

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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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?
<p>To sustainably increase the quality of play.</p> <p>Maintaining and replacing equipment.</p> <p>Promotion of sporting achievements and interlinking with school values.</p> <p>Develop the knowledge of staff in key areas.</p> <p>Offer a wide range of extra-curricular sporting clubs both before and after school times.</p> <p>Different sports experienced within curriculum PE sessions using staff expertise and specialist coaches.</p> <p>Continue to provide increased opportunities for less active children and children with SEND to represent Upper Beeding in sporting events.</p>	<p>All staff have partaken in OPAL training and OPAL advisors have visited and given positive feedback about current provision and advice on next steps to take. We have a good range of equipment available for the children and OPAL leadership team have plans for next steps for the school.</p> <p>Regular audits of equipment carried out and when needed equipment ordered. New golf equipment purchased and table tennis equipment available to play with at break and lunch.</p> <p>Celebrated in celebration assemblies. The sports board in the hall displayed photos of teams and individuals. Values of kindness, teamwork and creativity were regularly used and discussed in context during PE lessons.</p> <p>GetSet4PE videos used to support staff with modelling skills they are less confident in delivering.</p> <p>Good range of clubs, including Workout Wednesday, Karate, Gymnastics, Cheerleading, Outdoor Project as well as traditional school sport clubs.</p> <p>GetSet4PE overview provides a wide range of sports. Specialist football, karate, cheerleading, dance and gymnastic coaches deliver after school clubs.</p> <p>A broad range of after school clubs were available for all to attend. Teams were selected for events with inclusion in mind and teams were sent to participation tournaments as well as competitive.</p>	<p>To improve amount of physical activity undertaken by children by expanding the amount of opportunities available at our school.</p> <p>Use of UBPS Mini Marathon to promote being active and healthy.</p> <p>Sports leaders to nominate sports star of the week and internal school competitions to be celebrated.</p> <p>Continue to take part in Sussex School Games activities. Run the SEND sports festival for locality. Continue relationship promoting sport with other local schools.</p> <p>To identify staff members in need of CPD and support accordingly, including ECTs. Continued CPD for PE leader.</p>	<p>Due to staffing changes sporting events reduced in frequency and our children had less opportunities to engage with sporting tournaments.</p> <p>The Mini Marathon wasn't promoted or sustained across the school because of the above reasons. Some classes did go and use the track but not with any regularity or motive.</p> <p>Sports leaders weren't asked to do this and no internal competitions other than sports day occurred.</p> <p>We didn't partake in Sussex School Games events, and the SEND sports festival didn't occur. Some locality events were attended and we hosted a rounders tournament but in the middle of the year, teams weren't sent to several events.</p> <p>ECTs not given any direct support or guidance on the planning and delivery of PE lessons by subject leaders. No members of staff were identified for PE teaching CPD, though all staff were given OPAL training. PE leadership changed hands twice within the year, disrupting any potential CPD.</p>

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>To continue development of OPAL provision to enhance break and lunch play opportunities and give children a wider range of ways to engage in active play.</p> <p>To develop the sporting relationship with other locality schools and ensure children have opportunities to prepare for sporting events.</p> <p>To increase the profile and responsibilities of Sports Leaders within the school community.</p> <p>Continued CPD for PE leaders to enable implementation of initiatives throughout the school through a deeper understanding of current practice.</p> <p>To raise the profile of sport and to create a spirit of excitement and competitiveness surrounding sports within the school.</p> <p>To ensure majority of children achieve national curriculum expectations in swimming.</p>	<p>OPAL team to continue investigating ways to develop OPAL further and increase the range of activities available to appeal to less active children.</p> <p>Increase participation at locality sporting events and acquire equipment to allow hosting of more locality sporting events at UBPS. Arrange friendly sporting fixtures with other schools as well as attending competitions among the whole locality. Ensure transport is available for sporting events and arrange CPD to upskill staff in key sports to improve coaching for children.</p> <p>Subject leaders to train Sports Leaders to help run/monitor half-termly sports challenges. Opportunities to be arranged for Sports Leaders to help with arranging internal sporting competitions. Sports leaders to collate 3 sports stars of the week from across the school, speaking to children and adults, to present in celebration assembly.</p> <p>PE subject leaders to attend annual PE conference to gain more knowledge and understanding of high quality teaching and learning in PE. PE leaders to research mini marathon/daily mile to implement in next academic year.