

PE Funding Evaluation Form



Department
for Education

Commissioned by



Created by

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?
<ol style="list-style-type: none"> 1. Children across Y3, 4 & 5 have all made good progress in swimming 2. Children have had say in the equipment ordered for playground activities and have had a say in what after school provision has been organized. 3. Active travel to and from school has been encouraged. 4. Girls sport and in particular, girls football has been a key focus. 5. Participation levels in sporting events is high and the number of children representing the school continues to increase. 6. Record amount of ASCs last year. 	<ol style="list-style-type: none"> 1. The number of children who can swim 25m confidently and proficiently over at distance of at least 25m by the end of Year 5 has increased. Provision has been arranged for those children who can not yet. 2. New equipment ordered for PE lessons, ASC and lunch times. 3. Bikeability course run for KS2. 4. Girls participation in ASC and sports teams has increased considerably. More opportunities for girls across the year. 5. Participation in Chiltern leagues, Amersham School and Chiltern Hills festival and cross-country league. 6. Children participation in ASC all time high. 	<ol style="list-style-type: none"> 1. Children to take more of active role in Sports Leadership next year. 2. Teachers are confident in teaching invasion sports; less confident teaching dance and gymnastics. 3. More opportunities to be encouraged across all year groups, not just Y5 and 6. 	<ol style="list-style-type: none"> 1. School improvement plan targets. 2. Teacher survey. 3. Pupil survey. 4. Analysis of ASCs and curriculum,

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"> 1. To continue to build upon the number of children who can swim 25m confidently and proficiently over at distance of at least 25m by the time they leave primary school. 2. To provide children in Year 5 and 6 with leadership opportunities and act as sporting role models for younger children. 3. To ensure children contribute to whole school initiatives for Sport and Wellbeing. 4. To ensure playtimes are active and engaging for all children. 5. To encourage active travel to and from school. 6. To build on the success of the Girls football team and inspiration of the Women's World Cup. 7. To provide children with as many sporting opportunities as possible throughout their school career. 8. To develop all teachers' confidence, knowledge and skills in teaching PE. 	<ol style="list-style-type: none"> 1. Continue to use Mrs. Berry's expertise to focus on the less confident swimmers. Mrs. Berry to continue to provide CPD for class teachers. Extra swim sessions arranged for Year 5s who can not swim 25m yet or have missed a considerable chunk of the swimming lessons. Monitor swimming attendance figures from 24-25. Train staff member for maternity cover and lifeguard duties. - Purchase equipment and resources to support lessons. - Employ a supply teacher to cover PE co-ordinator who will also lead swimming lessons. - Hire apprentice to support PE teaching one afternoon. - Identify children who need extra support to reach the identified target and provide intervention in the summer term (extra sessions). - Liaise with a local school for private hire of their pool. - Employ an external swimming coach to lead swimming lessons. 2. Elect a new child from each year group (Y1-Y6) to become a member of the Wellbeing and Sport committees. - Arrange half-termly meetings where children can share ideas for whole school projects. - Wellbeing committee have suggested children take part in additional first aid training. - Work with Mini First Aid to provide additional training - Nominated Year 5s to run playground activities. - To train the current Year Five class in the Sports Leaders Playmaker Award. - The Year Fives to help organise and run the KS1 Sports Day. 3. SLand JW to monitor how PE equipment is used at lunch time. Staff survey –

Intended actions for 2024/25

- how should PE equipment be best used at lunchtime. -Survey children and KS1 children about new playground equipment to find out new cohorts' likes.
- Purchase new equipment based on the needs identified by staff and children that promotes active playtime for all children.
4. Year 5 to create walk to school and healthy eating scheme. -Organise a company to deliver age appropriate cycling courses for children in all year groups.
 - Liaise with volunteers to run a 'footsteps' programme which will educate KS1 children how to walk to school safely.
 - Year five to conduct a traffic survey and use their findings to help promote active travel for the school (e.g. organise a walk to school week).
 - Research into different methods to track how children travel to school (e.g. Modeshift Stars System).
 5. Continue to organize after school girls football club. Continue boot exchange program. -Fund Wycombe Wanderers coach to provide girls football after school club.
 6. Continue to sign up for as many extra-curricular sport opportunities as possible. Continue to provide extra-curricular sports opportunities to all year groups and a wide range of activities.
 7. All children to attend whole class festivals with other local primary schools in broad range of sports.
 8. Provide children with a broad range of extra-curricular activities.
 9. Compete in additional local Y5/6 leagues in a broad range of sports. JW to take on leadership role in Chiltern League.
 10. Continue to participate and sign up for as many competitions as possible
 11. Renew membership of the Sports Partnership where local secondary schools organise regular events for local primary schools in a broad range of sports including frisbee, handball, gymnastics, yoga and multi-skills.
- Sign up to extra festivals run by Chiltern Hills Academy (£150 an event)
- Ensure each class in Rec/KS1 attends at least three whole class festivals during the school day.

Intended actions for 2024/25

-Co-ordinate minibuses to attend the festivals and letters to inform parents.
Select only festivals the children will have not had experience of at OLS. Emphasis put on ensuring events are not booked on the same days as sports festivals.

