



# PE Funding

## Evaluation Form



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.*

## 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?
<p><b>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p> <p>CPD for teachers to develop assessment for PE utilising 'head, heart, hands' with key focus on competences within the discipline as well as physical aspects.</p> <p>Increase staff knowledge so success criteria to be shared with pupils so there is a clear understanding of what is expected of them and how to develop / improve their performance / skill level.</p> <p>PE Lead to attend PE networks within local authority.</p>	<p>CPD was delivered and is consistent across school within the planning. To continue learning, CPD session two was delivered at the start of the 24/25 academic year for the entire staffing team with a focus on learning walks of HHH in PE during Spring term.</p> <p>Planning is clear with expected standards for children in year groups and can be used as a useful tool for referral – next steps to develop the use of head, heart and hands in reference to skill development and performance.</p> <p>PE lead attended local PE conference, supported leading wellspring PE networks and within BLPP PE team.</p>	<p>Increase staff knowledge so success criteria to be shared with pupils so there is a clear understanding of what is expected of them and how to develop / improve their performance / skill level.</p>	<p>Not all staff confident in all areas to accurately assess individuals performance and identify next steps – including new staff entering throughout the academic year. Look at staff CPD and how to utilize the progression document for PE and skills.</p>
<p><b>Key indicator 2: The engagement of all pupils in regular physical activity and sport</b></p> <p>Use of playground areas and outdoor provision to promote active play and learning (including breakfast club from fs2-y6)</p> <p>To further develop Active Travel to and from school using the secure shelters for bikes/scooters as well as engaging and promoting local initiatives</p> <p>Continue to use plan, do, review cycle in relation to extra curricular clubs to ensure the offer is inline with our children and families.</p> <p>Continue to ensure that all children from FS2-Y6 receive two hours of quality PE per week (FS1 – 1 hour, 15 hour children)</p>	<p>Extra-curricular clubs are closely monitored and tracked for uptake and participation and use of pupil voice, staff voice and parent voice has helped us develop our offer. Sporting and physical active clubs had the highest uptake across each term last year from analysis in all year groups.</p> <p>All children received two hours of quality PE last year in line with the broad and balanced PE curriculum which is in place.</p> <p>Active play is being encouraged via rotation of activities on the sports court lead by an adult, different areas of play and activities seen on the playground.</p>	<p>Sports leaders (children) accessing training via school games and within school to encourage physical activity on the playground.</p> <p>Look at developing EYFS/KS1 &amp; KS2 areas of play by developing the outdoor spaces to enable more activities.</p>	<p>Children completed training and it was successful with group of leaders supporting and leading events after school but the implementation and effectiveness throughout play times and lunch times needs to be adapted.</p>
<p><b>Key Indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p> <p>Development of partnerships and links with outside agencies and clubs to offer a wider variety of activities</p> <p>Development of competition opportunities beyond BLPP</p> <p>Sports Award Evening to recognise and celebrate sporting achievements</p> <p>Engaging with school games to provide more opportunities for more children</p>	<p>Stronger links with Noodle Dance, Yorkshire Sport, School Games, Local secondaries and using their facilities, Grass Roots.</p>		

<p>across school (including key groups, PPG, SEND)</p> <p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b> Development of pupil leadership and volunteering opportunities within school and local community events.</p> <p>To continue to create positive experiences to support character development of targeted young people (SEND, PPG, Girls) including 100 experiences (FS-Ks2)</p> <p>Development of Holiday provision for pupils working closely with local community and external agencies.</p> <p>Offer non typical experience days for children to develop capital culture for children and deepen experiences of physical activity.</p> <p><b>Key indicator 5: Increased participation in competitive sport</b> Continue to develop sporting competition for all local schools working with Schools Games and local community.</p> <p>Continue to promote local clubs and offer for our children to engage with outside of school.</p> <p>Network outside of BPP to generate more opportunities for children.</p>		<p>Development of pupil leadership and volunteering opportunities within school and local community events.</p>	<p>Children completed training and it was successful with group of leaders supporting and leading events after school but the implementation and effectiveness throughout play times and lunch times needs to be adapted.</p>
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What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation

## **1. Increased confidence, knowledge and skills of all staff in teaching PE and sport**

### **CPD:**

- Inset day CPD focused on: Head, heart, hands and the implementation of this in sessions, blocks and what it looks like in different disciplines.
- Learning walks of PE across the school and outdoor provision in eyfs.
- Pupil Voice / Staff Voice
- Light Bites half termly.
- PE CPD opportunities for all staff and matched to the needs of the teaching team (Playground Leaders course, PE Conference, Festival of Learning, Josie TV)
- PE lead is network lead for BPP & expert practitioner within the trust and develop connections within the trust to look at peer reviews in PE and next steps.

