



PE Funding

Evaluation Form



Department
for Education

Commissioned by
 association for
Physical
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.

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?
SSP Partnership	Children had access to a wide range of competitive sporting opportunities and children commented on how much they enjoyed themselves whilst participating.	Some of the SSP events were not that well attended.	Often teams had to be made from Riston and Sigglesthorne and on one occasion a mixed team from other schools was made.
NHSP	Children commented that they enjoy the coaching sessions with NHSP coach. Attendance at the after school sports club is good.		
Specialist coaches	Specialist coaches have been a hit with the children.		
Training (cycle, pedestrian, scooter) and swimming.	Children enjoyed the training. Vast majority of Badgers		

Residential Visit	passed cycling level 2. Very positive response from the children. A visible physical difference could be seen in some children throughout the rest of the year!		
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What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Sports Partnership</p> <p>Children will meet their daily activity goal more often.</p> <p>Children will have been able to complete the PE units effectively.</p> <p>After school sports club</p> <p>Additional swimming sessions</p>	<p>Class teachers will support at events. Letters will go out on Parent Hub. Parents as they will provide transport to get the children to sports events.</p> <p>They will replicate sports and activities that they have tried at lunch and break times, as equipment is made available to them. Replacement of existing damaged and poor quality equipment and storage options to keep this in good working order.</p> <p>Ensure PE equipment is in good working order and use the funding to order new where needed.</p> <p>NHSP to provide club as part of the package.</p> <p>Identify children who did not pass at year3&4 and add them to the swimming program.</p>

Transport – To and from events	Use the Lions bus as much as possible to reduce transport costs.
Forest School Sessions	All children to receive forest school sessions during the year.
Pedestrian training, scooter training and cycling training	Identify opportunities and book these sessions in as soon as possible.
Coach led extra-curricular PE sessions	As part of the NHSP package.
Yoga	Increase the amount of specialist coaches and supplement the ‘Zones of Regulation’ training.
Pupils will engage in a wide variety of sports and activities outside of curriculum PE.	Re-commit to SSP.
Expert coaching constantly gives CPD opportunities to teachers, who can observe the lessons that are delivered.	As part of NHSP package.
Residential Trip	Booked for Peat Rigg – new centre.
Staff CPD through NHSP	Identify opportunities for CPD throughout the year.

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>SSP&NHSP: Children will have engaged in multiple competitions and competitive sports activities with other cluster schools. These will included: badminton, athletics, a swimming gala, kwick cricket and tri golf. The children have also had a football competition with schools involved with NHSP coaches.</p> <p>After School Clubs: These clubs will increase children's activity levels tremendously and enables the children to use the outdoor space for physical activities that are not part of the normal PE curriculum. Free access means that this will support disadvantaged children and it will also be open to children with SEND.</p> <p>Hull Seahawks: Children will have the opportunity to try ice hockey skills, delivered by professional players.</p>	<p>Children will comment on how much they enjoyed the events.</p> <p>After school club will be well attended throughout the year. Children will comment on what they enjoyed and favourite activities.</p> <p>Children will comment on whether they enjoyed this. Some children may watch ice hockey and enjoy it as a spectator sport or want to try it 'with ice'!</p>

Expected impact and sustainability will be achieved

Yoga:

Linking to our Zones of Regulation, children will complete yoga sessions focusing on breathing techniques to aid with self-regulation.

Residential Trip:

All year 5&6 children will have the opportunity to attend funding will be sought for disadvantaged children. The children will gain increased confidence and sense of achievement/self-esteem. Resilience will be developed.

Pedestrian, cycle and scooter training:

Children will be equipped with the skills needed to be safe when travelling around outside of school by foot, scooter or bike. Children will be encouraged to ride their bike to school once they have passed their cycle training and scooter training respectively.

Coach led extra-curricular PE sessions:

Pupils will engage in a wide variety of sports and activities outside of curriculum PE. Expert coaching will constantly give CPD opportunities to teachers, who can observe the lessons that are delivered. Teachers can have professional discussions around PE with the coaches.

Yoga sessions will supplement our 'Zones of Regulation' and begin to use some of the breathing and relaxation techniques to help with their personal self-regulation.

Children will develop teamwork, leadership, resilience. They will challenge themselves and further develop their growth mindsets.

Children will be safer when accessing the local community.

Children will have met their activity goals for the week. Staff will have received some useful CPD. Children will comment on enjoyment of the sessions.

Expected impact and sustainability will be achieved

Forest school sessions:

Pupil's teamwork skills, resilience, communication and leadership skills will all improve as a result of activities in forest school.

Additional Swimming:

The children will be as prepared as the school can make them for being able to swim and keep themselves safe near water.

The importance of physical wellbeing, in terms of helping to keep yourself safe, is emphasized.

Equipment purchases:

Children will be able to complete the PE units effectively. They will enjoy PE more, as they can use good quality equipment.

Children's resilience, independence, team work/communication skills will be improved. They will be active for longer in the week.

Children will have the opportunity to meet the national standard before the end of KS2.

PE lessons will be properly resourced. Children will be more engaged as a result.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
SSP&NHSP:	Children have enjoyed the activities available through the SSP. Children commented: "My favourite event was cross country because I like running and it was really fun as well."
After School Club:	Children commented on the variety of competitive games played in after school sports club. "The best thing I did was block 123, dodge ball and kick rounders. It was good as it was active and very fun."
Residential Trip:	Many Year 6 leavers put the residential in their list of things they enjoyed most about primary school.
Pedestrian, cycle and scooter training:	The vast majority of children passed their cycling level 2. Pedestrian and scooter training are run on a two year cycle (next year).
Coach led extra-curricular PE sessions:	"Coach Josh always makes sure it's fun, but also makes sure that we get on with the lesson. He also lets us do a few games after the lesson and before home time."
Forest school sessions:	Forest school sessions were run throughout the year for all year groups. Children are used to the routines and rules and enjoy the sessions. This was highlighted to OFSTED inspectors when the spoke to the children.

Actual impact/sustainability and supporting evidence

Additional Swimming:	No children from Sigglesthorne wanted to retry their swimming skills. Two sets of parents and children were asked.
Yoga Sessions:	<p>Comments on yoga from the children: “I enjoyed the sequences that we created as it was fun putting everything together, and the breathing techniques as they helped me calm down when I was in a heightened mood.”</p> <p>“I really liked yoga because it made me feel so calm and relaxed and I do use some of the techniques outside of the yoga lessons as well.”</p> <p>“I have used the techniques outside of the sessions, as I have used the breathing techniques.”</p>
Ice Hockey Coaching:	Children commented: “I enjoyed ice hockey as it was fun and it was active. It was very very enjoyable and the coaches were very fun.”
Equipment purchases:	