

# ovPE Funding Evaluation Form

Commissioned by



Department  
for Education

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?
<ul style="list-style-type: none"> <li>• Every child was delivered with 2 Lessons of PE a week.</li> <li>• After school club will offered to all children</li> <li>• Festival and competitions were entered and participation went well.</li> <li>• All teaching staff provided with CPD</li> <li>• Every child had the chance to join in with Beat the Streets to increase levels of physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• PE timetable, curriculum map, teaching and monitoring</li> <li>• 4 clubs per week (Monday - ~Friday),</li> <li>• 10 Festivals/competitions intra and inter attended</li> <li>• All teaching staff were present during PE lessons which was led by the PE lead to develop teaching and learning</li> <li>• Beat the Streets had 195 children participate with friends and family</li> </ul>	<ul style="list-style-type: none"> <li>• Active lunch times</li> <li>• Swimming due to Edmonton Green leisure center being shut down after week 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff shortage and knowledge of activities.</li> <li>• Local swimming pool closed no capacity at other pools within the borough</li> </ul>

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> <li>• Continue with 2 hours of PE per week</li> <li>• To enter a wider range of festivals and competitions to engage both KS1 and KS2 pupils</li> <li>• Teaching staff being more confident in teaching and understanding PE</li> <li>• To train active leaders in year 6 with key responsibilities to provide active lunchtimes.</li> <li>• To maintain and raise the profile for PE</li> <li>• Whole school physical activity to promote active travel to and from school</li> </ul>	<ul style="list-style-type: none"> <li>• To timetable PE weekly, monthly and yearly to ensure that everyone has access to a broad curriculum</li> <li>• To buy back into the Enfield PE team to provide CPD and events throughout the Calendar year.</li> <li>• Each member of staff to work alongside PE lead at least once a week.</li> <li>• Work with the local authority to find a new venue for swimming and possibly catch-up lessons in the summer term. (Southbury)</li> <li>• PE lead to work with active leaders and provide support daily if not weekly</li> <li>• Weekly assemblies celebrating key sporting achievements</li> <li>• Establish links with Enfield PE Team on how promoting more sporting activities, tournaments, events and festivals</li> </ul>

## 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?
<ul style="list-style-type: none"> <li>• Children who exercise 30 mins a day physical, mental, and social wellbeing.</li> <li>• Teachers will be aware if all PE lessons plans the Friday prior to their PE lesson with their class.</li> <li>• An increase in girls participation in key stage 2</li> <li>• Class teacher will also be present in all PE lessons taught by PE lead.</li> <li>• Swimming lessons improve both physical and mental wellbeing as well as providing crucial lifesaving skills.</li> <li>• More cycling and walking can result in less traffic and air pollution.</li> <li>• Developing active leaders in and around sports can build confidence, teamwork and resilience as well as provide positive role models towards the younger children.</li> <li>• Creating community links with companies and other schools for out of school participations/ friendlies</li> <li>• Introducing more sports for children to play during lunchtimes.</li> </ul>	<ul style="list-style-type: none"> <li>• All children engage in physical activity through a broad and balanced curriculum delivered twice a week.</li> <li>• Staff are being trained weekly through team teaching with PE lead as part of professional development. PE lead attends training from the Enfield PE team as part of their professional development.</li> <li>• Termly monitoring was done where teachers had to teach a PE lesson where the PE lead would be observing.</li> <li>• Huge amount of children across key stage 2 participate in a range of intra and inter festivals and competitions run by the school and Enfield PE team.</li> <li>• Children being able to go from a non-swimmer to being able to swim and for those who are more experienced or able to swim 25m.</li> <li>• Active leaders helped support with active lunch time as well as sporting festivals and competitions throughout the calendar year.</li> <li>• Higher number of children in our waiting list for after school clubs especially in year 3 and 4.</li> </ul>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<ul style="list-style-type: none"> <li>• Children have access to a broad and balanced curriculum that develops Physical, thinking and health development</li> <li>• All staff feeling confident and competent in teaching a broad curriculum that impacts all children in high quality PE for two hours a week</li> <li>• Children who represented the school in sporting activities such as competitions and festival were filled with confidence throughout their PE lessons</li> <li>• Year 5 have had 10 weeks at a new swimming pool as the local swimming pool is closed</li> <li>• Children are starting to engage in physical activity that encourages walking, scooting and riding to school through self-competition in the form of Street Tag and Beat the Street</li> <li>• Active leaders have been supporting lunchtimes with activities.</li> </ul>	<ul style="list-style-type: none"> <li>• All children have 2 hours of PE a week that follows a progressive curriculum map throughout the academic year, which builds prior skills and knowledge.</li> <li>• Teachers team teaching and leading lessons throughout the academic year as well as supporting and leading at festivals and competitions.</li> <li>• Children take part in both intra and inter competitions as well as festivals such as Sports days, Multi Skills, gymnastics and dance festival (11 in total)</li> </ul> <p>Positive: All children participating in 10 weeks of swimming</p> <p>Negative: Extra cost (Around 4,000) to provide coaches to transport them there</p> <ul style="list-style-type: none"> <li>• Every day we have leaders from 6 supporting with different activities which is more sustainable as we can keep using this model for 25/26</li> <li>• Current Year 6's helped sports lead with PE lessons, Sports Day and lunch time activities. Younger children</li> </ul>

## Actual impact/sustainability and supporting evidence

looked up to them as role models.

- Key stage 1 children attending a multi skills academy at Lea Valley Athletic Center because of their attendance at festivals/competitions lead by the Enfield PE team

## Actual impact/sustainability and supporting evidence

### **PE Curriculum 2 lessons a week:**

- Games
- Gymnastics
- Dance
- Athletics
- Total pupils in school: 320
- Boys: 146 (45.62%)
- Girls: 174 54.37%)
- PPG: 139 (43.43%)
- SEN: 61 (19.06%)
- EAL: 281 (87.81%)

## Actual impact/sustainability and supporting evidence

### After school Sports clubs:

- Football
- Dodgeball
- Basketball
- Tennis
- Gymnastics
- Dance
- Athletics
- Multi skills/ Sports

Attendance: 157

Boys: 73

Girls: 84

PP:22

SEN:14

### School sports and festivals External

- Boys Football (Boys)
- Girls Football

## Actual impact/sustainability and supporting evidence

- Gymnastics
- Dance Festival
- Cultural dance Athletics
- Athletics
- Multi skills
- Boccia

Attendance: 71

Boys: 29

Girls: 42

PP:16

SEN:11

### **School sports and festivals Internal:**

- Inter house competitions
- Sports day
- Total pupils in school: 320
- Boys: 146 (45.62%)
- Girls: 174 54.37%

## Actual impact/sustainability and supporting evidence

- PPG: 139 (43.43%)
- SEN: 61 (19.06%)
- EAL: 281 (87.81%)

### **Active leaders:**

Attendance: 28

Boys: 10

Girls: 18

PP: 9

SEN:5

### **School Games Platinum award:**

We are proud to announce we have received the year another gold award from School Games Mark. This symbolises the commitment we show to engaging all of our young children through PE, school sports, festivals, and active leadership.

## Actual impact/sustainability and supporting evidence