

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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: 2023-2024

What went well	How do you know?	What didn't go well	How do you know
<ul style="list-style-type: none">• Staff built confidence with implementing the new PE curriculum/ scheme (Get Set 4 PE) across all year groups and key stages.• Resources were updated to a useable standard across the federation (although more are needed, particularly in Reception)• Percentage of children across KS2 who are physically active outside of school hours - at clubs, over the school year - continued to be impressively high.	<ul style="list-style-type: none">• Staff questionnaire sent out 2023/24.• Resources all available for Sports Day in Summer 2.• Informal chats with staff regarding the teaching of PE	<ul style="list-style-type: none">• More staff feedback/ observations needed to determine wide spread confidence in PE delivery.• Meeting the required 2 hours of physical activity in KS1.• Over-reliance on Coach Justin to ensure lessons ran smoothly.	<ul style="list-style-type: none">• Timetabling of PE and time in timetable for 'extra' movement breaks.

Intended actions for 2024-2025

Intent: What are your plans for 2024-2025	Implementation: How are you going to achieve these plans?
<ul style="list-style-type: none"> • Ensure that 2 hours of PE are being met across the Federation weekly including 1/ 1.5 hours per class of formal PE lessons (varying between year groups). • Ensure that resources/ equipment are to a good standard and are being used effectively to support teaching and learning of P.E. • Make use of the PE and Sports Funding to ensure staff are upskilled so that all staff members are confident in the delivery of the PE curriculum. • Ensure that all subscriptions are being utilised effectively to support PE teaching and learning. • We aim to get as many children as possible to be physically active outside of P.E lessons and to have physical activity/sports clubs as part of their weekly routine. • We aim to encourage more girls to be physically active, using especially football as a gateway. • We aim to encourage more SEN/PPG children to be physically active outside of P.E lessons. • Coach Justin CPD delivered to class teachers to raise confidence in implementation/use of scheme, planning and delivery of high quality P.E lessons. • Increase the percentage of children at Trafalgar Juniors involved in physical activity and sport outside of P.E lessons. The aim of this is to expose the children to a range of physical activity and sports, which will improve their confidence, mental health and physical literacy. More children in school have opportunity to be active. • Prioritise PPG children in uptake of morning and after school clubs, offering them free places. • Enter as many leagues/tournaments as possible to ensure the highest number of children have the opportunity to be involved in competitive sport outside of school, representing Trafalgar Juniors. 	<ul style="list-style-type: none"> • Check that year group/ class planning includes time for active brain breaks and extra physical activity (e.g The Daily Mile) • Audit sports equipment regularly • Liaise with Maggie Morrell (RSSP) to ensure we are accessing training from our subscription. • 'Get in, Get Active' club for all year groups (1 per week for each year group: 4 sessions) • Daily after school clubs that are participation based, not 'team' based. • Y5 swimmers who are still not confident to have 10 additional sessions on top of what the 20 they had in Y3/Y4. • Staff helped by P.E lead in implementation of use of scheme within their planning of P.E lessons to raise confidence. Progression across year groups in terms of skills taught comes through use of the GetSet4PE scheme. • Justin to liase with Year groups regarding how they would like him to provide CPD within the teaching of P.E. • A wide range of clubs, every day, catering for all year groups. 5 hours per week x 36 weeks for "Get in, Get active!" (morning) = 180 hours /p.a. 5 hours of after school clubs per week x 36 weeks = 180 hours (after school). • Specifically target PPG/FSM children, offering them all internally-run sports clubs for no charge. • Prioritise organisation of friendlies alongside league matches so that a wider range of children can represent Trafalgar competitively.

Expected impact & how sustainability will be achieved

Expected impact	Evidence of impact
<ul style="list-style-type: none">• All staff will feel confident in delivering the PE curriculum and in incorporating movement and activity in to the wider curriculum.• Resources will match the planning and be used effectively during formal PE lessons as well as in movement breaks.• PE leads will feel confident in the resources and training that can be accessed via our school subscriptions.	<ul style="list-style-type: none">• Staff survey(s)• Resource audits• Subject leadership survey/performance management documents• Club registers recorded and attendance figures noted (to be added at the end of each academic year to impact statements, showing percentage of SEN, PPG children in clubs, and percentage of overall pupils in clubs.)