

PE Funding Evaluation Form

**Bapchild and Tonge CE (Aided)
Primary School and Nursery**

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?
- Expand PALS to the KS1 playground, invest in equipment, storage and secure locks to keep equipment safe. Involving less active pupils in more physical activity. - Encourage participation in a wide range of sports and sport clubs through Sports	- Sports leaders (PALS) have taken responsibility of the playground activities and making sure the equipment has been stored safely. The equipment purchased has been thoroughly used everyday and they have been engaging many groups of children to take part. PALS have their own T shirts and also are leading activities such as inter-house, which has developed their confidence and leadership skills. - Inter-house competitions run termly, covering a variety of sports so children have	- EYFS provision to be reviewed in next year's funding, to ensure that nursery are getting more sporting opportunities. - Investment in OPAL outdoor learning to support active playtimes and lunchtimes is successful as seen in pupil voice, reduction of behaviour incident and parent voice. - Transportation has been a positive, as we have been	- Reception have football, yoga and forest school opportunities, look into these sporting opportunities for nursery too – can add onto progression document and help fine and gross motor skills. - Book in school visit for next year to observe and invest in OPAL, has not been able to happen in the previous academic year. PALS has been very successful, so will be good to continue this next year and implement. - Were not able to attend events in Kent Championship

Review of last year 2023/25

Week and weekly PE run by sporting professionals. All children have access to high quality resources during PE sessions with sporting professionals and teachers that is delivered during curriculum. Sport equipment is out at break times for children to access and new playground markings have been installed. All children are provided with 6 weeks of Forest School.

access to those that are not on their long term plan. Weekly sports clubs run each term and change each term to cover a variety of sports, sports coaches come in for some specialist clubs e.g. cricket. Sporting professionals have come in throughout the year (including golf, yoga, football, hockey, gymnastics and archery) to give the children an experience of lots of different sports, which they may not normally have access to. New equipment purchased this year, high quality so will last for a variety of sports and lessons. New metal goal posts, netball posts and basketball posts have all been erected. Sports equipment has been provided through PALS (see above) and each child for

able to use minibuses and organize transport to and from events, however, to be able to reach more events, we need to ensure there is room in the budget so we can attend further afield events.

League due to transport costs.

Review of last year 2023/26

- CPD for teachers. Kent FA to come and do some general PE training to help improve teacher confidence. - Transport for events to increase participation in competitive sport (e.g. local and county competitions).	every year group has had a terms worth of Forest School. Pupil voice has shown they have thoroughly enjoyed it. - CPD has been successful and was completed in Sept 2024. Staff meetings around PE planning and assessment have been successful and teachers feel more confident in assessing their children. - Children have had more access to events this year as we have hired minibuses/coaches to transport or parents have been able to provide transport. This has been an excellent opportunity for the children and they have achieved great success at the events.		
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Review of last year 2023/27

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| <ul style="list-style-type: none"> - Funding for sports coaches and specialist teachers. Opportunity for CPD for teaching staff. Further budgeting for more EYFS/KS1 opportunities with sports coaching. | <ul style="list-style-type: none"> - Sports coaches have been working across all year groups for a variety of sports including football, hockey, golf, yoga. Teaching staff have excellent CPD opportunities by observing teaching and learning in those sessions. KS1 and EYFS have football, yoga and Forest school opportunities but will continue to look to extend the provision, especially within EYFS. | | |
| <ul style="list-style-type: none"> - Funding for new sports equipment for lessons, clubs, intervention groups and forest school. | <ul style="list-style-type: none"> - Funding has continued to provide excellent equipment and opportunities for the children. Sensory circuits have been a daily activity, which have helped vulnerable children and provided them a regulated start to their mornings. | | |

Intended actions for 2024/28

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
1) To train new staff members in Forest School, to enable this provision to continue throughout the school, allowing year groups to access this provision and run extra sessions to help SEND pupils. 2) Continue funding for new sports equipment for lessons, PALS, clubs and intervention groups. Also, funding transport for sporting events to increase participation and opportunities for the children to take part in competitive sporting events. 3) Continue funding for PE planning, sports coaches and specialist teachers. Opportunity for CPD for teaching staff. Further budgeting for more EYFS opportunities with sports coaching.	1) Send 2 x staff members on Forest School training course in September, which will be completed by end of Term 2, start with small groups as per training and by Term 4 have full class sessions. 2) Ensure all sports that are taught have the appropriate equipment needed and for the amount of children in the class. Order ahead before terms. Weekly checks of PALS equipment by sports leaders and adults. Check weekly events schedules from SGO and book in transport as soon as possible, through minibus, coach and parent help with transport. 3) Teaching staff increase confidence teaching sports that specialist coaches are in for. Teacher to be with coach for support and observation. Children will have access to specialised coaches and lessons. KS2 have access to football, hockey, bike-ability, forest school, yoga

Intended actions for 2024/29

4) Investment in OPAL outdoor learning to support active playtimes and lunchtimes is successful as seen in pupil voice, reduction of behaviour incidents and increase participation.

5) Specific CPD for teaching staff throughout the year to increase confidence in teaching PE.

coaching. KS1 have access to football, yoga and forest school. To ensure all of EYFS have a similar provision, allocate timings for EYFS to have access to sports coaching facilities to help both the teachers CPD and children's opportunities.

4) Visit local schools with OPAL operating in and observe it in practice, invest in the scheme and implement in school, having dedicated OPAL ambassadors. Complete a whole staff training in staff meeting to raise awareness of benefits of the OPAL scheme and ensure it is consistent throughout the school.

5) Arrange staff meetings throughout the year offering CPD for teaching staff to help develop confidence in sports, which came out from staff voice survey. Arrange other sport coaches if needed for particular sports. Continue to review and support any staff as needed throughout the year.

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?
- Access to more equipment for the children will benefit their physical education lessons and provide opportunities for more extra-curricular clubs to take place with the right amount of equipment per child. - Teaching staff to have increased their confidence in leading PE lessons and have the correct resources they need to help lessons thrive. Teachers to feel confident in the whole range of sports they are teaching across the year and have access to CPD opportunities as/when needed. - Increase participation of less active pupils through OPAL and PALS scheme. This will help increase physical activity during unstructured/play times. Also, provides leadership opportunities for the children. - EYFS physical development data to continue to make expected progress and see some improvements through starting specialist sessions in Nursery and Reception to help with fine and gross motor skill targets. - Training for Forest School leaders to teach to different year groups a varied curriculum. This will help all	- Evidence will be shown from assessments each term; we expect to see more children making expected or exceeding progress across the year from both well-resourced and taught PE lessons and extra-curricular clubs that are offered. - Staff feedback/questionnaires throughout the year to provide evidence of increased confidence levels. Also, teacher drop ins to support staff and ensure planning/equipment is being used effectively. - Feedback from sports leaders, staff and parents through questionnaire sheets. Complete OPAL assessments termly and get teaching staff to be actively involved in. - EYFS physical development data should provide evidence of increased and improved physical activity. - Forest schools developments should be evidenced through pupil voice and photo evidence through the forest school leaders.

Expected impact and sustainability will be achieved

children to participate in a different style of Physical Education, increasing their exposure to different activities.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?