



PE Funding Evaluation Form Sutterton Fourfields CE Primary School



Department
for Education

Commissioned by
 association for
Physical
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"> - High percentage of Year 6 students achieved national curriculum swimming requirements. - School achieved the school games platinum award. - The use of sports leaders within the school to gather feedback from the pupils and their insights further affirmed the success of our schools PE and sports. - A large uptake in sports afterschool clubs - Girls lunchtime football club was well attended. - Closer links made with Boston United. - School achieved highly in local competitions, including reaching two county finals, both for girls and boys. | <ul style="list-style-type: none"> - National swimming data. - After school sports clubs were full. By engaging in extracurricular activities, students will enhance their confidence, creativity and teamwork skills outside of normal PE lessons. - 80% of children in KS2 represented the schools at a sporting event. - Positive feedback from staff with regards to sports leaders. - Pupil voice. | <ul style="list-style-type: none"> - Further PE CPD for staff in delivering high quality PE lessons. - Introduction of new play equipment to ensure all children are active at playtimes. | <ul style="list-style-type: none"> - Staff voice. - Observations. |

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"> - To trial 'Get Set for PE' PE scheme to further develop the quality of PE lessons delivered across the school. - To create stronger links with Boston United. - To have further extracurricular activities for KS1. - To continue to work with Sports leaders and Boston school sports partnership to up-skill Year 5 and 6 children in leading sports across the school and making sure children are active during playtimes. - To continue to provide opportunities for students to represent the school in a development or competitive environment. | <ul style="list-style-type: none"> - Teaching staff to work alongside a PE specialist (JB sports), one session a week to support skills and knowledge. - PE Lead to set up every teacher with a profile on 'Get set for PE' and deliver training on how to use it. - Teachers adapt planning from Get set for PE to meet the needs of all pupils in their class, ensuring including and access for all pupils including those with Special Educational Needs and Disabilities. - Make use of the calendar provided by the School Games Organiser (Mr Haslam) to ensure all children in KS2 are given an opportunity to represent the school. - Two or more sporting after-school clubs to provided each term. - Outdoor play equipment to be monitored and replenished for playtimes. - All pupils in KS2 to receive a minimum of eight swimming sessions. - Assemblies delivered by Boston United Community Foundation to improve the awareness of PE around the school and cross curricular links. - Training provided to Sports leaders through the PE lead and school games organizer. - Offer a variety of sports to cater to different interests. - Work with Boston United Community Foundation and the school games organizer to offer extra activities for KS1 children. |

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? |
|--|---|
| <ul style="list-style-type: none"> - Continue with the number of students attending extracurricular sports clubs. - Increased participation and enjoyment from all pupils and all ages. - Students to experience sports and activities that they have not experienced before. - Further opportunities for children to experience sports events outside of school. - Stronger community links with the local sports club. - High quality PE lessons are delivered throughout the school. - 90% of KS2 pupils to participate in a sporting competition or development day. - High percentage of students meeting age related expectations in PE. - More students use sports as a means of self-regulation and to support mental health. - The profile of sports and PE remains strong across the school. | <ul style="list-style-type: none"> - Percentage of pupils accessing sports events. - Club attendance breakdowns. - Student voice. - Student surveys. - Lesson observations. - Pupil assessment data. - School games award. |

Actual impact/sustainability and supporting evidence

| What impact/sustainability have you seen? | What evidence do you have? |
|--|---|
| <p>The school has made significant strides in sustaining and enhancing its physical education and extracurricular sports provision, resulting in a wide-reaching and positive impact on pupils, this has been evident through pupil voice and lesson observations. The consistent number of students attending extracurricular sports clubs reflects a sustained enthusiasm for physical activity, while increased participation and enjoyment across all age groups demonstrates the inclusive and engaging nature of the school's sports offerings. Pupils have continued to be introduced to a broad range of sports and activities, fostering curiosity, skill development, and a willingness to try new challenges. Additionally, the opportunity to attend sports events and fixtures outside of our school has enriched students' experiences, offering them a taste of competitive and collaborative environments in wider community settings.</p> <p>The school's commitment to high-quality PE lessons through has ensured that students consistently meet age-related expectations, with a particularly impressive over 90% of KS2 (87/94 chn) pupils participating in sporting competitions or development days. These experiences have not only boosted physical competence but also nurtured confidence and teamwork. Stronger links with Boston United have further embedded sport into the the school community, creating pathways for continued participation beyond the classroom. Importantly, more students are now using sport as a tool for self-regulation and mental well-being, highlighting the holistic benefits of physical activity.</p> <p>Key Points</p> <ul style="list-style-type: none"> - 87 out of 94 children in KS2 have attended a sports competition or development day this year. - Stronger links have been made with Boston United (local professional football team). This has included the attendance at our sports day and health and fitness sessions with KS1 in school. - Use of the scheme 'Get Set 4 PE' has enhanced the teaching and confidence of teachers delivering quality PE lessons. - Sustained the amount of children accessing extra-curricular clubs on offer. | <ul style="list-style-type: none"> - Lesson observations - Professional discussions - Pupil voice - Log of children attending inter-school competitions - Log of children attending development days - Pupil assessment data - Staff voice - Record of children attending clubs |