PE Funding

Evaluation Form

Department for Education

Commissioned by

association for Physical Education

YOUTH SPORT TRUST

Created by

Review of last year
2024/2524

PE Funding Evaluation Form

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?
• Redevelopment of the Nursery Outside Area: The outdoor space for 2-year-old pupils was fully upgraded. • Annual Competitive Sports Festival: The school successfully hosted a high-profile, two-day event including an all-inclusive sports day and a competitive running event. • Expanded Afterschool Clubs: The school broadened its range of physical activities and specialist clubs. • Staff Professional Development (CPD): There was successful coaching and training for PE staff	• Nursery Area: The children now have an enriched outdoor space with specific opportunities for climbing, role play, digging, • Sports Festival: Participation was high, with every child able to participate in Day 1, while Day 2 celebrated "elite" skills with medals. The event's success was further evidenced by a positive atmosphere, incl whole-school picnic and Zumba performance. • Afterschool Clubs: Club registers show more children experienced clubs and sports (such as Karate or Cricket) that they had not previously tried. • Staff CPD: The Lead PE instructor is more confident in using effective teaching strategies after	• Swimming Provision: The school was unable to meet its full swimming objectives for the year, particularly for the oldest students	• Boiler Issues: Swimming sessions did not occur for a period of time due to a "prolonged broken boiler issue". • Impact on Year 6: Year 6 students' swimming were "most heavily affected" by this disruption, hindering their progress toward meeting National Curriculum requirements before leaving the school.

Review of last year 2024/2524

	shadowing lessons and participating in a coaching model		

Intended actions for 2025/2625

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
1.To improve the quantity of PE learning time and support the PE department in the improved behaviour of pupils during lessons. 2. To target the engagement of children who are less likely to 'enjoy' PE or participate in sport outside of school. 3. To provide increased elite and competitive opportunities for children 4. To provide additional sporting opportunities for Pupil Premium pupils 5. The implement a year-long intensive swimming program specifically for Year 4 pupils.	1.By allowing children to wear PE kits to school on designated days to reduce changing time. This will be communicated to parents through Dojo messaging. 2.Seek out opportunities for high interest, fun enrichment activities and target individuals who do not partake in sports outside of school by taking up opportunities and facilitating visits. Teachers will identify children 'less active' children. 3.To utilise our connections with Sports providers in the City – ie Norwich City Football Club or The University of East Anglia. Use of minibus and teachers to lead after school trips 4.To invite targeted Pupil Premium children to dedicated gymnastics trips and provide early intervention for KS1 pupil premium pupils to build their Confidence in the Water. Use of Pupil Asset data to identify children. 5. The school is moving away from the traditional model of rotating swimming lessons across Year 3, 4, 5, and 6. By focusing exclusively on Year 4, these children will receive significantly more swimming time, allowing for a more concentrated and effective learning period

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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?
1.By wearing PE kits, the department will maximise active lesson time and reduce behaviour incidents by making transitions between lessons smoother.	1.Children will spend longer actively engaged in PE rather than time getting changed and there will be fewer behaviour incidents at the start and end of lessons. Evidence – lesson observations and behaviour records.
2.The school will engage less active pupils through Fitness fun sessions and boost overall participation through high-interest activities like Glow in the dark dodgeball	2. Evidence - Children will provide positive 'pupil voice' feedback in evaluation forms following the sessions.
3. Students were given exposure to professional environments, including Year 6's competitive football league at the Nest (NCFC) and scouting/training opportunities for talented Year 1 and 2 pupils at Norwich City's Colney training ground.	3. Success will be determined by the exposure to the opportunity and the successful participation of the team in their league.
4. Targeted interventions will break down barriers for disengaged and Pupil Premium (PP) students.	4. Participation registers for "Fitness Fun KS2" (20 pupils) and dedicated "Spring Gymnastics" trips for PP children in the Autumn term.
5. The intended impact is to help all Year 4 pupils meet the national curriculum requirement of swimming 25 metres. The expectation is that this intensive approach will be more sustainable and effective for skill development than spreading lessons thinly over four separate years	5. Success will be measured by the pupils' ability to complete the 25-metre swim. The school also relies on existing evidence which indicates that intensive swimming programmes are more successful in supporting the development of swimming skills than the "little bit each year" approach

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Expected impact and sustainability will be achieved

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?	What **evidence** do you have?
1. The PE department maximised active lesson time and reduced behaviour incidents by facilitating smoother transitions between lessons. Children spent more time engaged in physical activity rather than in the changing rooms.	1.This is supported by lesson observations and behaviour records showing fewer incidents.
2. The school successfully boosted overall participation and engaged pupils who typically do not enjoy PE or participate in sports externally. High-interest activities like "Fitness Fun" and "Glow in the dark dodgeball" were key to this success	2. Positive "pupil voice" feedback was collected in evaluation forms following these sessions
3. Students received exposure to professional environments, including competitive league play for Year 6 at "The Nest" (Norwich City Football Club). Additionally, talented Year 1 and 2 pupils were provided with scouting and training opportunities	3. The Year 6 team played a series of matches against other schools across three match days. The first round of matches decided which league they would start in and were placed in Division 2. In the next round of matches, they won 4 games and drew 1. As a result, they won promotion and received a trophy-which was presented to them in an official presentation. In Division 1, they held their own and were a lot more competitive meeting the objective of increased competition in sport.
4. Targeted interventions broke down barriers for disengaged and Pupil Premium students, providing them with access to sports they might not otherwise experience	4. These children were identified as children who do not access extra curricular sports activities outside of school, by providing them with the opportunities they had access to professional gymnastic equipment in a fully equipped gymnasium with expert tutors.
5. By dedicating the curriculum focus to a single year group, the school has ensured that Year 4 children now receive significantly more time in the water than they would have under the previous rotation system	5. The school moved to this model based on the belief that an intensive year-long program in Year 4 would be more effective than a "little bit each year over 4 years". However, the data doesn't currently support the evidence that providing "significantly more swimming time" to one year group will enable the majority of students to reach the target distance. The school is reviewing the use of funding to top up swimming lessons as the children who did not meet the target

Actual impact/sustainability and supporting evidence