

# PE Funding

## Evaluation Form



Department  
for Education

 **association for  
Physical  
Education**  
Commissioned by

 **YOUTH  
SPORT  
TRUST**

### Swimming Data:

The **national average** for Year 6 students regarding swimming is approximately **72% can swim at least 25 meters unaided**  
**56% can use a range of strokes effectively.**  
**34% can perform safe self-rescue in different water-based situations.**

### Haxby Road Swimming data:

(26 pupils in year 6)

- 19 out of 26 children from the Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25m = **73%**
- 15/26 of the Year 6 cohort were able to use a range of strokes effectively. = **57%**
- 15/26 of the Year 6 cohort can perform safe, self-rescue in different water-based situations = **57%**



# 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/

**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?
<p>The school's PE program has seen significant success across several key areas, creating a more comprehensive and engaging experience for pupils.</p> <ul style="list-style-type: none"> <li>• <b>Improved Teaching Quality:</b> The introduction of a <b>specialist sports coach</b> for a portion of PE lessons has directly benefited pupils by enhancing the quality of instruction.</li> <li>• <b>Increased Participation:</b> The school successfully increased participation in sports by offering <b>enrichment clubs for all children</b>, not just those who are already active.</li> <li>• <b>Wider Access to Swimming:</b> The program provides a valuable, year-long opportunity for <b>all Key Stage 2 pupils to access swimming lessons</b>, ensuring more children develop this essential life skill.</li> </ul>	<p>The most powerful evidence comes from <b>surveys and interviews</b>. By asking students directly about their experience in PE, we can see if they feel more confident, engaged, and enthusiastic.</p> <p><b>Increased Participation in After-School Clubs and Teams</b></p> <p>This is a very clear and measurable sign of success. The impact is known through direct data collection and observation.</p> <p><b>High Attainment and Progress in PE</b></p> <p>This goes beyond simple participation and shows that students are actually learning and developing new skills.</p> <ul style="list-style-type: none"> <li>• <b>How we know:</b> We measure this impact through structured</li> </ul>	<p><b>Limited Participation in Local Competitions:</b> Our goal was to provide more opportunities for pupils to take part in local sporting competitions and fixtures to raise the profile of PE. However, we found it challenging to increase pupil participation to the level we had hoped, particularly with after-school commitments. As a result, the profile of PE in the wider community was not raised as significantly as intended.</p> <p><b>Underutilized Break and Lunchtime Resources:</b> We invested in new equipment and resources to encourage greater participation during break and lunch times. Unfortunately, despite this new provision, participation levels did not see the consistent increase we had anticipated. We found that the new equipment was not as engaging for a wide range of pupils as we had hoped.</p>	<p><b>1. Increasing Sporting Opportunities and Competitions</b></p> <p>To overcome the barriers of travel and staff cover, the school plans to <b>increase the number of sporting fixtures and competitions</b> offered to a wider range of pupils. The focus will be on providing more opportunities for participation in a greater variety of sports, not just the most popular ones.</p> <p><b>2. Improving Break and Lunchtime Participation</b></p> <p>Following observations during <b>learning walks</b> that highlighted a lack of readily available equipment, the school will invest in a greater supply of diverse resources for break and lunch times. The equipment will be specifically chosen to encourage a</p>

## Review of last year 2023/

<ul style="list-style-type: none"> <li>• <b>Effective Curriculum and Teacher Support:</b> A new PE scheme, which focuses on teaching skills and games beyond just physical activity, was implemented with strong internal support. This support is ensuring that teachers can deliver a <b>high-quality, progressive curriculum.</b></li> </ul>	<p><b>assessment and tracking systems.</b></p> <p><b>PE Profile Raised Across the School</b></p> <p>This point shows that PE is now an integral and valued part of the school's identity, not just a subject.</p> <ul style="list-style-type: none"> <li>• <b>How we know:</b> The impact of a higher profile is visible in the school's culture and communication. This can be seen through several indicators:             <ul style="list-style-type: none"> <li>○ <b>Public Celebrations:</b> The regular use of school newsletters, social media, and weekly assemblies to celebrate sporting achievements, both individual and team-based, shows that PE is a point of pride.</li> <li>○ <b>Whole-School Engagement:</b> Evidence of cross-curricular links, where teachers in other subjects incorporate physical activity or sporting themes into their lessons,</li> </ul> </li> </ul>		<p>wide range of engaging, self-led activities.</p>
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## Review of last year 2023/

demonstrates that PE's importance is recognized beyond the gym.

