PE Funding



Evaluation Form

**Commissioned by**

**Created by**

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**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**

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| What went well? | How do you know? | What didn’t go well? | How do you know? |
| Hire of an onsite swimming pool.  Breadth of sports experiences at Chilwell Croft.  Increasing inclusivity of sports at Chilwell Croft.  Mentor and Coach our staff to develop their skillset further.  Increase opportunities to take part in competitive sport. | Children make good progress in swimming attainment. The onsite pool raises the profile of swimming within the community. The pool counteracts the neighbourhood lack of pool facilities.  Chilwell has built good partnerships with agencies such as KESSP and AVFC. This year both agencies have increased the variety of sports that pupils have engaged with. This included curling, archery and boccia.  We have focused highly on SEND pupils again this year. We have organised our timetable so that our enhanced provision pupils have specific time with AVFC mentors as part of the partnership offer. Adapting engagement in sport for SEND with staff CPD.  CPD was well received and pupil voice shows that engagement in lessons is positive. Staff feedback following attendance at AVFC CPD has been excellent particularly around increasing girls participation in football.  KESSP program of events has been a central point of our school calendar.  Titan sporting events has been well attended this year.  AVFC tournament opportunities have been a positive element of school life. | Issues with company supplying pool meant that lessons were not as consistent this year.  Our tracking of pupil attendance has not been at the level we would like to ensure that we are able to influence key groups of pupils to ensure we are reaching our vulnerable and non-sport connected pupils.  Tracking and monitoring of pupils taking part. CPD has had impact but observations are not consistent and there is still more work to do on ensuring 100% participation in physical activity for all pupils.  Due to staffing constraints school’s ability to send staff on external training has been curtailed.  Not all events have been attended due to closure of gaps need in educational attainment levels in school.  Limitation of travel ( we have trained an additional adult in minibus driving). | Reduction in attainment levels compared to last year.  Staff survey of process.  Evolve attendance registers.  Evolve evaluation.  Teaching observational evidence.  SEND learning walks.  Pupil voice.  Female pupil numbers increased when asking for volunteers for girls football.  Post attendance feedback.  Staff attendees feedback.  Achievement of Silver Games Mark for commitment, engagement in School Games.  Termly events calendar. |

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| What are your plans for 2024/25?  2025-2028 | How are you going to action and achieve these plans? |
| Intent | Implementation |
| 1. **Regular audits of current sports equipment and replace when needed with full consideration of context of pupils and key groups.** 2. **To encourage children and particularly girls’ engagement – at playtimes, lunchtimes, after school clubs and external tournaments.** 3. **To celebrate the success of children in sports in KS1, KS2, EYFS and for key CCA groups.** 4. **To link Sports Day for KS2 to the Secondary School, Aston Manor Academy – raising the profile of PE and sport by highlighting facilities and aspirations.** 5. **Sports coaches work alongside class teachers to plan and deliver activities linked to the PE curriculum and to build assessment knowledge.**  * **Children to receive good quality sports coaching from both class teachers and qualified sports coaches.** * **Teacher’s receive high quality coaching and CPD to enhance their own skillset.**  1. **Mentoring and coaching for PE subject lead ( based at AMA) to provide solid subject leadership.** 2. **To ensure that all teachers receive high quality coaching and CPD from specialists.** 3. **To increase opportunities for learning new games, skills and developing motor control in all age groups in PE lessons, afterschool clubs and during break/lunch times.** 4. **To provde children with sporting experiences and competitions within school and at venues in the local area – competing with other schools.**   **10.To provide children with high quality swimming lesson that promote water safety, confidence and achievement of 25 metre statutory Year 6 requirement.** | Sports coach to conduct half termly audit to ensure access to quality sports equipment at social times.  Sports coach ensures equality of access for all and that resources are not limited to traditional ball games.  Consideration to be given to access to equipment for children with physical disability e.g. trikes.  Purchase new equipment that is appropriate for EYFS, KS1, KS2 and SEND pupils, supporting a range of activities across the school for break and lunchtimes and after school clubs.  To provide children with a wider range of sports opportunities through in school and after school clubs.  Sports coach to purchase specific equipment to provide for a greater range of clubs, to include but not exhaustive list:-   * Multi sports club * Football club (AVFC coach) * Basketball club * Cricket Club ( ACE Cricket) * Athletics Club * Scooter Club (KS1)   Involvement of pupil leadership team – promoting PESSPA and new sports initiatives.  To purchase certificates for a star of PE lesson each week. To purchase celebratory medals and trophies for tournament activities.  Sports lead plans for each class in Key stage 2 to adopt a country linked to world sports events. Pupils research country and compete as representatives to earn points. Increase understanding of cross curricular themes and character education benefits of sports. Secondary School PE leads support CCA pupils.  Sports coaches lead on CPD sessions for all staff with particular support for ECTs.  Sports coaches with SLT attend learning walks and observations when PE themed.  Sports coaches support SEND staff with physical interaction activities.  Trust sports lead to support quality of offer to pupils by ensuring appropriate CPD is provided to support aspirational offer.  Utilise Aston Villa Football Club partnership – coach employed 1 day a week to work with pupils.  Utilise partnership offer to access AVFC CPD sessions for staff.  Specialist coaches to be used to help provide training/upskill staff.  -External coaches to be used to provide children with new opportunities that they have not experienced. Skills and knowledge to be cascaded to new staff.  -Coaches of high quality such as ACE cricket coach ( County level affiliated).  Regular half termly meeting with Sports Lead to discuss and plan the partnership – how links are being used effectively.  Links with:-  AVFC, King Edwards Aston, KESSP, Warwickshire County Cricket Club, Titan Partnership.  Enable children to have good quality swimming lessons and gain new skills.  Small group swimming experiences for SEND and vulnerable children. |

