



PE Funding

Evaluation Form



Department
for Education

Commissioned by
 association for
Physical
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 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?
PE hub scheme has been implemented and a long-term plan is in place which works on a two-year cycle. The planning is suitable for mixed classes. Curriculum resources have been purchased to match the needs of the National Curriculum meaning that it is taught effectively. Pupils are engaged with an effective curriculum and a solid skills progression. Younger children developed their gross motor skills to travel on scooters, bikes and ride on.	The scheme and long term plan have been in place for 2 terms. Teachers of PE are planning the lessons following the scheme and long term plan. It is clear from student voice that the children know the structure and routines of the lessons. The PE national curriculum is taught through the new PE Hub scheme and long term plan effectively with the correct equipment. Pupil voice shows that children have a deeper understanding of the sports they are playing because they are taught to use the correct equipment accurately. All children are able to ride on a bike and complete the SPF in PD. All children have the gross motor skills to either ride a balance bike or a pedal bike (either with or without stabilizers). Children can be observed using the equipment in the orchard, are able to share the equipment and are enjoying getting physically active. This can be seen in pupil voice	The PE hub scheme of work now needs at least another year to be fully embedded. Further investment in PE equipment is needed to fully resource the 2-year rolling program.	The PE hub scheme and long term has only been in place for two terms. Currently we only have the equipment needed for the two terms that have been taught. Our next steps are to purchase the equipment for the rest of the PE curriculum. All equipment will need to be stored securely and the equipment will need auditing yearly and then updating, replacing and maintaining.

Review of last year 2023/24

	Children have a life skill and can build upon this in our cycling and bikeability sessions as they progress through school.		
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Review of last year 2023/24

Play leaders and sports leaders at lunchtimes and playtimes to engage pupils in regular and a wide range of organised sports activity. Play leaders to lead the team of junior play/sports leaders (from Y6) who can lead sporting activities for younger children. Play and sports leaders have led sports and physical activities as role models and leaders.	During playtimes it is clear to see play/sports leaders getting children of all ages involved in physical activity. Play/sports leaders are getting children in school more active and leading as role models in several sports on the playground. For example, football and table tennis. The junior play/sports leaders act as role models to the younger children and clearly demonstrate the school values on the football pitch. The junior sports leaders have a clear understanding of the rules of football and are able to act as referee for games and therefore minimise disagreements that may come from the games rules not being followed. Junior Play leaders and Sports leaders are established. This has enabled our older children to be leaders in our school community. The staff are able to draw on the children's new skill set to inspire other children to be active on the playground. The playground shed set up to store the play leader's equipment in. This allows the children to access what they need easily. Further equipment has been purchased. This has improved the range of activities the play leaders can offer.	Junior sports leaders are only able to lead sports on the field during the dry months, but not during the Winter and when the field is wet. The momentum with junior sports leaders gets lost once the children are able to access field in dryer months.	From observation we can see that both sets of activities were unable to happen during certain months of the year. Next steps - junior play leaders and sports leaders to work together with staff to ensure that physical activity is happening during all playtimes.
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Review of last year 2023/24

Festivals and tournaments have both been planned and attended across the STARMAT. Pupils have gained a sense of pride in playing team sports and representing their school. The younger children now aspire to take part in sports like their older leaders.	The children have taken part in tournaments and fixtures with other schools. These include cricket, football, beanbag rounders, athletics and table tennis. Children are visibly proud to be part of school teams and keen to get involved. Younger children led by role models and are aspiring to take part in sport. Our children have enjoyed using the table tennis table at playtimes. We had a group of children who took part in a national table tennis competition. The school hosted an academy wide KS1 athletics event. All sporting achievements are celebrated in assembly each week. With children regularly bringing trophies, certificates and medals.	Tournaments and fixtures have mainly involved KS2 children.	KS1 pupils were only able to take part in bean bag rounders and athletics. Next steps – Look for ways to expand the KS1 offer.
Children have been given the opportunity to participate in competitive sports with their peers. Continue the PTA experiences passport with annual physical experience for all children in school. PTA experiences taken place in 2023-2024 - Skipping Dance Wimbledon Yoga mats purchased to facilitate the increased popularity. This engaged many children that would not usually choose to do an active extra - curricular club. There was an increased uptake in girls choosing an active	Children are engaged in a range of different sports and physical activities as part of the PTA experiences passport. Children are able to take part in a sport based extra-curricular club each half term. Children are able to try out new activities and see if they would like to pursue these further. Our active offer has been widened by offering Yoga as an extracurricular activity. We led a KS1 STARMAT athletics event. This was a competitive event, but it was very much a celebration of KS1 taking part in a sport. This was celebrated with certificates and	Investment in tennis only took place in Summer 2.	Children were keen to play tennis once the Wimbledon experience day took place. This led to the equipment being purchased in the last few weeks. Now that we have the equipment tennis can be played throughout the year when space is available on the playground.

