

# PE Funding

## Evaluation Form



Department  
for Education

Commissioned by  
 association for  
Physical  
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 requirement*

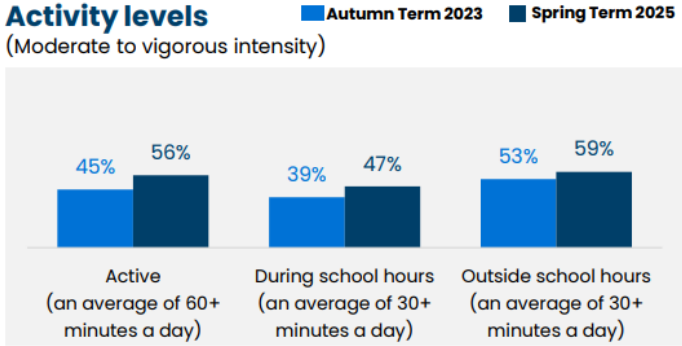
What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities – continue with CPD – focus on fundamentals, develop links with sporting bodies to strengthen knowledge and support teaching, support staff to complete more CPD, provide access to teaching resources to support lessons.</p> <p>Increasing engagement of all pupils in regular physical activity and sporting activities – encourage and support staff to run afterschool clubs, ensure we have all the necessary equipment to encourage activity, introduce new activities/resources for lessons and breaks.</p> <p>Raising the profile of PE and sport across the school, to support whole school improvement – take part in as many national events as possible/link activities to national events, provide resources for active lessons, make sure all sport events are recognized in assemblies, continue to try and promote interclass activities. Use sporting events to promote resilience, perseverance, determination and taking risks/trying something new. More use of social media to show sport at school.</p> <p>Offer a broader and more equal experience of a range of sports and physical activities to all pupils – introduce new sports/develop sports – fencing, pickleball, apply for all sporting events available, enter festivals, create alternative/inclusive sports events.</p> <p>Increasing participation in competitive sport – continue to try and encourage teachers to run level 1 competitions, enter b teams when possible – have competitions at school to make this easier.</p>	<p>Links with Hampshire to provide training for teachers and TAs on fundamentals. Provide all staff with CPD opportunities available.</p> <p>Regular emails to staff, discussions with children about resources they would like, actively look for new opportunities, improve sporting opportunities at break/lunchtime, ensure equal opportunities in sport. Challenge ideas about sports being for boys.</p> <p>Social media posts about sporting events, regular sport slots in newsletter, signposting families to external sports opportunities. Look out for active learning resources.</p> <p>Improve fencing equipment for upper KS 2 pupils, purchase class set of pickleball equipment and find teaching resources to support this. Monitor PE leaders feed on facebook to gain ideas from other schools.</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>Quality resources that will last a long period of time.</p> <p>Training children and staff to use equipment properly and take more responsibility for equipment.</p> <p>Training for all staff on key fundamentals.</p> <p>Create a lasting legacy around sports participation – use sporting successes to promote general success in all areas of life</p> <p>Create children who are keen to be active throughout the school and an understanding that all pupils should be active</p>	<p>Observations: breaks and lunchtimes should be active – all children moving</p> <p>Lesson time: outdoor areas being used fully to promote active learning</p> <p>Discussions: speak with teachers and pupils about activity levels</p> <p>Complete active life study in as many classes as possible.</p>

Expected impact and sustainability will be achieved

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?												
<p>Greater success at interschool competitions. Year 6 basketball, handball and Quad kids team all qualified for level 3 competition in Hampshire. Island champions in boys tag rugby. Year 5 and year 6 boys won their football leagues – year 6 boys also won the cup.</p> <p>Participated in 7 different sports festivals (year 3-6) and children all reported enjoying this experience of different sports.</p> <p>Pickleball introduced into year 6 – all children engaged with this new sport and enjoyed learning new skills.</p> <p>Raised profile of PE through facebook posts and in assemblies to ensure that all children are inspired by the achievements of older pupils.</p> <p>Quality playground resources ensure that all children are encouraged to be active – the new free play/loose play equipment has engaged all pupils from year R-6.</p> <p>Fundamental training was given to all staff over 2 sessions to develop staff confidence and ensure that all pupils are more supported during PE lessons.</p> <p>New opportunities for external coaches to come in and run free of charge sessions in cricket and tag rugby for years 3-5. This has raised the profile of these sports and inspired the children.</p>	<p>Active life study shows that 69% of children understand the importance of being active although only 56% are active for the recommended 60 minutes a day (national results were 47% active in the 2023/24 report). Girls reported being more active than boys. There is an improvement in active levels since the last active lives survey was completed in 2023. Need to get more classes to complete the form in future for more accurate data.</p> <p><b>Activity levels</b> (Moderate to vigorous intensity)</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Autumn Term 2023</th> <th>Spring Term 2025</th> </tr> </thead> <tbody> <tr> <td>Active (an average of 60+ minutes a day)</td> <td>45%</td> <td>56%</td> </tr> <tr> <td>During school hours (an average of 30+ minutes a day)</td> <td>39%</td> <td>47%</td> </tr> <tr> <td>Outside school hours (an average of 30+ minutes a day)</td> <td>53%</td> <td>59%</td> </tr> </tbody> </table> <p>Pickleball is now on the curriculum and can be run as an after-school club in the future.</p> <p>Facebook posts show the range of competitions entered and how the children responded to the event.</p> <p>Photographic evidence on the new website will show the range of activities on offer at Queensgate.</p> <p>Queensgate has been awarded the Gold award in the DFE Healthy Schools Rating Scheme.</p>	Category	Autumn Term 2023	Spring Term 2025	Active (an average of 60+ minutes a day)	45%	56%	During school hours (an average of 30+ minutes a day)	39%	47%	Outside school hours (an average of 30+ minutes a day)	53%	59%
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