

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.

What went well?	How do you know?	What didn't go well?	How do you know?
<ul style="list-style-type: none">• Forest School• Sports Coaches- KS2 Fridays	<ul style="list-style-type: none">• Children developed a love of outdoor learning in nature and developed many skills which can be applied to their school learning.• Behavior on the playground on Fridays has improved. Children have been physically more active on Fridays than they have been previously.	<ul style="list-style-type: none">• Sports/ PE equipment	<ul style="list-style-type: none">• Equipment got lost over the fence and broke. Children have not taken care of property.

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>OPAL OPAL aims to enhance outdoor play and learning opportunities for children. OPAL encourages and supports schools to create outdoor environments where children can engage in free play, exploration, and learning. The program focuses on the importance of outdoor activities for children's development, well-being, and education. OPAL aims to promote physical health, support mental health, enhance social skills, encourage learning through exploration and build resilience.</p> <p>Forest School Forest School aims to promote physical activity, develop emotional and social skills, encourage a connection with nature, support mental and emotional well-being, support resilience and risk-taking, as well as be inclusive to all and have cross-curricular links to the national curriculum.</p> <p>Sports enrichment Sport enrichment aims to enhance children's overall development—physically, mentally, socially, and emotionally—through structured and meaningful engagement in sports. The overall aim is for children to develop a lifelong love for sports and being active and therefore provide lifelong benefits.</p> <p>CPD/ Staff training CPD/ Staff training aims to ensure all staff feel confident in teaching all topics of PE. It also ensures all staff are kept up to date with relevant teaching methods, trends and standards in PE.</p>	<p>OPAL OPAL will be implemented by a school-wide, strategic, and cultural change process. First someone will be appointed as OPAL lead, they will complete training, plan the process alongside an OPAL mentor, will complete risk benefit analysis for each activity, will communicate with parents to ensure parental support and will then monitor to ensure the successful implementation of OPAL.</p> <p>Forest School Forest School will be implemented by having one level 3 forest school lead who has outdoor first aid training to plan and lead weekly sessions. We will ensure each Year group attends Forest School for one half term every year, for one afternoon a week for a 2-hour session.</p> <p>Sports enrichment Sport enrichment will be implemented by ensuring I arrange a variety of sports enrichment activities throughout the year, knowing the children and what experiences they have not had yet.</p> <p>CPD/ Staff training CPD/ Staff training will be implemented by ensuring staff complete questionnaires so I can plan specific training depending on need as well as plan in PE training into the yearly staff CPD overview.</p>

Intended actions for 2024/25

Top up swimming

Top up swimming aims to provide children who have not yet met the expected swimming proficiency levels with additional swimming opportunities to ensure they meet these. It ensures that all children gain essential water safety skills and confidence in water.

Top up swimming

Top up swimming will be implemented by having a record of all children and their swimming abilities and then planning and arranging for the children who require to attend top up swimming sessions.

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>OPAL</p> <ul style="list-style-type: none"> • The impact of OPAL on physical development and wellbeing will be positive. OPAL will provide children with a vast number of opportunities to be active during lunch time break, which will increase the amount of time the children are being active on a daily basis. • The physical activities that OPAL promotes develop fundamental movement skills, such as running, jumping, balancing, climbing, and throwing. By providing varied outdoor play environments, OPAL ensures that children can practice and refine these skills in a natural, playful setting. • OPAL encourages cooperative play and collaborative problem-solving among children. Outdoor games, group activities, and shared play spaces foster communication, teamwork, and conflict resolution skills. • Outdoor play has been proven to have positive effects on children's mental health, helping to reduce stress and anxiety. OPAL provides children with opportunities for self-directed, unstructured play in nature, which has a calming effect and promotes mindfulness. • OPAL is inclusive for all, it creates a play environment where children of all abilities can participate. The outdoor spaces and activities are designed to cater to children with varying physical, emotional, and social needs, ensuring that every child has the opportunity to engage in active play. 	<p>OPAL</p> <ul style="list-style-type: none"> • Children will be more physically active therefore improved fitness levels, coordination and motor skills. Active play during unstructured times allows for spontaneous movement, enhancing overall physical development. • Children will demonstrate improved FMS, which are crucial for later participation in sports and physical activities, allowing children to gain confidence in their physical abilities. • Children will build strong social bonds, learn to work together, share resources, and resolve conflicts independently. These interactions are critical for their social and emotional development, which is essential for overall well-being. • Children will have improved mental health, emotional resilience, and overall well-being. This helps children manage stress better and fosters positive attitudes toward school and physical activity. • All children, including those with special educational needs and disabilities (SEND), are encouraged to take part in physical activities, leading to more inclusive experiences and increased participation in school life.

Expected impact and sustainability will be achieved

Forest School

- Forest School provides opportunities for children to engage in physical activities in a natural environment, enhancing their physical literacy and encouraging active play. The activities, such as climbing, running, balancing, and team games, help develop strength, coordination, flexibility, and stamina.
- Forest school supports the development of emotional and social skills by children participating in group-based outdoor activities, students can build teamwork, communication, and problem-solving skills. Forest School settings encourage children to interact, support each other, and work collaboratively, fostering a sense of community and emotional resilience.
- Forest School encourages a connection with nature which helps fosters an appreciation for the environment, encouraging children to respect nature and learn about sustainability through hands-on experiences. This connection to nature can contribute to increased well-being and mental health benefits, promoting holistic development.
- Forest School is inclusive and accessible form of Physical Education which ensures all children, regardless of ability, can engage in physical activity. By removing the structure and constraints of traditional sports, Forest School allows for more creative and adaptive physical experiences, making physical education more accessible for all students.
- Forest School supports mental health and well-being because of it taking place outdoors as well as the unstructured nature of Forest School which can reduce stress and anxiety. Exposure to nature has been shown to improve mood and cognitive function, making it a valuable component in the overall development of children.