- **Community and Parent Feedback:** Feedback from parents and the wider school community expressing appreciation for the opportunities their children are receiving provides powerful anecdotal evidence that the program's reputation has grown.
- Achieved Gold Quality Mark for PE



## Intended actions for 2024/

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>For the 2024/2025 academic year, our core intent for Physical Education is to provide a comprehensive, high-quality, and inclusive program that raises the profile of sport throughout the school and prepares every pupil to lead a healthy, active life.</p>	<p><b>Enhancing Teaching and Curriculum</b></p> <ul style="list-style-type: none"> <li>• <b>Dedicated Specialist Coaching:</b> We have secured funding of <b>£9,850</b> from our School Sports Partnership (SSP) to employ a specialist sports coach who will be on-site every day. This coach will work with the whole school to elevate the quality of teaching and learning for both pupils and staff.</li> <li>• <b>High-Quality Resources:</b> We will use an annual membership with the "<b>Beyond the Physical</b>" program, costing <b>£685</b>, to provide all teachers with access to high-quality schemes of work, lesson plans, and supporting resources, ensuring a consistent and progressive curriculum.</li> <li>• <b>Strategic Collaboration:</b> We will actively work with other schools within the <b>Ebor Trust</b> to share best practices and resources, strengthening our collective approach to physical education.</li> </ul>
<p><b>Teaching and Learning Excellence</b></p> <p>We will ensure all pupils receive <b>consistent, high-quality teaching and learning</b> in every PE lesson. To achieve this, a specialist sports coach will work with pupils and staff to deliver a portion of our curriculum, enhancing skills and embedding best practices. The PE lead will also provide <b>targeted specialist teaching</b> to support pupils with lower levels of engagement, helping them to develop core skills and raise their overall attainment. Our teachers will have access to high-quality schemes of work, lesson plans, and resources to support this delivery.</p>	
<p><b>Extending Opportunities and Participation</b></p> <p>We are committed to providing a broad range of opportunities for every pupil to be active. We will <b>increase pupil participation in both intra-school and local sporting fixtures and competitions</b>, offering a wider range of sports</p>	<p><b>Expanding Participation and Competition</b></p> <ul style="list-style-type: none"> <li>• <b>Intra-School Competitions:</b> We will embed <b>termly inter-house competitions</b> into our school calendar, providing every pupil with a regular opportunity to participate in competitive sport within a familiar environment.</li> <li>• <b>External Sporting Fixtures:</b> We have signed up for all available</li> </ul>



## Intended actions for 2024/

to engage more children. This includes a continued focus on **intra-school events**, such as sports days and house competitions. To provide even more opportunities, our Year 6 Sports Leaders will organize and run lunchtime tournaments throughout the year, promoting physical activity and **pupil leadership**.

### Strategic Partnerships and Development

We will leverage strategic partnerships to enhance our PE program. Our membership with the **York School Sports Partnership** will grant pupils access to a variety of leagues and tournaments, while also providing our staff with valuable resources, networking opportunities, and the ability to share best practices with PE specialists from other schools. Additionally, our continued membership with the **Youth Sport Trust** will support our staff's professional development and maximize the impact of our sports premium funding.

competitions in the local area through the **York School Sports Partnership**, ensuring our pupils have the chance to play in a variety of leagues and tournaments against other schools.

- **Increased Active Play:** To boost activity during break and lunch times, we have allocated **£750** to purchase new equipment and resources. Our new **Sports Ambassadors** will be instrumental in organizing lunchtime competitions to provide more organized and engaging active play for all pupils.

### Broadening Co-Curricular Offerings

- **Specialist-Led Clubs:** Our specialist coach will run a range of new sports clubs to provide a greater variety of co-curricular options for pupils, encouraging them to try new sports and find a passion for an active lifestyle.
- **Inclusive Playgrounds:** New equipment will be made available for independent active play on the playground during break and lunch times, ensuring all pupils have resources to be active, even outside of organized clubs and lessons.

## Expected impact and sustainability will be

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<p>The intended impact of our PE funding is to build a high-quality, sustainable physical education and sports provision that benefits every child. We are focused on improving the quality and accessibility of all PE activities, which will lead to a variety of positive outcomes.</p>	<p>We expect to have a strong body of evidence to demonstrate the positive impact of our PE program. This will include:</p> <ul style="list-style-type: none"> <li>• <b>Quantitative Data:</b> We will see concrete evidence of improved physical health and well-being through data from <b>fitness tests</b> and <b>health surveys</b>. We will also monitor <b>academic progress data</b> to see if improved physical and mental health positively impacts student performance in other subjects.</li> </ul>
<p style="text-align: center;"><b>Intended Impact on Pupils</b></p> <p>Our core goal is to directly improve the learning experience and well-being of our pupils.</p> <ul style="list-style-type: none"> <li>• <b>Improved Quality of Teaching:</b> By having a specialist sports coach teach a proportion of PE lessons, pupils will receive expert instruction, which will lead to better progress and skill development. This professional guidance will also help inspire pupils to participate in physical activity both inside and outside of lessons.</li> <li>• <b>Enhanced Participation and Progress:</b> We intend to provide every pupil with access to high-quality equipment in all lessons. This will directly and positively impact their engagement and ability to make</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Qualitative Evidence:</b> We will gather rich feedback through <b>student voice</b> surveys and direct <b>staff feedback</b>, which will provide us with a clear understanding of changes in attitudes, enjoyment, and confidence in PE. We will also use <b>observations of children's behavior</b> to gauge engagement and overall enthusiasm for physical activity.</li> </ul>

## Expected impact and sustainability will be

good progress.

