

# PE Funding Evaluation Form

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?
<ul style="list-style-type: none"> <li>Use of funding to encourage and promote children's engagement and participation in lunchtime and after-school clubs.</li> <li>Use of funding to allow lunchtime Physi Fun sessions to be run by facilitator and lunchtime inter-house competition to be run by lunchtime coach.</li> <li>Use of funding for of the Spelthorne Sporting Association Membership and money for facilitating cross-school sporting events.</li> <li>Use of external sports coaches to up skill teacher's knowledge by team teaching and observing delivery of lessons from the "Get Set 4 PE" scheme. (Funding used to fund subscription.)</li> <li>Participation in sport across the school due to whole school Olympic day supported by a visiting athlete working with the children on a different day.</li> <li></li> <li>Wide range of activities being played during lunchtimes, e.g. traversing wall, sports wall challenges.</li> </ul>	<p>67.5% participation in KS1 interhouse tournaments ran at lunch and 76% in KS2.</p> <p>30 children, on average, attending daily Physifun sessions each week as well as play supervisors from KS2 being active by running these sessions.</p> <p>Children from years 3-6 participated in various cross school events throughout the year including district sports, tag rugby, football (boys and girls), and cross country.</p> <p>The standard of teaching continued to improve across the school resulting in positive feedback on pupil voice and teacher surveys.</p> <p>Year's R to 6 participated in a whole school Olympic athlete visit where each child got to meet and partake in a session. This then motivated and encouraged pupils to participate in various challenges set by the Olympian for the remainder of the year. The whole school also participated in an 'Olympic Day' which saw children involved at lunchtimes and breaktimes in training for and then partaking in various athletic challenges. These 2 days helped raise and remind children of the importance of being active and encouraged them to sustain this throughout the year.</p> <p>More pupils are now observed being purposefully active at break and lunchtimes, which is helping them meet their daily physical activity goals.</p>	<p>Some clubs were less popular than others and as a result attendance was not as high.</p> <p>Most fixtures played concentrated in year 6.</p> <p>The number of children leaving Clarendon with ability to swim competently to national curriculum standard was lower than we were aiming for.</p> <p>Opportunities for SEND pupils to participate in cross school opportunities were limited as competitive fixtures tended to focus on pupils with stronger abilities in these sports.</p>	<p>In golf only 13 children participated and in hockey only 9.</p> <p>Year 3 + 4 only participated in district sports as a cross-school competitive sporting opportunity.</p> <p>Only 40% of year 6 pupils could competently swim 25m.</p> <p>Only cross school opportunities were offered to children selected by ability.</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 see a wider range of sports being offered in after school clubs.</p> <p>To offer more opportunities to Key Stage children to participate in cross school sporting opportunities including those with SEND.</p> <p>To see attainment in swimming improve.</p> <p>To see more children taking part in physical activity at break and lunch times by adding more opportunities for inter house sport at lunchtimes.</p> <p>To see more classes participating in the “daily mile.”</p> <p>To continue to improve curriculum implementation of PE.</p>	<p>To make contact with external club providers and conduct parent surveys to see what clubs will be popular and whether altering our club schedule will encourage greater participation.</p> <p>To liaise with local schools and partners to discover and attend sports fixtures for Lower Key Stage2 pupils and SEND learners. (Funding allocated - £1673.75)</p> <p>To use sports premium funding to allow children in year’s 5 and 6, who do not meet expected standard in swimming, to partake in catch up lessons at the local swimming pool during the summer term. (Funding allocated - £936.00)</p> <p>To fund Promise Sports to lead inter house sport at lunchtimes as well as support the delivery of PhysiFun sessions (Funding allocated - £2955)</p> <p>For the P.E subject leader to lead staff meetings on PE focuses and enter the TCS Mini Marathon to ensure all classes are participating in the running event as well as continuing this after this event has concluded.</p> <p>Using our link to Spelthorne Sports Association Membership to improve teaching knowledge and to support the purchasing of our ‘Get Set 4 PE’ membership for 3 years as well as to fund additional Promise Coaching Staff to team teach lessons and upskill teaching staff in their delivery of PE lessons. (Funding allocated - £1691.00 for our Get Set 4 P.E membership) + (Funding allocated - £10,860 for Promise Coaching team teaching opportunities.)</p>

