



PE Funding

Evaluation Form



Department
for Education

Commissioned by
 association for
Physical
Education



PE Funding Evaluation Form

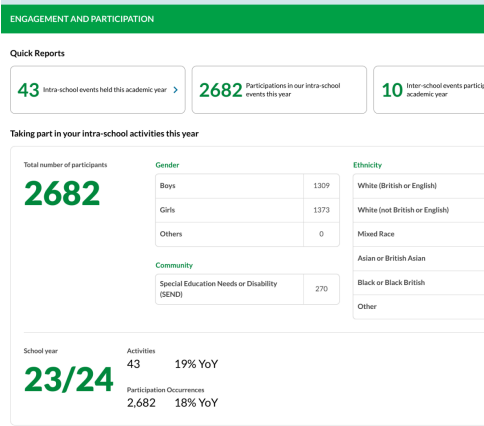
- It is intended that this template should be used as preparation for the completion of the statutory digital reporting tool being introduced this academic year. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- Before you decide how you are 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.

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"> Children have more opportunities to take part in a range of activities during break and lunchtimes and feedback has been good. Autumn Term we participated in 8 inter sports competitions including AEND and girls competitions with 92 participants across all competitions. Spring Term we participated in 7 inter sports competitions including AEND and girls competitions with 64 participants across all competitions. Summer Term we participated in 6 inter sports competitions/friendlies including 2 AEND competitions one of which we came second place. We had 65 participants across all competitions. Lunchtime lead, assistant head and PE lead have organised a timetable for lunchtimes that has increased the opportunities for active play. A summer/good weather timetable to split phases between the school and 	<ul style="list-style-type: none"> "Lunchtimes have improved because there is less conflict during games as the games are managed by the coaches. Splitting phases between school and the field means it was less crowded so we got more out of the activities." Year 6 Pupil  <p>The screenshot shows a dashboard titled 'ENGAGEMENT AND PARTICIPATION'. It includes 'Quick Reports' with three boxes: '43 Intra-school events held this academic year', '2682 Participants in our intra-school events this year', and '10 Inter-school events participated in this academic year'. Below this is a section 'Taking part in your intra-school activities this year' with a large green number '2682' for the 'Total number of participants'. It also includes breakdowns by Gender (Boys: 1309, Girls: 1373, Others: 0), Ethnicity (White (British or English), White (not British or English), Mixed Race, Asian or British Asian, Black or Black British, Other), and Community (Special Education Needs or Disability (SEND): 270). At the bottom, it shows 'School year' as '23/24' and 'Activities' as '43' (19% YoY), and 'Participation Occurrences' as '2,682' (18% YoY).</p> <ul style="list-style-type: none"> "There are lots of opportunities to play sports as a girl and we are encouraged to try new sports. I have enjoyed playing football, rounders and netball." Year 5 Pupil 	<ul style="list-style-type: none"> There is still some work to do to get all children engaged in sport or physical activity to meet the government guidelines. To ensure children from different ethnic backgrounds are able to participate as children from some groups are still not engaging with sport and physical activity. This is the same for swimming as it is children from certain backgrounds that are not achieving the criteria to pass swimming. It is challenging to find a solution for this due to access to pool and timetable constraints. 	<ul style="list-style-type: none"> Our physical activity tracker shows that our least active children are from particular ethnic groups. We did engage these groups but would like to ensure that they are participating more frequently so we will offer free places next year to try and engage them. Swimming assessments show that children from some ethnic backgrounds are not achieving the criteria.

