

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

We recommend that you start by reflecting on the impact of current provision and reviewing your previous spend.

Taken from our Sports Premium document published for 2023/24.

<https://cdn.realsmart.co.uk/simonballe/uploads/2024/07/31100950/SB-Sports-premium-document-2023-2024.pdf>

Activity/Action	Impact
<p>Key Indicator 1:</p> <p>To provide the children with an athlete visit to raise the profile of sport for whole school improvement. The focus of the session will be on mindfulness, resilience and behaviour to support with whole school improvement.</p> <p>To purchase Get set for PE resources to ensure that high quality PE lessons for all children are provided along with tracking assessment and those children who are least active to ensure interventions can take place.</p> <p>Identified staff to have CPD in areas of Physical Education that they have addressed as well as the PE department keeping up to date with new guidance from the Hertford and Ware Sports partnership</p>	<p>Targeted children worked with Mike Mullen BMX Academy to explore the importance of a growth mindset and resilience in sport.</p> <p>Over 80% of children are meeting the expected standard in PE - assessment is tracked via the assessment tool on Get Set 4 PE. Interventions have been put into place accordingly based on these assessments.</p> <p>Increased confidence and subject knowledge of PE subject lead as they are new to the role.</p>
<p>Key Indicator 2:</p> <p>To ensure children have a range of opportunities to engage in new extra-curricular provision, PE lessons and as well active playtimes and lunchtimes.</p> <p>Employ a sports coach to ensure children get a range of opportunities, are active for at least 30 minutes a day and are able to attend extra-curricular provision and attend festivals and events.</p> <p>To ensure a range of different curriculum areas are active to replace previously sedentary lessons. This will result in engaging children in curriculum time.</p> <p>To target groups of children with identified needs and SEND to ensure they can access and are engaged in all areas of the curriculum.</p>	<p>98% of children who are eligible for Pupil Premium funding have attended an external sports event/competition this year. 100% of these children were offered the opportunity.</p> <p>94% of children with SEN attended an external sports event/competition.</p> <p>95% of children spoke positively about their experiences of PE, stating they looked forward to lessons.</p> <p>We have been able to offer 24 different sports clubs this year through the use of our sports coach and dedicated staff team. This has included: Football, Netball, Dance, Hockey, Dodgeball, Table Tennis, Yoga, Basketball, Sportshall Athletics (indoor), Multisports, Karate, Badminton, Tag Rugby, Speed Stacking, Ultimate Frisbee, Indoor Cricket, Running Club, Foot Golf, Rounders, Athletics (outdoor), Tennis, Handball, Volleyball and Archery.</p>

	<p><u>Engage and Inspire events for SEND, PP and Non-Participants:</u></p> <p>We have seen record numbers of children represent the Larch across the academic year. It has been incredible to see so many children thrive and build confidence when engaging in sport. We are particularly proud of how well our 'ultimate frisbee' teams represented the school, with one of the teams achieving a commendable 2nd place in the competition.</p> <p>A number of children also attended the 'Racket Pack' badminton festival where they demonstrated so many of the integral values.</p>
<p><u>Key Indicator 3:</u></p> <p>To ensure that the least active groups as well as targeted groups of children with fine and gross motor needs within our primary phase are motivated and engaged in PE lessons and provided with opportunities to excel in a particular sport.</p>	<p>Specific and targeted activities and equipment has been provided for children with fine and gross motor difficulties.</p>
<p><u>Key Indicator 4:</u></p> <p>To ensure a broader range of sports and activities are offered to the children. Children in Year 1 will take part in balanceability sessions to ensure transition and progression of skills occur within our curriculum where cycling features.</p>	<p>As mentioned above.</p>
<p><u>Key Indicator 5:</u></p> <p>To increase level 2 participation through subscription to the Hertford and Ware sports partnership.</p> <p>To ensure competitive participation is able to take place coaches will be provided for events to ensure that transport is not a barrier to competition.</p> <p>To ensure increased participation in competitive sport ensure a high profile at sports day, sports awards and presentations are given out and trips out to competitive matches and sporting events to increase participation and uptake at a range of different sports.</p>	<p><u>Key Successes:</u></p> <p><u>Cross Country - Cross country:</u></p> <p>We are extremely proud of our cross country teams, who achieved phenomenal results:</p> <ul style="list-style-type: none"> - Year 3 boys: 1st place - Year 3 girls: 1st place - Year 4 boys: 1st place - Year 4 girls: 2nd place - Year 5 boys: 2nd place - Year 5 girls: 2nd place - Year 6 boys: 2nd place - Year 6 girls: 1st place

Football:

- Year 3/4 Girls: District tournament champions
- Year 5/6 team: Runners up in the 2024 Hope Cup
- Year 5/6 team: District tournament champions, impressively not conceding a single goal throughout the whole tournament.

