

# PE Funding

## Evaluation Form Sharnford



**2024 - 2025**  
Department  
for Education



**Commissioned by**

**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?
<ul style="list-style-type: none"> <li>• Staff continued to successfully deliver REAL PE and CPD improved teaching quality.</li> <li>• Pupils consistently engaged in at least 2 hours of PE and active initiatives.</li> <li>• Active student leadership (Sports &amp; Wellbeing Councils, Playground Leaders) enhanced physical activity.</li> <li>• Increased club variety and inclusivity in sports (e.g., wheelchair basketball, Inclusive Games Week).</li> <li>• School achieved the gold School Games Mark for the third consecutive year.</li> <li>• Parental involvement and community links were strengthened.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and pupil feedback indicated improved lesson pace and enjoyment. Staff found effective ways to tailor planning and assessment.</li> <li>• Children reported feeling listened to; tracking showed increased participation; Big Moves, SPARX, and Inclusive Games were implemented.</li> <li>• Trained students led lunchtime games with support from PE lead and sports providers; consistent engagement from KS1 and KS2 pupils in games; adults reported improved playground structure and activity levels.</li> <li>• All children accessed inclusive sports lessons; SEND and less-active children participated; events promoted through newsletters and feedback collected.</li> <li>• Validated by national award (YST); supported by increased inter-school competition and broad participation.</li> <li>• Parents contributed to clubs/events; school communicated through newsletters, Facebook, and</li> </ul>	<ul style="list-style-type: none"> <li>• Twitter (X) account used to promote PE was inconsistent.</li> <li>• Some pupils lacked correct clothing/footwear for PE lessons.</li> <li>• Tagtiv8 (for active cross-curricular learning) wasn't implemented- more thoughts around implementation on active learning schemes to be considered and planned.</li> <li>• Still developing systems to collect and act on pupil voice after competitions.</li> <li>• Not all pupils were consistently reaching 60 minutes of activity per day (although nearly all were active for 60 minutes).</li> <li>• More consistent staff engagement in planning active lesson breaks needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Facebook use was strong, Twitter/X was not used as consistently and did not have as much community engagement as Facebook.</li> <li>• Potentially due to a lack of all staff having suitable attire to maximize participation and role modeling children may not have a consistent or correct attire for PE.</li> <li>• A requirement for a formal documentation to gather post-event feedback to support its embedment.</li> </ul>

	face-to-face engagement at events.		
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## Intended actions for 2024/25

What are your plans for 2024/25?

How are you going to action and achieve these plans?

Intent

Implementation

# Intended actions for 2024/25

## To develop high-quality PE teaching through leadership, CPD, and school-wide collaboration (Key Indicator 1)

Additionally, to support staff well-being and encourage active lifestyles among adults within the school, contributing to a whole-school approach and positive role modeling.

## To engage all pupils in regular physical activity using universal physical activity programmes and active travel (Key Indicator 2)

## Using Student Leadership/Student Voice to raise the profile of PE as a tool for whole-school improvement (Key Indicator 3)

To empower students by giving them leadership roles and a voice in shaping PE and school sports, making them active contributors to a healthier school environment. To focus on increasing physical activity during unstructured times and fostering leadership among older pupils

## To provide a more inclusive and varied experience of different sports and activities, with a particular emphasis on engaging less active students at school (Key Indicator 4).

## To increase participation in competitive sports and sporting events (Key Indicator 5)

**Key Indicator 1**-The PE lead to engage in professional development through **local network meetings** and **conferences**, sharing key insights with staff during meetings. A **staff-wide PE survey** to be conducted to inform future planning and development. Additionally, two staff members will undergo training as **Staff Well-being Ambassadors** to promote physical activity and workplace health, culminating in a school action plan.

**Key Indicator 2**-To engage in the **Move It Boom** and **Move It March** programme which will provide each child with a physical activity tracker, offer milestone-based rewards for physical activity completed (Bronze, Silver, Gold, Platinum).To engage with **Active Travel** programmes in October and throughout the year.

**Key Indicator 3**- Four **Well-being Ambassadors** from Years 5 and 6 will promote the 5 ways to well-being and create a peer support action plan. Pupils in Years 1 and 6 will complete the National **Koboca** survey to share their views on sports, leadership, and well-being to inform future planning.

**Key Indicator 4** - Fifteen EYFS/KS1 pupils with poor fundamental movements to take part in a 6-week **Big Moves** intervention, led by an SLSSP coach and school staff, with physical development and academic progress measured through assessments. A 5-week **Aspiration Active** programme for a group of selected pupils, led by SLSSP, offers pupil-chosen activities like yoga and dodgeball, ending with a celebration at a local leisure centre for targeted students from local schools and community providers. The school will implement the **Energise Club** with 10 weeks of sessions for less active or confident pupils. All sessions are supervised by staff.

The Paralympic games celebrated with a range of inclusive sports played within school; boccia, goalball, new age kurling.  
Opportunities to make sport accessible for all through a wheelchair experience day.

**Key Indicator 5** - Pupils will participate in **DEVELOP festivals**, focusing on fun and sport-specific skills for less active students, with events like. They will also compete in EXCEL competitions, aimed at the most talented students, based on performance, including events like.

