

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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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?
<p>Awarded Gold in the School Games Mark in June 2025 for the 3rd consecutive year.</p> <p>Opportunity for all Year Four pupils with access to swimming lessons for the academic year with some top up for Year 5 children.</p> <p>Pupils benefit from a broad and balanced curriculum with Get Set 4 PE.</p> <p>Specialist coaches to teach/ deliver after school clubs.</p> <p>Variety of competitions entered throughout the year.</p> <p>Enrichment for all children in skipping with some leaders being trained after Play Leader scheme for around 20 children in Year 5</p> <p>Adult activity leader training to improve breakfast club and lunch time provision.</p> <p>Outdoor orienteering course</p>	<p>Pupil voice, Lesson visits More pupils participating in after school enrichment clubs and teams Children make progress across the year. High number of children meeting the goals. PE profile raised across the school. Many children asking/ competing to go on events. Many children competing in more than one event throughout the year.</p> <p>Celebrated by SGO and Headteacher for range of activities provided. Came 2nd out of the whole of Yorkshire in bouldering. Increase in non-active and PP participation in active minutes and extra-curricular offer.</p> <p>Monitoring of data has become very accessible and accurate. Pupil attainment, tracking of participation and active minutes offer were audited by the PE Lead to see if we could offer more. The filtering tool allowed our whole school focus around girls, SEND and PP children to be easily monitored and inform the need for any provision improvements. Girl's football extra-curricular club offered to develop girls in sport. After school clubs opened to a wider amount of children Course used for local sporting event</p>	<p>Amount of provision used at lunch isn't varied enough and equipment isn't looked after.</p> <p>Music stopped in the playground at lunch times. I would like to see this started again to encourage active breaks.</p> <p>Transport costs becoming unmanageable</p> <p>Fewer visitors in for enrichment</p>	<p>Lack of equipment seen at lunch time during learning walks</p> <p>lack of music heard at lunch times/ pupil voice</p> <p>Over budget with large amount going towards transport</p> <p>Not managed to get 3 visitors this year doing sessions with the children as we have been over budget in other areas, however we have managed visitors into assemblies and developed those contacts for future engagement e.g. Alex Oldale ice hockey player.</p>

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>To provide greater opportunities for pupils to take place in sporting fixtures and competitions within the local area, to raise the profile of PE.</p> <p>To provide staff who aren't as confident to receive CPD from specialist coaches to deliver PE</p> <p>To increase confidence, safety and balancing whilst on a bike. Develop skills in gliding, braking, steering and controlling speed when on a bike in all key stages.</p> <p>Encourage more active travel to and from school</p> <p>Our intent is to use the PE and Sport Premium funding to ensure that all pupils develop the knowledge, skills, and motivation to lead healthy, active lifestyles. We aim to improve the quality of physical education across the school by providing staff with professional development opportunities, enhancing our curriculum with a broader range of sports, and ensuring all children have access to high-quality equipment and inclusive activities.</p> <p>We are particularly focused on increasing participation among less active pupils, developing physical literacy in Key Stage 1, and providing opportunities for structured physical activity during break times. This aligns with our whole-school goal of promoting physical and mental wellbeing and supporting pupils' personal development.</p>	<p>Orienteering, swimming, basketball, football, rounders, sport hall athletics and tag rugby competition as part of the School Games.</p> <ul style="list-style-type: none"> • Annual sports day • Wider opportunities provided such as bouldering or SEND opportunities working with Panathlon • Timetabled activity lead on the MUGA at lunches. • Adult CPD provided to improve quality of provision at lunch and breakfast club. • After school clubs opened up to more children with more variety. • At least 4 clubs provided every half term throughout the year offering varying sports and skills development • "Balance ability" session for EYFS, Bikeability in Y5 • Improved awareness of Road Safety in EYFS from sessions delivered by Ami Harding – Active Travel Officer. • Bikes maintained and checked in EYFS from Active Travel Barnsley • PE coordinator attended Primary PE Conference in November to be informed of updates and focus areas for the year. • Regular contact and feedback from Angie Buckley – School Games Organiser for Barnsley • Good links with local secondary school PE teacher Jack Heald. Attended more events at Kirk Balk which aids transition. • PE equipment regularly audited and new equipment purchased so all lessons can be fully resourced