Review of last year 2023/24

club. Tennis nets purchased to support interest from the village tennis club and Wimbledon day. One set at the right height for EYFS and 4 for the rest of school. These have also been used as an additional activity as part of activities led by the playleaders	medals for the children taking part.		
Pupils have engaged in a wide variety of competitive sports with other schools across the STARMAT and the wider community. Pupils have gained the values associated with competitive sports and understand how these impacts on their lives. Children from the school have taken part in a national Table tennis competition.	Pupils have engaged in competitive sports at other venues. They have gained experience of the competitive nature of sports and developed personally. This can be seen in the way the children approach these activities and through pupil voice. We have been able to attend sporting events including: Kirk Fenton Cricket Competition. Brayton Netball Competition Saxton Football Competition Sherburn Hungate Football Tournament.	Tournaments and fixtures have mainly involved KS2 children.	KS1 pupils were only able to take part in bean bag rounders and athletics. Next steps – Look for ways to expand the KS1 offer.

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
To continue to use planning suitable for mixed classes - PE Hub. To continue to engage pupils in regular and a wide range of organised sports activity during playtimes. To increase physical activity across the school curriculum and increase the variety of sports in our extra-curricular offer. To continue to offer a wider range of sporting activities both within and outside the curriculum to increase pupil participation. Pupils engage in a wide variety of competitive sports with other schools across the STARMAT and the wider community.	Purchase PE Hub for the academic year 2024-2025. PE equipment to be audited against cycle B of the long term plan. This ensures that we have correct equipment for cycle B. PE team to arrange training for lunchtime and break time sports leaders, matching activities to the curriculum. Purchase of sports resources and appropriate storage to ensure longevity of resources. School staff work together to see how we can increase physical activity across the curriculum. Purchase resources to increase physical activity across the curriculum. Offer sports based extra-curricular clubs after school. Continue the PTA experiences passport with annual physical experience for all children in school. Ensure bike ability/cycle proficiency is booked in line with our 2-year cycle. All children in school to receive a session on bike training in the academic year 2024 - 2025. Give children the opportunity to participate in competitive sports with their peers will promote good sportsmanship, celebrate their abilities in sport and allow for successes to be celebrated. PE lead to take part in the STARMAT PE lead network in order to plan a program of activities. Celebration of achievements and participation of sports in celebration assembly.

