

# 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 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?
Links with other local clubs.	Participation in the local football and cricket clubs. Children taking part at newly formed All Stars/ Dynamos	Pupil voice- children wanted more variety in the curriculum and felt that sometimes they did the same activities each year.	Pupil Voice
Establishing a Netball Y5 and 6 Netball club.	Building on skills throughout the year. Qualifying for the North Devon netball finals.	Girls feel like they can't play football at breaktimes/ lunchtimes.	Pupil Voice Audit of breaktimes/ lunchtimes
Increased participation at tournaments/ festivals.	Registers	Access to after school clubs. Rural area and many children travel to school by bus and can't participate in after school clubs + cost	Pupil voice Register of after school clubs

## Review of last year 2023/25

<p>CPD in a number of areas + time to shine CPD for cricket.</p> <p>OPAL Platinum Award – continuing to build on active playtimes/ lunchtime.</p>	<p>Staff meeting feedback</p> <p>Playtime/ Lunchtime audit</p> <p>Pupil voice</p>	<p>involved.</p>	
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## Intended actions for 2024/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p><i>Increase confidence, knowledge and skills of all staff in teaching PE and sport.</i></p> <p>Continue to develop staff self-confidence through CPD, including new areas based on a revision of the PE curriculum.</p>	<p>Through a review of the PE curriculum to provide guidance and planning to focus on a wealth of different activities.</p> <p>Cricket CPD through the time to shine program. X 3 sessions for all class teachers (build on the one session last year). Introduction of Tri golf and Tag Rugby to deliver the skills within our PE curriculum.</p> <p>Sharing detailed planning and scheduling staff meetings to check staff feel confident in the delivery of the curriculum.</p>
<p><i>Increased engagement of all pupils in regular physical activity and sport.</i></p> <p>At least 60 minutes of physical activity during the day (40mins in school), encouraging additional physical exercise out of school hours. Increase in lunchtime clubs and after school sport provision to further increase active time. Links with local clubs</p>	<p>Continue to develop the ways in which children can be active at school. Opal continues to offer a wealth of activities, including the purchase of a basketball hoop (pupil voice) and allowing children to apply skills taught in focused PE sessions within their play at breaktimes and lunchtimes.</p> <p>Increased opportunities for classes to access sensory and active</p>

## Intended actions for 2024/27

to encourage children to continue being active outside of school.

breaks. PTA funded a daily mile and scooter track in the school to support this.

Additional free lunchtime clubs for children, building on the netball club from last year. These sessions were tailored to the sports covered in the PE curriculum sessions and fully inclusive to all children.

Daily fun fit sessions (4 times a week) to support children identified as needing support with core strength.

Well-being club established, allow children who might find it tricky to join in with others at playtimes/ lunchtimes/ class times. Activities provided with a physical focus but away from sensory demands (forest schools/ daily mile/ den building/ sweeping).

All children to take part in a festival/ tournament against other schools during the academic year.

Offering continued Netball and girls football throughout the year and networking with other schools so we can arrange some local competitive matches.

Greater opportunities for children to build on skills learnt in PE sessions, lunchtime clubs, after school sports clubs in order to apply in a competitive event.

Clear offer of competition throughout the school year with both Chulmleigh Academy schools and local primary schools. Inclusive lunchtime clubs for children to apply skills ready for competitive games.

Continue to promote applications for virtual gymnastics.

## Intended actions for 2024/28

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## 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?
<p>Training/ planning provided for each strand of the curriculum, modelling and upskilling staff to improve their own practice.</p> <p>Children will engage in 40 minutes of school daily. Targeted through 2 hours of discrete PE sessions per week. Opal for 1 hour per day. Allow children to be more focused when in class, with active breaks being encouraged throughout the school day.</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities, both through OPAL active learning and lunchtime clubs. Reflected in PE assessment.</p> <p>CPD for gymnastics identified as the focus for next year.</p> <p>Pupil voice to provide an overview of how children feel about the revised curriculum and can reflect on the skills learnt and effectiveness of teaching.</p> <p>Lunchtime club registers. After school club registers. Observations at lunchtimes/ playtimes. Pupil voice Staff meeting feedback- use of active breaks (dancing, yoga, daily mile). Parent Survey</p>

## Expected impact and sustainability will be achieved

Confidence in application of skills taught.  
Children learn skills of teamwork, sportsmanship and respect.  
Opportunity to apply skills.  
Wealth of different competitions and support to signpost local clubs to develop these skills further.

Bikeability: 100% of children in Year 5 and 6 have taken part.

Increase the opportunities for children to take part in competitive events.  
Develop confidence that children can apply skills learnt in PE sessions.  
Ensure children get the opportunity to compete, including by gender and ability.  
This leads to increased participation in sport and active playtimes/ lunchtimes.

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>Positive feedback during pupil voice on the introduction of Tri golf and Tag rugby.</p>	<p>Pupil voice records. Children like the change with tri golf. They enjoyed making their own tri golf courses. A sport which could be easily adapted to foster maximum inclusion of all abilities. Staff meeting- Adapted planning to focus on one key skill each session.</p>
<p>Increased participation in lunchtime and after school clubs. Greater access to sports activities within the community. Increased sensory/ physical breaks for targeted children and whole classes.</p>	<p>100% of children access to an active lunchtime club each week (half-term block x 2) 100% of children access to an active lunchtime club each week (x2 half-term blocks) 20 girls from Year 5/ 6 consistently attending a girl's football club each week. 25 children from years 5/ 6 (mixed) attending a netball club. 20 children from Key stage 1 and Reception attending an after school sports club. 17 children from Key stage 2 attending an after school sports club.</p>

## Actual impact/sustainability and supporting evidence

Parent Survey: “The staff go out of their way to ensure the children get the most out of their time @ the school. They encourage outside activities and take the time to congratulate on success.”

“Great range of extra-curricular activities and school trips. My child is enriched from being a part of Chulmleigh Primary School.”

“She participates in lunch clubs and has had the opportunity to represent her school which is something she has never been able to experience.”

Intra-school competitions in cross-country, tri golf, basketball, cricket, athletics, basketball, tag rugby, cricket, tennis, athletics, tri golf and dodgeball.

Inter-school competitions in tri golf, cricket, cross country, girls football, netball (matches) + north devon finals, dodgeball, cricket, rugby and dance.

Year 5/ 6 Netball club throughout the year with games with local schools.

## Actual impact/sustainability and supporting evidence

All children will have the opportunity to apply skills from PE sessions in a competitive environment. Whilst signposting children to local clubs if they want to develop these skills further in a specific sport.

Hosting a Y5/ 6 Girls football tournament and inviting 5 other schools from the local area.  
8 children submitted for virtual gymnastics. One child came 3rd in Devon finals.  
Netball team qualified for the North Devon finals.