12. Take part in a local Chesham league which offers children in Years 5 and 6 an opportunity for competitive sport in broad range of sports.

- Rotate squads involved in this competition each week so lots of children are given the opportunity to represent the school in matches.

Sports involved include:

- Football
- Netball
- Rugby
- Girls' Football
- Cricket
- KS2 Cross Country league

-In addition, organise friendly matches in these sports against local schools.

-These events offer an opportunity to take part competitively in additional sports such as:

Swimming
Athletics Tennis
Badminton

14. Purchase new equipment and kit needed for all competitive fixtures

15. Employ external specialist coaches to run after-school clubs in a variety of sports.

-Clubs to be offered to lots of different year groups to provide fun and inclusive opportunities for all children in the school. These clubs include:

Tennis – available to all year groups.
Athletics – available to all year groups.
Multiskills club -available to Reception and KS1.
Basketball – available to KS2.
Football – available to LKS2.

16. Teachers to run after-school sport clubs for y5/6 which are inclusive and fun but also focus on preparing for competitive opportunities available in these

Intended actions for 2024/25

year groups.
These clubs includes:
Rugby
Netball
Football
Cricket
17. Next year, shift the funding from coaches who teach invasion sports to dance and gymnastics.

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?
<ol style="list-style-type: none"> 1. Children who can swim 25m confidently and proficiently over at distance of at least 25m by the time they leave primary school will stay above 95%. 2. Children in Year 5 and 6 will have participated in leadership opportunities and will have acted as sporting role models for younger children. To ensure children contribute to whole school initiatives for Sport and Wellbeing. 3. Playtimes are active and engaging for all KS1 children. 4. Active travel to and from school will have been encouraged. 5. Girls participation in extra-curricular sport will be stay higher than 90%.. 6. Children will have a wide range of sporting opportunities throughout their school career. 100% of children will have represented the school at least one festival or a sporting fixture per year. 7. Teachers' confidence, knowledge and skills in teaching PE will have been developed. 	<ol style="list-style-type: none"> 1. Complete PE assessment. 2. Pupil voice and scrap books 3. Pupil voice 4. Pupil interviews 5. Sports registers 6. Sports timetables 7. Staff interviews.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>By the end of the academic year, the school has successfully met its Sport and Wellbeing objectives. Swimming proficiency remains a particular strength, with more than 95% of children leaving primary school able to swim 25 metres confidently and proficiently. This achievement reflects the school's commitment to ensuring all pupils develop essential life skills.</p> <p>Leadership opportunities have been embedded into the experiences of children in Years 5 and 6. They have lead lunch time and break time activities. They have also lead sports day. The children in Year 6 have leadership opportunities throughout the Chiltern League in sports such as netball, cricket and football. These pupils have acted as sporting role models for younger children, taking responsibility in whole-school initiatives and contributing positively to the culture of Sport and Wellbeing. Their involvement has fostered a strong sense of community and aspiration across year groups.</p> <p>Playtimes for KS1 children are now consistently active and engaging. Structured activities and resources have ensured that all children participate meaningfully, promoting both enjoyment and physical development. Alongside this, active travel initiatives have been embraced. Children are encouraged to walk, cycle, or scoot to school, further embedding healthy lifestyle choices into daily routines. The Bikeability programme is a key part of this.</p> <p>Girls' participation in extra-curricular sport has remained impressively high, consistently above 90%. This reflects the inclusive ethos of the school and the success of targeted efforts to ensure equal opportunities for all. Every child has also benefitted from a wide range of sporting opportunities throughout their school career. Importantly, 100% of pupils have represented the school at least once per year in a festival or sporting fixture, ensuring that all children experience the pride and teamwork of representing their school.</p>	<p>To demonstrate the achievement of these outcomes, the school has systematically gathered evidence through two key methods:</p> <ol style="list-style-type: none"> 1. CompletePE Assessment The CompletePE platform has been used to track and assess children's progress in physical education. This has provided clear data on swimming proficiency, participation rates, and the development of skills across different sports. The assessments confirm that children are meeting the expected standards and that teachers' confidence and subject knowledge have improved. 2. Sports Timetables Detailed sports timetables have been maintained throughout the year, recording participation in clubs, fixtures, festivals, and leadership opportunities. These timetables provide robust evidence that every child has accessed a wide range of sporting opportunities, that girls' participation has remained above 90%, and that Year 5 and 6 pupils have acted as role models in whole-school initiatives.

Actual impact/sustainability and supporting evidence

While teachers' confidence, knowledge, and skills in teaching PE have been significantly developed, the next step is to **sustain and deepen this progress**.

Continued professional development should focus on:

- Embedding innovative teaching strategies to keep lessons fresh and engaging.
- Expanding subject knowledge to cover emerging areas of sport, health, and wellbeing.
- Building consistency across year groups to ensure high-quality PE provision for all children.
- Encouraging reflective practice, where teachers regularly evaluate and refine their approach.
- Sharing best practice within the school and across local networks to strengthen collective expertise.