

# PE Funding Evaluation Form

Commissioned by



Department  
for Education

Created by



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 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 £18,940

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?
<p>HTAFC (18,000)</p> <ol style="list-style-type: none"> <li>1. A range of after school clubs were offered, including football, hockey and multi skills across a range of year groups.</li> <li>2. Staff supported with teaching the BTP planning.</li> <li>3. The competition element of playing football meant the girls term progressed to the regional finals and had a tour of HTFC stadium and school received new football kits for use in future events.</li> </ol> <p>BTP (£475)</p> <ol style="list-style-type: none"> <li>1. Staff confidence about the delivery of PE improved.</li> <li>2. The collaboration with HTAFC improved lessons.</li> </ol>	<ol style="list-style-type: none"> <li>1. We have gathered evidence of the clubs on offer from HTAFC across the year and the number and age of children who attended.</li> <li>2. Staff voice info showed that: Staff positive feeling about PE went up by 23% to 100%. Staff understanding the BTP planning rose by 34% to 100% Staff know how to adapt the lesson increased by 6% to 83%.</li> </ol> <ol style="list-style-type: none"> <li>1. See above</li> <li>2. Se above</li> </ol>	<p>HTAFC</p> <ol style="list-style-type: none"> <li>1. The use of certificates to show sportsmanship, teamwork etc was not promoted as well and needs to be given a boost next year.</li> <li>2. The children attending clubs needs to be selected rather than first come first served to allow for a greater number of children to attend, including those with SEND.</li> </ol> <p>BTP</p> <ol style="list-style-type: none"> <li>1. The use of a range of equipment in lessons was not as good as it may have ben to allow children to adapt the skills independently.</li> <li>2. The use of assessment to progress the level of pupil's skills were not used.</li> </ol>	<ol style="list-style-type: none"> <li>1. Only one children earned all four certificates last year and received a HTAFC goodie bag.</li> <li>2. Looking at the groups of children attending clubs: we offered 250 places on a variety of sport clubs, with 145 individual children accessing clubs. Roughly half the year groups are accessing clubs with most children in Y6 accessing clubs.</li> </ol> <ol style="list-style-type: none"> <li>1. Lesson observations.</li> <li>2. Not monitored or checked. Info about children's skills in PE not passed on from previous year group.</li> </ol>

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What went well?	How do you know?	What didn't go well?	How do you know?
<p>PSP (£2044)</p> <ol style="list-style-type: none"> <li>Greater involvement was made to attend events and a greater number of children attended events out of school including: Strictly Pennine, PSP presentation evening and Georgia visiting school to lead sessions and train the Y5 play leaders.</li> </ol> <p>Active Kids</p> <ol style="list-style-type: none"> <li>PE lead arranged through ActivKids to have Jess Clarke attend school and lead fitness sessions and lead a whole school assembly.</li> </ol>	<ol style="list-style-type: none"> <li>Diary of events for the year shows the number of events we were involved with. Diary events also shows the days Georgia visited school and took sessions. Children were awarded play leader certificates at the end of the academic year.</li> <li>All children attended and £240 was raised for school fund as well as £160 for the charity to fund athletes in the UK.</li> </ol>	<p>PSP</p> <ol style="list-style-type: none"> <li>Only after school events attended where PE lead could take going in taxis. No additional staff were involved.</li> </ol>	<ol style="list-style-type: none"> <li>Only PE lead took children to events. Staff were asked about taking on clubs to then attend events but this was not taken up.</li> </ol>

## 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>£18,980</p> <ol style="list-style-type: none"> <li>1. To continue with HTAFC and promote further clubs and support in lessons for new teachers. (£20,000)</li> <li>2. To continue the work with PSP and attend further events and promote the use of play leaders in school. (£2050)</li> <li>3. To continue with the new planning documents for BTP but aim to try and use improved assessment to track progress. (£495)</li> <li>4. To attend events provided by Primary Games to get more children involved in sport and attend more competition led events. (£750 on transport)</li> <li>5. To expand on the after-school clubs in school and offer a greater range to a greater number of children.</li> <li>6. To monitor lessons to ensure staff are confident and lessons are being taught correctly.</li> <li>7. To collect data on pupil voice regarding PE and what changes need to be made from this data.</li> <li>8. To improve the situation with play leaders and ensure lunch times are as good as they can be.</li> </ol>	<ol style="list-style-type: none"> <li>1. Work with Dan to offer a wide range of after-school clubs and focus on who are attending these clubs. Look to select children or focus on SEND children if we find the same children are attending clubs regularly. Monitor club attendance and monitor lessons to ensure children know what they are learning and know how to adapt games and skills independently.</li> <li>2. Attend events led by PSP. Have regular play leader training through the year and monitor involvement by children to award certificates across the year to improve interest and take up of children supporting games at lunch time.</li> <li>3. Have staff meeting time to go through the new planning documents with staff. Work with SLT to decide on whether we assess with SONAR or use the BTP assessment tracker system.</li> <li>4. Attend meeting led by Linda Stacey and then attend events linked to Primary Games at Newsome Academy and additional venues. Keep diary of events to keep track of participation.</li> <li>5. Linked to number 1. Monitor club attendance and look to choose the register rather than first come first served basis.</li> <li>6. Monitor lessons and provide feedback to staff.</li> <li>7. Produce Pupil voice questionnaire on purple mash and ask staff to allow children to complete and go through results and inform staff.</li> <li>8. To have regular training sessions with Georgia and work with lunch staff and SLT to assess quality of lunch times.</li> </ol>