<p>the field has given children more opportunity to be active.</p> <ul style="list-style-type: none"> • We ran a girls multisports club to engage some of our least active girls which included ethnic minority groups. • We ran a girls football club all year round for year 4-6 and piloted a year 2 and 3 club for 4 weeks. • Our PPG children were able to sign up for clubs for free each term. • We have run an inclusive sports club for our AEND children all year round. • Only 14 children across KS1 and KS2 were not involved in sports clubs and will be targeted next academic year. • Our staff, Kick London and The Sport and Health Academy delivered a massive range of sports including Gaelic football, Capoeira, dodgeball, archery, rounders, golden child, boules, line dancing, netball and athletics. 	<ul style="list-style-type: none"> • “I enjoyed the day we did the carousel of activities because the rounders and archery were really fun. The GB athlete taught us fun exercises which helped us for sports day.” Year 3 Pupil 		
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What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
1. PE lead to complete level 2 Swimming Teaching Course	<ul style="list-style-type: none"> • Book the course through the institute of swimming at the cost of £699. • Arrange cover for the 2 weeks that the PE teacher is on the course and ensure plans are handed over to the cover teacher which cost approximately £1280.
2. To provide leadership/release time to plan and deliver the extra curricular programme and competition / festival calendar.	<ul style="list-style-type: none"> • Sign up for membership to the Wandsworth School Games and the Putney Schools (PPSSA) at the total costs of £700. • Attend the Wandsworth School Games PE Forums which are termly with 3 in total and will cost £480 to cover PE for those days. • Use leadership time to select competitions and festivals for different target groups and ensure they fit into the school calendar, complete risk assessments, prepare children through meetings and training and evaluate through PE enrichment records.
3. To timetable the PE lead to take children to competitions.	<ul style="list-style-type: none"> • To arrange cover to ensure that the PE timetable is covered and taught to a high quality whilst PE teacher attends competitions. • Cost of cover will be approximately £1400.
4. CPD for Lunchtime Supervisors and hire 2 coaches to increase the opportunities for KS2 children to be active at lunchtimes.	<ul style="list-style-type: none"> • Arrange for a coaching company to support the development of our lunchtime offer to provide opportunities for children to be physically active. • PE lead, assistant head and company lead to meet to arrange timetables, organise zones and expectations to create a safe environment for children to take part in physical activity and sport. • Costs are expected to be around £17,550 total but £10316 funding used with the rest subsidised through club charges.

<p>5. To provide lunchtime Dance Clubs for KS1 children.</p>	<ul style="list-style-type: none"> • KS1 teachers to liaise with the dance teacher to select children to take part in 30 minute lunchtime dance or gymnastics activities. • Costs for the club will be approximately £1560.
<p>6. To create opportunities for target groups to take part in extracurricular sports including girls, ethnic minority groups, AEND, PPG and less active children.</p>	<ul style="list-style-type: none"> • To use a physical activity tracker from the previous year to offer free access to clubs to our least active children. • Track activity levels in and outside of school as well as travel to check which children need to be offered funded places to clubs each term. • Approximately £1000 to cover the cost of the targeted places in clubs.
<p>7. To run a sports week that will inspire children to try new sports.</p>	<ul style="list-style-type: none"> • Organise a sports week which includes booking for 2 athletes to come and run an assembly and lessons to the whole school to inspire the children. • Organise for each phase to have a carousel of activities that are not usually part of our PE curriculum. • Book a coach to deliver NFL flag football to year 3 to 6 as part of their carousel. • The cost of the week will be approximately £1360. • Medal for sports day £184

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?
<p>1. PE lead to complete level 2 Swimming Teaching Course</p> <p>We expect taking this course will help our PE lead make effective changes to the swimming programme to improve the outcome for our pupils. Changes to the programme have already been made for our year 4's to build in more opportunities to develop self rescue techniques for different scenarios. We expect this knowledge to support better results in the coming years as our children move up through the school. Children who do not meet the criteria in year 4 will be given feedback of what their next steps need to be to meet the criteria in year 6.</p>	<p>We expect that outcomes for the children will improve and expect attainment for the swimming criteria to improve specifically for the water safety and self rescue. We have a challenge to still improve the outcomes for low income families and families from particular backgrounds.</p>
<p>2. To provide leadership/release time to plan and deliver the extra curricular programme and competition / festival calendar.</p> <p>3. To timetable the PE lead to take children to competitions.</p> <p>We expect that membership to PPSSA and the Wandsworth School Games will create opportunities to take children to inter competitions and festivals to enrich children's lives through participation in sport. We will target a range of different groups including SEND, girls, more gifted and talented and try to spread the opportunities out as much as possible. We will also build in intra competitions into our curriculum to ensure all children are exposed to competition using our house system. This will be a priority for future funding and we feel that these events have a great impact in children's confidence to take part in sport.</p>	<p>We will use the School Games website to log intra school sports and work with our school games organizer to enter the inter school competitions. The dashboard of the website will show us progress in terms of participation in the school games and we will apply for the school games mark at the end of the year.</p>
<p>4. CPD for Lunchtime Supervisors and hire 2 coaches to increase the opportunities for KS2 children to be active at lunchtimes.</p> <p>5. To provide lunchtime Dance Clubs for KS1 children.</p> <p>We expect that having coaches/dance teacher leading sports at lunchtime in a rota will provide a safer space for children to active at lunchtimes. This we expect will lead to less accidents and less behavioural incidents at lunchtime whilst creating a more enjoyable experience of sport for the children. We have introduced some girls only time based on feedback from the children as there were more boys taking part</p>	<p>We expect that behavioral incidents and accidents will be lower although the evidence for this will depend on staff using the system to log incidents. We have made some changes to how these incidents can be logged which could result in more incidents being logged however we think that actual incidents will still be reduced.</p>

