

# 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? |
|---|------------------|----------------------|------------------|
| Please see our separate sports premium expenditure review document for 2023-24. |                  |                      |                  |

## Intended actions for 2024/25

| What are your plans for 2024/25?   | How are you going to action and achieve these plans?   |
|--|--|
| Intent   | Implementation   |
| <ol style="list-style-type: none"> <li>1. To improve the school's ability to deliver expert PE lessons. Sports coach supports and models excellent knowledge and practice in PE across all key stages (EYFS, KS1 and 2)</li> <li>2. To ensure that there is a broad range of sports equipment to enable children to partake in a wide range of engaging sporting activities. This will include specialist servicing and maintenance.</li> <li>3. Sports Leader and Playleader involvement in various activities including playground games and sessions with younger talented sporting pupils at an external event.</li> <li>4. To provide a focused week of sporting activities, events, assemblies and lessons to promote sport and educate children regarding its benefits.</li> <li>5. To provide trophies/ certificates and time to update sports display board/ assembly time to celebrate sporting achievements.</li> <li>6. To offer morning fitness and yoga clubs in order to promote children's mental and physical wellbeing.</li> <li>7. To participate in the USSP. To fund transport and staffing so that children can participate in a wide variety of competitions within the district.</li> <li>8. To provide access to a wide variety of CPD and coaching.</li> </ol> | <ol style="list-style-type: none"> <li>1. Employ specialist Sports Coaching – schoolwide focused activities.</li> <li>2. Purchase equipment and regular servicing and maintenance checks.</li> <li>3. Training and supervision of play leaders and sports leaders.</li> <li>4. Plan and implement school-wide focused activities for Sports Week and to include visitors.</li> <li>5. Purchase prizes and awards.</li> <li>6. To provide a range of morning sports clubs.</li> <li>7. Membership of Uttlesford School Sports Partnership and participation in a wide range of cross school events. To provide specialist coaching at cross school events.</li> <li>8. Membership of Uttlesford School Sports Partnership.</li> </ol> |

## 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?  |
|--|---|
| <ol style="list-style-type: none"> <li>1. Increased confidence, knowledge and skills of all staff in teaching PE and sport. Engagement of all pupils in regular physical activity.</li> <li>2. Engagement of all pupils in regular physical activity.</li> <li>3. Engagement of all pupils in regular physical activity.</li> <li>4. Profile of PE and sport is raised across the school as a tool for whole-school improvement.</li> <li>5. Profile of PE and sport is raised across the school as a tool for whole-school improvement</li> <li>6. Broader experience of a range of sports and activities offered to all pupils.</li> <li>7. Increased participation in competitive sport.</li> <li>8. Increased participation in competitive sport.</li> </ol> | <ol style="list-style-type: none"> <li>1. Children benefit from a wider range of teaching input and quality first teaching of PE. Staff members have a greater understanding of the skills they are teaching and how to best develop these.</li> <li>2. Children have high quality resources to enhance PE provision. DPA promotes an active lifestyle at break and lunchtimes. New break time equipment. Sports club improvements and preparations made as needed. Running track and games field refreshed termly. Equipment is safe for all PESSPA activities.</li> <li>3. Younger children inspired by Sports Leaders as sporting role models. Younger children encouraged to be active by Playleaders as positive role models and leaders of new playground games.</li> <li>4. Children feel inspired to take up new and varied athletic opportunities. Increased number of pupils participating in external sporting competitions and events.</li> <li>5. Children are enthused and motivated to enjoy a full range of physical activities both within and beyond the curriculum</li> <li>6. Children are physically healthier, as demonstrated by performance at sports events. -Children's mental health is improved, as monitored by anxiety levels/ referrals to the learning mentor etc.</li> <li>7. All the children in Years 3 to 6 compete in a level 2 sporting event. All the children in EYFS/ KS1 participate in a USSP led activity. Maintain sports mark. High number of pupil participation. Increasing success in events. Children taking up a wider range of sports outside of the school. Children perform extremely well in inter-school sports events.</li> <li>8. See above.</li> </ol> |



## Expected impact and sustainability will be achieved

What impact/sustainability have you seen?

