

PE Funding



Evaluation Form



Department
for Education



Commissioned by

Approved by *Sue Jones*

Chair SP Governors.

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Created by

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Mr Robson

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?
<ul style="list-style-type: none"> Increased variety and accessibility of lunch clubs Effective use of pupil voice and data (Koboca surveys) Strong student leadership through Sports Ambassadors Successful staff CPD and development Engaging sports events and inclusive celebrations Strong partnerships and external collaboration Effective communication with parents Inclusive and responsive curriculum Wide range of intra-school personal challenges 	<ul style="list-style-type: none"> 7 different lunch clubs per week in addition to existing in-house standard club 3 lunch clubs per week in spring including cross year group and KS2/3 children KS2 (primary) clubs set up by teachers or trained older young people KS1/4 (junior) lunch clubs set up by PE staff to support participation and inclusion of children at lunch times for all children throughout the year <p>Effective use of pupil voice and data (Koboca surveys)</p> <ul style="list-style-type: none"> Helped identify projects which the school are going to develop for future years and focus Reviewed data evidence and consulted appropriate staff Strong student leadership through Sports Ambassadors Helped by the School Governor (Chairman) (2021) Last year sports activities for KS1 children during spring and summer terms <p>Successful staff CPD and development</p> <ul style="list-style-type: none"> Openings identified for a CPD need assessment to learn teaching, learning, and other relevant data Standard is reviewed and conferences are positive feedback <p>Engaging sports events and inclusive celebrations</p> <ul style="list-style-type: none"> Openwood Highways Sports event and the Openwork Harrod Division State Challenge to engage students Inclusion Week's Highgate SDN (revised) leading to 1 hour activities Extracurricular events for the school and including school and other clubs <p>Strong partnerships and external collaboration</p> <ul style="list-style-type: none"> Support for Harrod Division football and local schools Provided sponsorship for the 'New 5' at Open Dale Attended at Harrod Division match and then support Harrod Division (London) against English Women <p>Effective communication with parents</p> <ul style="list-style-type: none"> Regular updates via Physical Education event forms and newsletters Other parent activities and PE provision like attendance with inter-school activities and competitive contacts <p>Inclusive and responsive curriculum</p> <ul style="list-style-type: none"> Adopted openwork experience project conference in 2021 (month 1 & 2) Sports Day activity Extracurricular contacts for all pupils and staff feedback Historical inter-school data and responses for assessment comparison Many forms of inter-school comparison challenges <p>Wide range of intra-school personal challenges</p> <ul style="list-style-type: none"> Standard Year 6 is also taken over by Openwork Challenge (Support) Challenge for Sports Day 	<p>OAA curriculum wasn't established and teachers had low confidence teaching this unit. This will be a focus for this year including resources and CPD for teachers.</p> <p>Include more external activity days that expose children to a wider range of least common sports e.g. BMX</p> <p>Use Koboca more consistently to report on this year's data and cohorts</p>	<p>This was identified due to:</p> <p>Staff voice</p> <p>Staff meetings</p> <p>Informal conversations in staffroom</p> <p>Koboca survey</p>

What are your plans for 2024/25?

How are you going to action and achieve these plans?

Intent

Implementation

- Increased confidence, knowledge and skills of all staff in teaching PE and sport.
- The engagement of all pupils in regular physical activity.
- The profile of PE and sport is raised across the school as a tool for whole-school improvement.

Bike ability for Reception Autumn term
Introduce new coaches for lunch club - Premier Education
Mr Palmer lunch clubs targeting events coming up for School Games
Orienteering enrichment day booked through 'Enrich'.
BMX enrichment day booked for Y4 and Y6.
Orienteering focus in alignment with the SIP - outdoor learning £2634 for CPD, Installation, map/markers, learning hub

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>Teaching staff to feel confident in delivering a variety of sports/activities (OAA).</p>	<p>Observing well taught lessons that implement strategies learned through CPD.</p>
<p>A heightened engagement in PE during the school day:</p>	<p>Looking at data of children and noticing progression of children from WTS to ARE.</p>
<p>Morgans mile Children completing OAA activities as part of learning for other subjects (using Enrich resources).</p>	<p>Looking at teaching recorded assessment videos enabling us to evaluate teachers assessment skills/moderate their judgement.</p>
<p>Children given a opportunity to compete in competitive forms of sports representing the school.</p>	<p>Teachers planning document have children being active for longer periods of the day. The use of OAA/orienteering being used as starters for lessons e.g. spanish.</p>
<p>Encouraging more people to participate in sport and allow them to develop a lifelong affiliation with sport.</p>	<p>Competitive events competed in:</p> <ul style="list-style-type: none"> - Hope cup (football) - Evans trophy (Netball) - District football - District netball - Cross country
	<p>Participating in engage events like 'every1 in festival'.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?

What evidence do you have?

Improved Staff Confidence and Skill in Delivering PE

- Teachers now lead a wider variety of physical activities, including Outdoor and Adventurous Activities (OAA), with more confidence and structure.

Increased Pupil Engagement in Physical Activity

- More children are participating in physical activity both in curriculum time and through additional opportunities such as lunchtime clubs and enrichment days.

PE and Sport Embedded in Whole-School Development

- PE is visibly more integrated across the curriculum and supports whole-school goals such as well-being, teamwork, and resilience.

Pupil Progress in Physical Competence and Confidence

- More pupils are progressing from WTS to ARI, with gains seen in key physical and interpersonal skills.

Sustainable Improvements in Outdoor Learning and PE

- Infrastructure and CPD investments have created lasting resources and knowledge for future delivery.

1. Lesson Observations

- Observed lessons show staff applying strategies learned through CPD and delivering high-quality, varied PE lessons.

2. Pupil Assessment Data

- Internal data tracking shows progression in physical development, particularly in OAA, with increased numbers reaching ARI.

3. Assessment Videos and Moderation

- Recorded lessons and activities have enabled accurate assessment moderation and teacher reflection, improving judgment consistency.

4. Pupil Participation

- High uptake in activities like Morgans Mile, Bikesability, and clubs delivered by Premier Education and Mr Palmer.

5. Staff Feedback

- Teachers report feeling more confident in delivering PE, especially in outdoor and cross-curricular settings.

6. Enrichment Activity Logs

- Documented participation in Orienteering and BMX enrichment days for targeted year groups.

7. CPD and Resource Use

- Evidence of use of the Enrich learning hub and Orienteering installation in lessons and cross-curricular projects.