

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"> Alter start time of morning Energy Clubs to encourage further uptake Develop the extracurricular sports club offer to offer school clubs, source an outside provider accredited by Active Sussex to increase capacity. Liaise with SLT to ensure all procedures are followed for the implementation of an increased extra-curricular offer. Assessed High quality resources and experiences sought out through DFE best practice providers, Youth Sport Trust, Complete PE, AIPe, Enrich Education. Provided training for staff on using the Physical Education tracking functionality on the Complete PE platform so that all units can be assessed, and the Standards achieved in PE NC are improved with at least 93% achieving end of KS attainment target (ARE) in all lessons, not just those taught by the Subject Lead. Carried out student voice and baseline physical activity assessment. Planned series of events for all year groups to access new and/or competitive intra experiences across the year. Purchased Erich Education-Bespoke Orienteering course and online cross curricular platform: £2600 including: 2-Multi Curriculum (Maths, English, Science, Phonics, Geography and OAA) subscription to School Orienteering and Outdoor Learning Hub 3- On-site marker installation local school 4- 1st4Sport Cross-Curricular Outdoor Learning on-site training. 	<p>Headline Intended Impact on Pupils – All pupils' personal development will be developed and celebrated. Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.</p> <p>-Students taking part, both in internal intra school events and clubs and external events featured in the new school newsletter and Head teacher end of term letter. Before school, break, lunch, PE, after school included, with 'success' seen to be physical, cognitive, social and emotional. Achievements in PE and School sport to be celebrated in assembly and the school newsletter (ASPIRE points, house and individual challenges, festival reports, match results + notable achievements in lessons) Different classes showcase PE learning -for example either live or recorded Dance/Gymnastics/Invasion game performance. Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Headline Intended Impact on Pupils – All pupils' will receive 2 hours high quality physical education every week. Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.</p> <p>-The Quality of teaching and learning in Physical Education has improved with all children are participating in two hours a week of high-quality PE -Team teaching opportunities supported best practice and non-specialist staff confidence. -Complete PE platform resources and curriculum Subject Lead support utilised to ensure high quality delivery and consistency of the PE provision. Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Headline Intended Impact on Pupils – All pupils' will be exposed to new areas of activity. Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.</p> <p>-All students have taken part in a new experience and/or competitive experience. -Increased percentage of students say they enjoy PE and Sport and want to get involved as either leaders or participants in more activities both in school and in the community</p> <p>WIDER IMPACT AS A RESULT -Standards achieved in PE (whole child development) are improving with a minimum 93% achieving end of KS attainment target (ARE) in the activities taught by non-specialists in every year group. -Year 6 – 93%, Year 5 – 93%, Year 4 – 97%, Year 3 – 98%, Year 2 – 93% Year 1 – 93%, EYFS – 90% -7% from 22/23</p> <p>National Child Measurement Programme 2023 Summary of results for 139796 - Gildredge House -The proportion of Reception children who were overweight or living with obesity (18%) is statistically similar to other schools across England (22%). 22% of Reception children were overweight or living with obesity in East Sussex local authority. -The proportion of Year 6 children who were overweight or living with obesity (19%) is lower than in most other schools across England (34%). 31% of Year 6 children were overweight or living with obesity in East Sussex local authority. -95% of students in the Year 6 cohort have met the national swimming requirements.</p>	<p>Headline Intended Impact on Pupils – All pupils' personal development will be developed and celebrated. 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Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.</p> <p>-All students have taken part in a new experience and/or competitive experience. -Increased percentage of students say they enjoy PE and Sport and want to get involved as either leaders or participants in more activities both in school and in the community</p> <p>WIDER IMPACT AS A RESULT -Standards achieved in PE (whole child development) are improving with a minimum 97% in KS2 achieving end of KS attainment target (ARE) in the activities taught by non-specialists in every year group. -Year 6 – 97%, Year 5 – 93%, Year 4 – 97%, Year 3 – 98%, Year 2 – 93% Year 1 – 93%, EYFS – 90% -7% from 22/23</p> <p>National Child Measurement Programme 2023 Summary of results for 139796 - Gildredge House -The proportion of Reception children who were overweight or living with obesity (18%) is statistically similar to other schools across England (22%). 22% of Reception children were overweight or living with obesity in East Sussex local authority. -The proportion of Year 6 children who were overweight or living with obesity (19%) is lower than in most other schools across England (34%). 