1. Increased confidence, knowledge and skills of most staff in teaching PE and sport. Engagement of more pupils in regular physical activity.
2. Engagement of more pupils in regular physical activity.
3. Engagement of more pupils in regular physical activity.
4. Profile of PE and sport is raised across the school as a tool for whole-school improvement.
5. Profile of PE and sport is raised across the school as a tool for whole-school improvement
6. Broader experience of a range of sports and activities offered to all pupils.
7. Increased participation and success in competitive sport.
8. Increased participation and success in competitive sport.

What evidence do you have?

1. Children have benefited from a wider range of teaching input and quality first teaching of PE. Staff members have a greater understanding of the skills they are teaching and how to best develop these.
2. Children have made use of high-quality resources to enhance PE provision. DPA promotes an active lifestyle at break and lunchtimes. New break time equipment purchased (hoops, bean bags, cones, footballs). Sports club improvements and preparations were carried out. Running track and games field refreshed termly. Equipment has been safe for all PESSPA activities.
3. Younger children were inspired by Sports Leaders as sporting role models. Young children were encouraged to be active by Playleaders as positive role models and leaders. of new playground games was particularly successful.
4. Children feel inspired to take up new and varied athletic opportunities (e.g. golf and archery). Increased number of pupils participating in external sporting competitions and events.
5. Children were enthused and motivated to enjoy a full range of physical activities both in clubs and during playtimes.
6. Children's performance at sports events has improved. -Children's mental health has improved, evidenced through referrals to the learning mentor etc.
7. All the children in Years 3 to 6 have competed in a level 2 sporting event. All the children in EYFS/ KS1 participated in a USSP led activity. Sports mark evidence submitted High number of pupil participation. Children taking up a wider range of sports outside of the school. Children perform extremely well in inter-school sports events.  
-The children performed exceptionally well at the archery competition. Debden had the winning team and the team that placed 2<sup>nd</sup> in year 3 and 4.  
-In year 5 and 6, Debden's teams placed 3<sup>rd</sup> and 4<sup>th</sup> respectively.  
The Year 3-4 tag rugby team progressed from the Uttlesford Finals and reached the Essex Finals, where they placed 6<sup>th</sup> out of all of the schools in Essex.  
In the summer term, our school participated in the following events:  
Rounders: Year 5 and 6 (team of 10)  
Three Tees Cricket: Years 1 and 2 (team of 12)  
Dynamos Cricket: Years 5 and 6 (team of 12)  
Rapid Fire Cricket: years 3 and 4 (team of 8)  
Athletics: KS2 (team of 42 children)  
Athletics: KS1 (48 children).

|   |               |
|---|---------------|
| Expected impact and sustainability will be achieved | 8. See above. |
|   |               |

## Expected impact and sustainability will be achieved

*Meeting National Curriculum requirements for swimming and water safety.*

*Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study*

| <u>Question</u>  | <u>Stats:</u>  | <u>Further context</u><br><u>Relative to local challenges</u>   |
|--|----------------|---|
| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?        | 89%<br>(16/18) | Children attend swimming across years 2 to 4. Children who do not make the expected standard are given opportunities to reach the standard in year 5. |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 89%            | As above.   |



|   |  |  |
|---|--|--|
| Expected impact and sustainability will be achieved |  |  |
|   |  |  |

|   |                |  |
|---|----------------|--|
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?   | 83%<br>(15/18) | Use this text box to give further context behind the percentage. |
| If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this? | N/A            |  |

|   |    |  |
|---|----|--|
| Expected impact and sustainability will be achieved   |    |  |
|   |    |  |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | No | External, accredited swimming teachers are used to teach children to swim. |

## Actual impact/sustainability and supporting evidence

Signed off by:

|  |  |
|--|--|
| Head Teacher:  | <i>Matt Hawley</i>   |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Matt Hawley</i>   |
| Governor:  | <i>Isobel Tunnecliff – Chair of Finance and Premises Committee</i> |
| Date:  | 17.07.25   |