

PE Funding Evaluation Form



 **GREAT HEIGHTS**
ACADEMY TRUST

 **AA Teamworks**
WEST YORKSHIRE SCITT

 **Great Heights**
Research School
West Yorkshire

 **English Hubs**
Great Heights English Hub

 **Great Heights**
Partner Provision

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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.

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Review of last year 2023/24

We recommend that you start by reflecting on the impact of the current provision and reviewing your previous spend

What went well?	How do you know?	What didn't go well?	How do you know?
<p>Part-fund the role of specialist teacher whose job is to coordinate the attendance at any events ensuring a balance in selection of pupils. Also, to supervise and coach the children at these events. Calendar of planned events with Leeds West Partnership.</p>	<p>100% of pupils in year 6 had at least one opportunity to represent school at external sporting events. 44% of the school have had the opportunity to take part in an after-school club 61% of Years 2-6 that have had an opportunity to represent school at an after-school events at Leeds West Sports Partnership/Bramley Cluster Olympics/Triathlon 78% of 'pupil premium' pupils had the opportunity to represent the school.</p>	<p>Uptake of children with SEND at after school clubs despite offers being available.</p>	<p>Analysing club registers.</p>
<p>PE leaders planned and implemented the healthy program across the school and liaised with the PSHCE lead and PD team.</p>	<p>PE documents have been produced to ensure clear progression across school – linking from EYFS-Year 6. Healthy school's week included opportunities for pupils to experience additional activities above those offered in the school curriculum – ping pong.</p>		
<p>Co-ordinating whole school events that have cross-curricular focus included. high-quality curriculum will ensure that pupils gaining a clear understanding of how to keep themselves healthy and fit through regular items in assemblies.</p>	<p>Program of extra-curricular activities aligned with PD offer to ensure a broad and balanced provision of sports and other opportunities – as identified on our Post Ofsted Action Plan.</p>		

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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
<ol style="list-style-type: none"> 1. Improve the uptake of children with SEND at after school provision. 2. Continue to provide a high-quality PE curriculum offer 3. Continue to offer a wide range of sporting events and competitions 	<ol style="list-style-type: none"> 1. Improve the Uptake of Children with SEND at After-School Provision <ul style="list-style-type: none"> • Conduct surveys or focus groups with parents and caregivers to understand barriers to participation. • Develop specific after-school activities that cater to different abilities and interests, including modified sports. • Promote the programs through newsletters, meetings, and social media, highlighting success stories and positive experiences. • Collaborate with local organisations specialising in SEND to provide resources and support. 2. Continue to Provide a High-Quality PE Curriculum Offer <ul style="list-style-type: none"> • Regularly evaluate the PE curriculum to ensure it meets the diverse needs of all students. • Offer training sessions for PE teachers focused on differentiation and inclusive teaching strategies. • Provide opportunities for staff to observe inclusive PE lessons in action. 3. Continue to Offer a Wide Range of Sporting Events and Competitions <ul style="list-style-type: none"> • Organise a variety of sports that cater to different skill levels and interests (e.g., athletics, team sports, individual events). • Include non-traditional sports or activities that may appeal to different groups of students. • Ensure that competitions are designed to include students with SEND, such as having separate categories or events. • Actively promote sporting events within the school community to encourage participation. • Celebrate achievements, regardless of skill level, to foster a sense of community and support.

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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?
<ul style="list-style-type: none"> • A measurable rise in the number of children with SEND attending after-school provisions. • Enhanced engagement from all students in PE classes and activities. • Children with SEND gaining confidence and developing physical skills through tailored activities. • Overall improvement in social skills and teamwork among all students. • A diverse set of sporting options leading to greater pupil interest and participation in PE and competitions. • Increased interest in sports leading to lifelong physical activity habits. • Strengthened relationships between students of varying abilities, fostering a supportive community. • Enhanced collaboration among staff, parents, and external organisations in promoting inclusive practices. • Continuous improvement in the quality of the PE curriculum, ensuring it meets the needs of all students. • Greater enjoyment of physical education, leading to a positive attitude toward physical activity. • Creating a feedback loop where staff can share best practices and learn from one another. • Engaging with local sports clubs and community groups to host events that promote inclusion. • Maintaining a flexible approach to programming that can adapt to changing student needs and interests. • Establishing traditions around celebrating successes in sports, regardless of ability, encourages ongoing participation and community support. • Documenting and sharing success stories to inspire future students and promote the value of inclusivity. 	<ul style="list-style-type: none"> • Attendance Records: Track the number of students with SEND participating in after-school provisions and compare this data to previous years. • Parent Feedback: Collect input from parents regarding their child's participation and satisfaction with the after-school and PE programs. • Teacher Observations: Regularly observe classes and after-school sessions to note engagement levels, skill development, and interactions among students. • Peer Review: Facilitate peer observations where teachers can provide feedback on inclusivity practices. • Peer Relationships: Gather qualitative data through focus groups or interviews about the quality of interactions between students of varying abilities. • Confidence and Engagement: Use self-assessment tools where students can reflect on their confidence and enjoyment in physical activities. • Training Participation: Keep records of staff attending training sessions on inclusive practices and track subsequent changes in teaching strategies. • Collaborative Events: Document the number and types of events held in partnership with local organizations, noting student participation levels and feedback. • Sustained Relationships: Track ongoing communications and initiatives with community partners focused on inclusivity. • Regular Curriculum Assessments: Schedule and document reviews of the PE curriculum to ensure it evolves with student needs.

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Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
December 2024	December 2024
April 2025	April 2025
July 2025	July 2025

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