31% of Year 6 children were overweight or living with obesity in East Sussex local authority. -95% of students in the Year 6 cohort have met the national swimming requirements.</p>	<p>'success' seen to be physical in terms of competition and physical achievement.</p> <p>Staff Voice - Staff leading classes did not feel informed, prepared and consequently that they had not been able to sufficiently prepare students for showcasing their performance to the best of their ability.</p> <p>-Standards achieved in PE NC Data, EYFS – 90% -7% from 22/23 -Not all staff received team teaching support across the academic year</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 ensure all children are participating in two hours a week of high-quality PE by continuing to focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education. To ensure that all pupils will be active on average 60 minutes a day, 7 days a week. This will include focusing on in school opportunities and monitoring external physical activity. Ensure all pupils can access competition in school through regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. See local partnership and school games offer. 	<p>External coaches support class teachers with delivery of the Gildredge House PE Curriculum.</p> <p>Complete PE annual membership is renewed; external coaches supplied with access this high quality planning and resources to ensure they effectively support curriculum delivery.</p> <p>Increase the number and range of activities on offer through an external after school club provider. Student voice sought re external provider club offer and implementation of a new extra-curricular offer.</p> <p>Curriculum offer reviewed and updated on the Complete Pe platform - with reference to staff voice qualitative data – specifically with reference to gym and dance units, KS1/EYFS – consistency of staffing, quality of provision and number of units covered per term – and whole school PE dept ethos as we move to faculty model.</p> <p>Resource the curriculum to ensure renewed age-appropriate resources are accessible to all year groups so that high quality teaching can take place.</p> <p>Develop provision for physical activity at breaktimes by increasing playground resources and combining this with a link to upper primary and secondary Leadership strand with Year 6 play leaders at breaktimes to support facilitated activities for primary students at breaktimes. Equipment and resources to be purchased for facilitation of activity with playleaders and independent active play. Use leadership ideas from Complete PE and Leadership/OAA unit of work for Year 6.</p> <p>Plan a cycle of internal intra events to support PESPA experiences – informed by student voice and led by student leaders with the support of class teachers. Arrange house competition within classes to take place at the end of each unit to celebrate learning.</p> <p>Explicitly link whole school Ready to Learn and ASPIRE Values with PE by celebrating staff and peer nominated students in weekly celebration assemblies and as recognition in intra events including sports days.</p> <p>Termly learning walks of curriculum PE in line with whole school development priorities – Quality First Teaching, the GH5, support and challenge.</p> <p>External coach lead practitioner provides team teaching CPD modelling best practice for specific primary staff based on staff voice and previous learning walks.</p> <p>Embed termly cycle of 'chateeze' student voice as part of feedback to external and internal staff delivering PE.</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?
<ul style="list-style-type: none"> • All teachers leading PE lessons will have experienced CPD with an observable development in delivery of high-quality PE lessons • Pupil voice data – increases in the number of pupils saying that they enjoy PE. • Pupil attainment data comparison with July 2024 • Sustainability: Staff levels of confidence and competence will increase. Sustained CPD will come from in house CPD, sharing good practice within phases and the continued use of Complete PE. • By July 2025 through the addition of new extra-curricular opportunities, more students will be active for 60 minutes a day, 7 days a week. • KS1 and KS2 average participation in extracurricular clubs both sat at 52% in July 2024. By July 2025, we predict this to increase to 57% through the addition of new clubs. • In July 2024, 100% of KS2 had participated in one intra competition. Through festival and increased house event opportunities and competitions we expect this to increase in all primary phases by July 2025. 	<ul style="list-style-type: none"> • Staff confidence surveys, personal development plans and meetings with external provider lead. • Lesson observation information and next steps collated and discussed with staff. • Pupil and parent voice surveys focused on PE, PA and School sport. • Pupil attainment information aligned to our scheme of work and whole child holistic outcomes. • Physical activity survey and trackers outlining the amount of activity pupils' access outside of school. • Extra-curricular timetable and participation data. • Lunchtime participation data, alongside lunchtime activity plan. • Data for physical activity tracked on Complete PE's PA assessment. • Festival, house events and competition formats and planning for intra lesson level competitions, inter competitions hosted at our school and sports day. • Local Sports Partnership Competition calendar and tracking of participants.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?