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?
PE Hub Scheme - Consistent delivery, high quality teaching, improved sport-specific skills, teamwork, and staff confidence in delivering PE lessons. Ongoing access to the scheme ensures long-term consistency and staff development. Resources are well-matched to learner needs, ensuring skills progression. Organised sport activity in playtimes - Programme of skills transferred among staff so that new staff pick up the skills to teach these activities quickly. Resources to match the needs of all pupils and are stored appropriately so that they can be used over again. Procedures in place to ensure that they are appropriately stored and checked by staff. This will produce high engagement, skill development, increased confidence, leadership opportunities for our play and sports leaders. Pupil voice helps shape future clubs; sport leaders support delivery. The children in Year 6 will train the Year 5 pupils and support their planning of new activities in preparation for the following academic year. Increasing physical activity in the curriculum and extra-curricular activities - Increase the health and wellbeing of all children in school. Children are involved in a wide range of physical activities and enjoy getting exercise. A Wider range of sporting activities both within and outside the curriculum to increase pupil participation - Sporting activities happening throughout the year. A variety of extra-curricular clubs are run. Children are engaged in a range of different sports and physical activities as part of the PTA experiences passport. Children will enjoy riding a bike by further developing this skill. Children will have the life skill of cycling and be able to further develop this in bikeability and cycling sessions as they progress through school. Competitive Sports - Pupils engage in competitive sports at other venues with the STARMAT. They gain experience of the competitive nature of sports. Pupils gain the values associated with competitive sports and understand how these impacts on their lives. Children aspiring to be part of teams and continuing this into adult life. Children are proud to be part of school teams and keen to get involved. Older children lead as role models and inspiring others to take part in sport. Look for more opportunities for KS1 to take part these events.	PE team to continually review the suitability of the equipment each academic year. PE lead to gather pupil voice on the new scheme. PE team to continually review the suitability of the equipment each academic year. Activities monitored by SLT and pupil voice identifies that children are engaged and participating in both the activities, and the sports leadership initiative. Resources are audited yearly to ensure they continue to be fit for purpose. Increased health and wellbeing of all children in school. During in playtimes play sports leaders will be observed using their increased skills, higher levels of confidence and leadership. Resources purchased and used effectively to increase pupils physical activities. Extra-curricular clubs will run and broaden the offer of physical activity and variety of sports played in addition to PE lessons. Sporting activities happening throughout the year. Each half-term a sporting extra-curricular club to be offered. Children different sports and physical activities on their PTA passport. All children are able to ride on a bike safely. Children have a life skill and can build upon this in our bike ability /cycling proficiency sessions as they progress through school. Pupils will show excitement and pride when attending events. More pupils will take part in both competitive and inclusive MAT events.

Expected impact and sustainability will be achieved

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
PE Hub Scheme (2nd Year of implementation) - PE lessons are consistently structured and progressive, with staff showing increased confidence in the planning and organisation of the lessons. In lessons children show skills that specific to sport, show understanding of the sports that they are playing and demonstrate many of the school values, such as teamwork Sustainability – Continuation of the scheme ensures long-term consistency and staff development. It has a clear progression throughout the school to support children as they learn and develops their enthusiasm for PE. Resources are well-matched to the learners needs and selected to be used with the PE Hub units, ensuring skills progression. Play Leaders and Sports Leaders: Organised sport activity in playtimes – The junior play and sports leaders are confident to set up a range of activities during playtimes and engage the younger children in taking part. This has produced high engagement, skill development, increased confidence, alongside leadership opportunities for our play and sports leaders. Staff have worked with the leaders to select equipment that is appropriate for the activities that they plan. Procedures in place to ensure that they are appropriately stored and checked by staff. Sustainability – The children in Year 6 will train the Year 5 pupils and support their planning of new activities in preparation for the following academic year. The appropriate storage of the equipment allows for the longevity of its use. Pupil voice helps shape future clubs; sport leaders support delivery.	PE Hub Scheme (New PE Curriculum) - PE lessons and planning show structured, progressive lessons. Staff feedback shows that they are confident in the planning and organisation of the lessons. Pupil voice shows that children are enjoying their PE lessons and the range of sports they are exposed to. Equipment audits happen termly to ensure we have the correct equipment for each unit. Linked Indicators: 1 – Increased staff confidence, knowledge and skills 3 – Raised profile of PE and sport 4 – Broader experience of a range of sports Play Leaders and Sports Leaders: Organised sport activity in playtimes – Activities have been monitored by both the staff play leaders and SLT. Pupil voice identifies that children enjoy getting involved in the activities and Junior play and sports leaders and relish the opportunity to have leadership roles. During in playtimes play sports leaders are observed using their increased skills, higher levels of confidence and leadership. Linked Indicators: 2 – Engagement of all pupils in regular physical activity. 3 – Raised profile of PE and sport 4 – Broader experience of a range of sports Increasing physical activity in the curriculum and extra-curricular activities – The extra-curricular offer is monitored by both the staff and SLT. Each half term there has been at least one extra-curricular club promoting physical activity. These have included table tennis and dance. Observations have taken place of the children accessing the physical development equipment through their play and there notable increase in physical activity

Actual impact/sustainability and supporting evidence

Increasing physical activity in the curriculum and extra-curricular activities

Children have increased their physical activity through an active curriculum. Equipment has been purchased to further develop the physical development the children when accessing their play based learning.

