

PE Funding Evaluation Form



Commissioned by



Department
for Education

2024-2025



Co-Headteacher,
Karen Longley
11.07.25

Chair of Governors,
Ellis Lewis:

Signed: _____

Date: 11/07/25



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.

What went well?	How do you know?	What didn't go well?	How do you know?
<p>Increased children's opportunities participate in competitive sporting competitions through our partnership with West Leeds Schools, Leeds Well Schools for children to attend City Wide events. Children were proud to be part of a team representing the school in our new kits.</p> <p>We provided a wide range of accessible after school clubs run by Premier Education and provided additional events across the year for all children to take part in workshops /activities to increase physical activity and celebrate efforts and achievements.</p> <p>Children had more opportunities to learn skills and use them at lunchtimes through the provision of a lunchtime club run by Premier Education and the provision of additional resources for children to use at lunchtimes.</p>	<p>Children have attended the most inter school competitions on record as a school.</p> <p>A larger number of children enjoyed a range of competitive sports such as Dodgeball, Netball, Football, Multi-skills, Skipping and Danish Longball.</p> <p>Children were offered a wide a range of activities in after school sessions and all were well-attended: Tri-golf, Archery, Skipping, Dance, Athletics, Football, Basketball. Gymnastics.</p> <p>School events were organised and enjoyed and participated in by all children: Dance celebrations at Christmas and in Sports week; Sports week; Skipping workshops; Sports Days; OAA days and our Run to Paris challenge. All children in Y1 can use a balance bike and had access to use them throughout the year.</p> <p>Children who were selected to join the club enjoyed the sessions. A greater variety of games were played at lunchtime.</p>	<p>N/A</p> <p>N/A</p> <p>Space was an issue in wetter weather when the field was not is use limiting the number of activities that could be safely played.</p> <p>Equipment was lost and broken.</p>	<p>Observation and feedback from staff and children.</p>

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?
<p>Staff CPD through the use of coaches in sessions developed staff confidence in the delivery of sessions.</p> <p>Subject leaders were knowledgeable and a new subject leader was supported through the Well Schools network and training.</p>	<p>Staff feedback. Learning walks and monitoring of the subject.</p> <p>Staff feedback and work in school.</p>	<p>Timetabling limited the CPD opportunities to only a small group of teachers.</p> <p>Changes in PE leadership throughout the year made management of the subject challenging.</p>	<p>Timetabling issues couldn't be resolved due to staffing so this will be looked at carefully in planning support in 24/25.</p> <p>Feedback from leaders.</p>

What are your plans for 2024-2025?	How are you going to action/achieve these plans?
<p style="text-align: center;">Intent</p> <ol style="list-style-type: none"> 1. To encourage all children to be active for at least 60 minutes a day. (£3010) <ul style="list-style-type: none"> -Prizes and rewards for classes £1000 -Resources and uniforms for Sports Leaders. £500 -Resources for year groups and storage £1000 -Premier sports cost for lunchtimes 1hr a week: £610. 2. To provide cpd to staff so they are confident, knowledgeable and skilled in teaching a range of sports skills. (£7861.40) <ul style="list-style-type: none"> -Leeds Rhinos weekly sessions for 3 half terms: £1850. -Premier Education weekly lessons: £3220 -Fred Perry Tennis lessons for 12 weeks: £781.40 -Leeds Well Schools membership for leaders CPD: £1200 -Cost to release leaders from class. -Additional CPD costs for staff (EL): £810 	<p style="text-align: center;">Implementation</p> <ul style="list-style-type: none"> -Introduce Whingate Workout Wall to record and celebrate children’s activity outside of PE lessons and to encourage children to think about different ways and times they can be active. -Introduce and train Sports Leaders to develop and encourage children to be physically active. -Buy resources and equipment to support leaders in developing physical activity at break and lunchtimes and uniforms so children can clearly see who is running the sessions. -Improve the resources available to all children in the playground at break and lunchtimes so they are encouraged to be active. -Expert leaders will train Sports Leaders and support lunchtimes once a week. -Survey children’s and parents awareness and understanding of how much physical activity their child does and should do. -Train new PE lead so they are able confidently support teachers and understand and improve the sports and physical activity opportunities we provide in school. -PE leaders to attend Leeds Well Schools cpd three times a year. -Time for PE leads to meet together to review needs and action plan. -Bespoke cpd for staff identified. -Coaches to work alongside staff to develop teachers confidence and skills. (Leeds Rhinos, Premier Education, LUFC Nfl and Fred Perry Tennis lessons, Elise Lilley gymnastics cpd)

Intended actions for 2024-2025

Funding: £19, 980 Intended Spend: £20, 992.90

3. To offer a broad range of sporting and physical activity outside of

the taught curriculum. (£7821.50)

- Club provision delivered by Prem Ed: £4829
- EL clubs Spring and Summer term: £1620
- Christmas dance classes: £335
- Sports week dance classes: £220
- Skipping workshops and festival for Y2 and Y4 classes: £700
- Mission Out transportation: £117.50

-Offer a wide range of afterschool activities to offer sports that children enjoy but also different sports they may not have access to.
-Provide other physical activity opportunities outside of the curriculum: skipping training and attendance at festivals; Christmas themed dance classes; whole school dance themed sessions and celebration event; OAA day visits for children not attending residential trips in Y4 and Y6; whole school being active week.

