

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?
<ul style="list-style-type: none"> • Sports leader provided a range of extracurricular activities. • Staff had access to high quality exemplar in school in order to plan and deliver high quality PE + sport with their own class. • Enhancement of performance of sports coach through DSSN PE Leads meeting • Sports Coach has supported class teachers in their own PE planning and delivery • Children participated in inter-school sporting events and festivals <ul style="list-style-type: none"> • Tudor represented at their first Dacorum Dance festival • Sports Coach adapted PE curriculum to introduce Balanceability for KS1 • Sports Coach attended formal Balanceability Learn to Cycle Training • Sports Coach has delivered at least 1 term of Balanceability sessions to EYFS (in order to model high quality teaching to staff) 	<ul style="list-style-type: none"> • <i>Class teachers have been supported in their own PE delivery (demonstrations, teaching support, topic support, individual skill demonstrations, lesson examples) – notable improvement in quality of lessons</i> • <i>Sports Coach has created an engaging curriculum, with lesson/unit plans created in order to inspire class teacher delivery</i> • <i>School Twitter has been used to improve whole-school performance, updated regularly by Sports Coach</i> • <i>Sports Coach has attended PE Lead meetings</i> • <i>Sports Coach has ensured all other actions (to the right) have been implemented throughout the year</i> • <i>Sports Coach has ensured CPD to other class teachers for their PE delivery – both Year 1 teachers attended a Balanceability Training workshop, and Year 5 teacher attended LTA Tennis Training</i> • <i>15 inter-school competitions attended</i> • <i>2 class teachers (Year 1) attended Balanceability training sessions in order to be implemented in KS1 delivery</i> • <i>EVERY child in Reception and Year 1 has grown in confidence when using a balance bike. All children are able to walk and glide using a balancebike.</i> • <i>Greater cycling ability has been demonstrated during PE lessons AND Freewheel Friday sessions.</i> • <i>Greater number of children participating in active travel to and from school, due to increased interest in cycling</i> • <i>Notably evident increase in children taking part in physical activity and sport at lunchtimes</i> • <i>Pupil voice has allowed children to request further sports/games at breaktimes</i> <ul style="list-style-type: none"> • <i>85% of children from Reception to Year 6 has represented the school in inter-school sports competitions</i> • <i>Every child in Reception, Year 1, Year 2, Year 3 and Year 4 has represented the school in inter-school competitions (all off-site where transport has been essential)</i> • <i>Year 6 children have attended 4 weekly skiing lessons</i> <ul style="list-style-type: none"> • <i>100% of children in 6Z have attended these lessons</i> • <i>83% of children in 6Y have attended these lessons (25/30)</i> 		

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Ensure the enhancement of training opportunities/ qualifications of PE deliverers, with particular focus on the Sports Lead's management of sporting provision at Tudor</p> <p>To pay for subscription to DSSN, ensuring that children are able to participate in inter school sporting opportunities</p> <p>Balaceability training for EYFS and Year 1 Class Teahcers (Nursery and both Year 1 classes)</p> <p>Investment in new PE and breaktime equipment across the school</p> <p>Transport to inter-school sports competitions</p> <p>Continue to attend Skiing lessons (at Hemel Hempstead Snow Centre) as part of the PE provision</p>	<p>To ensure children access skilled and proficient sports coaching. Staff to be supported with their own professional development. Staff to have quality exemplar of PE teaching from a Level 6 qualified subject leader.</p> <p>School is supported with high quality training/ consultation opportunities. If able, DSSN can help school access inter school sporting opportunities.</p> <p>To extend the PE curriculum further by introducing the Balanceability scheme, allowing children to learn how to balance on a bike in preparation for future pedal bike riding.</p> <p>To extend the PE curriculum further by introducing the Balanceability scheme, allowing children to learn how to balance on a bike in preparation for future pedal bike riding.</p> <p>Children able to attend sporting festivals and fixtures. More children enjoy opportunity to represent the school and be inspired through sporting activity</p> <p>Cost of skiing to be subsidised for each child, in order to offer provision to every pupil in Year 6</p>

