

Yanwath PE Funding 2024-2025 Evaluation Form



Commissioned by



Department
for Education



Created by
Association for
**Physical
Education**



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"> • Introduction of new equipment to ensure all children are active at playtimes. • Range of specialist coaching in school (Action Ants and Secondary PE teachers) – helping children to gain skills as well as staff. • Extra-curricular sports clubs such as Razzamataz and football coaching. • Pupils in years 4, 5 and 6 attended residentials – York, Manchester, Edinburgh or London. 	<ul style="list-style-type: none"> • Increased participation in physically active games. Surveys show 90% of pupils choose to play with the equipment and they had the opportunity to voice their opinions about what to have/what they wanted. • Monitoring shows improved lesson delivery and better skill execution – children performing better at cross-trust events and inter-school competitions. • Increased participation with all clubs across the year. • Uptake for residential was high. Pupils and parents' responses to the residentials was fully positive. 	<ul style="list-style-type: none"> • Lunchtime sports activities couldn't be maintained. • Playground leaders. • Participation in sports for younger (nursery/reception children) at ASC. 	<p>Rolling lunches prevented team games from running successfully – year groups being called in throughout the hour meant pupils could not have sustained games (such as football matches).</p> <ul style="list-style-type: none"> ➤ We introduced activities/resources that could be picked up/put down easily. <p>Some pupils who undertook the training with the playground leaders program, couldn't articulate or deliver the activities independently.</p> <p>For some clubs, the providers gave age restrictions and therefore some year groups missed out on the opportunities.</p>

Review of last year 2023/25

<ul style="list-style-type: none"> • Participation in cluster sporting events/trust-wide events. • A range of inclusive opportunities to represent the school in sporting events including the SEN participation, orienteering and wheelchair basketball. • All children taking part in a block of swimming lessons, and water safety event. • Eden Valley Sports Partnership • PE Trackers 	<ul style="list-style-type: none"> • 100% of children in years 2-6 represented the school at least once. • All pupils with SEND took part in all CET events and went to at least one sporting event. • All children showed improvements in swimming and we took EYFS for swimming lessons too. <ul style="list-style-type: none"> • Excellent uptake on a wider range of sporting events, with children being able to try new sports (badminton, tri-golf, cricket). • Teachers were able to identify the children who weren't accessing clubs outside of school and could select them for events during school time. 	<ul style="list-style-type: none"> • EYFS/Year 1 didn't have the opportunity to attend a sporting event with other schools. 	
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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>1. Increase staff confidence, skills and knowledge in the teaching of PE:</p> <ul style="list-style-type: none"> • Staff to work alongside a PE specialist alternative half terms <p>William Howard Coaching and outdoor learning/sports coaching training - £5215</p> <p>2. Engage all pupils in regular physical activity:</p> <ul style="list-style-type: none"> • Provide opportunities for physical activities to take place across the school day, outside of the PE lesson. <p>Action Ants and outdoor opportunities for sports and play. Outdoor active learning - £7120</p>	<ul style="list-style-type: none"> • Teaching staff to work alongside a PE specialist one session a week, every other half term, to support skills and knowledge and high quality teaching. EYFS & KS1 Staff work alongside the Action Ants company to learn about developing fundamental skills for young children. • Staff to plan and deliver a second weekly PE lesson using supporting documents and guidance from a professional sports teacher. • Year group PE skills available and used as a working document. • Termly assessment tracker used to support half termly reviews. • PE lead will attend CET collaborative working group. <ul style="list-style-type: none"> • Pupils will have access to the outdoor adventure trail and climbing frame daily. • Two or more sporting after school clubs will be provided each term. Some provided by outside specialist agencies. • Outdoor play equipment will be replenished and games/activities set up by year 6 sports leaders. • Revisit the play leaders training and ensure they are confident with delivering activities. • Weekly Action Ants sessions for EYFS & KS1. • All pupils from year 1-6 will receive swimming lessons

Intended actions for 2024/25

3. Raise the profile of PE and sport across the school, as a tool for whole school improvement:

- Use sport and physical intervention as a support mechanism for pupils to access learning
- Use sport and physical intervention as a support mechanism for pupils to live an active and healthy lifestyle
- Involve pupils in the opportunity to use sport as a vehicle for change through fund raising

Maintenance of grounds and equipment and raising profile of sports - £1000

4. Offer a broader a range of sports and activities to all pupils:

New equipment for school play times and PE lessons - £1140

5. Increase participation in competitive sport:

Coaches and sports partnership - £2570

Total spend - £17045

- We will celebrate achievements in PE and sports through assemblies, newsletters, and social media. Highlighting successes can motivate students and staff.
- We will hold a winter and summer sports day, health week, and themed PE day to create excitement and engagement around physical activity.
- We will involve parents in school sports events (such as sports day) and encourage them to support their children's physical activities at home
- We run our sports council and have elected students who represent each year group.
- We will offer a variety of sports and physical activities to cater to different interests and abilities. E.g. traditional sports, dance, rock climbing, sailing.
- We run a weekly playgroup and have activities/resources that aim to develop toddlers' core, fine and gross motor skills.
- We will hold a winter and summer sports day, health week, and themed PE day to create excitement and engagement around physical activity.
- We will offer a variety of sports and physical activities in school to cater to different interests and abilities. E.g. traditional sports, dance, rock climbing, action ants and outdoor adventure activities.
- We will run at least two sports clubs each term.
- All pupils in KS2 will experience wheelchair basketball
- We will host three house team sports competitions.
- We will hold a winter and summer sports day.
- All year 2,4 and 6 pupils will attend the CET schools sports events
- We will attend at least three KS1 and three KS2 cluster competitive sporting events.
- We will have our own netball team and attend three or more matches across the year.

Intended actions for 2024/25

- Attend local events such as cross country / tag-rugby and support any competitors who make it through to the next rounds.

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>More pupils are confident swimmers – number of pupils able to swim without aids</p> <p>Statutory swimming data</p> <p>Increased number of pupils accessing sporting clubs</p> <p>Increased participation and enjoyment</p> <p>Increase in enjoyment through participation in new sports not experienced</p> <p>Range of sports clubs</p>	<p>Swimming data</p> <p>Percentage of pupils accessing competitive events</p> <p>Club attendance breakdown</p> <p>Pupil survey results</p> <p>Pupil survey results</p> <p>Increase in pupil numbers attending clubs</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Increased uptake at after school clubs.</p> <p>All children in key stage 2 attend a sporting event during the year.</p>	<p>Online booking system shows the number of children attending these clubs has increased.</p> <p>The trips document which shows the children who have been to a sporting event/still to go and allows us to ensure everyone has the opportunity by the end of the year.</p>