

# 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.*

## 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?  |
|--|---|--|---|
| Swimming:  | Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?                      |  | Staff feedback following final examination swim   |
| Regular monitoring of physical activity levels to ensure we meet government guidelines of at least 30 minutes a day for each child in school time.   | Classes are using a variety of brain-break activities, well-being, physical exercise to aid children's well-being and focusing. Variety of activities attributed towards ages, needs, pupil voice, SEND needs, timetabling/curriculum needs | Weather from Aut2 through to Spring 2 was very wet reducing opportunity to go outside with many chn having inappropriate clothing in school on wet days to prevent outdoor activities.   | Staff feedback: daily mile, selected Stormbreak a/c, Cosmic Kids Yoga, variety of balls e.g. handball, netball, rugby; brain-break a/c; playground PE equipment |
| Identify pupils who are just reaching 30 mins a day and are suspected of not exercising out of school (register of activities enjoyed by chn assembled and kept): use sports ambassador activities and lunch-time sports coach session to target these <i>least active</i> pupils. | Individuals partly joined in with act supplied by sports ambassadors.   | Register not kept up to date sufficiently regularly, over the year<br><br>Targeted chn largely not wanting to get involved <i>regularly</i> in these activities. Sports ambassadors found it time-consuming to keep chasing-up | Feedback from ambassadors and council   |

## Review of last year 2023/25

|   |  |  |   |
|---|--|--|---|
| <p>Increased numbers of pupils engaged in competitions, extra-curricular and community clubs following sessions. NB economic situation is affecting parental choices</p> <p>Increased involvement in a broader range of Purbeck Sports Partnership sporting events.</p> | <p>Excel spreadsheet used to track individuals from across key stages including SEND and PP pupils.</p> <p>Over 56% of pupils attended at least one event.</p> | <p>individuals.</p> <p>Biggest factor limiting implementation/participation has been costs and school staffing</p> <p>Similar number of events attended (some affected by adverse weather leading to cancellations).</p> <p>Damage to sports hall and swimming pool limited options.</p> | <p>Larger number of children participating in extra-curricular physical activities compared to the two previous years. This includes numbers taken to Purbeck School for Thursday afternoon activities and increased numbers of chn including themselves in activities run by the School Sports Ambassadors two lunchtimes per week. This is down to WPS attending slightly more activities organized by the Purbeck Sports Partnership. It is also a result of the Sports Ambassadors being "better," along with lunchtime staff being more involved. The legend, "What you put in, you get out," applies to this group of sports ambassadors.</p> |
|---|--|--|---|

## Intended actions for 2024/26

| 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>➤ Develop the effective use of lunchtime sports ambassadors to increase the physical exercise and team-building opportunities for younger children. Ambassadors to take a more proactive role, supporting active playtimes and support enrichment activities during lunchtimes. Participation in events targeting a range of pupils incl SEND, PP, KS1 and KS2 to encourage sportsmanship, teambuilding, fair play and self confidence</li> <br/> <li>➤ Educate children in the value and benefits of a healthy active lifestyle</li> <br/> <li>➤ Ensure our high-quality PE and school sport offer nurtures competent and confident movers with the aim of inspiring lifelong participation in physical activity.</li> <br/> <li>➤ Monitor additional opportunities during the school day for movement breaks to increase physical activity levels, well-being and neurological benefits, (not just for SEND children); all classes.</li> </ul> | <p>PE Leader to support, advise and guide sports ambassadors; (pupils from YR-Y5/6); liaise between lunchtime staff, sports coach and children in all classes.<br/>           School Council with Sports Ambassadors to identify effectiveness and impact.<br/>           Enable chosen pupils to engage in Bronze Ambassador training as part of Purbeck Sports Partnership Support the sports Ambassadors in their role Lunchtime staff attend Sports Ambassador Training with children therefore involved and informed in the planning of activities. Costs covered as part of subscription to Purbeck Sports Partnership who led sports ambassador training (£1750 see below)</p> <p>Through PE, PSHE and Science lessons (and sport), ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being</p> <p>Monitor the PE curriculum delivery to ensure lessons link to the multi-skills approach found in the school PE policy.<br/>           Sports Coach lunchtime sessions to facilitate organised sports activities: x1 lunchtime (linked to upcoming sports competitions we are participating in and supporting sports ambassadors when possible) £5054</p> <p>Staff to regularly deliver Stormbreak or similar activities at least once a day; activities outside if appropriate.</p> |

