

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?
Working with Somerton Rugby Club to have Tag Rugby delivered in school. Introducing Badminton as part of the PE curriculum.	The children enjoyed the sessions. Some more children now attend Somerton Rugby Club out of school. Staff confidence in teaching Tag Rugby is increasing. Children enjoyed the local Badminton tournament.	Running formal sports clubs at lunchtime.	The children didn't want to attend, they prefer to do their own thing with staff to support that and resources for that. The children are active but not doing formal sports.
Having a staff member with playground football.	This ensures the children work together better and everyone is able to join in.	After school clubs	These have been less well supported by families – parents say they are doing other clubs out of school. Staffing from the company used has been variable and less reliable.
Having TA support in all PE lesson.	This means that activities can be adapted for children who need it and they get correct/extra support. The class can work in smaller groups at times and so be more active. Overall all children are able to access PE better and be supported effectively.		
Supporting Bikeability	Having support for this meant that all Y5 children could access this activity and have all had training to be safe on their bikes on the road.		
Participating in CLP competitions	The children have enjoyed being part of teams and playing against other local schools. Last year they participated in football, netball, basketball, hockey,		

Review of last year 2023/25

<p>Active and creative playtimes using the Playpod</p> <p>Purchasing resources</p>	<p>swimming, athletics, badminton, indoor athletics, cross country.</p> <p>Purchasing and renewing resource in the playpod encourage children's activity and creativity at playtime.</p> <p>New resources we bought for netball, hockey, gymnastics and these have enable improved teaching and learning and ensuring there are enough balls and resources for a lesson.</p>		
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Intended actions for 2024/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>To continue to develop active playtimes though the use of support staff to encourage active and inclusive play.</p> <p>To run sports Clubs after school</p> <p>A TA support for all PE lessons so that all children are able to access these and develop their skills, ensuring all PE lessons are able to be fully inclusive.</p> <p>Buy into CLP sports package which runs competitions locally.</p> <p>For all Y5/6 children to attend the Mill on the Brue Residential</p> <p>To buy a PE scheme to support teachers in effectively teaching PE.</p>	<p>TA employed to support lunchtime play to encourage creative play, fair football, develop basketball and ensure playtimes are active and inclusive. Referee football daily, purchase new resources for the playpod.</p> <p>To run free sports clubs for the children so that everyone who wants to can attend. To try to extend the offer to increase the variety of sports and so engage a wider range of children. Look at different companies offering clubs.</p> <p>To attend all the CLP sports activities on offer and to involve as many different children as possible, encouraging those who are keen and want to attend and ensuring it is inclusive.</p> <p>TAs supporting PE lessons to ensure that these can be adapted to ensure all children can fully participate in the lessons. Adaptations can be made so groups have adapted sessions helping them develop the skills needed.</p> <p>To support the funding for any children unable to afford to attend the Residential in 2025.</p> <p>To improve the PE offer by further developing the curriculum through training and a scheme of work to ensure all teachers have the knowledge to teach all types of PE and that the curriculum develops skills year on year.</p>

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>Children to continue to develop their creative and active play through the support of adults and the resources provided.</p> <p>Teachers feeling more confident to teach a variety of PE lessons and sports and the quality of the teaching and lessons being good and all children being catered for and adaptations able to be made for them.</p> <p>Children's confidence and self esteem increasing and their willingness to try new things and being more resilient over time.</p>	<p>By watching play, looking at the number of incidents at playtime (both first aid and behaviour), talking to the children, looking at the use of Well Being Ambassadors, school Council discussions. Governor play observations.</p> <p>Lesson observations, talking to the children, talking to the teachers.</p> <p>Pupil questionnaires and discussions, observations, feedback from parents, number of children will to try a new thing or attend sporting activities/clubs.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Since having the playpod, children have been more creative and actively involved in play and this develops year on year. The children work well with others and develop their own ideas and games. Having an adult ton support this, enables the children to challenge themselves and try new things e.g. making swings, improved dens etc.</p>	<p>Watching the children at playtime and talking to them. Children working together and supporting each other at playtime. Older children showing younger ones how to do things, teaching them sports and refereeing for them.</p>
<p>The children really enjoy attending tournaments and matches and playing against other schools. They are keen to volunteer and there are often more than we can take. Those that attend feel very proud afterwards and also develop/show excellent teamwork and sportsmanship, supporting each other. This transfers into other areas of school too.</p>	
<p>Improved swimming ability across the school. With use of Huish Leisure for Y5/6 swimmers and the school pool for all in the summer, the children's water confidence has increased hugely, all children go in the pool and the development of skills is good.</p>	<p>Seeing the progress over the summer in swimming lessons, talking to parents, watching how the children perform at the swimming gala</p>

Actual impact/sustainability and supporting evidence

Meeting national curriculum requirements for swimming and water safety.	100%	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022 Please see note above	100%	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	100%	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%	
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes	