

# 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?
Provide activities and resources for active break and lunchtimes.	<p>Activities and resources monitored, reviewed and modified. Equipment purchased. Staff consulted and briefed on programme implementation.</p> <p>Children had a greater range of activities. More pupils: meeting their physical daily activity goal, encouraged to take part in PE and sports activities. Behavior improved and arguments reduced (anecdotal evidence)</p>	<p>Management and care of equipment – Equipment broken, lost, misused and not organised in correct way.</p>	Monitoring and feedback.
Provide a broad range of PE and health and wellbeing ASCs for free.	<p>Rugby (Y1)</p> <p>Rugby (Y2)</p> <p>Mindfulness (Y2)</p> <p>Wellbeing (KS2)</p> <p>Mindfulness (Y3)</p> <p>Hockey (Y3)</p> <p>Dance (Y3)</p> <p>Fencing (Y6)</p> <p>Golf (Y5)</p> <p>Wild Club (R)</p> <p>Core Workout (Y5)</p> <p>Gardening (Y2)</p> <p>Games Club (Y2)</p>	<p>CPD – Provided optional online CPD (six area of PE). Uptake was limited.</p>	Monitoring and feedback.

## Review of last year 2023/24

	Hockey (Y4) Girls Football (Y6) Fitness (Y1) Rounders (Y3) Basketball (Y4) Active Games (Y2) Girls Football (Y1-4)		
Introduce ASC tracking system	Identify children who have not taken part in clubs and provide opportunities that will encourage engagement.	Observing staff PE lessons	Implementation
Profile - Celebrate sporting opportunities and achievements through school walks, in class, assemblies, news bulletins, wall displays and on social media	More children inspired to engage and participate. Build pride and confidence in achievements.	Lunchtime supervisor training	Implementation
Competitive Sport - Provide children with a range of opportunities to take part in competitive sporting events	All children attended at least one competitive sporting event. Children experiences a competitive event and developed holistic skills and attributes. Children experienced success.		
Competitive Sport - Target children (SEND, pupil premium, girls only, social, emotional etc) for competitive sporting events	Targeted children experienced competitive events and had the opportunity to developed identified developmental needs		
Carry out pupil voice interviews and surveys to monitor	Gained a better insight into pupil learning, development and wants. Used data to adapt		

## Review of last year 2023/24

knowledge and skills development, curriculum implementation, interests and passions, ASC preferences, areas for improvement, feelings about PE and sport, engagement inside and out of school with sporting activity	PE curriculum, teacher development, ASC provisions, leadership opportunities, competitive opportunities.		
To participate in the GSSP Blazing the Trail Award	<p>Emmaville participated in 7 of the 7 projects and achieved the Diamond award.</p> <p>The Olympic sporting values were imbedded across the curriculum. Children were inspired to engage with PE in creative ways. More children encouraged to engage and take part in physical activity.</p>		
To promote diversity and inclusion through sport with cross curricular links (BTT, show racism the red card art and creativity competition)	<p>Many children (and families) engaged with and entered the competition. Two children were recognised in the national competition and received the opportunity to attend the award ceremony.</p> <p>Children more aware of diversity and inclusion, motivated to challenge barriers, inspired to engage with sports and creative activities.</p>		
Curriculum - Carry out curriculum implementation and barriers surveys	PE team know what has and hasn't been taught and why. PE can adapt the curriculum and/or action barriers reduction		

## Review of last year 2023/24

Competitive Sport – Each year group to access a minimum of one cluster event and one GSSP event	All children experienced at least two competitive sporting events. Children developed holistic skills related to competition.		
Sports Day – Provide KS2, KS1 and EYFS sports day. KS1 and 2 delivered by GSSP.	All children had the opportunity of an intra-school complete events. Children developed holistic skills related to competition.		
Olympics Enrichment Week – Provide and Olympics themed enrichment week	Children had broader range of PE experiences to engage, motivate and inspire, and develop skills and attributes.		
Equal access to ASC for girls and boys	More girls engaging with sporting opportunities		
Target children for ASCs (SEND, pupil premium, girls only, social, emotional etc)	More children having opportunities that focus on their developmental needs. More children with specific barriers engaging with PE opportunities		
Monitor and review PE equipment in line with curriculum and ASC clubs. Purchase new PE equipment.	New equipment purchased. Children had access to properly resourced lessons and clubs. A broader range of PE activities and clubs were offered and accessed.		
Sporting Success	GSSP Cross Country 2024 – Individual - 2nd Y5/6 Boys, 2nd Y3/4 Boys, 3rd Y3/4 Girls –		

## Review of last year 2023/24

	<p>Team – 1st Y3/4 A, 2nd Y3/4 B, 3rd Y5/6 A</p> <p>GSSP Athletics Festival – Semi-finals (all track)</p> <p>– 600m Bronze, 60m Hurdles Silver, 50m Sprint Silver, 60m Sprint Bronze, Three Spring Jump Silver.</p> <p>B&amp;D West League Winners - Year 5/6 Mixed Football</p> <p>B&amp;D West League Runners Up - Year 6 Girls Football</p> <p>Primary Panathlon Smile Through Sport – Top 13 in North East</p>		
External Recognition	School Games – Platinum Award 2022 – 24		



## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
1. Further observations and feedback	Use subject lead time to carry out observations Provide individual and whole school feedback Monitor impact with follow up observations
2. CPD	Use SP funds to provide a coach for an area of PE for teachers Provide CPD in response to observations and needs Identified focus on aspect of high-quality PE SEND and STEP adaptation INSET focus to be provided
3. Targeted SEND (competitive sport)	Take up opportunities from GSSP SEND programme Explore opportunity for Durham CC SEND programme
4. Active breaks	Monitor and review equipment use and needs Replenish when needed Communicate to children and staff expectations



## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
1. Identify staff needs	Monitoring form
2. Increased confidence, knowledge and skills of staff	Follow up observations and staff feedback
3. Increased engagement of SEND pupils in competitive	Pupil tracker
4. Increase engagement in regular physical activity	Monitoring and feedback

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
Improved confidence, knowledge and skills of staff in teaching PE and Sport	<p><u>Planning, Teaching and Assessment- Get Set 4 PE:</u></p> <ul style="list-style-type: none"> <li>• Staff have continued to use the Get Set 4 PE scheme with continued positive feedback in terms of the lesson plan quality, resources and time management.</li> <li>• The Get Set 4 PE scheme subscription has been renewed</li> <li>• Foundation subject assessment method used, which highlights children who have not met expectations, children who have shown potential, and where objectives and sections of the curriculum have not been covered. These assessment records will be passed on to the next teacher to ensure gaps are closed and support provided to the relevant children. This method of assessment is consistent across all foundation subjects within school.</li> <li>• Based on OFSTED feedback, assessment has been reviewed.</li> <li>• We have created a PE monitoring/assessment book for each class teacher. This assessment book will cover a two-year period (EYFS, KS1, LKS2 and UPK2) and improve assessment, monitoring and enable gaps in learning to be identified from the prior year.</li> <li>• The monitoring/assessment book links to each area of PE and each lesson within that. This makes assessment timely and relevant.</li> <li>• This allows staff to assess each lesson across they whole year, whilst also enabling PE coordinators to monitor assessment and curriculum implementation.</li> <li>• The tool can also be used to identify children for targeted intervention, clubs and events. It can also be used to monitor SEND support and provisions.</li> <li>• The PE team will trial the tool in Summer 2 (2025).</li> <li>• Provided a staff INSET to discuss and share assessment and monitoring in PE.</li> <li>• Carried out lesson observations (Y6, Y4 and Reception).</li> <li>• Provided a followed-up staff INSET in response to the observations to highlight 'High Quality PE'.</li> </ul> <p><u>CPD and PE Team Meetings:</u></p>

