

# 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 2023/24

**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?
<p>Increased knowledge and confidence of staff teaching all aspects of PE using Get Set 4 PE</p> <p>Increased uptake in sporting clubs run by PH sports</p> <p>Increased participation local area sporting fixtures</p> <p>Development of PE WAGOLL to unify teaching of PE across all areas of the school</p> <p>Development of Year 4 sports leaders</p>	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Lesson observation and study, including sports coaches</li> <li>• Peer support and lesson modelling</li> <li>• Staff questionnaires and feedback</li> <li>• Pupil questionnaires and feedback</li> <li>• Assessment trackers in PE from sports coaches</li> <li>• Uptake of sports clubs' data</li> <li>• Uptake of sports leader applications</li> <li>• Participation in sporting fixtures</li> <li>• Gold Sports Mark</li> </ul>	<p>Assessment</p> <p>OAA provision</p>	<p>Assessment this year was in its infancy, as a formal tracking tool and its fidelity to teachers. Sports coaches provided data half termly, though there was dialogue over what to do with information/data it contained.</p> <p>OAA continues to develop at Manor Park, with discussion and planning for forward steps for greater impact with SLT and the Outdoor learning lead going into the next academic year.</p>

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Development of Assessment in PE as a tool for tracking progress year on year and development of incremental skills. KPI 1, 2 and 3.</p> <p>Development of OAA to promote and support KPI 2, 4 and 5</p>	<p>Assessment this year will be tracked using our schools in house tracking system. Pupils in all year groups undertake a baseline assessment in Autumn 1 through fundamentals/fitness units in their year groups. Combined with the coach's assessment, this will form a baseline for all pupils which will imputed onto our while school tracking data.</p> <p>Coaches will continue their half termly tracking grids for teachers and this information will be shared timely. Staff will then give an overall summative judgement again in the summer term, which will form a basis for an overall judgement in PE for the year, which will also be reported to parents. Teachers will be able to see the impact of PE throughout the year from the initial baseline assessment in Autumn 1 to the judgement in summer 2, thus tracking progress and development of skill year on year.</p> <p>We aim to engage all pupils in a wider range of experiences and broader range of sports. Working with our sports coaches, we aim to implement more after school clubs which tap into OAA such as Orienteering and Parkour. This has also been backed up by pupils during pupil voice, stating they want a broader range of activities.</p> <p>The sports leader will also work with the OAA lead, to ensure our provision engages all pupils and drives our increased participation in a range of outdoor and sporting activities for ALL pupils at Manor Park.</p>

## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<p>KPI 1, 2 and 3.            Teachers to track assessment and progression in PE.            Assessment will be centralized and unified to form an overall judgement.            Assessment will raise profile of PE for whole school improvement as skills are monitored and tracked to show year on year progression and incrementality.</p> <p>KPI 2, 4 and 5            OAA – linked with my happy mind and OAA lead.            Pupils will be exposed to a range of different sports and opportunities            PE is seen as a tool for change and opportunity, with a broader spectrum of activity            Increased participation in a range of sports and skills.</p>	<ul style="list-style-type: none"> <li>• Assessment trackers from Sports coaches</li> <li>• Greater refinement of skills year on year which can be evidenced through assessment</li> <li>• Pupil voice for all year groups</li> <li>• lesson walk throughs/drop ins</li> <li>• Maintaining our Gold Sports Mark</li> <li>• Continued and sustained involvement and participation in local area competitive noncompetitive sporting fixtures</li> <li>• Working with PSHE to measure impact on mental and physical well being of pupils e.g.: sharing pupil voice/lesson study</li> <li>• Working with Outdoor learning lead to gain a holistic picture of pupils' engagement and participation.</li> <li>• Development of sports clubs (with PH sports) to include OAA options such as orienteering</li> <li>• Working with SLT/Year 4 team to develop residential offering for more rigorous OAA.</li> </ul>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<ul style="list-style-type: none"> <li>• Get Set for PE is embedded and followed by all teaching staff and coaches</li> <li>• PE WAGOLL is embedded and has been reviewed and refined</li> <li>• Pupils can articulate their learning and development in PE</li> <li>• Pupils understand why they build up a range of skills to transfer into a game and/or sport and can articulate this</li> <li>• Sports leaders are now embedded and valued as part of our school operations and their role is developing year on year</li> <li>• Sports coaches work with the PE lead and teachers to develop a sustainable curriculum and broaden sporting options</li> <li>• Sports coaches provide support and CPD for teachers and support staff to gain knowledge and skill all areas of PE which has led to increased teacher confidence</li> <li>• Swimming is well established in year 4, leading to increased water confidence and meeting end of KS2 expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Lesson observation and study, including sports coaches</li> <li>• Peer support and lesson modelling</li> <li>• Staff questionnaires and feedback</li> <li>• Pupil questionnaires and feedback</li> <li>• Assessment trackers in PE from sports coaches</li> <li>• Uptake of clubs' data</li> <li>• Uptake of sports leader applications</li> <li>• Participation in sporting fixtures</li> <li>• Gold Sports Mark</li> </ul>