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| What impact/intended impact/sustainability are you  expecting? | How will you know? What **evidence** do you have or  expect to have? |
| 1. *Key indicator 2 – The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people, 5-18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.*   *Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils.*   1. *Key indicator 2 – the profile of PESSPA being raised across the school as a tool for whole school improvement.*   *Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils.*   1. *Key indicator 2 - the profile of PESSPA being raised across the school as a tool for whole school improvement.*   *Key indicator 5 – increased participation in competitive*  *sport.*   1. *Key indicator 5- increased participation in competitive sport.* 2. *Key indicator 1 – increased confidence, knowledge and skills of all staff in teaching PE and sport.*   *Key indicator 5 – increased participation in competitive sport.*   1. *Key indicator 1 – increased confidence, knowledge and skills of all staff in teaching PE and sport.*   *Key indicator 5 – increased participation in competitive sport.*   1. *Key indicator 1 – increased confidence, knowledge and skills of all staff in teaching PE and sport.*   *Key indicator 5 – increased participation in competitive sport.*   1. *Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils.* 2. *Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils.*   *10.Key indicator 2 - the profile of PESSPA being raised across the school as a tool for whole school improvement.* | Reduction in behaviour issues in social time and post lunchtime lessons.  Pupil voice  Equipment audits and usage.  Staff feedback  Purchase orders  Pupils are able to identify a range of sports.  Staff feedback lunchtime engagement.  After school registers.  Events evaluations.  SLT club plans to support key groups.  Weekly celebration assemblies.  Analysis of students receiving awards.  Half termly assemblies presentation with parents.  End of year sports awards.  Sports day celebrations pupil, staff and parent voice.  Titan Olympic events, sign ups and evaluations.  Sports day celebrations pupil, staff and parent voice.  Evaluation of participants by key groups.  Evaluation of accessibility of sports offered.  Learning walks  Observations  ECT reports  Trust Sport Lead reports  Trustee visits reports  Learning walks  Observations  Trust Sport Lead reports  Trustee visits reports  Learning walks  Observations  Trust Sport Lead reports  Trustee visits reports  Wellbee survey  Resource purchases reflect broader offer of sports.  Clubs have varied sports activities.  Attendance at clubs is across year groups  Club registers  Increase in attendance at clubs  CCA key groups attend clubs show in analysis of participation  CCA attends external events regularly and in tournament based activities improvement in placing is seen.  Key groups attend breadth of activities.  Evolve evaluation  Attendance rewards linked to attending professional competitions in the city :-  Trampolining, badminton.  Swimming analysis.  Attendance at swimming daily whilst pool onsite.  Swimming pool offer now key part of Year 6 experience.  Move to Year 6/Year 5 in future years.  CCA key groups analysis is positive. |

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| What **impact/sustainability** have you seen? | What **evidence** do you have? |
| Chilwell Croft pupils regularly place sporting experiences at the heart of their positives of school.  Reduction in behaviour issues during social times.  Improvements in Class teacher PE teaching strategies  Partnership events attendance  Swimming | Pupil voice through surveys.  Pupil leadership interviews and applications.  Requests for attendance at clubs and events.  Waiting lists for sports clubs  Behaviour analysis  Behaviour plans.  Assessment data has improved.  Confidence in teaching has improved with more curriculum adherence taking place.  Lesson observations show improved impact.  Teach First summer school takes part in sports coach cpd.  Silver Games Marks award  Majority of events on offer attended from KESSP and AVFC.  Events oversubscribed by pupils.  Ranking within competitions increased.  Girls sport key part of calendar of events including attendance at girls football tournaments.  SEND pupils are regular attenders at external events.  No Year 6 pupil withdrawals from swimming lessons on site. 54 children in cohort.  All SEND pupils in Year 6 participate in swimming lessons.  Baseline 54% of cohort unable to swim at all.  End 0% of cohort unable to swim at all.  Baseline 7.5% of cohort able to swim 20m+  End 44% of cohort able to swim 20m+ |