



# PE Funding Evaluation Form

Commissioned by



Department  
for Education

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>Everyone Active/Tiny Tekkers - specialist sports coach - delivers weekly sessions to build skills and to engage pupils in regular physical activity.</li> <li>Staff to take on additional PE training</li> <li>Forest School at Goodwood race course.</li> <li>Pupils to experience at least 3 non-traditional sports through the use of internal and external experiences.</li> <li>Ensure there is a good balance of PE delivery from APC staff and external partners.</li> <li>All pupils to experience competitive sport</li> <li>Blended learning students will access interactive physical activity with purchasing of sports equipment and equipment to promote learning during physical activities</li> <li>Maintain and enhance whole school events such as sports day and cricket.</li> </ul>	<ol style="list-style-type: none"> <li>Increased confidence, knowledge and skills of all staff in teaching PE and sport</li> <li>Engagement of all pupils in regular physical activity</li> <li>The profile of PE and sport is raised across the school as a tool for whole school improvement</li> <li>Broader experience of a range of sports and activities offered to all pupils</li> <li>Increased participation in competitive sport</li> <li>Greater bank of high quality PE resources across all sites, including Blended Learning</li> <li>Whole school events have taken place across the academic year</li> </ol>	<ul style="list-style-type: none"> <li>Development of cycling skills provision for staff</li> <li>Whole school weekly sports challenge, to include Blended learning pupils.</li> <li>Whole school awards, prizes and league table.</li> <li>Sports display boards across all primary sites.</li> <li>Ensure sensory equipment is equitable across all primary centres.</li> <li>All pupils benefit from cross curricular sport to develop skills for life (social skills, self regulation), literacy and numeracy.</li> <li>Enhance reading opportunities through access to sports related literature.</li> </ul>	<ol style="list-style-type: none"> <li>Cycling provision has yet to be developed</li> <li>No evidence</li> <li>Occurs at whole school events but not sustained between</li> <li>Inconsistent</li> <li>Audit needs to be carried out, this needs to be in collaboration with SEND department</li> <li>Lack of evidence</li> <li>Lack of further development of this</li> </ol>

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> <li>• Tiny Tekkers, specialist sports coach- delivers weekly sessions to build skills and to engage pupils in regular physical activity.</li> <li>• Pupils benefit from staff who are equipped to effectively teach PE.</li> <li>• Pupils to experience at least 3 non-traditional sports through the use of internal and external experiences.</li> <li>• Development of cycling skills provision for all pupils.</li> <li>• Ensure there is a good balance of PE delivery from APC staff and external partners.</li> <li>• All pupils to experience competitive sport</li> <li>• Continue to audit, replenish and enhance sports equipment.</li> <li>• Ensure sensory equipment is equitable across all primary centres.</li> </ul>	<ul style="list-style-type: none"> <li>• Tiny Tekkers weekly sessions to be established at Burgess Hill, other Primary centres to attend Burgess Hill to access this</li> <li>• Teaching staff work alongside PE coaches to gain knowledge and experience, PE Curriculum lead to offer support to Primary teachers, provide staff training.</li> <li>• Pupils have had opportunities such as; Hove Lagoon, Adur Centre, Bikeability, Skateboarding workshops, etc.</li> <li>• Audit cycling equipment, purchase any necessary further equipment, offer Bikeability sessions to Primary pupils</li> <li>• Use of staff and external providers, e.g. Tiny Tekkers, Hove Lagoon, Arundel Cricket</li> <li>• Ensure maintenance of Sports Day, Curriculum lead to organise Primary events, e.g. mini football tournament</li> <li>• Staff to audit equipment at each Primary centre, including Blended, and purchase further equipment as necessary</li> <li>• PE and SEND team audit sensory equipment, purchase further equipment as necessary</li> </ul>

## Intended actions for 2024/26

- All pupils benefit from cross curricular sport to develop skills for life (social skills, self regulation), literacy and numeracy
- Whole School Personal Best Challenges, to included Blended learning pupils.
- Whole School Sports day, to included Blended learning pupils.
- Whole school weekly sports challenge, to included Blended learning pupils.
- Whole school awards, prizes and league table.
- Sports display boards across all primary sites
- Maintain and enhance whole school events such as sports day and cricket.
- Curriculum leads and Primary teaching staff audit cross-curricular equipment and purchase further equipment as necessary.
- PE lead and Primary teaching staff to implement challenges
- Summer sports day routine to continue
- PE lead and Primary teaching staff to implement challenges
- PE lead and Primary teaching staff to implement challenges
- Audit of displays, PE lead learning walk, support areas that need developing
- Implement Sports Day and Arundel Cricket as previous year

## 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>Staff to become confident in leading on primary PE lesson. Taking ideas and sessions from external providers for longevity and to build a personal PE bank.</p> <p>Building in time, outside of external slots available on timetable for staff to express their learnings.</p> <p>Two slots of physical activity to be built into the school timetable.</p> <p>More active pupils from those not accessing school PE lessons.</p> <p>PE slots to be a mixture of team games and individual skills.</p> <p>Teachers to share ideas of games and isolated practice skills. What worked, what didn't work, even better if.</p> <p>Burgess Hill, Lancing and Chichester sites start to compete in 'mini leagues' and compare practice.</p> <p>Centres start to come together once a term and pupils are lead by staff from alternative centres.</p> <p>Reading/literacy data is improved.</p> <p>Pupils to experience new sports to break tradition.</p>	<ul style="list-style-type: none"> <li>• Increased confidence, knowledge and skills of all staff in teaching PE and sport</li> <li>• Engagement of all pupils in regular physical activity</li> <li>• The profile of PE and sport is raised across the school as a tool for whole school improvement</li> <li>• Broader experience of a range of sports and activities offered to all pupils</li> <li>• Increased participation in competitive sport</li> <li>• Increased attendance and engagement due to more interactive and kinesthetic teaching strategies</li> <li>• Increased self esteem and motivation for pupils</li> <li>• Improved social skills and team work skills generalised across subjects</li> </ul>

## Expected impact and sustainability will be achieved

Pupils to inspire to 'be the best they can be' in a field/sport which is not commonly seen.

Pupils to find a sport which they become confident at which transfers to life skills showing that 'it is possible'.

Pupils to get self-satisfaction beating personal goals/targets.

Pupils to take challenges outside of school and continue to development and moving into a club external to school.

Pupils to take ownership in displays/league tables building personal beliefs and growing as an individual.

Children to aspire to be a professional in a sport which they may not have been given the opportunity to do so.



## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?