## Actual impact/sustainability and supporting evidence

	<ul style="list-style-type: none"> <li>Carried out lesson observations (Y6, Y4 and Reception)</li> <li>Provided a followed-up staff INSET in response to the observations to highlight 'High Quality PE'.</li> <li>Teachers were provided with 'High Quality PE Guidance' document to help monitor and assess own needs.</li> <li>B. Elliott attended 'a GSSP #Inspire - PE &amp; School Sport Conference; Workshops - 'Adaptive PE', 'Sports Sanctuaries', 'Physical Literacy', 'Personal Development', 'Bridging the Gap: Promoting Equality in PE, Sport and Physical Activity.'</li> <li>E. Rochester and B. Elliott attended GSSP network meetings</li> <li>B. Elliott attended an GSSP workshop 'Monitoring the Quality of PE and School Sport'</li> <li>B. Elliott attended an 'OFSTED Ready' course</li> <li>B. Elliott attended an GSSP workshop 'Leading Physical Education' workshop</li> <li>B. Elliott attended a 'Move Like Me for Disabled Children' course</li> <li>E. Rochester attended a GSSP 'Getting School Games Ready' course</li> <li>Some year group teachers had the opportunity of CPD when external coaches came in to teach during their PE lessons.</li> <li>All Star Sports Ltd - Rugby - delivered during school lessons for Year 3</li> <li>JJ Sports - Football - delivered during school lessons for Year 5</li> <li>Gateshead Tennis - Rugby - delivered during school lessons for Year 4</li> <li>Staff surveys and informal feedback</li> </ul>
Engagement of all pupils in regular physical activity	<p><u>Curriculum, timetabling and resources:</u></p> <ul style="list-style-type: none"> <li>Reviewed curriculum and timetable to ensure all children receive 2 hours of PE each week.</li> <li>Reviewed curriculum to ensure that there was a consistent progression in skills. Each year, core sports are now revisited and built on, instead of every two years.</li> <li>Cluster events and GSSP tournaments were aligned with the school curriculum to prepare pupils to compete in them.</li> <li>Carried out PE curriculum implementation and barriers audits throughout the year.</li> </ul>

## Actual impact/sustainability and supporting evidence

	<ul style="list-style-type: none"> <li>Adapted curriculum in response to curriculum implementation and barriers audit and ad hoc opportunities.</li> <li>Audited, purchased and reorganised resources for PE cupboard to ensure lessons are well resourced and easily accessed.</li> <li>Audited and purchased PE kit to ensure that children can access PE lessons and attend events with appropriate and well-presented clothing.</li> <li>Maintained PE kit policy that children come to school in their PE kit on their PE days. This has benefitted the children as their lesson time is maximised and children are wearing the correct uniform.</li> <li>Audited, purchased and reorganised yard equipment to promote and encourage active breaks.</li> <li>Yard equipment programme, procedure and schedule developed and communicated to staff. Implementation monitored. Yard staff application essential for success.</li> <li>Fixed basketball nets for KS1 and KS2 yard purchased and installed.</li> <li>SEND equipment shed maintained to support and meet the needs of SEND children.</li> <li>Breakfast and after-school club equipment provided to promote active sessions.</li> </ul>
The profile of PE and sport is raised across the school as a tool for whole school improvement	<p><u>Promoting PE - internal and external:</u></p> <ul style="list-style-type: none"> <li>Promoted PE events and success in the weekly bulletin and on the school website news page.</li> <li>Continually updated the PE boards (Events, PE at Emmaville, Blazing the Trail, Yoga, PE vocabulary and Progression).</li> <li>Celebrated sporting success in assemblies and across school.</li> <li>Actively encouraged parents to support internal and external events through parent letters.</li> <li>Local clubs promoted in weekly news bulletin.</li> </ul> <p><u>Pupil Voice:</u></p> <ul style="list-style-type: none"> <li>A KS2 online survey was conducted to gather feedback about children's attitude to PE inside and outside of school and their experiences of PE at school.</li> <li>Face to face pupil voice discussions conducted to gather feedback about children's attitude to PE and sporting/active opportunities in school.</li> </ul>

