

ovPE Funding Evaluation Form

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"> • KS1 and KS2 have 2 Lessons of PE a week • KS1 and KS2 after school sports clubs • Festival and competitions • All teaching staff provided with CPD • Whole school engaged in Beat the Streets to increase levels of physical activity 	<ul style="list-style-type: none"> • PE timetable, curriculum map, PESS lead, teaching and monitoring • 4 clubs per week, children attending across the academic year • 11 Festivals/competitions intra and inter attended • All teaching staff working alongside the PE lead to develop teaching and learning • Beat the Streets had 275 children participate with friends and family 	<ul style="list-style-type: none"> • Active lunch times • Swimming 	<ul style="list-style-type: none"> • Staff shortage • Local swimming pool closed no capacity at other pools within the borough

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"> • 2 hours of PE a week • To enter a wider range of festivals and competitions to engage both KS1 and KS2 pupils • Teaching staff being more confident in teaching PE • To find a different venue for swimming and investigate catch up/booster swimming • To train young leaders from years 5 and 6 to provide active lunchtimes • To raise the profile for PE • Whole school physical activity to promote active travel to and from school • Working with local organisations to promote PESSPA 	<ul style="list-style-type: none"> • To timetable PE weekly, monthly and yearly to ensure that everyone has access to a broad curriculum • To buy back into the Enfield PE team to provide CPD and events for the Calendar year. • Each member of staff to work alongside subject lead at least once a week • Work with the local authority to find a new venue for swimming and possibly catch-up lessons in the summer term • Subject lead to work with active leaders and provide support daily • ½ Termly reports/performance in assemblies and online as well as hosting events for borough and local community • Work with Street Tag and TFL to engage children and parents increasing physical activity • Establish links with Tottenham Hotspurs foundation, Chance to Shine cricket and Enfield PE team

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"> • Children who regularly access physical activity have better physical, mental, and social wellbeing. • Maximizing PE and school sports can help tackle some of the educational challenges we face around attendance, behavior, and attainment. • Swimming lessons improve both physical and mental wellbeing as provide crucial lifesaving skills • The school journey is an ideal opportunity for children to interact with peers, parents and other adults • More cycling and walking can result in less traffic and air pollution. • Developing young leaders in sport can build confidence, teamwork and resilience as well as provide positive role model for the wider community • Creating community links for out of school participation 	<ul style="list-style-type: none"> • All children engage in physical activity through a broad and balanced curriculum delivered twice a week. • Staff are being trained weekly through team teaching with PE lead as part of professional development. PE lead attends training from the Enfield PE team as part of their professional development. • Children participating in a range of intra and inter festivals and competitions run by the school and Enfield PE team • Children being able to go from a non-swimmer to being able to swim and for those who are more experienced or able to swim 25m. • Families travel to school by walking, scooting, or cycling more. • Young/sports leaders support the active lunch time program daily as well as festivals and competitions throughout the calendar year • Children attending more clubs outside of school due to the curriculum and school sport links with Spurs, Chance to Shine at Norsman Cricket Club and Lea Valley

Expected impact and sustainability will be achieved

Athletics Centre

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> • Children have access to a broad and balanced curriculum that develops Physical, thinking and health development • All staff feeling confident and competent in teaching a broad curriculum that impacts all children in high quality PE for two hours a week • Children participating in competitions and festival build self-esteem and self-belief and have a positive impact on the school community • Year 5 have had 10 weeks at a new swimming pool as the local swimming pool is closed • Children are starting to engage in physical activity that encourages walking, scooting and riding to school through self-competition in the form of Street Tag and Beat the Street • Young leaders have been supporting lunchtimes with activities. This has increased the amount of physical activity that takes place at lunchtimes and improved behavior. 	<ul style="list-style-type: none"> • All children have 2 hours of PE a week that follows a progressive curriculum map throughout the academic year, which builds prior skills and knowledge. • Teachers team teaching and leading lessons throughout the academic year as well as supporting and leading at festivals and competitions. • Children take part in both intra and inter competitions as well as festivals such as Sports days, Netball Rally's and dance festivals (11 in total) <p>Positive: All children participating in 10 weeks of swimming</p> <p>Negative: Extra cost (£5,533) to provide coaches to transport them there</p> <p>Positive: Beat the Street parents had more engagement as the children had their own cards to tap in and out.</p> <p>Negative: Street Tag was reliant on children being able to use an app on a phone which in speaking with parents was not as accessible for them to use.</p>

Actual impact/sustainability and supporting evidence

- PE lead has been able to work with the local community to bring in coaches to raise the profile of attending clubs outside of the school day.
- Every day we have leaders from year 5 and 6 supporting with different activities which is more sustainable as we can keep using this model for 25/26 (The whole of year 6 have also supported in leadership role during Foundation and KS1 sports days which was a huge success)
- Some children have attended summer camps at Tottenham Hotspurs Foundation due to the links made through the school. We also have children attending a multi skills academy at Lea Valley Athletic Center because of their attendance at festivals/competitions lead by the Enfield PE team

Actual impact/sustainability and supporting evidence

PE Curriculum 2 lessons a week:

- Games
- Gymnastics
- Dance
- Athletics
- OAA

Attendance: 338

Boys: 165

Girls: 173

EAL: 285

FSM:135

PP: 135

SEN: 59

After school Sports and dance clubs:

- Football
- Netball

Actual impact/sustainability and supporting evidence

- Tag Rugby
- Gymnastics
- Dance
- Athletics
- Multi skills

Attendance: 201

Boys: 90

Girls: 111

EAL: 114

FSM: 53

PP:52

SEN:20

School sports and festivals External

- Football
- Netball
- Tag Rugby
- Gymnastics
- Dance Festival

Actual impact/sustainability and supporting evidence

- Cultural dance Athletics
- Multi skills

Attendance: 204

Boys: 82

Girls: 122

EAL: 53

FSM: 94

PP:71

SEN:10

School sports and festivals Internal:

- Inter house competitions
- Sports day

Attendance: 338

Boys: 165

Girls: 173

EAL: 285

FSM:135

PP: 135

Actual impact/sustainability and supporting evidence

SEN: 59

Active leaders:

Attendance: 60

Boys: 28

Girls: 32

EAL:47

FSM:24

PP: 24

SEN:10

School Games Platinum award:

We are proud to announce we have received the School Games platinum award for achieving gold 3 years in a row. This symbolises the commitment we show to engaging all of our young children through PE, school sports, festivals, and active leadership.