Forest School

- Children will be more physically active and will have enhanced strength, coordination, balance, flexibility and stamina.
- Children will have improved communication skills, problem-solving skills and team building skills.
- Children will have a deeper connection with nature which in turn will reduce stress and anxiety.
- Children of all abilities and disabilities will access and partake in forest school at their level.
- Children will have increased resilience, confidence and emotional intelligence.
- Children will be more inquisitive and will have developed a stronger sense of wonder and investigation.
- Children will show respect for the natural environment and will know how to look after our environment and most importantly why.

Expected impact and sustainability will be achieved

- Forest School develops resilience and risk-taking as children learn to assess risks and face challenges in a safe, controlled environment. This approach fosters resilience, confidence, and problem-solving, contributing to both their physical and emotional growth.
- Forest School enhances cross-curricular learning as Forest School integrates physical activity with other areas of learning, such as science, art, and environmental studies, reinforcing the idea that physical education can be an integrated part of a child's broader education.

Sports enrichment

- The impact of sports enrichment on the pupils will be improved physical health and fitness.- Improves physical literacy, promotes healthy lifestyle habits, reduces obesity risk and strengthen immune and cardiovascular systems.
- Sports enrichment opportunities will support mental health and emotional wellbeing by boosting moods and reducing stress, improving self-esteem and confidence as well as will boost resilience and perseverance.
- Sports enrichment opportunities will enhance teamwork and communication, will strengthen peer relationships and will promote fairness and respect.

Sports enrichment

- Children will demonstrate stronger balance, coordination, strength and agility. Children will naturally exercise regularly. Children will maintain a healthy weight. Children will have stronger immune systems, less time off school with illnesses.
- Children will engage in new and exciting physical activity which will release endorphins, therefore children will have improved emotional regulation. Children will feel a sense of achievement, which will show in them feeling valued and content. Children will demonstrate perseverance and will show an improved sense of coping with challenge and accepting failure.
- Children will demonstrate collaboration, empathy and good leadership skills. Children will show a secure understanding of the rules, sportsmanship and how to manage conflict.

Expected impact and sustainability will be achieved

- Sports enrichment opportunities will support academic and behaviour within school by improving concentration and focus, supports attendance and engagement and improves behaviour.

CPD/ Staff training

- The impact of CPD/Staff training on pupils is profound. Children have access to higher quality physical activity as well as teachers have the knowledge to make activities more inclusive, engaging and progressive.
- CPD/ Staff training will ensure PE is of high quality, which contributes to improved focus, memory and behaviour. High quality PE also leads to lifelong physical activity.

Top up swimming

- Top up swimming ensures children acquire the essential swimming skills, to be able to swim 25 meters unaided, using different strokes and perform safe self-rescue in water-based situations.
- Top up swimming reduces the risk of drowning in children.
- Top up swimming builds confidence and competency. Pupils improve physical fitness, stamina, coordination, and breathing control.
- Top up swimming builds self-esteem, if children who couldn't swim previously learn to swim successfully. It also gives the children a sense of accomplishment.

- Children will demonstrate improved cognitive function and classroom readiness, improved attendance and improves behaviour.

CPD/ Staff training

- Children will demonstrate a high level of skill in a range of sports and have access regardless of ability or additional need.
- Children will have improved focus, memory and behaviour.
- Children will go onto enjoy lifelong physical activity.

Top up swimming

- Children will be able to swim 25 meters unaided, using different strokes and perform safe self-rescue in water-based situations.
- Children will have confidence around water and know they are able to keep themselves safe if they were to fall into a pool or a river.
- Children will have physical fitness, stamina, coordination, and breathing control.
- Children will have improved self-esteem now that they have achieved what they could not do before.

Expected impact and sustainability will be achieved

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| <ul style="list-style-type: none">• Top up swimming supports inclusion, for children who missed their swimming sessions due to illness or injury. As well as disadvantage children who do not have access to private swimming lessons.• Top up swimming builds perseverance as it teaches the children, if you do not master something you try and try again until you achieve. | <ul style="list-style-type: none">• Children will demonstrate perseverance in other aspects of life. |
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Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> • Overall, children have improved fitness levels, coordination and motor skills. • Children have gained confidence in their physical ability. • Children have built stronger social bonds with children from all different year groups. • Children have improved mental health, emotional resilience, and overall well-being. This helps children manage stress better and fosters positive attitudes toward school and physical activity. • Children have increased resilience, confidence and emotional intelligence. • Children now show respect for the natural environment and understand why and how we should look after our environment. • Children will go onto enjoy lifelong physical activity. 	<ul style="list-style-type: none"> • Overall, children are much more active on a daily basis and have a new love for physical activity. • Children regularly challenge themselves, climbing higher up a tree, building more complex structures and balancing on thinner planks of wood. • Children now engage well with peers from all different year groups. • Children have a more positive attitude to school, especially lunchtimes, and everyone feels included. • Children demonstrate resilience throughout other aspects of their life such as during Maths lesson or spelling tests. • Children demonstrate a clear respect for the natural world around them, with choosing to litter pick to ensure our world is looked after. • Children have chosen to join additional sports clubs to further their ability and knowledge outside of school. • 86% of year 6 have passed the NC requirements for swimming