## Actual impact/sustainability and supporting evidence

	<ul style="list-style-type: none"> <li>• A Key Stage 2 online survey was conducted to gather feedback about 'Positive Experiences of Competition' over the year.</li> <li>• Informal feedback is taken after all events and competitions.</li> </ul> <p><u>Sports Leaders:</u></p> <ul style="list-style-type: none"> <li>• Eight children (a boy and girl from each house) from Year 6 have been house captain during the year.</li> <li>• Children from Year 5 and Year 6 supported the Rainbow Fun Run as marshals.</li> <li>• Children from Year 5 will be sports leaders for the Key Stage 1 Sports Day.</li> <li>• Children from Year 4 and Year 5 will be sports leaders for the EYFS Sports Day.</li> <li>• Children from Years 5 and 6 have been playground buddies, supporting younger children with their needs and encouraging active breaks.</li> </ul> <p><u>House Points Reward:</u></p> <ul style="list-style-type: none"> <li>• To promote engagement, motivation and achievement, a house points system is used in key stages one and two in PE lessons and for Sports Day.</li> <li>• The winning team members have the opportunity to take part in a reward day.</li> <li>• Plans for reward day to be confirmed.</li> </ul> <p><u>Awards and Marks:</u></p> <ul style="list-style-type: none"> <li>• Blazing the Trail - Achieved the Diamond Award (2024)</li> <li>• School Games Mark - Maintained Gold Award automatically due to previous year's Platinum Mark (2024)</li> </ul>
Broader experience of sports and activities offered to all pupils	<p><u>Clubs and Opportunities:</u></p> <ul style="list-style-type: none"> <li>• All clubs and events were free of charge</li> <li>• The majority of clubs were open to all, with a small number being selective, and some being targeted.</li> <li>• The clubs that were open to all were inclusive with a 50:50 ratio of boys and girls, if the interest was there.</li> <li>• The clubs that were targeted focused on pupil premium, social and emotional needs and SEND.</li> </ul>

## Actual impact/sustainability and supporting evidence

	<ul style="list-style-type: none"> <li>To support inclusion, additional adult support was provided when needed for identified children.</li> </ul> <p><u>Outside Provisions:</u></p> <ul style="list-style-type: none"> <li>All Star Sports Ltd - Rugby - Y3 lunchtime club - Y3 PE lessons - Y4 ASC</li> <li>JJ Sports - Football - Year 5 lessons - Y5 Girls Lunchtime Club - Y6 mixed ASC - Y6 Girls ASC</li> <li>Surfing at Tynemouth Longsands - Year 5 have had surfing lessons and spent the full day at the beach doing team building activities</li> <li>Bikeability Training - Year 5 children received Stage 1 training</li> <li>Bikeability Training - Year 3 and 4 children received Level 1 introductory session (TBC)</li> <li>Pedestrian Training - Year 3 children to receive training</li> <li>Swimming - Year 5 had weekly sessions throughout the whole year</li> <li>Durham CC and Ryton CC - Cricket - Y2 and Y3 Engagement Day</li> <li>Tennis - Year 4 Lesson - Y3 ASC</li> <li>Creative Dance - Dance - Years 2, 3 and 4 Dance-A-Thon Day</li> </ul> <p><u>In-school Provisions:</u></p> <ul style="list-style-type: none"> <li>Year 4 Speed Stacks (Miss Priestley)</li> <li>Year 4 Yoga (Miss Priestley)</li> <li>Year 6 Dance (Miss Rochester and Mrs Ward) - This helped prepare them for the GSSP Dance Festival</li> <li>Year 3 Healthy Me Club (Mrs Johnson)</li> <li>Year 1 Fitness (Miss Lamb)</li> <li>Year 5 Netball (Mrs Thompson)</li> <li>Year 4 and 6 Athletics Trials: These were carried out by class teachers to identify children for the GSSP Gateshead Athletics Festival</li> <li>Year 3, 4, 5 and 6 Cross-Country Trials: These were carried out by class teachers and then Mr Elliott to identify children for the GSSP Gateshead Primary Cross-Country</li> <li>Wholes school Rainbow Fun Run</li> <li>Year 6 Gateshead Dance Festival</li> </ul>
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## Actual impact/sustainability and supporting evidence

