



PE Funding Evaluation Form

Marshchapel Infant School



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?
Whole school participation in sports, building stamina and resilience. Use of sports coaches to support staff CPD. KS1 swimming has had a positive impact on fitness	Observations Staff and pupil voice Sports coach reports and analysis Swimming achievements	Lunchtime physical activities were not as well-planned and structured.	Lunchtime behaviour records

Intended actions for 2024/25 Allocated Funding £16,220

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Key Indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>Key Indicator 4 - Broader experience of a range of sports and physical activities offered to all pupils</p> <p>-----</p> <p>Key Indicator 2 - Engagement of all pupils in regular physical activity.</p> <p>-----</p> <p>Key Indicator 2 - Engagement of all pupils in regular physical activity.</p> <p>Key Indicator 4 - Broader experience of a range of sports and physical activities offered to all pupils</p> <p>-----</p> <p>Key Indicator 2 - Engagement of all pupils in regular physical activity.</p> <p>Key Indicator 5 - Increased participation in competitive sport</p>	<ul style="list-style-type: none"> • Delivery of planned PE and physical development (PD) sessions at lunch and breaks • Staff CPD – Lunchtime Superhero Training Course • Re-visit Daily Mile at break/lunch • Lunchtime physical activity increases and behaviour/moods improve <p>Cost £500</p> <p>-----</p> <ul style="list-style-type: none"> • More varied opportunities for physical activities • Weekly swimming lessons for all KS1 pupils to broaden aquatic opportunities, including life-saving skills. From Year 1, pupils swim weekly. We aim for every child to leave Marshchapel as a swimmer. • Maintenance of equipment and building a broader range for PE pursuits for future years. <p>Cost £7,500</p> <p>-----</p> <ul style="list-style-type: none"> • Extra sporting activities throughout the year and at clubs • Wow days – orienteering, team challenges, dance workshops • Children eligible for pupil premium offered an increased range of experiences. • Continue to offer and plan to have access to less familiar sports to increase experience. <p>Cost £8,000</p> <p>-----</p> <ul style="list-style-type: none"> • Sports Day and Wow Day events with different experiences • School-based and Federation linked House competitions and challenges • Friendly competition events with local schools (football and cross-country) <p>Cost £1,000</p>

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>1. More pupils meet their daily physical goal. More pupils encouraged to take part in PE and Sport Activities.</p> <p>2. Better coverage of skills and activities across age ranges and key stages. Supported and up-skilled teachers. Improved assessment tool allows staff to be explicitly aware of children's strengths and areas for development so children's needs are met.</p> <p>3. Staff's confidence and skills are enhanced which directly impacts positively onto teaching and learning in PE. More pupils encouraged to take part in PE and Sport activities.</p> <p>4. More children are physically active and improving their skills in PE and sports. Staff's confidence and skills are enhanced which directly impacts positively onto teaching and learning in PE. More pupils encouraged to take part in PE and Sport activities.</p>	<ul style="list-style-type: none"> • More children taking part in school-based clubs and events – sports record • More children accessing sports clubs out of school – PE questionnaire • Monitoring of PE lessons and clubs – observations • Improvement of children's skills – assessments collated by teachers • Complete PE Staff questionnaire regarding CPD needs and confidence • Pupil voice led by subject lead and PE Curriculum Ambassadors (to be created)

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ol style="list-style-type: none"> 1. Lunchtime “daily mile” has had an impact on the start of the school afternoon with children fresh to start learning 2. Play coordinators (adults) and lunchtime staff engage in planned physical activities, resulting in fewer behaviour and first aid issues 3. Pupil play coordinators have taken ownership of equipment and look after equipment. The School Council brings suggestions for new equipment and games to the meetings. 4. Teachers enjoy leading their PE sessions and there is a collaborative approach with staff sharing their skills and interests 5. Lunch and breaks have seen a rise in positive behaviour 	<ol style="list-style-type: none"> 1. Teacher feedback 2. Observation notes 3. Timetables and notes 4. Feedback at staff meetings and observations 5. Pupil voice notes and fewer behavioural reports