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?
<p>1. PE Teaching confidence – Improvement in teacher and support staff’s high quality delivery of the PE curriculum, confidence in adaptive teaching and making accurate and informed assessment judgements. Pupils will foster a love and enjoyment of personal and physical development. Intra-leagues - More pupils meeting their daily physical activity goal, more pupils encouraged and interested in taking part in PE and extra-curricular sporting activities.</p> <p>2. Profile of PE and Sports for girls is raised - Leads to them fostering and sustaining a love of physical activity and participation in sports throughout primary and secondary school journey.</p> <p>3. Lunch time active minutes participation - Staff observe and evidence decrease in behavioural incidents when activities are led by an adult upskilled in collaborative play and provision, increase in engagement of children partaking or seeking out physical activity, children experience broader range of sports and games, children will be more likely to join after school clubs if they have tried the sport with a coach at a lunchtime.</p> <p>4. Sports equipment - All lesson progressions from EYFS to Y6 are effectively equipped and teachers can deliver high quality lessons in line with Get Set 4 PE SOW.</p> <p>5. CPD - Primary teachers more confident to deliver high quality PE. Subject leader upskilled and equipped to develop staff through whole school initiatives.</p> <p>6. Swimming and Safe self-rescue top-up funding - (data available from after Dec. 24 – numbers who met national curriculum and numbers in need of top up funding)</p> <p>7. Hoyland School Sports Partnership – Recognised for weekly participation in events, increase in numbers of children representing school, pupils develop interest in grass roots club pathways, key messages and statutory requirements are met, playground leaders are well trained and actively improve the experience of physical activity amongst their peers.</p> <p>8. Get Set 4 PE – Consistency in the delivery of high quality PE, monitoring and effective provision mapping through analysis of participation of significant pupil groups, teachers feel equipped with long term planning overview/resource library/success criteria/modelling/evidence base/unit outcomes</p>	<p>1. K.I. 1,3,4,5: Get Set 4 PE data and evidence, increase in confidence scores in teacher and whole school PE audits following signposted mentoring, gathering pupil voice, participation numbers in extra-curriculum club offer, increase in children displaying School Game Values, pupils are capable of communicating the difference between physical education in different key stages throughout school, learning walks will show consistency in high quality teaching and subject knowledge of respective year group’s start and end points.</p> <p>2. K.I. 3 Profiling of girls reports, gathering girls’ voice, increase in numbers attending girls only clubs as they are subject to change in line with their interests, body image and confidence in changing for PE is improved.</p> <p>3. K.I. 2,4,5: pupil voice, welfare staff feedback and engagement, numbers participating in physical activity, improved attention and core strength in classrooms, after school sports club registers.</p> <p>4. K.I. 1,2,3,4: Learning walks, lesson observations, engagement, pupil voice, pupil knowledge and progression in skill, Get Set 4 PE.</p> <p>5. K.I. 1: Teacher subject knowledge Get Set 4 PE, lesson observations, PE teaching confidence audits, feedback and embedding of new skills.</p> <p>6. K.I. 2,3,4,5: Swimming data collated by swimming instructors and accompanying staff – national swimming requirements and safe self-rescue.</p> <p>7. K.I. 1,3,4,5: SGO data, sharing successes and participation on social media, School Games Mark award, increased participation in competitive sport, engagement and equality of experience in regular physical activity, Get Set 4 PE (extra-curricular clubs offer and numbers attending).</p> <p>8. K.I. 1,3: Get Set 4 PE logging of end of unit assessments, significant groups tracked and reported to governors, teacher confidence audits, pupil voice, learning</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>To provide pupils with intra-school competitive sport, including sports days/weeks and events which promote competitive PE & games</p> <p>Travelling to and from more events using public transport has made travel costs significantly cheaper</p> <p>CPD to all teachers rather than having coaches ensures more teachers are skilled in teaching PE</p> <p>By subsidising most of the after-school clubs but charging a small amount to attendees means we recoup some of the spend in other areas of PE</p> <p>By offering after school clubs to a wider amount of year groups means clubs are often full and more children are having access to sports and working with peers from different year groups.</p> <p>Learning through OAA</p>	<p>Sports days, pupil voice, activity lead at lunch time</p> <p>Spend on travel costs significantly reduced after discussion with bursar</p> <p>Staff voice</p> <p>After – school club registers and tracking attendees online using Get Set 4 PE online reporting tool</p> <p>Permanent orienteering course around school has been checked and updated this year and used for events with other schools</p>