## 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?
<ol style="list-style-type: none"> <li>1. Teacher are fully confident with teaching PE and adapting lessons and informing children on how they can adapt work. HTAFC staff are being utilized to take sessions to boost staff CPD or HTAFC staff are used to take higher ability children or to support the weaker children with basic skills. A greater range of after school clubs with a wide range of children attending from different year groups and abilities.</li> <li>2. Quality lunch times with children engaged in games and activities promoted by the play leaders. Regular events being organised by PSP and an improved network of events close to school. We attended the indoor athletics event for the first time this year.</li> <li>3. Quality BTP lessons being delivered with good quality assessment of children's skills being monitored and passed onto new teachers each academic year. Particular focus on units of work that span two year groups so children develop skills and improvement on ability is seen.</li> <li>4. An improved working relationship with Newsome Academy and closer venues to promote sport. To engage in competition events as well as inspiration and engaging events in sports that we cannot deliver A further focus on competition with children accessing clubs at school that have an end goal and a purpose.</li> <li>5. Linked to number 1. To offer a wide range of sporting after school clubs and have more staff to deliver clubs and attend events after school with the children having learnt the skills through clubs. Have all children attending clubs regardless of ability and whether they applied for a place first or not. More than half of the year group accessing the clubs and the present Y3 to access clubs to make an improvement from when they were Y2.</li> <li>6. Staff are confident and BTP planning is being used as the best it can.</li> <li>7. To allow children's voices to be heard and to make changes based on this. To ensure this occurs each year to keep children's views and opinions up to date.</li> <li>8. Lunch times run themselves with play leaders organising games and lunch staff able to support where needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lesson monitoring and staff and pupil voice. After-school club lists and children attending these clubs.</li> <li>2. Lunch-times are reported to be better by lunch staff and SLT. Diary of event dates show which events we are attending and the children who attend these sessions. More events were attended this year and more staff supported the attendance at these events.</li> <li>3. Observed lessons and assessment tracker being used, either Sonar or BTP.</li> <li>4. The diary of events with children attending will show what we have accessed and how well we have done in these events.</li> <li>5. Linked to 1. Have club attendance data and the titles of clubs so we can observe where the gaps are and what other clubs we need to provide. To have more than half the year groups accessing after school clubs.</li> <li>6. Through observation and new staff have been trained in the use of BTP planning and assessment.</li> <li>7. The results of the questionnaire and the results given to staff with recommendations.</li> <li>8. As number 2.</li> </ol>

## Actual impact/sustainability and supporting evidence

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

1. Further clubs have been run in school. Y1 lessons have been observed where HTAFC staff have taken groups of children to focus on particular skills. Children were invited to clubs and the take up was small but some new children did attend. We put on the clubs the children asked for and will start academic year 25/26 with these sport areas again.
2. PSP events have been attended and Georgia has had regular training sessions with the play leaders.
3. Staff have been seen using the BTP planning. Lessons observed have been in line with the LTP. Children know how to adapt the lessons and through pupil voice they could tell me why they are learning the skills in PE and what small games they were playing.
4. Link created with Primary Games to play sports closer to school via the use of Newsome Academy. New events attended and a range of children have taken advantage of this. We worked with Primary Games to help achieve the GOLD sports mark. Events over the year have increased from 23 to 38.
5. New children have attended clubs due to inviting children to clubs. Range of clubs expanded to offer what the children requested. Total places offered up 105 places. Total number children taken up places is the same. Children attending clubs in KS2 is between 53% and 63% of each year group.
6. Good communication skills demonstrated by the teacher. Teacher was explicit in her explanation and detail given to the children. Correct lesson plan used. Children spoken to knew what they were doing. They could explain the key words. They had a go at telling me how to adapt the lesson.
7. Good initial pupil voice with results and staff informed. Will assess through lesson observations linked to number 7 and 1. Y2 children know why we do PE and they enjoy it. Would like a football club for KS1.
8. Children willing to be play leaders. We have play leaders being trained in the summer term ready for the Autumn of 2025.