Expected impact and sustainability will be achieved

<p>in activities and girls feedback that they were more likely to join in if it was only girls. Going forward we feel that this is a project we should continue with using future funding to ensure children have positive experiences of taking part in sport at lunchtimes in the future.</p>	
<p>6. To create opportunities for target groups to take part in extracurricular sports including girls, ethnic minority groups, AEND, PPG and less active children.</p> <p>We expect that using the funding to create opportunities for children to participate in clubs will support progress in PE for the target pupils. It will create opportunities for children to participate in sport where this may not have happened before. We expect that more children will have access to take part in sports clubs than before. Future funding will be used to continue to offer these children access to clubs whilst we will also meet with key figures in the community to improve these outcomes.</p>	<p>We expect that we will have more children who participate in clubs in school or outside of school. Our physical activity tracker will show which children have benefitted from the intervention and who needs to be targeted in the next academic year. We expect that this will support progress and attainment for the target pupils.</p>
<p>7. To run a sports week that will inspire children to try new sports.</p> <p>We expect that running a sports week will increase participation for that week with children having 5 extra PE lessons and a sports day that week. The children will also get to take part in some new sports/activities that we hope will inspire them. Having some GB athletes start the week with an assembly and lessons will inspire the children and inspire them to participate in more sport. We aim to keep sports week every year in our calendar and it is already a popular week for the children.</p>	<p>We will get some pupil voice as feedback to how the week went and see if there are any improvements to be made for future years. We will also get feedback from teachers to see where we can improve the week.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?																				
<p>1. PE lead to complete level 2 Swimming Teaching Course Our PE lead passed the course and feels more equipped with the knowledge to plan the swimming programme for year 4 and assess year 6.</p>	<p>The course was passed and the certificate handed into the office and results for swimming are higher this year.</p>																				
<p>2. To provide leadership/release time to plan and deliver the extra curricular programme and competition / festival calendar. 3. To timetable the PE lead to take children to competitions. Autumn Term we participated in 7 inter sports competitions including AEND and girls competitions with 76 participants across all competitions. Spring Term we participated in 5 inter sports competitions including AEND and girls competitions with 54 participants across all competitions. Summer Term we participated in 3 inter sports competitions/friendlies. We had 27 participants across all competitions. We were unable to attend as many in the summer term due to a busy calendar and clashes with events</p> <p>We have run 40 intra house competitions at school which equates to to 2652 participation occurrences. These competitions were in 8 different sports.</p>	<div> <div>ENGAGEMENT AND PARTICIPATION</div> <div> <div>Quick Reports</div> <div> <div>40</div> <div>Intra-school events held this academic year ></div> </div> <div> <div>2652</div> <div>Participations in our intra-school events this year Target: 14</div> </div> <div> <div>10</div> <div>Inter-school events participated in this academic year ></div> </div> </div> <div> <div>Taking part in your intra-school activities this year</div> <div> <div> <div>Total number of participants</div> <div>2652</div> </div> <div> <div>Gender</div> <table> <tr> <td>Boys</td> <td>1317</td> </tr> <tr> <td>Girls</td> <td>1341</td> </tr> <tr> <td>Others</td> <td>-6</td> </tr> </table> </div> <div> <div>Ethnicity</div> <table> <tr> <td>White (British or English)</td> <td>1482</td> </tr> <tr> <td>White (not British or English)</td> <td>345</td> </tr> <tr> <td>Mixed Race</td> <td>257</td> </tr> <tr> <td>Asian or British Asian</td> <td>350</td> </tr> <tr> <td>Black or Black British</td> <td>114</td> </tr> <tr> <td>Other</td> <td>15</td> </tr> </table> </div> <div> <div>Community</div> <table> <tr> <td>Special Education Needs or Disability (SEND)</td> <td>340</td> </tr> </table> </div> </div> <div> <div>School year</div> <div>24/25</div> </div> <div> <div>Activities</div> <div>39</div> <div>-9% YoY</div> </div> <div> <div>Participation Occurrences</div> <div>2,245</div> <div>-16% YoY</div> </div> </div> </div>	Boys	1317	Girls	1341	Others	-6	White (British or English)	1482	White (not British or English)	345	Mixed Race	257	Asian or British Asian	350	Black or Black British	114	Other	15	Special Education Needs or Disability (SEND)	340
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Actual impact/sustainability and supporting evidence

4. 2 coaches to increase the opportunities for KS2 children to be active at lunchtimes.

5. To provide lunchtime Dance Clubs for KS1 children.

Lunchtime lead, assistant head and PE lead have organised a timetable for lunchtimes that has increased the opportunities for active play.
A summer/good weather timetable to split phases between the school and the field has given children more opportunity to be active.
Kick London have offered lunchtime clubs to our KS1 children.

There are more opportunities and activities for children to take part in physical activity at lunchtimes. Giving some time for girls in the coach-led sessions has got more girls involved.

6. To create opportunities for target groups to take part in extracurricular sports including girls, ethnic minority groups, AEND, PPG and less active children.

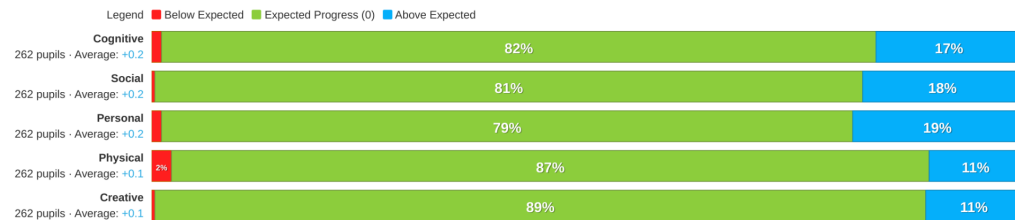
281/353 children participated in at least 1 club 80% which is down by 4% from last year but there were more children that joined the school this year. We aim to raise this next year by speaking to the mosque.
We ran a girls football club all year round for year 4-6 and also ran a year 1 to 3 girls football club for a term.
Our PPG children were able to sign up for clubs for free each term as well as less active children or families with financial barriers being offered clubs.
We have run an inclusive sports club for our AEND children all year round however many children have not accessed the club due to clashes with academic interventions. We had 6 children that attended the club consistently.

Attainment is up in all but one area from the end of last year.

PPG Children taking up free offer of clubs using PPG funding:
17 children during the Autumn term
15 children during the Spring term
21 children during Summer Term

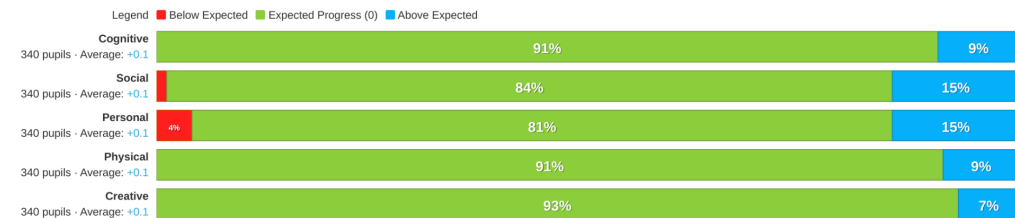
Targeted offer of sports clubs for non PPG children:
We had 10 children who do not qualify for PPG fund who participated in the Spring term clubs £800
We had 6 children who do not qualify for PPG fund who participated in the Summer term clubs £480

Progress Overview for Pupils in Years 1-6 – 2023-2024 Autumn to 2023-2024 Summer Main Assessment



Actual impact/sustainability and supporting evidence

Progress Overview for Pupils in Years 1–6 – 2024-2025 Autumn to 2024-2025 Summer Main Assessment



7. To run a sports week that will inspire children to try new sports.

Sports week increased participation for that week with children having 5 extra PE lessons and a sports day that week. The children took part in some new sports/activities that we hope will inspire them including flag football, boules, archery, rounders, handball, water bucket relay, zumba, capture the flag, . Having some GB athletes start the week with an assembly and lessons inspired the children to participate in more sport.

Timetables that show the organisation of the week and how many lessons each year groups takes part in.

Actual impact/sustainability and supporting evidence

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	87.2%	<i>Last year 68.1% of year 6 children achieved this last year. We have had some new children to this year group that didn't complete their school swimming with us that could have altered our results. Our local pool also reduced access to the pool to 2 terms rather than 3 terms which meant that the children had less learning time.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	87.2%	<i>Last year we had 66% of children in year 6 that could swim multiple strokes so we have improved this year.</i>

Actual impact/sustainability and supporting evidence

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?

89.3%

Last year 74.5% of our pupils met this target so we have improved this year. We are working on ensuring that there is more time spent teaching this element so that all children can achieve this by the end of year 6.

If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?

No

This is something we would like to introduce to support our families but it is difficult to get access to a pool and fit it into a busy timetable.

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?

Yes

Our PE teacher has completed his level 2 swimming teaching qualification.