## Intended actions for 2024/27

- Ensure the safe storage of PE resources which ensures accessibility and enables curriculum provision to be effective;  
  
Ensure resources available in quantity and quality for staff to deliver curriculum.
- Continue the school's engagement with inter-school competitions and to encourage sportsmanship, teambuilding, fair play and self-confidence
- Provide Forest School teaching and learning for all pupils. A small SEND forest school group meets at lunchtimes to build social skills, understanding, listening skills, co-operation. All classes enjoy Forest School with older children beginning to recognize how being active outside relaxes them and two stating they can cope better inside school with forest school on the regular curriculum.

Sports Safety contractor to deliver annual checks  
PE resources renewed and increased eg small goals/targets, netball posts £400

Swimming and water safety to be taught Y5-6 pupils in Summer term at The Purbeck School  
Expected improvement to 70% of pupil's attain 25m unaided swim in PE.  
Staff member as lifeguard (TH) Transport and Pool: **estimated £450 (5 x£90)**

Attend selected events throughout the year from the Purbeck Sports Partnership activities calendar. Range of activities over the year targeting anxious chn, those pupils less inclined to participate in PE as well as competitive sport for chn disinclined to join sports clubs. Aims included building resilience, teamwork, strategy, confidence and fun through physical activity 3 x pupils attended end of year Purbeck Sports inter schools awards evening  
**Purbeck Sports Partnership: £1750**  
**Transport to Purbeck Sports Events: 12events x £60 = £720**  
emphasized they are not alone in avoiding mainstream sports and that sport can be about the social aspect not the competitive aspect. The success of the Purbeck Sports Partnership in bringing chn from differing schools while targeting a wide range of chn continues to be successful.

Provide Forest School teaching and learning for all pupils. Forest School sessions for whole school (weekly 1hour session for EYFS and Yr 1 – **every other half term**); Plus session for SEND pupils  
Forest School (including resources and staffing cost): **£220 x38 = £8,360**  
NB £4000 from PP funding so cost from Sports Premium **£4,360**

## 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?  |
|--|---|
| <ul style="list-style-type: none"> <li>➤ More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE / physical activity/ Sport Activities.</li> <li>➤ Positive attitudes to health and well-being maintained; Improve pupil concentration, commitment, self-esteem and enhance positive classroom behaviour;<br/>Curriculum map reviewed in light of entered competitions and pupil voice;</li> </ul> | <p>School ambassadors, school council feedback, staff feedback</p> <p>Pupils` physical activity time (during the school day) increased (or at least maintained); Register of participation in school inter-sports competitions (Excel spreadsheet); Pupils` extra-curricular activities attendance data updated termly; Pupils able to explain importance of physical and mental health through exercise and informal gathering pupil feedback about positive impact of physical movement on mental health – role for the School Council). Increase positive behaviour, and a sense of fair play enhanced (by using Sports Ambassadors, School Council members</p> <p>Comments from chn incl school councillors<br/> <i>"Can we go out and do more (physical) activities?"</i><br/> <i>"Can I go again ?" re Purbeck Sports on a Thursday afternoon a/c</i><br/> <i>"Getting outside is better."</i><br/> <i>"..the sports ambassadors are doing a good job...they`re really good with my class....lots of little ones like them..."</i><br/> <i>"This is the best set of Sports Ambassadors" :staff member</i></p> |

