

Luston 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.



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?
The appointment of a PE apprentice to support the delivery of PE, physical activity sessions and clubs/fixtures.	The PE apprentice delivered the daily mile and lunch sessions as well as some after school clubs - increasing children's opportunities for PA, while also raising the profile of PE and sport. The apprentice supported sports leaders in leading playground activities with the younger children.	The sports leaders started off well at the start of the year but as the year went on they lost enthusiasm and only a few continued to lead activities.	The number of leaders leading activities diminished over the year.

Offering a range of after-school and supporting sports leaders to lead lunchtime clubs	<i>A large number of children attended a variety of clubs. 3/ 4 clubs offered each half term. Sports leaders lead lunchtime clubs</i>	Large number of children in football clubs - less in some of the other clubs	Club registers
Holding regular inter and intra fixtures in a range of sports.	Pupil questionnaires showed children enjoyed the range of competitive sports both inter and intra events.	The transport costs for such events and the staffing of them as we had lots of staff absence	
Purchasing the stride active competition package	<i>Children will had increased opportunities to participate in competition with children from other</i>	The transport costs for such events and the staffing of them as we had lots of staff absence	

schools in a controlled and fun environment, leading to increased participation in regular physical activity in school. Results and engagement recorded on the weekly What's on Doc and in whole school assemblies raising the profile of sport throughout the whole school.

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>To continue to offer a variety of clubs and to introduce a wider variety such as cricket and martial arts.</p> <p>To develop our gymnastics equipment so that we can deliver high quality gymnastic lessons</p> <p>To participate in a variety of intra and inter competitions, promoting our house system.</p> <p>To develop staff confidence and teaching ability in cricket/ ball skills</p>	<p>Hiring a professional martial arts and cricket coach to lead these clubs. To use KW and TW to deliver high quality after school clubs.</p> <p>Purchase additional gymnastics equipment so that we can develop the quality of our gymnastic teaching.</p> <p>Hold regular intra sporting events using our house system within school. To participate in a range of intra competitions, including new one's such as the here girls can festival. To attend stride active competitions as well as local cluster competitions. This will involve staffing and transport costs.</p> <p>To hire a professional cricket coach to deliver staff CPD and the lead an after school club.</p>

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>To engage less active/ vulnerable children in a variety of sporting events. This will be encouraged through inter competitive events hosted by stride active targeted at these children and introducing them to new sporting activities.</p> <p>To involve more school in physical activity by increasing the sports/ clubs on offer e.g. martial arts and cricket</p>	<p>A range of sporting events happen on a daily basis through the sports leaders on the playground at lunchtime.</p> <p>Inter competitive events organized by Stride Active have taken place throughout the year with a range of pupils from KS2 – these have included: Here Girls Can, dodgeball, participation rounders, Dodgeball and the Values festival.</p> <p>Specific events for less activity pupils have included a martial arts workshop, Chance to Shine cricket club and a Here Girl’s Can festival.</p> <p>Extra staff have been employed to run after school clubs to enable more pupils to participate. These clubs have included: netball, football, athletics, rounders, balance bike and This Girl Can.</p> <p>A martial arts coach has been employed throughout the Spring term to work alongside the teachers for CPD and to work with each year group from Reception to Year 6.</p> <p>Chance to Shine cricket coaches have been employed to work alongside staff for CPD and Larch and Redwood class to provide coaching for Year 3-4. They have also been employed to run an after school club for KS2 targeting the least active pupils.</p> <p>As part of a sports cultural enrichment project Redwood class have been to watch a 20:20 cricket match at Edgbaston – this was partly funded through SPG.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>More pupils taking part in a wider range of sports across the school.</p> <p>Additional staff have been employed to run after school clubs to allow for larger numbers of pupils to be involved.</p>	<ul style="list-style-type: none"> • 17% of pupils attended Values festival • 100% of pupils engaged in a martial arts assembly (0% in 23-24) • 100% of pupils engaged in martial arts coaching (0% in 23-24) • 10% of pupils took part in values targeted dodgeball • 8% took part in Here Girl's Can festival which led to a campaign within school to run a This Girl Can club which consists of 52% uptake of KS2 girls participating in the club • 40% of year 5 /6 pupils attended sports leaders conference which led to 60% of Year 5/6 pupils becoming sports leaders providing activities for up to 25% of the school on a daily basis • 55% of the school (KS2) have been provided with cricket training during the school day (0% in 23-24) • 24% of KS2 engaged in cricket training after school – targeted for less active pupils. (0% in 23-24) • 63% of KS1 attended football club (44% in 23-24) • 30% of KS1 attended multi-skills (0% in 23-24) • 52% of KS2 attended football club (43% in 23-24) • 22% of KS2 attended bench ball club (0% in 23-24) • 25% of KS2 attended netball club (19% in 23-24) • 36% of KS2 attended rounders club (23% in 23-24) • 33% of KS2 attended athletics club (14% in 23-24) • 52% of KS2 girls attended This Girl Can (0% in 23-24) • 52% of KS1 attended balance bike club (0% in 23-24) • 24% of KS2 attended cricket club (10% in 23-24)