PE Funding Evaluation Form

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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?
Achieving platinum award for the second time. Increase in offer of sport events and clubs. Increase uptake in sport clubs. Successes in sport events.	At Mereside we had another successful year of sport where a large amount of children took part in a wide range of sport events. Since our last Platinum application, we have continued to use School Games events as a way to increase enjoyment through sport; to allow children to excel in their talents and to allow children of all gender/ability to have the opportunity to take part in physical activity and have the sense of pride representing the school. Not only have we increased the number of clubs, but we have have seen an increase in attendance at the clubs throughout all year groups, where we have focused on ensuring we have a wide opportunity for all children which has helped with the increase boys/girls ratio, as well as SEND children - for our KS2 girls football club we had 10% SEND in 2022/2023, to 25% in 2023/2024 and for our KS2 boys football club we had 31.5% in 2022/2023 to now 36.3% SEND attend. In addition, our Netball club saw an **increase of SEND pupils from 23.5% to 33%.** The positive uptake in clubs has then led on to being more successful at events, such as winning the Dodgeball Shropshire Finals and some county football finals! Entering in over 30 sport events has allowed for a diverse range of children to take part and have the opportunity to play sport outside of the school environment, which is something they may not be able to do at home or have just not had the opportunity to have done before.	Costing of swimming – too expensive. Daily miles	A large proportion of money was spent on swimming and we felt it wasn't being effective enough with the progress of the children. Action point: Alternate schemes to look in to. The daily mile scheme wasn't always being done effectively and consistently. It happens more regularly in the build up to the Shropshire Schools Half Marathon Challenge but during the winter months children are not having opportunity to get out to run. Action point: To look into an all-weather track on the field and to revamp the scheme!

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Swimming ➢ Change of plan for Swimming to increase participation of all children and to target and support non-swimmers. ➢ To have an increase of swimmers of 25m by the end of year 6. ➢ To target SEND children in specific year groups (KS1 and KS2) **Daily 30 minutes** ➢ All children at Mereside undertake at least 30 minutes of physical activity a day in school and in many cases, more than 30 minutes.	• We have signed up to a new scheme where the swimming pool comes to school for a 2 week block. This is with a company called 'Swimming Elite' who are in partnership with Embrace. • Created flexibility in timetabling and inclusivity. • Increase in time actually swimming and reduction in travelling/changing – more cost effective. • Provide two hours of PE weekly: this is done by the class teacher or a HLTA on a PPA day. • Encourage a 'daily run' where children are to walk, jog, or run during the day. • Ensure access to the adventure playgrounds for both KS1 and KS2 during break times. • Facilitate structured games and activity stations during playtimes, led by Staff/Year 6 Sports Leaders who deliver a range of sports to KS1 and KS2 as part of their qualification. • Provide active after-school clubs weekly, with a diverse selection of activities each half term, prioritising pupils who lack access to sports outside school. • Participate in the Primary School's Half Marathon initiative. • Provide swimming sessions for Years 3, 4, and 5, along with top-up swimming opportunities for Year 6.

The profile of PE and sport is raised across the school as a tool for whole school improvement	Use School Dojos and the website to promote sporting opportunities and to highlight successes after sport events. Teachers and other staff encouraged to be positive role models when delivering PE and clubs. To share out-of-school successes in assemblies e.g swimming badges and trophies.
Increased participation in competitive sport	• Continue our school ethos by ensuring as many children as possible have the opportunity to participate in events, providing chances to shine for those who may not typically have access to sports outside of school. • Maintain participation in School Games events to give pupils a range of competitive experiences. • Regularly enter tournaments through the Embrace partnership to foster competitive spirit and teamwork. • Continue to participate in SSCFA football tournaments/fixtures, ensuring there are equal opportunities for both girls and boys. • Take part in the district cross country and athletics event to promote fitness and skill development. • Support participation in the Shropshire Half Marathon, engaging pupils in largescale events. • Organise and expand inter-house competitions, increasing opportunities for inschool competitions during PE lessons • Maintain the Platinum Kitemark award, reflecting our commitment to high-quality PE and sport. • Support Year 6 leaders through School Games leadership training to enhance leadership skills. • Ensure inclusion by attending SEND-specific events to provide opportunities for all abilities. • Deliver Bikeability training to promote road safety and cycling skills.

Aim to continue to increase the confidence, knowledge and skills of all staff in teaching PE and sport to ensure a quality PE provision across school.	• Provide CPD opportunities for the teaching staff through companies such as Hoola Nation. • Rotate staff to attend sport events to widen experiences to allow for flexibility in staffing • Offer ongoing support to staff through the PE Coordinator through the curriculum (lesson planning and long/medium term overviews), feedback on PE lesson delivery and regular updates on sporting events and changes.

What impact/intended impact/sustainability are you expecting?	How will you know? What **evidence** do you have or expect to have?
• High-quality PE sessions delivered consistently through Primary PE Planning and the PE progression document, ensuring a structured and effective curriculum.	• Evidence from curriculum catch-ups and monitoring activities.
• Playground equipment enhancing core strength and physical development during unstructured playtimes.	• Ongoing supervision and monitoring, including pupil voice surveys and feedback from sports leaders.
• Active games led by Sports Leaders at lunchtime, improving social interactions and promoting inclusivity.	• Reduction in behaviour logs, indicating improved conduct during sports and related activities.
• Positive behaviour at social times, supported by structured activities and a focus on sportsmanship. • Improved attitudes towards sports values, including teamwork, resilience, and respect.	• Observations of respect and values displayed in school, alongside a visible positive behaviour culture and improved attitudes to learning.
• Increased exposure to new sports, broadening children's interests and skills.	• Club participation monitoring and feedback from families and children, supported by pupil survey results.
• High numbers of children achieving swimming milestones of 25meters	• Data from the Swimming Data Tracker, showing progress in swimming abilities.

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?	What **evidence** do you have?
The running of clubs leading up to sport events providing children opportunities to learn tactics and rules. Increase in mental and physical well-being of children. Increase number of pupils who achieved 25m in swimming through KS2 (in an academic year).	Higher success in sport events. Increase in representatives at county level. Children are more sociable and active inside and outside of school. An increase number of children taking part in out of school sport clubs Year 6: 7 out of the 15 who started off as non-swimmers/low confident managed to get to 25m by the end of the 3 weeks! I know that some of the 8 who didn't meet 25m didn't complete the full 3 weeks of swimming due to not wanting to swim straight away or not bringing in kits etc. This gives us an 85% pass rate for the cohort, which is pretty good, and much higher than what we have had in the past! Year 5: 16 out of the 23 children who started off as non-swimmers/low confident met the 25m objective! Meaning we are currently at a 88% pass rate for the cohort, with another year to go! Year 4: 11 out of the 33 non-swimmers/low confident kids met the 25m objective, in only 5 sessions of swimming! Year 3: None of our year 3 non-swimmers achieved the 25m, however 27 children out of 37 children who started off as non-swimmers/low confident was able to swim 5-20m in 5 sessions - this gives us great foundation with the years to come!

Actual impact/sustainability and supporting evidence

Promotion of alternate sports (Hoola Nation)	