

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?
Hartford Primary School attended every competition it was able to attend and was extremely successful this year. We qualified to County Finals in football, cricket, athletics, hockey, netball and basketball, winning the football and progressing to the North of England Final. The SEN area was a success. Children now have a place to have a break before going back into class. World Cup Week / Olympic Week & Healthy Living Week were a success.	Records show the amount of children involved in competitions at Hartford and the results they achieved. Discussions with teaching assistants show that they appreciate the SEN area. It helps children who are dysregulated in class have a break and then go back in ready to learn. These weeks were once again a great success. They were planned by Mr. Cairns and the Y6 School Sport Organising Crew. The children love the weeks and the different activities they do.	The playground boxes we provide for the children have increased the amount of activity the children do at lunch and play times which is a positive. Unfortunately they have also increased the number of first aid issues and behaviour issues at these times. The SEN area was successful but there is a need for the area to be used in a more focused way. Teachers are asking for something for their children to have in the mornings and straight after lunch time to help them come into class ready to learn.	Teachers have fed back that there are issues when children come back in from play. The midday staff have reported increased 1st aid issues and discussions with children who are not clear about the rules. Mr. Cairns will work with midday staff this year to fix issues with equipment, rules and rotas. Staff discussions show more children are coming into school not ready to sit down and learn straight away. This also happens straight after lunch time. Mr. Cairns to investigate whether Sensory Circuits would work well at Hartford and set up a trial this year.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
A – New Equipment to be purchased to increase activity levels at play times. Mr. Cairns to work with midday staff to improve behaviour and ensure activities are calm and organized. B – Mr. Cairns to work with SENDCO to set up a trial for Sensory Circuits. C – Ensure teachers are happy with, and still using, The PE Hub website for PE planning. D – Run staff meetings to ensure continued high quality PE teaching. E – All children take part in Forest Schools activities. F – Mr. Cairns to run a special week in the Summer Term. This promotes healthy travel to school, healthy eating, fitness classes and a promotion of PE and health across the school.	A - Lunch time behavior was recently identified as an area of concern. Mr. Cairns is going to visit other schools for ideas and also train Midday Assistants to provide more activities for the children to take part in. Equipment for activities such as basketball shooting competitions, den building and mindfulness will be purchased using the funding. B - Equipment will be purchased this year for Sensory Circuits to take place. This will give SEND children the chance to have a strong start to the day by taking part in activities to be alert, calm and organized before they go into class and start learning. Activities in the small hall such as the reaction board allow children a break from their lesson to regulate their emotions and go back in when they are ready. C - Teachers have access to high-quality PE planning that has clear progression between year groups. This is provided by a subscription to The PE Hub website. This ensures the teaching of high-quality PE lessons across the school. D - Mr. Cairns will run staff meetings for all staff on topics they have identified as requiring support. E - The PE and Sports Premium funding is also used to provide Forest Schools for every child across the year. This allows children to take part in activities such as archery, den building and making fire which they would not normally take part in during primary school. F - A week during the Summer Term will focus on sport. Children are assigned a country and learn all about the sports and athletes from this country. They also take part in Sports Day, learn about healthy eating and take part in new sports and activities.

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?
A – this equipment is available to children and is updated regularly. This ensures that children always have access to footballs, playground balls, skipping ropes, balance boards etc. Using these regularly across the seven years of school will improve their PE skills and allow them to access PE and sport for the rest of their lives. B – I am hoping that the trial of Sensory Circuits will show that teachers, teaching assistant and children feel it has been a success and can be rolled out to more children next year. C – The PE Hub ensures that all staff are using high quality planning. The site has been updated recently and they regularly add new planning and videos to it. This means that children across all classes are getting the same standard of PE planning. D – Staff wanted support with how to change a lesson if it is not going as well as hoped. Mr. Cairns ran a meeting looking at the STEP method. This means that, going forward, staff can adjust these parameters to make the lesson work. E – Discuss this with Mr. Hadfield F – I hope that the big focus on a number of areas of healthy living will enable children to take these forward in life. I hope more children will travel to school in a sustainable way, eat healthy snacks and take part in fitness activities outside of school.	A – If Pupil Voice and playground observations show an increase in activity levels. B – If pupil and teacher questionnaires show an improvement in the ability of the selected children to come into class ready to learn. C – If staff discussions and questionnaire answers show teachers are using the website effectively. Any negative points about the site are rectified by Mr. Cairns. D – Staff meetings booked in, carried out and staff improve their teaching as a result. E – Pupil questionnaires. F – Sports week planned and implemented. Children enjoy the week, get involved in as many activities as possible and eat and travel to school in a healthy, sustainable way.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
A - Pupil Voice has shown that since the equipment has been purchased, children use it regularly. When we attend competitions, Hartford children win the majority of matches against other school and regularly attend Partnership and County Finals. I believe this is from their high-quality PE lessons and their continued use of playground equipment. B- The trial is currently ongoing. I questioned children and staff before to see how the eight children came into school and if they were ready to learn. I will do this again at the end of the year and analyse results. C - Staff questionnaire and discussions in staff meetings show this is the case and staff are happy with the site. D - Mr. Cairns to observe PE lessons in September 2025 to ensure this has been implemented and to make identify any areas of support staff need. E – discuss this with Mr. Hadfield. F – Every child took part in the week. Mr. Cairns to analyse the travel and healthy snacks next year to see if it has had a sustainable impact.	A – I did a pupil survey with every class. This shows how many children have used the equipment and any new equipment that would help even more children take part. This new equipment has now been purchased for the start of next year. B – In the questionnaire before Sensory Circuits started, the children reported and average score of 4.75 out of 10 on how ready they felt to go into the classroom and start learning. At the end of one half term, the average score was up to 8.5 and every child had increased their score. Teacher discussions showed that the children were coming back to class ready to start their learning much more effectively. C – Staff discussions in PE staff meeting. D – Staff meetings focus was the STEP method to solve areas of a lesson that are not working. Evidence of improvement will hopefully come in Autumn 1. E – Pupil Voice questionnaire showed that Forest Schools is hugely popular. Over 90% of children reported enjoying the activities and the only complaint was that they cannot do it more often. F – Pupil questionnaire showed that children loved the week and took part in more activities than usual across the week. They also ate healthier snacks and walked and cycled to school more often. I would like to monitor this more in 2025/26 to see if we can make it more sustainable.