	<p><u>Inclusion and Diversity:</u></p> <ul style="list-style-type: none"> <li>• SEND Pentathlon Opportunities</li> <li>• Blazing the Trail - Cross-curricular projects promoting Olympic values</li> <li>• SEND PE resources shed development</li> </ul>
Increased participation in competitive sports	<ul style="list-style-type: none"> <li>• All children took part in at least one inter-school competitive event</li> <li>• All children took part in at least one intra-school competitive event</li> <li>• For some events, whole classes attend. For others it is only selected children. Depending on the events, different criteria are used for selection. For some events the aim is to be as competitive as possible and therefore the criteria is the most capable children. For some events, the aim is more holistic with social and emotional development being the focus and as such children are identified with these needs. Some events are specifically focused on SEND children such as the Panathlon events that the children have attended this year. Some events are promoting opportunities for girls, such as the girls only tournaments.</li> <li>• Membership of GSSP SLA for PE and Wellbeing</li> <li>• 23 GSSP inter-school competitive events</li> <li>• GSSP events - Selected students from Key Stage 2 have attended and competed against other schools in GSSP events including girls' football, tag rugby, cross-country, sports hall athletics, swimming, hockey, orienteering, cricket, QuadKids, athletics</li> <li>• GSSP events - Some whole class and some selected students from Key Stage 1 and EYFS have attended competitive and non-competitive events with other schools including indoor athletics, multi-sports and OAA</li> <li>• GSSP SEND Panathlon events - Different groups of children with SEND needs attended events involving ten pin bowling and a multi-sport festival.</li> <li>• 7 Cluster events</li> </ul>



## Actual impact/sustainability and supporting evidence

- Cluster events - Every year group has attended at least one cluster event held by at Thorp Academy.
- 7 B&D FA inter-school competitive events
- Blaydon and District events- The Year 5/6 mixed team and Year 6 girls' team have competed in tournaments throughout the year.
- All children have had the opportunity to participate in intra-school competitive events through lessons, intra-school competition weeks and Sports Day.
- GSSP Gateshead Dance Festival- A team of Year 6 pupils showcased their performance at the Sage.
- School Sports Days are to be held for the whole school across two days. Key Stage 1 and 2 is organised and ran by the GSSP whilst the EYFS events will be carried out by the EYFS team. For Key Stage 1 and 2, a 'Battle of the Houses' theme is used and house points will be awarded and collected to decide the winning house. These points are then added to the whole year house points totals.
- Blazing the Trail - Children from each year group have participated in one Blazing the Trail project with links to PE and the Olympic values through cross-curricular activities.

### Sporting Achievements:

- GSSP Cross Country - 2nd Y5/6 Boys Individual, 2nd Y3/4 Boys Individual, 3rd Y3/4 Girls Individual, 3rd Y5/6 A Team, 2nd Y3/4 B Team and 1st Y5/6 A Team
- GSSP Y5/6 Countdown Cricket Winners (progress to county finals)
- GSSP Y3/4 Quadkids Winners (progress to county finals)
- GSSP Athletics Festival - Semi-finals (all track) - 600m Bronze, 60m Hurdles Silver, 50m Sprint Silver, 60m Sprint Bronze, Three Spring Jump Silver