

# 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.*

- Amount of PE and sport premium funding received: £16,750
- Breakdown of how it has been spent: please see additional PDF.

## **SWIMMING**

- swim competently, confidently and proficiently over a distance of at least 25 metres – 80%  
8/10chn
- use a range of strokes effectively – for example, front crawl, backstroke and breaststroke – 80%  
8/10chn
- perform safe self-rescue in different water-based situations - 10/10 100%

## Intended actions for 2024/4

**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?
Engagement in extra-curricular sporting event above the 2 hours PE lessons for both competitive and non-competitive sports.	Every child from EY to Y6 participated in a sporting event outside of their PE lessons.	Embedding of key knowledge within lessons and ensuring knowledge sticks.	Pupil voice.
Trust wide sporting events to engage reluctant pupils and those who would not choose to compete competitively. 5 schools from Sunderland to Hartlepool.	Elwick Primary are applying for Platinum Status with the School Games Mark – highest possible level while retaining Platinum for YST. Letter of congratulations from House of Parliament.		
Pupils competing in town and Tees Valley finals after successful competitions in	Elwick Primary maintained Platinum for YST and can		

## Intended actions for 2024/5

cluster groups.	apply for Gold in the School Platinum Games Mark after having 4 successful years of Gold status.		
Awarded Equal Access School 2024.			
External providers engagement with school.	Participation in Barclay's Girls' Football School Partnerships.		
GB Athletic visits to promote aspirations in PE.	Uptake in Gymnastics and Judo through taster sessions in school.		
	Children engaged in sessions and asked though provoking questions to the athletes. Engagement in athlete sessions.		

## Intended actions for 2024/6

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Development of PE curriculum to include Knowledge Organisers. <b>Key indicator 1. School Development Plan.</b>	KO to be implemented every half term to ensure children secure knowledge needed to develop secure understanding of practical and theoretical knowledge to support them in developing a sound understanding of the sports we offer in school.  Time for PE lead to create new KOs and develop strand progression for each sport taught from EYFS to Y6. Training for Sports Coach on how to implement and ensure knowledge is successfully learnt by students. Time for Sports coach to model to staff.
Develop the provision on the playground during lunchtimes and breaktimes to support active 60. <b>Key Indicator 2.</b>	Sports coaches to support implementation of game within lunchtimes. Upskill SSOC crew to support activities during lunchtimes and breaktimes when sports coaches are not there.
Develop PE baseline assessment for entry into EYFS. <b>Key indicator 3.</b>	Time for the PE Lead to create assessment and research expectations. Time to meet with Director of EY within Trust. Time with staff to give CPD on how to complete assessments

## Intended actions for 2024/7

Increased participation in competitive sports. Continue to develop this and give children opportunities to experience new sports outside of the regular curriculum. **Key indicator 5 and 4.**

once finalised.

External coaches and clubs come into school to promote their sports and give taster sessions to encourage participation in additional sporting activities and those sports we do not offer in school.

Obtaining Platinum School Games Award.



## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<p><i>Development of PE curriculum to include Knowledge Organisers. <b>Key indicator 1. School Development Plan.</b></i></p> <p>Knowledge of staff and confidence increased to support planning and delivery of sessions. Curriculum will support staff no matter what year group they are in or move to therefore sustainable once implemented.</p>	<p>Staff questionnaires. Pupil voice to show impact within lessons. Learning walks – use of knowledge and how it is imparted to pupils within sessions.</p>
<p><i>Develop the provision on the playground during lunchtimes and breaktimes to support active 60. <b>Key Indicator 2.</b></i></p> <p>Active 60. Increased participation of active games. SSOC can then train future crews and likewise for staff members.</p>	<p>Vast majority of children engaged in activity within breaktimes</p>
<p><i>Develop PE baseline assessment for entry into EYFS. <b>Key indicator 3.</b></i></p> <p>Once training is complete, it is sustainable as staff will know how to complete assessments with children. Ensures accurate</p>	<p>Accurate assessments upon entry to EY. Evidence of children who have not successfully met entry expectations being given additional support / sessions to develop skills needed.</p>



## Expected impact and sustainability will be achieved

assessment upon entry to EY and allows staff to support those children who need extra help working towards being able to complete EY objectives.

*Increased participation in competitive sports. Continue to develop this and give children opportunities to experience new sports outside of the regular curriculum. **Key indicator 5 and 4.***

100% of children to participate in sporting events outside of timetabled PE sessions.

Raised profile of sports outside of our curriculum through taster sessions and Trust events.

Signpost children to clubs outside of school to develop talents and interest in sports.

Sustainability as build up network of links outside of school e.g. Hartlepool Athletics, Hartlepool Judo.

Percentage of children meeting expected standard in PE to be high.

Evidence of attendance to sporting events.

Evidence of taster sessions and uptake after sessions.

Evidence of children participating in sporting clubs outside of school hours.

1. Y5/6 Boys Rugby
2. Y3/4 Den building & Orienteering
3. KS2 Cross Country
4. Y5/6 Boys Football
5. Y5/6 Girls Football
6. Y5/6 Cross Fit
7. Y5/6 Swimming Gala
8. Y5/6 Dodgeball
9. Y5/6 Basketball
10. KS2 SEND Dodgeball
11. Y5/6 Wheelchair Basketball
12. Y5/6 Aqua Swim
13. Y5/6 SEND Bowling
14. Y1/2 Disney Football
15. Y3/4 Skipping Festival
16. Y5/6 Boys Cricket
17. Y1/2 Skipping Festival
18. Y5/6 Netball
19. Y3/4 Cricket Festival

## Expected impact and sustainability will be achieved

### JAPP –

1. Fitness testing
2. Rugby
3. Hockey/Dance
4. Athletics
5. Inter Sports Day

### Finals

KS2 Teev Valley Cross Country Finals

Y5/6 Dodgeball Town Final

Y3/4 Skipping Final

### In School Event

Judo

GB Athlete Visit

Sports Day

Intra events – football, cricket, Tennis,

### Trust Events

Y3/4 Sports Hall Athletics

Y3/4 Dodgeball

Y3/4 Tag Rugby

Y5/6 Football

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
Continued participation in sporting activities outside of regular, timetabled PE sessions.	All children have participated in a competitive sporting event outside of their normal, timetabled lessons from EY – Y6. Completion of Platinum Award in School Games Mark.
Trust participation event held every half term between schools across Hartlepool and Sunderland.	Targeted children for participation games across the trust. Facebook posts as evidence.
Taster sessions have supported uptake in additional sports outside of school. Developing physical activity out of school hours.	Uptake in out of school clubs – Judo and Athletics.
Additional swimming sessions to support completion of keystrokes at appropriate length.	Data raised and children meeting NC requirements.