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"> • Sports leader to provide a range of extra-curricular activities. • Staff have access to high quality exemplar in school in order to plan and deliver high quality PE + sport with their own class. • Enhancement of performance of sports coach • Sports Coach has supported class teachers in their own PE planning and delivery • Children (individual and groups) able to participate in inter-school sporting events and festivals • DSSN support the school with Sports Coach (attendance of PE leads meeting) • Staff training opportunities to be offered or led by DSSN staff • Sports Coach to ensure Balanceability is implemented into the curriculum for EYFS and KS1 • Sports Coach to share learning from formal Balanceability Learn to Cycle Training • EYFS and KS1 staff are aware of Balanceability outcomes • Children have a range of activities that interest all groups at breaktimes. This will be evident at all times of the year. • Children enjoy being active at breaktimes and standards of behavior remain high. • All children enabled to take part in a school festival/fixture/competition. • Children are inspired to improve performance. • Tudor is recognised as a high quality school that is fully involved in Dacorum competitions • Tudor increases the number of sports on offer (and competed in) to engage a wider range of children. • Year 6 staff members are fully aware of the lesson outcomes so this can be used to evidence pupil assessments • Costs to parents of skiing lessons is heavily reduced due to part school funding 	<ul style="list-style-type: none"> • 100% of children have represented the school in an inter-school competition • At least 75% of children have attended at least 1 after-school club throughout the year • Sports Coach has delivered at least 1 term of Balanceability sessions to EYFS • Year 1 class teachers have attended formal training and achieved qualification to deliver • Tudor achieves Gold School Games Mark again • Every member of Year 6 is offered skiing lessons at the Hemel Hempstead Snow Centre • Year 6 attend weekly skiing lessons in the summer term alongside the PE curriculum • 15 Balanceability bikes and helmets to be maintained by Sports Coach • Tudor represented at the Dacorum Dance festival • Nursery and Year 1 staff have delivered at least a term of Balanceability sessions, with support from Sports Coach

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> • Sports leader has provided/managed at least 10 after-schools every term • Staff have had access to high quality exemplar in school, in all areas of PE delivery – planning, delivery and assessment • PE Leads meeting attended, hosted by DSSN • Balanceability is fully integrated into EYFS and Year 1 PE Curriculum • EYFS and KS1 staff are aware of Balanceability outcomes, and are able to assess children on these • Children have a range of activities that interest all groups at breaktimes. • Children have enjoyed being active at breaktimes and standards of behavior remain high. • Children have been inspired to improve performance, both in PE lessons and extra-curricular opportunities • Tudor is recognised as a high quality school that is fully involved in Dacorum competitions • Tudor has increased the number of sports on offer (and competed in) to engage a wider range of children. • Year 6 staff members are fully aware of the skiing lesson outcomes, and these have been used to evidence pupil assessments • Costs to parents of skiing lessons was heavily reduced due to part school funding 	<ul style="list-style-type: none"> • Every child in Reception, Year 1 and Year 4 have represented the school in an inter-school competition • 59% of children across the school have represented the school in an inter-school competition <ul style="list-style-type: none"> ○ <i>Children that did not represent the school were offered the opportunity to participate in a Gymnastics Airtrack day on-site at Tudor (led by Hemel Hempstead Trampolining Club)</i> • 66% of children have attended at least 1 after-school club throughout the year (<i>this does not include children that have attended after-school “Freewheel Friday” sessions which typically hosts around 200 children across the school on selected Fridays throughout the year</i>) • Sports Coach has delivered 1 term of Balanceability sessions to EYFS • Nursery and Year 1 class teachers have achieved formal Balanceability qualification, and have delivered 1 term of sessions during PE • Tudor has achieved Platinum School Games Mark • Every member of Year 6 was offered skiing lessons at the Hemel Hempstead Snow Centre (<i>every child in Year 6 participated in at least 2 sessions</i>) • 15 Balanceability bikes and helmets have been maintained by Sports Coach • Tudor represented at the Dacorum Dance festival, achieving 3rd place overall