

# PE Funding 2024-25

## Evaluation Form



Department  
for Education

Commissioned by  
 association for  
Physical  
Education





## 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/

**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><i>Timetabled and regular sessions in place using the PlayPod</i></p> <p><i>Lunchtime supervisors have attended Play Pod training</i></p> <p><i>Lunchtime Coaches to facilitate active play</i></p> <p><i>IG Sports coaching delivers 1 hour of PE teaching per class each week</i></p>	<p><i>The play Pod sessions have incorporated a wide range of loose parts to promote imaginative and physical play. These materials encouraged children to take initiative, collaborate with peers and explore movement in dynamic ways.</i></p> <p><i>Children have engaged creatively, constructing their own play scenarios, such as obstacle courses, dens and see saws. The materials have allowed inclusive participation and self directed exploration.</i></p> <p><i>Rolling tyres, lifting crates etc have allowed children to develop strength, coordination and spatial awareness. Enjoyment, participation and enthusiasm have been evident in the children's play.</i></p> <p><i>During lunchtime, sports coaches facilitated structured games, including football and a variety of team based activities. These sessions aimed to provide engagement and promote physical activity and create a calm and cooperative lunchtime environment. The presence of the coaches have ensured clear structure, fairness and positive reinforcement. Helped maintain engagement and reduced conflict.</i></p> <p><i>A specialist sports coach has been delivering high quality PE lessons across the whole school. The focused, planned and sequential lessons have built on pupils' fundamental movement skills progressing to more sport specific activities such as football and archery. The coach has supported staff development to improve in-house PE delivery. The coach has delivered CPD by modelling good practice enabling TAs to take a more active role. This capacity building approach supports long term sustainability and improves staff confidence.</i></p> <p><i>Groups of year 4 pupils have taken on the role of playleaders,</i></p>		

## Review of last year 2023/

<p><i>PlayLeaders</i></p>       <p><i>EYFS, KS 1 and KS 2 have participated in a wide range of extra sporting opportunities throughout the year.</i></p>	<p><i>supporting active and inclusive play during break and lunchtimes. Their role has involved leading structured games with younger pupils to promote engagement, cooperation and to reduce boredom and low level behaviour issues. The playleader role is also used to help build leadership, communication and responsibility skills among the year 4 pupils.</i></p>     <p><i>This year the school has been able to offer, EYFS, KS1 &amp; KS2 football club, EYFS, KS1, and KS2 multi-skills, KS1 and KS2 cheerleading Club. The clubs are well attended and enjoyed by many pupils</i></p> <p><i><b>EYFS</b> participated in Super Sports Hero Festival and Frome Olympics competition delivered by IG Sports</i></p> <p><i><b>Year 1</b> participated in Starter Sports and Frome Olympics competition delivered by IG Sports and a series of Dance sessions.</i></p> <p><i><b>Year 2</b> participated in an Archery Festival and Frome Olympics competition delivered by IG Sports.</i></p> <p><i><b>Year 3</b> participated in weekly swimming lessons, Football Tournament, Gymnastic session with Liberty Gym, Multi-Sport festival, Ultimate Frisbee Festival and Frome Olympics competition delivered by IG Sports.</i></p> <p><i><b>Year 4</b> participated in a Tag Rugby tournament, Swimming Gala and Frome Olympics competition delivered by IG Sports.</i></p>  <p><i>The pupils experienced Hip Hop dance, Badminton coaching, mindful</i></p>		
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## Review of last year 2023/

*We held a Sports and Healthy Living week.*

*Swimming*

*movement sessions and tag rugby they also took part in Sports Day races.*

*Each class explored the importance of eating a healthy diet and keeping active.*

*The children researched an inspirational Sports Person.*

*The Life Education Team delivered mental and physical health sessions throughout the week.*

*Year 3 have been swimming at Frome Sports Centre for a session once a week throughout the year.*

## Review of last year 2023/

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## Intended actions for 2024/