## Actual impact/sustainability and supporting evidence

| What <b>impact/sustainability</b> have you seen? 24-25   | What <b>evidence</b> do you have?   |
|--|---|
| <ul style="list-style-type: none"> <li>➤ Develop the effective use of lunchtime sports ambassadors to increase the physical exercise and team-building opportunities for younger children. Ambassadors to take a more proactive role, supporting active playtimes and support enrichment activities during lunchtimes. Participation in events targeting a range of pupils incl SEND, PP, KS1 and KS2 to encourage sportsmanship, teambuilding, fair play and self confidence</li> <li>➤ Continue the school's engagement with inter-school competitions and to encourage sportsmanship, teambuilding, fair play and self-confidence</li> </ul> <p>Larger number of children participating in extra-curricular physical activities compared to the two previous years. This includes numbers taken to Purbeck School for Thursday afternoon activities and increased numbers of chn including themselves in activities run by the School Sports Ambassadors two lunchtimes per week. This is down to WPS attending slightly more activities organized by the Purbeck Sports Partnership. It is also a result of the Sports Ambassadors being "better," along with lunchtime staff being more involved. The legend, "What you put in, you get out," applies to this group of sports ambassadors.</p> <p>As usual some events put on are targeted at particular groups of chn rather than the usual key stage, or year group targeted events.</p> <p>The variety of sports clubs, physical activities the children do outside school is down on previous years. There has been a small growth in numbers attending local rugby clubs, stable numbers for the football, Scouting and Guiding groups, fewer dancers, gymnasts.</p> <p>Attending Purbeck Sports events is getting increasingly pressured as staff numbers are low.</p> <ul style="list-style-type: none"> <li>➤ Monitor additional opportunities during the school day for movement breaks to increase physical activity levels, well-being and neurological benefits, (not just for SEND children); all classes</li> </ul> | <p>Spread sheet/Excel doc for register of pupils in each class</p> <p>Register; targeted classes on Tues and Thurs lunchtimes; feedback from lunchtime staff; feedback from chn within the school; the School Council (and JC) have also monitored the Sports Ambassadors and their effectiveness<br/><i>(refer quotes from p28)</i></p> <p>Informal data collection through questioning of chn in each class by PESL</p> <p>Staff discussion</p> |

## Actual impact/sustainability and supporting evidence

All classes are flexible, taking chn out for a variety of movement breaks (Stormbreak or other); as when CT decides is necessary, appropriate

- Ensure the safe storage of PE resources which ensures accessibility and enables curriculum provision to be effective;

Ensure resources available in quantity and quality for staff to deliver curriculum

Sufficient resources this year but a small number of resources will need to be replaced e.g. tennis balls. New netball posts would be a good addition. Biggest priority is storage: the oldest PE shed needs replacing with a wooden shed as the old shed is not waterproof and we are losing equipment to the weather. The newer PE shed is not fully waterproof due to its doors being broken.

- More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE / physical activity/ Sport Activities.
- Positive attitudes to health and well-being maintained; Improve pupil concentration, commitment, self-esteem and enhance positive classroom behaviour;

Forest School teaching and learning for all pupils: Forest School teaching and learning for all pupils is very popular. All classes participate every other half-term. Alongside this is a targeted lunchtime group; along with an afterschool group.

Swimming

Pupils` physical activity time during school hours maintained;  
Pupils` extra-curricular activities attendance data updated regularly  
Chn able to explain importance of physical and mental health (through exercise) to own class teachers, informal gathering of pupil feedback (the School Council). NB should be noted increasing numbers of chn mentioned wanting to, “go outside and do things” (outside school hours) but complained parents were not willing to support them.  
Reinforced sense of fair play enhanced by Sports Ambassadors, School Council members; both groups feedback to JC.

Pupil voice, feedback, feedback from provider and SENCO

TBC: swimming is currently ongoing so results not yet available