play cooperatively together in the range of zones available to them.</li> <li>. Sports leaders will develop their confidence in delivering and leading activities at lunchtimes especially with the younger aged children.</li> </ul>	<ul style="list-style-type: none"> <li>. Swimming providers will share the swimming distances achieved by all KS2 children at the end of the academic year.</li> <li>. Children show awareness of water safety by consistently discussing applying learned rules, such as staying with an adult, recognising and obeying water safety signs, and knowing basic water skills like floating to stay alive. They are also able to demonstrate avoiding dangerous areas like fast-flowing rivers or unstable edges.</li> </ul> <ul style="list-style-type: none"> <li>. Registers show that over the academic year there has been an increased amount of children attending sports clubs, football clubs and dance clubs.</li> <li>. Headteacher and PE lead have monitored the use of the play zones during playtimes and lunchtimes and with the support of the lunchtime team on the yard more children are accessing the active opportunities available to them.</li> <li>. Sports leaders have met regularly with the PE lead. They have provided feedback from what they feel has worked on the yard and received activity booklets to keep the activities engaging.</li> </ul>

## Expected impact and sustainability will be achieved

. At the end of units, KS2 year groups have participated in class v class competition. They used their pupil voice to select a team to represent their class.

. Every child in school from Year 1 - Year 6 were given the opportunity to attend a festival outside of school.

. Staff in Early Years use their balance bike training to organise sessions to allow the children to develop the core foundation skills needed to ride a bike.

. All of the Year 4 children participated in the learn to ride programme. For some of the children this was their first time riding a bike.

. More Year 5 children participated in the bikeability programme.

. Through discussion, children have described their enjoyment of these competitions. All children in the year group supported their teams. Children used the school sport values stickers to support and encourage each other.

. Booking forms with the SLA team confirm attendance to festivals.

. Children in Early Years are developing strength, balance, and coordination through using the balance bikes, evidenced within their early years developmental statements.

. The children understood and developed the physical attributes and co-ordination skills that are needed to control a bike. This was evidenced in the skills progressions that were demonstrated throughout the sessions.

. 16 children participated in the bikeability programme, which is an increase over recent years. 12 of these children were able to leave the school grounds to learn how to ride a bike safely near roads in the community. Following the learn to ride programme, school anticipate the number of participants will increase next academic year.

## Actual impact/sustainability and supporting evidence