- **Increased Opportunities for Competition:** Pupils will have the opportunity to represent the school in a variety of sports leagues and tournaments. These competitive fixtures will provide a chance for them to develop their skills, tactics, and confidence. Our plan to use a sports-specific coach and a variety of sports throughout the year for different age groups will help us reach all pupils.
- **Improved Physical and Mental Health:** We aim to see improvements in pupils' physical fitness, coordination, and overall well-being. This will also have a positive impact on their mental health and resilience. We will monitor this through observations, fitness tests, and health surveys.
- **Potential Impact on Attainment:** While not the primary focus, we believe that improved physical and mental well-being will positively impact pupils' academic performance, which we will monitor through academic progress data.

### Sustainability and Legacy

Our approach is designed to create a lasting, positive impact that will continue beyond the current funding cycle.

- **Professional Development for Staff:** A key part of our strategy is

## Expected impact and sustainability will be

using the specialist coach to increase the confidence and expertise of our PE teachers. They will gain valuable experience teaching a wider variety of sports, which is especially beneficial for early career teachers. This ongoing professional development ensures that the quality of teaching remains high for years to come.

- **Creation of a Stronger School Culture:** Our goal is to create a school environment where physical activity is valued and integrated into the daily routine. We will build a culture where sports and active lifestyles are celebrated. We will assess our progress on this through regular observations, as well as by gathering feedback from pupils and staff.

## Actual impact/sustainability and supporting

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p><b>Significant Increase in Participation</b></p> <p>The most visible indicator of our success has been the huge increase in participation numbers. We've seen a dramatic rise in the percentage of pupils actively involved in sports teams, after-school clubs, and lunchtime activities. This isn't just about statistics; it's a direct result of fostering an inclusive environment where every child feels they can participate and belong. The impact of this is profound: we've seen a notable improvement in pupils' physical and mental well-being, increased confidence, and a stronger sense of teamwork. This momentum is sustainable because it's driven by student enjoyment and a wide variety of engaging opportunities, ensuring that all pupils, regardless of their ability, find an activity they love.</p>	<p>We have collected a range of compelling evidence that demonstrates the significant impact of our PE and sports program. This evidence goes beyond simple participation and shows real progress and positive change throughout the school.</p> <p><b>Increased Participation in Events and Competitions</b></p> <p>Our dedicated event and competition spreadsheet is a powerful tool that provides clear, data-driven evidence of our success. The spreadsheet meticulously logs every sporting fixture and competition we offer, along with the exact number of children who participate. This live record provides irrefutable proof that we have not only increased the variety of opportunities available but have also succeeded in engaging a much larger number of children. This evidence shows that our program is genuinely reaching a wider, more diverse group of pupils and is no longer just for a select few.</p>
<p><b>Impact of the Racket Cubed Program</b></p> <p>The implementation of the <b>Racket Cubed</b> program had an immediate and measurable impact. This initiative successfully introduced pupils to the fundamentals of racket sports, including tennis, badminton, and squash. The impact was clear: we saw a significant improvement in hand-eye coordination, agility, and motor skills across the participating groups. This program not only developed specific sports skills but also ignited a passion for racket sports among pupils who may have never considered them before. The success of this program is being sustained by incorporating key elements and skills into our regular PE curriculum and ensuring we have a permanent stock of racket equipment available for both lessons and</p>	<p><b>Measurable Progress in Fitness and Skill Development</b></p> <p>The most direct evidence of our program's effectiveness comes from the individual progress records for each child. Within our fitness and tennis programs, we conduct clear assessments at both the start and end of each half-term. This allows us to track and celebrate tangible improvements in every child's physical ability and tennis skills. For instance, we have seen consistent progress in skills like agility, hand-eye coordination, and serving. This evidence confirms that our lessons are not only engaging but are also leading to genuine skill development, ensuring every pupil is making</p>

## Actual impact/sustainability and supporting

lunchtime play.

meaningful progress.

### Transformation of Lunchtime Activity

Our focus on improving lunchtime areas has had a transformative effect on the school environment. The introduction of new equipment and pupil-led initiatives has turned our lunch break from a period of unstructured time into a positive, active, and engaging part of the school day. The impact is seen in the reduction of sedentary behavior and a decrease in playground conflicts, as pupils are now actively engaged in games and sports. This change is highly sustainable because the initiatives are driven by our pupils. Our sports leaders now take responsibility for organizing games and managing the new equipment, ensuring the activities are relevant and accessible. The positive feedback from both pupils and staff confirms that this is a valuable, lasting improvement to our school culture.

### Positive Impact on Behaviour and Well-being

The improvements we have made to lunchtime are some of the most compelling evidence we have of our program's wider impact. By introducing new equipment and initiatives, we have seen a considerable reduction in behavioral incidents during lunchtime. This is directly supported by our school's incident logs and is further corroborated by powerful pupil voice. Through feedback and surveys, pupils have overwhelmingly expressed that they now enjoy lunchtimes more. This evidence demonstrates that our PE initiatives have a profound positive influence that extends beyond the curriculum, creating a more positive, active, and harmonious school environment.