



PE Funding Evaluation Form

Commissioned by



Department
for Education

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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>Swimming - KS2 children were able to competently swim and understand how to stay safe in the water.</p> <p>PE coach lessons - The children were able to participate in a variety of sporting activities, using a range of equipment and developing key skills, such a dribbling, shooting, working as part of a team, developing tennis and cricket skills.</p> <p>PE resources - The children have been able to benefit from new resources eg bean bags, hoops, tennis balls to develop the relevant skills needed. We have been able to cover the cost of coach travel to Millfield school for an Olympic themed sports day where the KS2 children were able to participate in fencing, trampolining, cricket and equestrian events to name a few.</p> <p>They have also been able to take part in the KS2 multiskills competition across the trust.</p>	<p>This has been a really positive experience and KS2 children will continue to have the opportunity to develop their swimming skills next year.</p> <p>Children's skills and ability during PE lessons have improved, teacher assessment is used to support this.</p> <p>An updated audit of PE equipment will need to take place at the end of the academic year or early next year.</p>	<p>Change in current PE coach provision at the end of the year.</p>	<p>New PE coaches to be introduced this academic year – The Wessex learning trust to monitor.</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
<ul style="list-style-type: none"> • To continue with swimming lessons for year 3 and 4, giving the children the best possible start for swimming within school lessons in preparation for good water confidence and swimming outcomes for the end of year 6. • Boogie Beat sessions for our EYFS children – to develop good core body strength, gross motor muscle movement, fine motor co-ordination movement and hand-eye co-ordination linking to the physical area of development from the EYFS framework. (This also has many other benefits for other areas of the EYFS curriculum) • Additional forest school sessions for our disadvantaged pupils and other children as part of in school and after school club. • Resources – to be able to replace equipment that is many years old to enable better quality PE lessons and outcomes for pupils and staff. • Lunch time play supervisor – CPD, resources etc. • Specialist PE coaches across the school. 	<p>Wedmore received £17,210 Sports Premium funding.</p> <ul style="list-style-type: none"> • Year 3 and 4 to have swimming lessons at Kings Leisure Centre on a termly basis – intention for all children to be confident and have good water confidence as well as high quality lessons with intended age-related skills taught and learnt. • Boogie beat sessions fortnightly for Nursery and Reception - monitoring of children's physical development. • Forest school sessions during the school week – aimed at well being groups of children. Also forests school after school club open to the whole school. Provided by outside company. • Audit of current PE resources, cross referencing with PE Scheme and lessons taught so teachers can carry out high quality PE lessons with the relevant equipment. • CPD training for lunchtime play supervisor/s, introduce OPAL approach to lunchtimes, developing resources and physical play. • Kings leisure and fitness coaches to coach 1 PE lesson a week for Yr1-4 during the whole year and Reception children 1 lesson a week during the summer term as part of transition.

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?
<ul style="list-style-type: none"> • Swimming – All children to develop water confidence and an understanding of safe behaviour in and around the water. By the end of year 4 all pupils to have a basic swimming ability and introduction to important life skills. • Boogie Beats – All children to develop good co-ordination skills, body movement skills and gross and fine motor control. • Forest School – To increase participation of disadvantaged children and all students by offering this additional opportunity. • PE Resources – To stimulate children’s interests in taking part in a range of sporting activities, to extend provision for PE lessons and teaching and inspire children by having new equipment to use. • Luchtime play supervisor – To stimulate children’s interest and curiosity whilst using their physical development to partake in their play experiences. To model and scaffold play experiences for the children, improving play time behaviour, developing team work and being friendships across age stages. • PE coaches – To main and improve quality of PE across the school. To stimulate children’s interest in taking part in a range of sporting activities. 	<p>Children’s improved self confidence and team spirit. KS2 staff to monitor quality of swimming teaching. Feedback from staff, parents and children.</p> <p>Children’s improved co-ordination and physical development skills and abilities. EYFS staff to monitor quality of teaching and sessions. Children’s improved participation and team spirit.</p> <p>Forest School leaders to liaise with teaching staff and SLT.</p> <p>PE co-ordinator to liaise with teaching staff and sports coaches to audit resources currently got and needed. Teachers and sports coaches will assess children’s attitudes and performance. PE co-ordinator, sports coaches and lunchtime supervisor will monitor uptake of increased physical activities.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> • Swimming (£1,440) – All children participated (including children who have 1:1 support) in swimming lessons with Kings Leisure. By the end of Year 4 all children in the cohort were confidently using the swimming pool facilities, including basic swimming skills up to and including 10 metre swim. Children’s behaviour was positive and no one was suspended from swimming. • Boogie Beats (EYFS) (£525) – By the end of the year all children were joining in with the Boogie beats sessions, being able to follow simple instructions and a range of moments, building their fine and gross motor muscles, as well as sustaining physical fitness and movement for a period of time (30mins). • Forest School (£613) – Opportunities for disadvantaged children to partake during school hours, opportunity for additional after school club. • PE resources (£51.65) – improved PE lessons and outcomes, as well as better behaviour during PE sessions and lunchtimes due to the increased availability of equipment. • Lunchtime play supervisor (£7,438) – Calmer more purposeful lunchtimes, with loose part play being introduced and more equipment being demonstrated and available for the children. • PE coaches (£6,777) – Delivery of high quality teaching and assessment of PE across the school, implementing of a greater range of PE skills and starting more PE based after school clubs. 	<ul style="list-style-type: none"> • Children build confidence over the two years they swim with us, teachers have teacher assessment linked to their swimming ability and feedback from the instructors. • All children have now joined in for the whole sessions, teacher observations of children’s physical development via tapestry profile. • Forest school leader has seen positive impacts for the well being group, also working on their emotions, resilience, perseverance and team work. This has also had positive outcomes for when children return to their classrooms having a calmer and clearer view for other areas of learning. • Purchase of new PE equipment using our Sportivator voucher, topped up with Sport’s Premium money, equipment included tennis balls, rugby balls, netballs etc. • Child’s voice via school council meetings, logged in their class books. Evidence of equipment physically being used in the playground. • Kings fitness coaches working, teaching and assessing at school, with their own records which they share with teaching staff. Children feel confident and are able to celebrate theirs and theirs peers success.