4. To provide a wide range of opportunities for children to participate in competitive sport. (£2300)

- Transportation costs to competitions: £2000
- Sports day medals and prizes: £300

-Children will attend competitive and non-competitive inter-school competitions.

-Children will compete in school within their year group.

Expected impact and sustainability will be achieved

<p>What impact/intended impact/sustainability are you expecting?</p>	<p>How will you know? What evidence do you have or expect to have?</p>
<ol style="list-style-type: none"> 1. -Increase the number of minutes children are physically active each day. -More children will meet the 60 minutes daily physical activity (of which 30mins will be in school time). -Sports Leaders will be able to run lunchtime activities independently and at the end of the year support and train up new leaders for the next year. -Children and parents will have greater awareness and understanding of how physically active they/their child is. -Profile of activity is raised across the school. 2. -Teachers confidence will increase in teaching particular skills. -Teachers will be confident in using PE planning and planning their own lessons. 3. -All pupils who will have experience of a wide range of physical activity in addition to the curriculum provision. -Pupils will have access to a wide range of sports and opportunities to be physically active in afterschool clubs. 4. -Children will enjoy and have a good relationship with competitive sports. -Children feel more confident in competitive sport as they can train together and feel part of a team. -Competitive sports will be a regular feature of the school year and good relationships built with other schools will enable further opportunities for competitive sport in the future. -The profile of sport will be raised across the school and celebrated. 	<ol style="list-style-type: none"> 1. -Whingate Workout walls to be displayed and data collected and celebrated. -Sport Leaders will be out each lunchtime leading games and activities. -Parent and children surveys will be conducted to check understanding and physical activity and repeated at the end of the year to compare. 2. -Teacher surveys will baseline confidence and identify areas for cpd for all staff and individuals. -Teacher views and impact surveys will be conducted following cpd. 3. -Overview document to evidence the activities run in school and participation in afterschool clubs. 4. -Records of events attended and children's participation.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>1. Increase the number of minutes children are physically active each day. More children meeting the 60 minutes daily physical activity (of which 30 minutes is during the school day) Sports Leaders have been trained, supporting additional activities throughout KS1 and KS2 to increase levels of being active. Year 5 receiving training support from Year 6 ready for the next academic year. Parents aware of the importance of being active and recognise the additional opportunities children are given in school to be more active.</p> <p>2. To provide CPD to staff so they are confident, knowledgeable and skilled in teaching a range of sports skills. Developing the skills of staff across school to give them more confidence in planning and teaching independently – especially in Gymnastics.</p> <p>3. To offer a broad range of sporting and physical activity outside of the taught curriculum. A wider variety of clubs have been offered to suit the interests of all children including: fencing, tri-golf, American football alongside clubs that have been offered each year: football, athletics, gymnastics and dance. Opportunities for SEN children to attend ‘come and try’ events (Mini-Olympics and bowling). Sports Leaders – trained during lunch times to support physical activity across school. Lunch time opportunities for girls’ football (Autumn Term).</p> <p>4. To provide a wide range of opportunities for children to participate in competitive sport.</p>	<p>Whingate workout wall chart from Autumn to July showing an increase in children being active outside of school. Achievements celebrated in July. Sports Leaders supporting in external competitions, working across school with children and staff running independent activities as well as sports days, and training Year 5 ahead of the next academic year. Communication via Class Dojo to all parents e.g. sharing information of Healthy School Takeover Week, competitions children have attended, successes of sports days, PE sessions, festive workshops and incentives for adding active participation to the Whingate Workout Wall (inflatables).</p> <p>Staff surveys completed: (Written evidence)</p> <ol style="list-style-type: none"> 1. Identifying gaps in knowledge and areas for development 2. Evidence of the positive impacts from CPD sessions from those staff receiving support. <p>Tracker of children attending clubs and events – Get Set.</p> <p>Competitions attended throughout the year across school – not as many as previous years due to changes of venue (Dixon’s no longer hosting local events). Athletics club to support confidence and competence of pupils – first place at the annual Olympics. Sports Day – competitive elements for individual and group participation.</p>