## Intended actions for 2024/25

## 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?
<p><b>Key Indicator 1- Sustainability</b>-all staff will feel confident and competent in delivering high quality PE. CPD will continue through local network and SLSSP provision. Active lifestyles of adults promoted within school.</p> <p><b>Key Indicator 2-</b> Pupils will be encouraged to actively travel to school benefiting both the environment and their physical well-being. We expect all children to participate in the Move It March programme.</p> <p><b>Key Indicator 3 Well-being Ambassadors</b> leading activities during Children's Mental Health Week, and coordinating well-being challenges. These efforts aim to foster greater pupil confidence in sharing concerns and heighten awareness of emotional well-being. To sustain this, new student leaders can be trained annually.</p> <p>The <b>National Koboca Survey</b> will collect feedback on sports, leadership, and well-being, providing valuable insights to guide the future planning of sports and well-being initiatives. The survey can be conducted annually, with findings used to refine and improve the programme each year.</p> <p><b>Key Indicator 4-Big Moves Intervention-</b> We will improve fundamental movement skills and academic outcomes in 15 EYFS/KS1 pupils, with long-term impact sustained through staff training to ensure annual delivery. with long-term impact sustained by staff training to continue delivery annually.</p> <p>A greater number of pupils attend after school clubs through improved accessibility and inclusivity.</p> <p><b>Key Indicator 5-</b> We will provide inclusive sporting events to enhance pupil engagement and development. DEVELOP Festivals is designed to involve less active pupils through enjoyable, skill-based activities. The EXCEL Competitions will provide a challenge for talented students. The school will continue to engage with SLSSP, who provide the competitions and events.</p>	<p><b>Key Indicator 1- Improved Teaching Quality:</b> Evidence from observations, surveys, and feedback.</p> <p><b>Increased Confidence in PE:</b> Changes in self-reported confidence levels from staff surveys.</p> <p><b>Curriculum Consistency:</b> Consistency in lesson plans, teaching methods, and content delivery across the school.</p> <p><b>Key Indicators 2-</b> Pupil surveys, informal interviews. Data from 'Move It March'.</p> <p><b>Key Indicator 3- Engagement:</b> Track the number of programmes and participation in provision delivered by student wellbeing ambassadors. High engagement indicates success in promoting activity and well-being.</p> <p><b>Data-Driven Refinement:</b> Use feedback from koboca survey and other surveys to adapt programmes. Continuous improvement based on feedback.</p> <p><b>Key Indicator 4-</b> For the <b>Big Moves</b> Intervention, fundamental movement skills and academic progress will be assessed pre- and post-programme using teacher questionnaires, with a comprehensive report provided by SLSSP. A trained and confident staff member will be in place to continue delivery.</p> <p>Completed 5-week <b>Aspiration Active</b> programme for a group of selected pupils and attendance at event with other schools. Pupils will have a positive experience of physical activity.</p> <p>The Paralympic games celebrated with a range of inclusive sports played within school; boccia, goalball, new age curling. Opportunities to make sport accessible for all through a wheelchair experience day.</p> <p><b>Key Indicator 5</b></p> <p>For all competitions and events, we will track participation data and use insights from the previous year to target children who have never represented the school at Develop Festivals.</p>

Expected impact and sustainability will be achieved

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p><u>Key Indicator 1:</u></p> <ul style="list-style-type: none"> <li>• Ongoing training via local networks and SLSSP.</li> <li>• Survey-driven CPD ensures relevance.</li> <li>• Rugby and tennis coaches supported long-term staff development and confidence.</li> <li>• Staff took part in Move It March alongside the children, sharing what they did with their classes.</li> </ul> <p><u>Key Indicator 2:</u></p> <ul style="list-style-type: none"> <li>• School committed to repeating Move It March.</li> <li>• Physical activity tracked through reward systems.</li> </ul> <p><u>Key Indicator 3:</u></p> <ul style="list-style-type: none"> <li>• Annual recruitment and training of Well-being Ambassadors.</li> </ul> <p><u>Key Indicator 4:</u></p> <ul style="list-style-type: none"> <li>• Staff trained to continue programmes like Big Moves. 10 week programme will be delivered yearly by trained coaches. Improved concentration, fine and gross motor skills. This then has a positive impact on general learning behaviours.</li> </ul> <p><u>Key Indicator 5:</u></p> <ul style="list-style-type: none"> <li>• Continued participation in SLSSP events.</li> <li>• Emphasis on both elite and developmental pathways.</li> <li>• Increased number of children took part in sporting events, including new sports: dodgeball, girls football, hockey, tennis, athletics.</li> </ul>	<p><u>Key Indicator 1:</u></p> <ul style="list-style-type: none"> <li>• Staff survey results.</li> <li>• Attendance record at network meetings.</li> <li>• Staff wellbeing leader attended meetings to share good practice. Staff wellbeing is a priority in school with various initiatives. Governor staff wellbeing questionnaire completed and actioned.</li> </ul> <p><u>Key Indicator 2:</u></p> <ul style="list-style-type: none"> <li>• Whole school participated in 'Move It March'. We were winners for our local area with most minutes of physical activity recorded.</li> </ul> <p><u>Key Indicator 3:</u></p> <ul style="list-style-type: none"> <li>• Use of national Koboca survey for annual feedback and planning.</li> <li>• Wellbeing ambassadors attended local area meetings to share ideas. They ran wellbeing colouring clubs for all year groups and KS2 dodgeball events.</li> </ul> <p><u>Key Indicator 4:</u></p> <ul style="list-style-type: none"> <li>• Final 'Big Moves' data analysis report.</li> <li>•</li> </ul> <p><u>Key Indicator 5:</u></p> <ul style="list-style-type: none"> <li>• Clear tracking of participation across diverse event types.</li> <li>• Sporting events are celebrated on social media and newsletters.</li> </ul>

## Actual impact/sustainability and supporting evidence