## 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>To see a wider range of sports being offered in after school clubs.</p> <p>To offer more opportunities to Lower Key Stage 2 children to participate in cross school sporting opportunities including those with SEND.</p> <p>To see attainment in swimming improve.</p> <p>To see more children taking part in physical activity at break and lunch times by adding more opportunities for inter house sport at lunchtimes.</p> <p>To see more classes participating in the “daily mile.”</p> <p>To continue to improve curriculum implementation of PE.</p>	<p>New clubs established and attendance was higher, e.g. Judo delivered by ‘Core Judo’. (See table below.)</p> <p>Year 4 tag rugby tournament at Buckland Primary School.</p> <p>Attendance at School Games New Age Kurling Event on Wednesday 27<sup>th</sup> November 2025 which was specifically aimed at disengaged/SEND pupils.</p> <p>June/July year 5/6 pupils attending catch up swimming lessons. Of these 25% pupils went on to achieve the expected standard.</p> <p>Children consistently having active playtimes and involving themselves in sport throughout lunchtimes. (See table below.)</p> <p>Whole school entry and completion in the TCS Mini Marathon, alongside the ‘daily mile’ becoming embedded practice in years 1, 2, 3 and 4.</p> <p>All teachers have had an opportunity to team teach units of work they feel less confident with. All P.E units are fully implemented across the school.</p>

## Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Improved participation in sports in after school sporting opportunities. (See table below.)</p> <p>Improved diversity of sports being offered to children at lunchtime, providing greater opportunities for children in engage purposefully in active sport.</p> <p>Attendance at swimming sessions from catch up swimmers.</p> <p>Daily mile embedded into school routine.</p> <p>Large offer of external school fixtures across KS2.</p>	<p>After school club participation/clubs offered. (See table below.)</p> <p>Judo club participation + children pursuing this at external clubs / tournaments. (All children in the school had the opportunity to experience a Judo session as part of the P.E teaching in school.)</p> <p>Lunchtime club participation increased. (See table below.)</p> <p>Physi Fun feedback/participation - improved attendance in every half term vs 2024.</p> <p>After school club participation/variety of sports/clubs offered.</p> <p>Improved levels of swimming attainment. (see outcomes below)</p> <p>Outcome of TCS Mini Marathon event</p> <p>Child feedback from daily mile</p> <p>Year 4, 5 and 6 involved in multiple fixtures, which includes children who experience SEND needs. (See table below.)</p>

### Physi-Fun Lunchtime Attendance

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Attendance: Avg children per week	55	34	45	35	34	45

### Children's Feedback on Physi-Fun

- Year 1: "I like the games and hanging out with my friends"
- Year 2: "I like that Physi Fun makes it easy to choose what to do at lunchtimes and I like all the variety of activities"
- Year 3: "I like Physi-Fun because I get be fitter and play loads of different games"
- Year 4: "It lets me get active but I don't have to be in the sun for so long"
- Physi-Fun Leaders Feedback on Physi-Fun (Years 4, 5 and 6)
- "I like to be a leader as I get to teach the younger children new skills and games, it helps keep me calm."
- "I like to be a leader because I get to improve my teamwork and my confidence and I get to help younger children get fitter and get active"



## Actual impact/sustainability and supporting evidence

### Average Inter house pupil engagement at lunchtimes:

- Yr1 71%
- Yr2 77%
- Yr3 80%
- Yr4 88%
- Yr5 90%
- Yr6 94%

### Cross School Sporting Fixtures 2024-2025

- Year 5/6 played 2x netball fixtures
- Year 6 boys played 6x football fixtures
- Year 6 girls played 6x girls football fixtures
- Year 6 mixed team played a basketball tournament featuring 10 schools
- Year 4 went to a mixed rugby tournament
- Year 5/6 went to a girls football tournament playing 6 other schools
- Year 5/6 went to a boys football tournament playing 6 other schools
- Year 6 went to a cricket tournament playing 3 other schools
- Year 4/5/6 had representatives at a cross country event

## Actual impact/sustainability and supporting evidence

Attendance at After School Clubs 2024-2025							
		Autumn Term 2024		Spring Term 2025		Summer Term 2025	
Club	Yr Group	Total Children	Entitled to Pupil Premium	Total Children	Entitled to Pupil Premium	Total Children	Entitled to Pupil Premium
Athletics	YR - Y6	23	4	24	3	34	6
Dance	Y2 - Y6	20	4	18	8	15	6
Dodgeball	Y2 - Y6	22	5	24	3	15	1
Football	Y1 - Y2	17	4	14	3	16	1
Football	Y3 - Y6	13	2	14	3	14	4
Golf	Y3 - Y6			13	3	5	2
Gym & Yoga	YR - Y6	15	3	28	7	30	6
Multisports	YR - Y3	4	1	14	5	18	1
Judo	Y1 - Y6			24	3	26	3

### Swimming Outcomes

- What percentage of pupils in your current year 6 cohort can swim competently, confidently, and proficiently over a distance of 25 metres? 81%.
- What percentage of pupils in your current year 6 cohort can use a range of strokes effectively (e.g. front crawl, backstroke, and breaststroke)? 78%.
- What percentage of pupils in your current year 6 cohort can perform safe self-rescue in different water-based situations? 80%.