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Continue the timetabling and provision of Play Pod sessions at lunchtimes.	<p><b>Key indicator 1</b> -The engagement of <u>all</u> pupils in regular physical activity –            Rotate and expand materials to maintain novelty and challenge            Continue Play Pod training and adult support through LTSA to guide facilitation and cooperation and problem solving skills.            Train the children in looking after the resources available.</p>
Continue to fund Lunchtime PE Coaches	<p><b>Key indicator 1</b> -The engagement of <u>all</u> pupils in regular physical activity            Continue and expand lunchtime coaching to include a broader range of sports and activities.            Ensure sessions remain inclusive and adaptable for varying needs and interests.            Consider student voice in planning future games to maintain high levels of interest and enjoyment.</p>
Continue providing staff CDP	<p><b>Key indicator 2</b> - The profile of PESSPA being raised across the school as a tool for whole school improvement  <b>Key indicator 3</b>: Increased confidence, knowledge and skills of all staff in teaching PE and sport            Continue utilising the coach to support the delivery of the PE curriculum            Expand CDP opportunities for wider staff to build on whole school capacity            Monitor and develop long term skill development across key stages using coach input</p>
Continue to use Year 4 Play leaders	<p><b>Key indicator 1</b> -The engagement of <u>all</u> pupils in regular physical activity            Continue and expand the Playleader programme with regular training and support            Celebrate Play Leaders contributions through assemblies or certificates to maintain motivation and recognition</p>
Continue to enter pupils into all opportunities for extra sporting activities through Frome Learning Partnership (FLP) Continue to enter children into tournaments and competitions through the FLP	<p><b>Key indicator 4</b>: Broader experience of a range of sports and activities offered to all pupils.  <b>Key indicator 5</b>: Increased participation in competitive sport  <b>Key indicator 1</b> -The engagement of <u>all</u> pupils in regular physical activity            Continue to enter children into competitions            Liaise with FLP and IG Sports to ensure all classes participate in events throughout the year</p>



## Intended actions for 2024/

## Expected impact and sustainability will be

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<p><i>Playpod - More pupils meeting their daily physical activity goal, more pupils encouraged to take part in physical activity. Children will move more. The play pod supports gross and fine motor skills, social development and teamwork. It promotes conflict resolution and cooperations skills. It enhances imagination skills and divergent thinking and problem solving.</i></p> <p><i>Staff will have access to mentoring, appropriate training and improved resources to help them teach PE and sport more effectively to all pupils. Our teaching assistants observe and work alongside a professional IG Sports provide planning and support to all staff that deliver PE to the pupils. Staff gain ideas for future PE delivery supporting sustainability.</i></p> <p><i>Pupils will gain insight into different sports and disciplines with the hope that it inspires them to take up new sports outside of school. Exposure to a variety of sports builds well rounded physical literacy. It is hoped that children may develop a life-long interest in physical activity or sport. Pupils will learn about rules, competition, teamwork and participation and the importance of being physically active, now and as they grow.</i></p>	<p><i>Record examples of active, creative and cooperative play.</i></p> <p><i>Track physical skills and peer interactions</i></p> <p><i>Use pupil voice to ask what children enjoy</i></p> <p><i>Use observations from Midday staff about behaviour and social interactions</i></p> <p><i>Detailed lesson plans showing progression and curriculum coverage</i></p> <p><i>Higher quality of delivery and instruction</i></p> <p><i>Pupil voice</i></p> <p><i>Staff feedback</i></p> <p><i>Visual evidence of skill development through photos and videos to share with staff and governors</i></p> <p><i>Pupil voice cataloging increased enjoyment and willingness to try new things</i></p> <p><i>Tracking attendance to after school clubs or enrichment weeks</i></p> <p><i>Photographs and videos</i></p> <p><i>Pupils signposted to community clubs for further opportunities</i></p>

## Actual impact/sustainability and supporting

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p><i>Children enjoy sports at Trinity school and are physically active</i></p> <p><i>Lessons are delivered well and progress is made</i></p> <p><i>Children join clubs and enjoy attending them</i></p> <p><i>Children participate in sporting activities outside of school</i></p> <p><i>Children are encouraged to lead healthy lifestyles and many children walk to school</i></p>	<p><i>Pupil Voice and Observations</i></p> <p><i>Observations</i>  <i>Pupil Voice</i>  <i>Planning</i></p> <p><i>Club registers</i>  <i>Pupil Voice</i></p> <p><i>Children share their achievements, certificates and accomplishments to the school in class and during assemblies</i></p> <p><i>Trinity school Walk and Wheel Challenge</i></p>