



PE Funding Evaluation Form 2024-2025

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.

	Cost
WOW Assessments	£1000 (cost of platform for CPD and assessments)
Teacher CPD model to develop teaching and learning within PE.	Part of the £16,800 for Premier Education (additional costs are supplemented by the school’s budget)
Premier Lunch time supervision	Part of the £16,800 for Premier Education (additional costs are supplemented by the school’s budget)
Extra-curricular provision	Part of the £16,800 for Premier Education (additional costs are supplemented by the school’s budget)
Total:	£17,800

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?
<ul style="list-style-type: none"> • CPD model implemented and tracked across the school to improve the competence and confidence of teacher deliver high quality PE lessons. • Development of physical activity and literacy which was reflexed in the 60% overall increase via the WOW Assessment tracking. • Staff development of planning increase by 43%, confidence in leading session increased by 43%, demonstrating and explained skills increased by 43% and 29%. • Children's enjoyment of PE and the structure of the lessons. • Additional opportunities for all pupils (KS1/2) to engage in physical activities during lunch times. 	<ul style="list-style-type: none"> • Staff audit/questionnaires identified areas where teachers where feeling more confident which allowed for more specific CPD to be delivered alongside sports coaches. • Staff members more confident in being able to track, analyse and deliver WOW assessments after CPD model delivered by Premier Education. • Premier Online Staff survey highlighted and tracked the areas of development for staff who took part. • Learning walks and observations where conducted by subject leaders throughout the academic year. • Monitoring of physical activity levels during lunch times and target groups by sports coaches. 	<ul style="list-style-type: none"> • Continuity of the support coaches; lots of changes throughout the year and newer supporting members took a while to understand CPD model. • Consistency in feedback to teachers regarding their CPD targets. • Change of staff led to times of inconsistency when it was a teacher led lesson. • Staff still development in being more confident in differentiating for all learners and being able to effectively assess the pupils progress. • Hard to track when staff were changing and did not know the engagement across the week. • Pupil engagement in school teams was lower due to staffing and timetabling. • Aim to build the children's resilience as 54% do not like working alone in PE. 	<ul style="list-style-type: none"> • Staff confidence and structure of lessons is more consistent. Staff CPD plans online have identified the areas for development and next steps. • Pupil voice has identified that pupils would like more school teams as lots of children involved in teams outside of school. • Develop pupil's resilience when working independently in PE lessons (pupil voice). • Still target groups e.g. PP children that need to be encouraged to take part in more physical activity on a daily basis.

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><i>WOW Assessments utilised across the school to to improve children’s physical literacy and activity levels.</i></p> <p><i>Developing teachers' knowledge on how to stretch and scaffold learning opportunities that ensures PESSPA is accessible to all students, including those who are GD, SEND, PP, and PD.</i></p> <p><i>Use physical activity as a key driver to promote healthy lifestyles, foster positive well-being, and instill core values of sportsmanship, teamwork, and resilience during lunch times.</i></p>	<ul style="list-style-type: none"> • <i>Ensure teachers have access to high quality resources to be able to develop their own knowledge prior to delivery.</i> • <i>PE subject leader to monitor the deliver and oversee the data input and analyse.</i> • <i>PE subject leader to ensure all resources for WOW assessment are readily available for staff.</i> • <i>Timetabled assessment points to track the progress of the children’s physical; activity and literacy.</i> • <i>Increase the number and range of sports to specifically target inactive groups to increase the number of children taking part in physical activity.</i> • <i>Track and monitor between pupil participation and achievement across PESSPA with wider school data e.g. attendance, behaviour, achievement.</i> • <i>Ensure there are opportunities planned across the year for children to take part in school sports competitions including key groups e.g. SEND.</i> • <i>High quality teacher that enables pupils to be stretched whilst making it accessible for all learners.</i> • <i>Develop the children’s knowledge of the positive effects of physical activity on their SEMH.</i> • <i>Awards for sportsmanship, teamwork and those who demonstrate resilience.</i> • <i>Track and monitor behavioural incidences to see if it is having a positive effect on children.</i> • <i>Pupil voice to monitor the children’s attitudes towards healthy lifestyles, and core values.</i>

Expected impact and sustainability will be achieved

<p>What impact/intended impact/sustainability are you expecting?</p>	<p>How will you know? What evidence do you have or expect to have?</p>
<p><i>Staff CPD - Staff improved confidence to lead accessible and challenging activities throughout the school week including PE lessons, aiming for a 20% increase in developing skills, demonstrations and differentiation via our audits.</i></p> <p><i>Increased Inclusivity - Ensures all students, regardless of ability or background (GD, SEND, PP, PD), can fully participate and benefit from PESSPA activities.</i></p> <p><i>Enhanced Engagement - More students feel confident and motivated to take part, improving overall participation rates.</i></p> <p><i>Improved Skill Development - Tailored support helps all learners progress at their own pace, whether they need challenge or additional scaffolding.</i></p> <p><i>Long-Term Well-being - Encourages lifelong engagement in physical activity, promoting health, resilience, and social well-being.</i></p> <p><i>Enhanced Physical Literacy – Helps children develop fundamental movement skills, coordination, and confidence in physical activity to be tracked via WOW Assessments</i></p> <p><i>Increased Participation and Engagement – Identifies strengths and areas for improvement, motivating students to engage more actively in physical activities.</i></p> <p><i>Improved Health and Well-being – Encourages a more active lifestyle, leading to better physical and mental health outcomes.</i></p> <p>Consistent Monitoring and Progress Tracking – Enables the school to measure improvements over time, celebrating achievements and setting meaningful goals.</p> <p>Positive School Culture – Reinforces the importance of physical activity in daily school life, fostering a lifelong appreciation for movement and sport.</p>	<ul style="list-style-type: none"> • Staff questionnaire and personal development plans to be bespoke to the needs of the teachers. • Pupils voice will highlight the impact of the children’s attitudes towards PESSPA. • Engagement of key groups to be monitored by subject leader, sports coaches, and via WOW assessment/PEPE system. • Engagement in Birmingham School Games, and connecting with SGO for local area. • Pupil attainment and surveys to be monitored and analysed.

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?

What **evidence** do you have?

To be completed in July 2025 to summarise the year against the objective set out in the SPG plan.