### What **evidence** do you have?

1. Club lists for the year. Informal observations. After school club analysis.
  2. see below for a screen shot of the list of events.
  3. Observations and pupil voice.
  4. See point 2 evidence below. Gold school games mark award, awarded to the school.
  5. After school club analysis.
  6. Lesson observations.
  7. Evidence available on separate document.
- Main findings: KS1: Overall a good picture.  
Need to improve attendance at clubs both in and out of school.  
KS2: Overall a good picture.  
Need to monitor why children do not feel safe.  
Monitor lessons to see if staff are explaining to children how to adapt lessons to make it easier or harder and explain to children how to improve.  
Need to improve attendance at clubs both in and out of school.  
Feb 2025: Y3/4 children feel safe. They know what they are learning and their teacher has explained how they can adapt their lessons.  
Y5/6: They feel safe and if they don't their teacher deal with it. They know what they are learning and could explain how they adapt their lesson content themselves.
8. Activity list linked to point 1 and 4.

## Actual impact/sustainability and supporting evidence

2.

Date	Event	Children involved
9.9.24	Beyond the Physical refresher training for new planning	None, Carl to learn about the new BTP planning.
11.9.24	Primary Games meeting at Newsome Academy	None, staff to learn about Primary Games content.
17.9.24	Pennine Sports Partnership new year event	Carl to meet with Pennine and staff in the working party.
24.9.24	Tri Golf at SNHS	5 year 6 children involved, 3 boys and 2 girls
24.9.24	Play leader training for Y5 led by PSP.	11 girls and 1 boy
26.9.24	Learn to Ride	20 Year 5 children
3.10.24	Yoga from PSP	Y2 classes
3.10.24	Y5/6 girls invasion event to inspire and engage	8 Y5 and 4 Y6 girls
14.10.24	Y6 girls 6 a side football with Primary Games at Moor End Academy	6 Y5/6 girls
17.10.24	Y5/6 boys football festival at <del>Selendine</del> Nook, PSP	6 Y5/6 boys
24.10.24	Catch and Pass with PSP	Y3 classes
24.10.24	Y3/4 boys football festival with PSP	7 Y3/4 boys
8.11.24	PLPS U11 Girls Tournament	8 Y5/6 girls
14.11.24	Y1 Try it dance	Y1 both classes
18.11.24	Primary Games: badminton, rock climbing and table tennis	12 KS2 children 3 boys and 9 girls
28.11.24	PSP Y3/4 Boccia at Dalton	8 children 3 Y3 2 boys 1 girl 5 Y4 2 girls 3 boys
6.12.24	EFL football competition U11 mixed teams	9 children from Y5/6
17.12.24	PSP Boxcercise	Both Y6 classes
17.12.24	KS2 indoor athletics at Newsome Academy - Primary Games	17 Y3,4,5,6 children 9 girls and 8 boys
8.1.25	Primary PE and School Sport 2024-25 FREE Webinar	None, Carl to learn about the Sports Premium spending.

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Date	Event	Children involved
22.1.25	KSI inclusion event at St Josephs in Dalton	4 children from Y1, 4 children from Y2.
23.1.25	Georgia attended to deliver refresher play leader training	15 Y5 children
6.2.25	Y1 Boccia event in school led by Georgia	48 children took part and 9 playleaders supported Georgia.
13.2.25	Y5/6 girls football event at Leeds Road led by PSP.	8 Y5/6 girls
27.2.25	Y2 send and receive PSP	The whole of Y2
27.2.25	Strictly Pennine	9 Y5/6 children
10.3.25	Y3/4 girls football PRIMARY GAMES	7 Y3/4 girls
13.3.25	Y4 catch and pass PSP	All Y4.
3.4.25	Y3 Yoga PSP	All of Y3 children
1.5.25	Play leader training	8 Y 5 children
12.5.25	Intra-school Burpee competition	Y3-Y6
19.5.25	Active girls survey with YST	Y3-Y6
20.5.25	PSP Y4 Yoga	All Y4.
5.6.25	PSP Y2 exercise to music	All Y2.
20.6.25	National School Sports Week	All Y4
24.6.25	Mixed gender Y5/6 football game against Our lady of Lourdes	9 Y5/6 children involved
3.7.25	KSI Strike and field event at Dalton	20 Y1/2 children
10.7.25	This Girl Can	10 girls from Y5.