- Sustainability: Staff levels of confidence and competence increased. Increase in teacher confidence in teaching all areas of PE and an improvement in the quality of lessons.
Sustained CPD will come from in house CPD, sharing good practice within phases and the continued use of Complete PE. Lesson observation and anecdotal evidence from conversations with students.
- Increases levels of student activity through the addition of increased extra-curricular opportunities. Sustainable through future funding model.
- EYFS, KS1 and KS2 participating in an increased number of intra school festivals and house competitions. Sustainable through integration of festivals, celebration events and competitive opportunities into curriculum time and development of student leadership program.

National Child Measurement Programme

2023 summary of results for 139796 - Gildredge House

- The proportion of Reception children who were overweight or living with obesity (18%) is statistically similar to other schools across England (22%).

22% of Reception children were overweight or living with obesity in East Sussex local authority.

- The proportion of Year 6 children who were overweight or living with obesity (19%) is lower than in most other schools across England (34%).

31% of Year 6 children were overweight or living with obesity in East Sussex local authority.

Update - National Child Measurement Programme

2024 summary of results for 139796 - Gildredge House

- The proportion of Reception children who were overweight or living with obesity (18%) is statistically similar to other schools across England (22%).

22% of Reception children were overweight or living with obesity in East Sussex local authority.

- The proportion of Year 6 children who were overweight or living with obesity (19%) is lower than in most other schools across England (34%).

31% of Year 6 children were overweight or living with obesity in East Sussex local authority.

What evidence do you have?

- By July 2025 all class teachers who teach PE have experienced CPD and were observed to have developed their practice.
- By July 2025, Pupil voice data using the emoji 'Chateeze' resource highlights that more pupils enjoy taking part in PE.
- Pupil attainment data in July 2024 showed that 90% of EYFS and 93% of KS1 and 96% of KS2 were achieving ARE.
- By July 2025, 92% of EYFS, 95% of KS1 and 94% of KS2 are achieving ARE.
- KS1 and KS2 participation in extra-curricular clubs both sat at an overall average of 52% in July 2024. With the breakdown - 37% in EYFS, an average of 54% in KS1 and 66% in KS2. By July 2025, through the addition of new clubs suggested by student voice, this was 39% in EYFS, an average of 66% in KS1 and 69% in KS2. This is an overall average of 64% of students in Years R-6.
We will develop, adapt and target specific groups with our 25-26 offer to further increase these percentages in the coming academic year.

2025	Years R-6		
Summary	Cohort	Number timetabled	% of cohort timetabled
ALL	419	268	64.0%
PP	70	43	61.4%
Non PP	349	225	64.5%
SEND	71	49	69.0%
Non SEND	348	219	62.9%
EAL	96	60	62.5%
Non EAL	323	208	64.4%

- By July 2024, 100% of KS2 had participated in two intra competitions. Through new festivals and competitive house opportunities we this increased to 100% of KS1 and EYFS participating in 2 intra school events by July 2025.
- By July 2024, 100% of KS1 and EYFS had participated in one intra competition. Through new festivals and competitive house opportunities, this increased to 100% of KS1 and EYFS participating in 2 intra school events by July 2025.

Meeting National Curriculum requirements for swimming and water safety.

Percentage of current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 meters – 95% in 2024. - 97% in 2025

Percentage of your current Year 6 cohort can use a range of strokes effectively – 93% in 2024 - 95% in 2025
percentage of your current Year 6 cohort can perform safe self-rescue in different water-based situations – 100%