

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.

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?
1. Further develop OAA and Gymnastics activities and planning to provide pupils with a broader range of experiences within their lessons 2. Involvement to HWSSP	1. Balance beam and Gym mats purchased and used within PE lessons. The foldable nature of the balance beam ensures that pupils who do not access PE in the hall can still practice and develop their balance and co-ordination in different areas of the school. 1. The different colours of the Gym Mats ensures that zones within the hall are easily distinguishable and provides pupils with another layer of understanding that different skills are being practiced i.e. flight in the red area, rolling in the green. 1. Linking PE with Geography for the focus week worked well. Input and creativity from another subject lead led to a focus of outdoor and physically active learning taking place throughout the week.	Health and Wellbeing TA, currently in class, has not made the step to leading larger groups of pupils and is yet to show the skills required to do so.	Discussions with line manager and observations made by PE leads within their own lessons have made this judgement.

Review of last year 23/24

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?
2. Involvement to HWSSP	2. Pupils from across the primary school have attended a number of events hosted by hwssp and it continues to support the building bridges scheme and community links with other school in the local area.		

Review of last year 23/24

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
1. To increase pupils access to physical activity lessons. 2. Upskill H5 Teaching Assistants and Unqualified teachers to deliver physical activity lessons. 3. Broaden the activities that Building Bridges offers – extension from Boccia to different areas of the curriculum 4. Continue to access off-site sporting activities delivered by the HWSSP. 5. Build capacity to ensure high quality PE is delivered at satellite provision.	1. Introduction of Sports Lessons – delivered by H5 TA's and supported by MSA's extended contract hours. 2. Half term meetings with H5's to discuss planning, activities and regular dialogue regarding structure, activity levels and choosing activities that are suitable for each cohort. 3. Offer a range of activities including Dance increase uptake from Primary schools in the local area and broaden experiences of pupils from Amwell View, 4. Classes to attend Sporting events delivered by the HWSSP at Wodson Park, Allenbury's Sports Centre and Sele School. 5. Find external company to deliver PE at Tonwell site.

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?
1. Pupils increase in physical activity time within their timetable. 2. In house CPD and support to up skill H5 and trainee teachers in delivering physically active lessons both within the PE hall and Dance studio and take into the wider curriculum. 3. Pupils from Amwell View to interact with an increased number of schools within the local community and raise awareness of the capability of pupils with SEND. 4. Pupils to access well-known and new activities delivered by external coaches in an offsite setting. Pupils will have the opportunity to develop their confidence when accessing new environments and raise awareness of the capabilities of children and young people with SEND. 5. Pupils to receive 1 hour of PE delivered by external company, specialising in SEND PE.	1. Addition of Sports to classes who only have 1 PE lesson per week. 2. Monitoring of delivery and curriculum planning through meetings, observations, learning walks, planning support and ideas. 3. Observations of pupils and feedback from staff and pupils within the local community. 4. Collate number of visits attended and receive feedback from staff groups accessing the activities. 5. PE lesson timetabled and delivered.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
1. All pupils receive between 2 hours and 15 minutes and 3 hours of Physical Education per week in addition to active curriculum lessons in additional learning areas including Soft Play, Adventure Playground, lower school playground and Dance studio. 2. H5 TA's and Unqualified teachers have gained skills and knowledge and understanding of how to structure and deliver physical activity lessons in a larger space. Pupils have the opportunity to develop their balance, co-ordination, gross and fine motor skills as well as having an opportunity to regulate through physical movement. 3. We have raised the awareness of pupil's capabilities with SEND and particularly SLD in the local community. Pupils from Amwell View have thoroughly enjoyed visiting other schools and experiencing social interactions with pupils and staff from other settings, whilst participating in physical activity. Pupils from mainstream school have also thoroughly enjoyed the opportunity to participate in 'English Country Dancing' delivered by a Dance specialist and gained in confidence interacting with pupils with SEND as the session progressed. 4. Pupils have become more confident when accessing activities off-site and many have found the change easier to process and accept. Staff have also gained in confidence when planning and accessing off-site activities and feel empowered to extend this to other areas of the curriculum. 5. Pupils have received weekly PE lessons delivered by Inclusive United. Pupils have enjoyed experiencing different activities provided by qualified coaches who specialise in physical activity for people with SEND.	1. All pupils receive either 2 PE lessons or 1 PE and 1 Sport session per week. In addition to 1 Dance and 1 or 2 Swimming lessons per week. 2. Staff have taken these skills and transferred them into active lessons using additional spaces including the lower school playground and Adventure playground and have incorporated them into other areas of their curriculum allowing for active lessons throughout the day. 3. Offering Dance as an additional activity to Boccia, has increased the number of schools and therefore pupils, accessing the building bridges scheme. This academic year, 5 pupils from Amwell View School visited 60 pupils from Northaw School to deliver Boccia sessions and 4 pupils from Northaw School attended Amwell View PE lessons as Sports leaders. The Dance scheme saw 8 pupils from Amwell View visit 6 different schools (St Andrews, Morgans, Widford, Hunsdon, Thundridge and Albury) and a total of 164 mainstream pupils received a Dance session. 4. Pupils have accessed 5 off site festivals delivered by HWSSP and pupils from EYFS to Year 6 school have completed 183 off-site visits throughout the year. 5. Feedback from teaching and support staff has been very positive, observations and videos have been taken showing pupils enjoyment and engagement levels. Planning and assessment has been shared with Head of PE demonstrating that high quality physical activity lessons are being delivered.