Sph PE Funding Evaluation Form







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Commissioned by

Department for Education

Created by

association for Physical Education

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 2024/25.
- 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 2024/5

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?
Ensure all children /families with mental health related barriers to education have access to support to overcome this difficulty	19 children/ families supported via Benjamin Foundation including Time for You contract, plus 14 children supported via pastoral TA time (ELSA)	Time for You contract could benefit more children more quickly if brought in-house though additional TA time and training	Increase value for money and pace of response
Ensure children have access to a wide range of experiences that enable them to find and grow sport-related strengths and that staff are confident and capable to lead	Y2 swimming successful. New after school sports club well attended. Enrichment days in school: Tennis, Multiskills, Tri golf and Archery experienced by all children and external Gym club experience for YR and Y1 with excellent feedback. Karate taster day for all year groups including Nursery.	Limited/no opportunities for competitive sports	Opportunities for competitive sports not found and needs prioritising in future years.
Ensure children's free time is spent accessing high quality play that supports their physical and mental health and that staff are confident and capable to lead	New lunchtime approach planned and implemented with range of resources following pupil feedback. Staff training undertaken.	New play leader not appointed until Summer. Impact will be evidenced from Autumn.	Embed new approach with further development from play leader.

Intended actions for 2025/6

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
PESS grant for 25/26 based on Jan 24 census. (Sept NOR: 157) Total Grant - £17,570 1. Develop plans to ensure all children /families that need wrap around care can access it and this care includes healthy foods and physical exercise 2. Ensure all children /families with mental health related barriers to education have access to support to overcome this difficulty 3. Ensure children have access to a wide range of experiences that enable them to find and grow sport-related strengths, including competitive sports 4. Ensure all staff providing Physical Education are enabled to do so confidently and capably 5. Ensure children's free time is spent accessing high quality play that supports their physical and mental health and that staff are confident and capable to lead	1. Generate plans to initiate school-based breakfast and after school provision – contribution to cost: £5,000 2. Continue and extend mental health support through pastoral staff: staffing contributions £2,620 (Benjamin Foundation) + £1,204 (TA 3xpm) + £ 500 (TA training) 3. Continue and extend sport-based experience opportunities including Year 2 swimming, opportunities for engaging in competitive and new sports, after-school clubs and CPD for staff: in-house competitions £190 (1x day supply); swimming fee £826; enrichment days inc travel costs £600; fencing/gymnastics/new sport day £600; staffing cost for after school club £240 (3x5 hrs) 4. CPD for staff delivering PE, school sport and physical activities £2,500 5. Extend and enable lunchtime activities that include physical and mental engagement including CPD for staff: Play leader contribution £2,500; £1000 resources

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?
1. A plan with the intention of an in-year start date (subject to funding of spaces) will enable all children/families with the need to access before/after school care. 2. Children /families will access support that enables them to overcome mental health related barriers and so be able to meet academic outcomes 3. Children will experience new sports and take part in competitive sport – some children may continue these outside of school. 4. Staff will lead high quality sessions. Their knowledge will be drawn upon in future years 5. More children will be engaged in high quality outdoor learning activities – their physical development will support core and fine motor skills, their wellbeing will be high and their readiness to return to afternoon academic learning will be high.	1. Families will be able to register children 2. Tracking of support and its impact 3. Pupil feedback 4. Staff feedback and monitoring 5. Staff and pupil feedback. Continued decrease in incidents at and immediately after lunchtime period. Increased performance in academic as well as physical outcomes

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?	What **evidence** do you have?
1. Staff have been successfully recruited and appointed for Sparhawk ARC. Resources have been purchased and the provision has been thoughtfully designed to create a welcoming, purposeful environment for children. Expressions of interest from families have been gathered and booking arrangements are now in place. Healthy, nutritious menus have been developed, and a fee structure has been established to ensure wraparound care remains accessible and affordable for families. This has resulted in a strong foundation for a high-quality provision that meets the needs of the school community. 2. 21 children and their families have been supported through the Benjamin Foundation, alongside a further 28 children who have accessed pastoral support through TA-led interventions, including ELSA and Drawing and Talking. All children have demonstrated improvements in their emotional wellbeing and mental health, enabling them to engage more effectively with learning and school life. Families have actively engaged with the support offered, contributing to sustained positive outcomes and continued improvements in mental health and wellbeing. 3. Children have had access to a broad range of sporting and physical enrichment opportunities, enabling them to discover and develop their individual strengths and interests in sport. Year 2 pupils successfully participated in a swimming programme, developing essential swimming and water safety skills. Whole-school enrichment days provided all children with the opportunity to experience Speed Stacking that promoted coordination, concentration and resilience. Skills workshops for all year groups have enhanced balance, agility and confidence through engaging physical challenges. In addition, Sports Day was a highly successful event, giving all children the opportunity to participate in competitive activities. 4. Children have been provided with a wide range of sporting and physical activity experiences designed to develop confidence, enjoyment and individual strengths in PE. Specialist PE CPD delivered by Helen Batterley has enhanced provision in Reception and Year 1, while a circus skills workshop for Year 2 broadened pupils' experiences beyond the standard curriculum. A Speed Stacking training session has further developed staff expertise, enabling them to introduce new skills and competitive opportunities within lessons. Drop-in observations demonstrate consistently high-quality PE teaching across the school, ensuring children are engaged, challenged and supported to develop their physical literacy and sporting potential. 5. The Play Leader successfully completed specialist training in October and has used this expertise to enhance the quality of lunchtime provision across the school. Lunchtimes now provide high-quality play opportunities with a strong focus on promoting both physical activity and emotional wellbeing. The Play Leader plans and sets up engaging experiences on a daily basis, ensuring children have access to a wide range of purposeful activities that develop social skills, resilience, wellbeing and active lifestyles. As a result, children are increasingly engaged in positive play experiences that support their physical and mental health.	1. -Expressions of interest for Wrap Around Care -Menu design -Application/interview notes of staff -Purposeful resources 2. -Completed plans from families -Records of support -Positive feedback from families -ELSA and Drawing and Talking feedback and data from staff. 3. -Confidence of children's swimming ability and associated data -Improvement in taught PE sessions from Teacher Drop Ins -Feedback from parents around Sports Day -Feedback from Speed Stacking event 4. -Broadened curriculum experience which is evident through pupil voice -Strong observation records from Drop Ins -Helen Batterley CPD rolled out 5. -Positive pupil voice from lunchtimes -Lunchtime provision carefully planned to ensure a strong offer of physical activity and emotional wellbeing -A decrease in behaviour incidents at lunchtime -Positive interactions at lunchtime observed -Improved mental health observed in children