</p> <p>Half-termly sporting challenges promoted during assemblies for children to engage with at break and lunch times, supported/promoted by subject leaders and Sports Leaders. Revamp sports board to ensure up to date photos and details of sporting fixtures. Qualified coaches to run sports clubs where teachers are less confident.</p> <p>Continued use of sports premium funding towards swimming lessons in KS2 and transportation costs, including booster sessions for Y6s not meeting the expectation.</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>Increased participation in sporting events and increased success in these.</p> <p>All children engaging in at least 30 minutes of active time every day during school hours, with most achieving 60 minutes across their whole day.</p> <p>Improved confidence and knowledge of PE leaders in the subject to enable sharing of expertise with other staff and leading of CPD.</p> <p>A higher profile for PE and sport in general among the children.</p>	<p>More children attending after school sports clubs and volunteering for sporting events. Friendly fixtures arranged with other schools in the locality to practice the sports in a game environment. Greater results in these sporting events and qualification for regional/wider area competitions. A wider range of clubs on offer with confident leaders.</p> <p>Sports competitions run by leaders will have participants at break and lunch. A variety of OPAL resources will encourage less active children to engage in play they enjoy whilst moving. Greater participation in sports clubs – both inside and outside of school.</p> <p>PE Leaders will attend CPD themselves and present staff meeting/CPD training on current PE pedagogy learnt from this. Raised knowledge and confidence in PE teaching among all teaching staff. Other CPD opportunities to be taken by PE leaders when they arise to increase sport-specific knowledge.</p> <p>Children taking pride in Sports Star of the Week awards and trying their best in PE lessons to achieve this. Children engaging with sporting challenges during breaks and choosing to engage with active play more frequently as part of OPAL.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Greater participation and results at sporting events, including a selection of friendly matches against another school, with increased success. A stronger relationship has been developed with other school sport leaders and we have achieved an array of strong results.</p> <p>A wider range of resources which encourage different types of active play available for children to choose from during play times as well as increased staff confidence with supporting play, pushing more children towards the 30 minutes per day target. Children engaging with a range of different activities that engage the whole body.</p> <p>Increased confidence of PE leaders in certain sports of PE leading to further promotion of sport amongst staff and children.</p> <p>Children being provided with quality coaching and preparation for sporting events and being exposed to a passion for sports.</p> <p>Children across Key Stage 2 engaging with swimming lessons and making progress towards curriculum expectations.</p>	<p>Friendly fixtures for a range of sports including girls' basketball & football, rounders and benchball. Participation in tournaments for: Cross country (3, 4, 5 and 6) boys football (3/4 and 5/6), girls football (3/4 and 5/6), basketball (5/6), netball (5/6), benchball (3/4 and 5/6), rounders (4, 5 and 6), cricket (5/6) and indoor and outdoor athletics (5 and 6). Sports where performance in tournaments has been weaker targeted with full after school clubs (Netball, Girls football) to prepare better for next year & increase confidence throughout the school.</p> <p>Funding directed towards OPAL and lunchtime leaders (once a week) has helped provide CPD to increase staff confidence with supporting active play which will continue to be used in future years. OPAL equipment available has expanded to include a wide range of den-building equipment, scooters and bikes, swinging and climbing activities, playground tennis/volleyball equipment, football goals and general playground equipment to use, alongside the existing adventure trail. This range of activities appeal to a broader range of children and encourage usage of different muscles during the play to increase benefits across the body. Children are more spread-out during breaks so are able to engage with the resources they have chosen more consistently with less waiting time at points like the monkey bars which have traditionally seen severe traffic jams and reduced active time.</p> <p>PE leaders have worked with expert football coaches to increase quality of sessions and promote the sport. As a result of this football club, 5 year 3/4 girls have signed up to football clubs outside of school. PE leaders have also attended as many meetings and sporting events personally to enable discussions with other sports leaders and SGO leaders to ensure coaching at our school sets children up properly for sporting events. Expert table tennis coaching has significantly increased participation. PE leaders to attend NFL Flag football coaching qualification day in September to increase skill and the diversity of sports available at Upper Beeding.</p> <p>Each year group attends a 10-week block of swimming lessons. Booster sessions were offered to year 6s who needed them (4/7 children accepted), and helped these make progress towards targets.</p>