Extra-curricular clubs each half term always include at least one based around physical activity. This has increased the opportunities for children to be active which benefits the health and wellbeing of all children in school. Children are involved in a wide range of physical activities and enjoy getting exercise.

Sustainability – The appropriate storage of the equipment allows for the longevity of its use. Pupil voice helps shape future clubs; sport leaders support delivery. Links made with specialist coaches that can support our extra-curricular offer moving forward.

A wider range of sporting activities both within and outside the curriculum to increase pupil participation

School now has a calendar of sporting events and children are keen to get involved. A wide variety of extra-curricular clubs are run. Specialist coaches have come into school, working alongside school staff (enhancing CPD) and added to our extra-curricular sports offer. This has included football and cricket. Clubs were consistently full and there was always strong interest in them. Pupils developed skills and confidence through performances and competitions. We have enhanced the equipment for physical activity in our wraparound care. This allows children to get exercise after school and before returning home. Children are engaged in a range of different sports and physical activities as part of the PTA experiences passport. Years 5 and 6 have taken part in Bikeability which has increased their safety on the roads and targeted one of our safeguarding concerns. Reception to Year 4 have all taken part in

taking place, which includes strong cross – curricular links. Pupil voice identifies that children enjoy getting involved in the activities.

Linked Indicators:

- 1 – Increased staff confidence, knowledge and skills
- 2 – Engagement of all pupils in regular physical activity
- 3 – Raised profile of PE and sport
- 4 – Broader experience of a range of sport.

A wider range of sporting activities both within and outside the curriculum to increase pupil participation

The calendar of sporting events and extra- curricular offer is monitored by the staff and SLT. Each half term there has been at least one extra-curricular club that is a sporting activity. The PTA passport demonstrates the sports activities the children have taken part in, these include Wimbledon day which takes place at the village tennis club. All children learn to ride safely and Year 5 and 6 pupils have passed both their level1 and level 2 bikeability.

- 2 – Engagement of all pupils in regular physical activity
- 3 – Raised profile of PE and sport
- 4 – Broader experience of a range of sport.
- 5 – Increased participation in competitive sport

Competitive Sports with other schools across the STARMAT – The STARMAT competitions are well attended by Appleton Roebuck and all

Actual impact/sustainability and supporting evidence

cycling training. This has allowed children enjoy riding a bike and further developed this skill.

Sustainability - Strong ongoing demand and positive feedback ensure clubs will continue. Sport participation is a valued part of school culture and 'sporty' is one of the 26 school values. The PTA passport experiences are well supported and key part of life at Appleton Roebuck Primary School. Children will have the life skill of cycling and be able to further develop this in bikeability and cycling sessions as they progress through school.

Competitive Sports with other schools across the STARMAT - Pupils have engaged in a range of competitive sports at other schools across the STARMAT. This has helped them to gain experience of the competitive nature of sports. We have increased the number of events attended by KS1 children. These have included athletics and cheer leading. Children are aspiring to be part of teams and this grows with celebrations of these events in assembly. There is a strong uptake of children who want to take part in these events and there is often a reserve list. Children are proud to be part of school teams and keen to get involved.

Sustainability - Pupils are gaining the values associated with competitive sports and understand how these impacts on their lives. Older children lead as role models and inspiring others to take part in sport. Regular MAT events sustain pupil interest and participation, raise the profile of PE across schools, and foster a healthy competitive spirit and resilience.

STARMAT schools. Pupil voice demonstrates how much the children enjoy the competitions. Teachers have observed the enthusiasm of the pupils after the events. This is always celebrated in assembly. Photos and videos are taken to celebrate participation.

Linked Indicators:

3 – Profile of PE and sport raised

4 – Broader experience of sports

5 – Increased participation in competitive sport

Actual impact/sustainability and supporting evidence

Meeting National Curriculum requirements for swimming and water safety.

Meeting National Curriculum requirements for Swimming and Water Safety	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	100 %
What percentage of your current Year 6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	92%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	76%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the National Curriculum requirements. Have you used it in this way?	No