Netball:

Congratulations to our netball players who achieved:

- Year 5/6 team: Runners up in the 2024 Evans Trophy
- Year 5/6 team: District runners up

Hockey:

In the Quicksticks hockey tournament, our Year 5/6 team secured a commendable 3rd place; this was hugely impressive with many of our students participating competitively in hockey for the first time.

Athletics:

Our athletes have also shone brightly in both the indoor and outdoor athletics competitions:

- Year 5/6 boys: Indoor Athletics Silver Medallists
- Year 3: 1st Place District Athletics Champions
- Year 4: 1st Place District Athletics Champions
- Year 5: 1st Place District Athletics Champions
- Year 6: Joint 1st Place District Athletics Champions

Year ³/₄ Gymnastics:

Our team of 6 gymnasts from Year 3 and 4 dominated the Key Steps Gymnastics competition, achieving 1st place overall as well as 2 individual gold medals and 1 individual bronze medal.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to achieve these plans?
Intent	Implementation
<p>Key indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>To continue to provide high quality, well planned and well resourced PE lessons for every child in the primary phase.</p> <p>To continue to develop subject knowledge and expertise across the primary phase.</p>	<ul style="list-style-type: none"> ● To continue our membership for Get set for PE resources to ensure that high quality PE lessons for all children are provided with clear planning and progression documents as well as online CPD resources. ● To increase level 2 participation through subscription to the Hertford and Ware sports partnership. This includes subject leader days and CPD sessions. ● PE specialists can work alongside teachers to help upskill them. ● Staff to attend the Primary PE conference for subject knowledge and CPD.
<p>Key Indicator 2 - The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p> <p>To continue to ensure children have a range of and equal opportunities to engage in new extra-curricular provision, PE lessons and as well active playtimes and lunchtimes.</p> <p>Leadership roles build confidence, communication, and organizational skills in students while promoting ownership of PE and sport.</p> <p>Peer-led activities raise the visibility of sport across the school.</p>	<ul style="list-style-type: none"> ● Purchase new resources for the sports hall (being opened in 2025). ● Train and equip students to become sports leaders or ambassadors who help organise events, officiate competitions, and lead activities during playtimes. Fund badges, training materials, or resources to support this initiative.
<p>Key indicator 3 - The engagement of all pupils in regular physical activity</p>	<ul style="list-style-type: none"> ● Purchase and replenish specialist equipment based upon support plans and EHCPs to ensure the needs of all children are met.

<p>To target groups of children with identified needs and SEND to ensure they can access and are engaged in all areas of the curriculum.</p> <p>To ensure that the least active groups and vulnerable groups of children within our primary phase continue to be motivated and engaged in PE lessons and provided with opportunities to excel to maintain the efforts and achievements noted last year.</p>	<ul style="list-style-type: none"> ● Use of Hertford and Ware School Sport Partnership to invite our least active and vulnerable children to development days and festivals. ● Contribution towards transport to sporting events for vulnerable children/least active.
<p>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils.</p>	<ul style="list-style-type: none"> ● To increase level 2 participation through subscription to the Hertford and Ware sports partnership. ● Use of Mike Mullen BMX academy to promote new sports to identified Year groups. ● Purchase new equipment to enhance our varied curriculum; consideration given to our least active students and student voice requests.
<p>Key Indicator 5 - Increased participation in competitive sport</p> <p>To continue to provide all children with access to festivals and competitive sport against other local schools.</p> <p>To boost participation in competitive sports, it's important to enhance the prominence of events such as sports day, house sports and sports award ceremonies.</p>	<ul style="list-style-type: none"> ● To increase level 2 participation through subscription to the Hertford and Ware sports partnership. ● To ensure competitive participation is able to take place coaches will be provided for events to ensure that transport is not a barrier to competition. ● Stickers, trophies and awards to be purchased.

