

PE Funding Evaluation Form



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Department
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 Association for
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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.

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? |
|---|---|--|---|
| Use of Moki fitness bands to track pupils' moderate to vigorous activity levels and identify least active children. | Least active children identified and targeted for lunch time fun club – activity levels increased by 4 minutes per day, per child on average. | Less children participating in extra-curricular clubs on the whole. | Staffing issues resulted in fewer extra-curricular clubs. |
| Purchasing new 'visually impaired-friendly' PE equipment. | Increase in attainment for VI children in PE lessons as well as improved confidence. | Some competitive events had to be cancelled due to staffing issues meaning children missed out on representing the school. | |
| Increase in number of sporting events attended. | Increase in participation numbers for competitive sporting events. | | |

Intended actions for 2024/25

| What are your plans for 2024/25? | How are you going to action and achieve these plans? |
|--|--|
| Intent | Implementation |
| To target the least active children for active interventions. | Use Moki bands to identify least active children and use teaching staff and year 6 leaders to run intervention club at lunch time. |
| To organize more CPD opportunities for teachers delivering curriculum PE. | PE lead and SENDCo to attend Primary PE conference. To use links with Tees Valley Active Schools for CPD sessions for teaching staff. Online training for Teach Active and Get Set 4 PE. |
| To purchase more equipment that allows mass participation. | Disability sports equipment purchased and more equipment to ensure all children able to participate in lessons. |
| To ensure extracurricular sports clubs are accessible to all children. | Darlington FC Locomotives to deliver after school girls' football clubs for KS1 and KS2 girls free of charge – subsidised by school to ensure all girls can participate. |
| To increase the percentage of children who can swim 25m by the end of KS2. | Top up swimming lessons for Year 5 and Year 6 children including transport. |

Intended actions for 2024/26

To use peer on peer leadership more in sporting competitions and playtimes.

SLA with Darlington SSP to attend events on playground leadership and sports leadership training for Year 5 and Year 6 children.

To increase staff confidence in delivering high quality PE lessons.

Following the completion of staff questionnaire, it became clear staff didn't have the correct attire for delivering high quality PE. Staff PE kit purchased.

Darlington SSP used for playground leader and sports leader training.

GoWell gymnastics coach used as CPD as staff highlighted difficulties with gymnastics teaching.

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? |
|---|--|
| Staff to be more confident in teaching PE (specifically gymnastics). | Staff questionnaires, pupil voice and lesson observations. |
| Increase in young leaders' confidence | Observations and extra-curricular clubs. |
| Greater amount of children achieving Active 30 in school. | Moki band data. |
| Increase in children leaving KS2 being able to swim 25m. | End of year swimming data. |
| To have an increased number of girls attending extra-curricular sports clubs. | Register data from girls' football clubs and other sporting clubs. |

Actual impact/sustainability and supporting evidence

| What impact/sustainability have you seen? | What evidence do you have? |
|---|---|
| <p>Young leaders running lunch time clubs for the least active children with teachers who are seen as 'less sporty'.</p> <p>Least active children increasing their MVPA in line with Active 30 target.</p> <p>Staff are more confident when delivering gymnastics sessions.</p> <p>Active lessons being used more frequently in core subjects due to CPD.</p> | <p>Feedback from children participating in club has been overwhelmingly positive.</p> <p>Moki data shows an increase in MVPA in every child who was targeted by an average of 4 minutes per day.</p> <p>Gymnastics coach evaluation form. Staff feedback.</p> <p>Lesson observations. Staff feedback.</p> |

Reporting PE and sport premium grant expenditure - categories of grant spending

Submission Id : -bAdaLxx-D

2025-07-17, 04:23 PM

Submission Status: **NOT SUBMITTED**

 You must submit your online form before closing your browser window.

UKPRN

10033820

2. Categories of grant spending

Has your school spent any of its PE and sport premium grant on CPD? Yes

How much has your school spent on CPD external training courses? 150

How much has your school spent on CPD upskilling staff to deliver swimming lessons? 0

How much has your school spent on CPD internal learning and development? 500

How much has your school spent on CPD inter-school development sessions? 0

How much has your school spent on CPD online training / resource development? 0

How much has your school spent on CPD external coaches supporting confidence and competence? 3258

External training courses 150

Internal learning and development 500

External coaches supporting confidence and competence 3258

Total school spending on CPD 3908

Has your school spent any of its PE and sport premium grant on internal activities? Yes

How much has your school spent on internal school based extra-curricular opportunities? 900

How much has your school spent on internal sports competitions? 650

How much has your school spent on internal top-swimming lessons or broadening aquatic opportunities for pupils? 6610

How much has your school spent on internal active travel? 0

How much has your school spent on internal equipment and resources? 3754

How much has your school spent on internal membership fees? 1246

How much has your school spent on internal use of educational platforms and resources? 0

School based extra-curricular opportunities 900

Internal sports competitions 650

Top-up swimming lessons or broadening aquatic opportunities for pupils 6610

Equipment and resources 3754

Membership fees 1246

Total school spending on internal activities 13160

Has your school spent any of its PE and sport premium grant on external activities? Yes

How much has your school spent on external activities organised by School Games organiser network? 4930

How much has your school spent on external - other inter-school sports competitions? 0

How much has your school spent on external coaching staff? 0

Activities organised by School Games organiser network 4930

Total school spending on external activities 4930

Total CPD category spend 3908

Total internal category spend 13160

Total external category spend 4930

Total spent of PE and sports premium 21998

Declaration 1 I have the authority to submit this return on behalf of my school

Declaration 2

The data is true and accurate to the best of my knowledge

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

| <u>Question</u> | <u>Stats:</u> | <u>Further context</u> <u>Relative to local challenges</u> |
|--|---------------|--|
| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 72% | Top-up sessions were used for the children who were not meeting this standard. |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 75% | As detailed above. |

| | | |
|---|-----|---------|
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | 67% | |
| If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this? | Yes | |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | Yes | PE lead |