





WV 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 2024/25.
- 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 2024/5

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?
Ensure all children /families that need wrap around care can access it and this care includes healthy foods and physical exercise	21 children attended breakfast club and 16 attended after school club. Physical activity included in each session. Cookery included at special events. Staffing maintained		Staffing needs to be maintained. An increase in staffing would allow for greater outdoor sports/activities
Ensure all children /families with mental health related barriers to education have access to support to overcome this difficulty	Full time FSA role maintained, plus 1x support staff. Training inc WOW, ELSA and Drawing and Talking applied with 10 children		Staffing needs to be maintained. More referrals for FSA time than time permits.
Ensure children have access to a wide range of experiences that enable them to find and grow sport-related strengths	Clubs offered include: Football, Singing, Korfball, Athletics, LEGO, Cross Country, Rounders, Drame, Creative club Competitive sports include: Football, Cross Country, Korfball and City Sports. Skipping workshop for all.		Success in competitive sporting competitions was high – this is likely to be motivating for others. Transport is an ongoing challenge
Ensure all staff providing Physical Education are enabled to do so confidently and capably	Skipping CPD beneficial for all staff. RISE UP / Stormbreak CPD used successfully		Links between PE and breaktimes, involving all staff, should be extended as well as coaching for teachers new to key stage
Ensure children's free time is spent accessing high quality play that supports their physical and mental health	New approach to breaktimes successfully embedded. Pod resourced. Garden area developing (due to voluntary support)	Benefits of outdoor learning/gardening to be realised	Outdoor learning resources required for development

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Intended actions for 2025/6

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
PESS grant for 25/26 based on Jan 24 census. (Sept NOR: 155) Total Grant - £17,550 1. Ensure all children /families that need wrap around care can access it and this care includes healthy foods and physical exercise 2. Ensure all children /families with mental health related barriers to education have access to support to overcome this difficulty 3. Ensure children have access to a wide range of experiences that enable them to find and grow sport-related strengths 4. Ensure all staff providing Physical Education are enabled to do so confidently and capably 5. Develop children's physical activity time to allow access to activity that promotes high quality physical and mental health	1. Continue and extend breakfast and afterschool provision: staffing contribution £2115 + £1057.50 2. Continue and extend mental health support through FSA and pastoral staff: staffing contribution £5818 + £3763 3. Continue and extend after school clubs and opportunities for engaging in competitive and new sports: Korfball fee £30; Equipment and materials for korfball and basketball £400, in-house competitions £190 (supply day); fencing/gymnastics/new sport day £600 4. CPD for staff delivering PE, school sport and physical activities £1,500 5. Extend and enable physical activity time that include physical and mental engagement: sensory trail/playground markings £1,100; Under desk peddlers £1,000

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?
1. More children /families will access before/after school care. 2. Children /families will access support that enables them to overcome mental health related barriers and so be able to meet academic outcomes 3. Children will experience new sports and take part in competitive sport – some children may continue these outside of school 4. Staff will lead high quality sessions. Their knowledge will be drawn upon in future years 5. More children will be engaged in high quality physical learning activities – their physical development will support core and fine motor skills and their wellbeing will be high	1. Increase in numbers on registers 2. Tracking of support and its impact 3. Pupil feedback 4. Staff feedback and monitoring 5. Staff and pupil feedback. Increased performance in academic as well as physical outcomes

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?	What **evidence** do you have?
1. Regularly across the year: 27 children accessing before school club, 39 children accessing after school club. 2. 83 pastoral support sessions have been delivered over the year; this included: 6 x Drawing and Talking, 4 x ELSA, 31 x Stormbreak. 3. Children have participated in a wide range of sporting events and have provided positive feedback about them. 4. Staff confidence is increasing, drop-ins from subject lead show improvement in quality of lessons. 5. Playground markings are in use when it is outdoor play by children across all classes and groups. The new playground marking has allowed for regular exercise at all points of the day. The sensory trail was incorporated into the whole school sports mornings. Children are able to use the trail whatever the weather. Under desk peddlers have been used by each class as a daily mile supplement and as a tool to support emotional regulation.	1. Before and After School ARC registers maintained weekly. 2. Pastoral tracking document. 3. Pupil Voice: **Speed Stacking:** I really enjoyed learning new games that I can use at lunchtime. I like challenging myself to see if I can get quicker now we are using proper equipment. **Cross Country:** We have a great team spirit, and I like to challenge myself to beat my high score. We practice often and we have learnt new techniques to have more stamina. I feel proud to represent the school and compete against other schools. **Football:** I have gained confidence and developed teamwork whilst representing the school. Everyone gets a chance to play and always tries their hardest to succeed. **City Sports:** I feel proud to represent my school against others. I like to challenge myself to get into city sports and do my best. I was really proud I got to the finals and represented the school and myself well**.** **Parental feedback from Cross Country:** It was a pleasure to watch how they all supported each other, a real team spirit from both the boys and girls whether they came first or last they cheered their classmates on. 4. Staff survey results show staff are confident to teach a wide range of sports. Staff are more confident to adapt lessons, use different equipment and demonstrate. Staff find plans easy to follow and the purchase of Get Set for PE will allow for greater progression. As a school, we teach a range of sports which allows all to succeed and learn. Regular observations of PE lead or other teachers allow confidence to grow and skills to be learnt. For some staff this has formed part of their coaching triads. 5. Sensory Trail: children have been seen organizing their own time trials using the markings. Some children incorporate the circuit into their morning walk activity before school starts. Under desk peddlers, Pupil Voice: “They are good in groups because it is noisy if too many are used.” “I like them at the calm table! (refers to the regulation stations) “It helps me refocus and get my energy out! “The Stop/Go helps me know when is a good time to use it.” “I like it for my brain break!