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>Key indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <ul style="list-style-type: none"> • Increased confidence and continued high quality PE to be delivered in the Larch, leading to consistently high levels of student engagement and learning, further improving the outcomes in Larch PE. • High-quality and well-resourced PE lessons will contribute to improved physical skills, fitness, and a positive attitude toward sports. • By building staff capacity through CPD and subject expertise, we will ensure long-term benefits as skills and knowledge gained will be applied consistently across the Larch. The availability of "Get Set for PE" resources will ensure that planning and progression remain accessible and structured, even with staff changes. • Building a culture of excellence in PE from the early stages ensures students develop lifelong habits of physical activity and teamwork. 	<ul style="list-style-type: none"> • Feedback from CPD sessions, staff surveys, and self-assessment forms before and after training will show increases in confidence and knowledge. • Learning walk observations/departmental deep dives. • Participation rates in level 2 events (Hertford and Ware sports partnership) and the outcomes of these events will provide measurable data. • Increased interest in sports activities (monitored through Get Set for PE) can also indicate success. • Feedback from staff working alongside specialists will highlight specific areas of skill improvement. • Reflective practice from staff in the Larch.
<p>Key Indicator 2 - The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p> <ul style="list-style-type: none"> • PE and sport will continue to be recognised as integral to the school's culture and ethos (creating tomorrow's citizens today), contributing to student development beyond physical activity - supporting teamwork, resilience, and leadership and linking to improved overall engagement and achievement. • Improved behaviour, collaboration, and leadership skills developed through PE and sports will positively impact other areas of school life. 	<ul style="list-style-type: none"> • Student voice surveys, newsletters, and the school's social media showcasing PE and sports activities will indicate a high profile for these areas. • Assembly themes, displays, and awards dedicated to PE can further demonstrate the raised profile. • Observations of increased student participation during playtimes and lunchtimes highlight a cultural shift. • JL/BR records of lunchtime leagues provide measurable impact. • Monitoring participation in extracurricular activities, active play, and lunchtime sports will provide data on engagement levels. • Equal opportunities can be evidenced by the inclusion of diverse student groups in activities - we can use the drive and Get Set 4 PE to do so.
<p>Key indicator 3 - The engagement of all pupils in regular physical activity</p> <ul style="list-style-type: none"> • Children with identified needs and SEND will have the support and resources required to fully engage in PE and extracurricular activities. 	<ul style="list-style-type: none"> • Observations and reports from staff, will demonstrate how these resources meet the needs of individual students. • Improved performance or confidence in PE among these students can serve as a measurable outcome.

<ul style="list-style-type: none"> • The purchase of durable, specialist equipment ensures that resources can continue to support students over multiple years. • By embedding inclusive practices into teaching and planning, the school reduces reliance on external funding. • Targeted opportunities, such as development days and festivals, will motivate these groups to participate and develop a positive relationship with physical activity, improving their physical and mental well-being. • Developing staff expertise in delivering inclusive PE ensures these strategies are maintained within existing school resources. By ensuring that spending focuses on reusable, multi-purpose equipment and embedding strategies into everyday practice, the school creates a model that is less dependent on external funding. 	<ul style="list-style-type: none"> • Attendance records (accessed by EB on Get Set 4 PE) for development days, festivals, and other events will provide quantitative data on participation. • Qualitative feedback from students and staff about the impact of these events will offer deeper insights. Student surveys and staff observations will indicate improvements in confidence, motivation, and social skills among the least active and vulnerable children. Comparisons with previous years can showcase progress.
<p>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils.</p>	
<p>Key Indicator 5 - Increased participation in competitive sport</p> <ul style="list-style-type: none"> • By removing barriers like transport and providing structured opportunities through the Hertford and Ware Sports Partnership, most students will have the chance to participate in competitive sports and festivals. This helps develop teamwork, resilience, and a sense of achievement. • Enhancing events such as sports day, house sports, and award ceremonies promotes a culture of celebration and engagement, encouraging more students to take part in both competitive and non-competitive sports. This supports physical and mental wellbeing. 	<ul style="list-style-type: none"> • Tracking attendance at festivals, competitions, and events such as sports day will provide quantitative data. • Comparing participation rates year-on-year can measure growth and engagement across different student groups. Surveys and discussions with students will share how they perceive events, rewards, and opportunities. • Positive feedback on awards and events will indicate a strong cultural impact. • Staff feedback on the organisation and outcomes of these events will further support this.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?