



## PE Funding Evaluation Form

### Garden Suburb Junior School

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>• A sports coach runs daily activities during lunchtimes</li> <li>• A range of initiatives to encourage active travel took place</li> <li>• All staff received INSET from Kim Henderson (PE Consultant) on structuring PE lessons</li> <li>• A range of different intra and inter-school competitions were entered</li> <li>• Opportunity for all Year Four children to access swimming lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Children receive extra opportunities to be physically active and feedback to PE coordinator from pupil voice surveys were positive</li> <li>• More children travelled to school actively increasing their time being physically active</li> <li>• Staff reported feeling more confident in structuring PE lessons</li> <li>• Children were able to represent the school in a range of different sports including swimming, athletics and boccia</li> </ul>	<ul style="list-style-type: none"> <li>• Consistency of staffing from external coaches due to staff leaving</li> <li>• More opportunities needed for children to take part in sporting fixtures and competitions within the community, to raise the profile of PE (particularly inter-school football tournaments)</li> </ul>	<ul style="list-style-type: none"> <li>• Changes of staff meant indoor PE units did not always show a progression of skills and building of relationships with the children</li> <li>• Due to staff cover and travel restrictions the inter-school competitions were not always possible to attend</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>To ensure all children benefit from being taught by a specialist sports coach for their indoor PE lessons (dance and gymnastics)</li> <li>To provide further opportunities for children to take part in inter-school competitions with other local schools</li> <li>To provide children with equipment and structured games during break and lunchtimes to encourage daily physical activity</li> <li>To provide all staff with training on delivering outdoor games lessons</li> <li>To continue to provide a wide variety of lunchtime and after-school clubs, which includes children who do not take part in physical activity/clubs outside of school</li> <li>Provide funding for vulnerable pupils to take part in extra-curricular activities where possible</li> </ul>	<ul style="list-style-type: none"> <li>PE coordinator liaising with Non-Stop Action (NSA) sports coaches on a regular basis. Termly meetings with NSA leads to ensure high quality provision of indoor PE lessons and lunchtime/after-school clubs</li> <li>PE coordinator attending Barnet Partnership for School Sports (BPSS) subject leaders training for CPD and to build contacts with other local schools</li> <li>Learning Support Assistants on lunch duty to be provided with ideas for structured lunchtime games. SENCo to support adapted games for SEND children</li> <li>Ensure all staff feel confident to teach outdoor games lessons and there is consistently within each year group</li> <li>Children can feedback ideas on clubs for after-school, higher intake of children for some clubs (e.g. netball/hi-5) due to additional staff members</li> <li>22 pupils were supported with funding</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>Continued specialist high quality teaching delivered by external provider for indoor PE lessons</li> <li>Continued development of inter-school competitions within the local area</li> <li>Higher levels of engagement in activities offered at break and lunchtimes. Less behaviour incidents due to engagement in activities</li> <li>Higher uptake of after-school in house extra-curricular sports clubs. Provide training for staff delivering netball/hi-5</li> <li>An increased confidence for class teachers to deliver outdoor games lessons to provide high quality teaching and learning</li> <li>Ensuring all children can swim as this is a key life skill. Making sure they understand water safety rules</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice feedback and PE coordinator monitoring of indoor PE lessons provided by Non-Stop Action</li> <li>Participation data and reporting on events attended on school website</li> <li>Lunchtime staff providing feedback on the number of children taking part in activities. Tracking of behaviour logs- less incidents recorded</li> <li>Registers show a higher number of pupils taking part e.g. netball/hi-5 enabling a place in the club for all children that wanted to take part</li> <li>Staff feedback and CPD targets achieved, particularly for new staff and ECTs</li> <li>Swimming assessment data in Year 4 and Year 6 is tracked and recorded</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>• Participation and success in external events</li> <li>• Increased staff confidence and continued CPD</li> <li>• Links to the whole school focus on oracy were developed through sport</li> <li>• Opportunities to be inclusive during PE for vulnerable/SEND children</li> </ul>	<ul style="list-style-type: none"> <li>• Winning the field events at the Barnet Athletic Championships (Stone X Stadium)</li> <li>• PE consultant to be booked to provide further CPD to build on staff confidence and support ECTs</li> <li>• Assemblies supporting the use of the oracy framework for Sports Day and conflict resolution during playtimes and sporting activities</li> <li>• Activities are adapted during lessons and events. Monitoring indicates that staff will need continued support with this</li> </ul>