## **2. Engagement of all pupils in regular physical activity**

- Increase the uptake of participation in 'active' clubs
- Continue to drive active initiatives across the entire school including active play and lunch time
- Develop outdoor areas for outdoor provision / play for all key phases, including EYFS.
- Utilise public transport, walking to events, trips where we can.

## **3. The profile of PE and sport is raised across the school as a tool for whole school improvement**

- Work closely alongside School Games Organiser to increase opportunities for physical activity for all children across school and monitor this closely to ensure equal offer for all.
- Ensure we meet the Gold criteria (for a 5<sup>th</sup> year) by using assurance tool
- Networking team for PE and School Sport working across partnership of schools to develop opportunities for all children and develop 'offer' working alongside local schools outside our partnership. Maintain strong links with schools in the BLPP network and within the Trust network to share good practice and develop partnerships.
- Sports Awards Evening (July 25)
- Dance Festival Feb 2025 at Horizon Community College.
- Promote Oakwell Rise and sporting success and PE via social media platforms.

## **4. Broader experience of a range of sports and activities offered to all pupils**

## **Increased confidence, knowledge and skills of all staff in teaching PE and sport CPD:**

CPD sessions booked in for September inset day.  
Half termly PE slots for a staff meeting focused on next half term's focus in PE and school sport.  
PE lead to share work from Oakwell Rise at the Barnsley PE Conference.

### **Engagement of all pupils in regular physical activity**

Whole school tracker to track all children within school and monitor uptake in clubs – next steps identified from this.  
Broad and balanced offer of clubs – including physically active offer for all key phases Monday-Thursday.  
Effectively plan events we can participate in which we are able to walk to or get public transport.  
PE to work alongside SLT and estates team to develop outdoor areas in line with need for children

### **The profile of PE and sport is raised across the school as a tool for whole school improvement**

PE lead to work alongside SGO to ensure broad and balanced offer of activities registered for to support engagement in physical activity for more children from Oakwell Rise.  
Continue to develop the offer of PE and school sport inline with needs of school and community as well as guidance from School Games, AfPE, YST & DfE.



- o Each child from FS2 – Y6 to represent school in an external event or sporting competition across the school year.
- o Offer workshops (such as Les Mills, Inclusive Sports, Skip2Bfit' to all children throughout the school day, looking into alternate sports / activities and creating links with local partnerships including 'Barnsley Premier Leisure' 'Grass Roots'
- o Develop the outdoor areas for all key phases
- o To further develop Active Travel to and from school – including working alongside LA initiatives to develop our children's ability to ride a bike etc.
- o Continue to use plan, do, review cycle in relation to extra curricular clubs to ensure the offer is inline with our children and families.
- o Continue to ensure that all children from FS2-Y6 receive two hours of quality PE per week (FS1 – 1 hour, 15 hour children)

#### **5. Increased participation in competitive sport**

- Develop the offer between the partnership of schools to offer competition in wider activities and to more children at appropriate levels.
- Develop the links between BPP schools and other schools within our local area and trust to engage in and offer more events to our children.
- Engage and participate in the Wellspring football league for a mixed UKS2 football (boys and girls) competitive league with schools across our trust.

#### **Broader experience of a range of sports and activities offered to all pupils**

Whole school tracker from fs2-y6 tracking every child across school and their representation for school.

Engage with local professionals and companies to develop offer for children within school.

#### **Increased participation in competitive sport**

Work alongside BPP to develop offer of competition and our intent.

Engage and register to participate in the wellspring league

Network with more schools outside of BPP partnership



## 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?
<p><b><u>1. Increased confidence, knowledge and skills of all staff in teaching PE and sport</u></b>  <i>CPD – ongoing throughout the academic year:</i>            Continue to develop the confidence and knowledge of school based staff with the use and implementation of ‘Head, Heart, Hands’ as an underpinning – a staffing team confident to teach and deliver a broad and balanced curriculum underpinned by knowledge and skills. PE CPD opportunities for all staff and matched to the needs of the teaching team (Playground Leaders course, PE Conference, Festival of Learning, Josie TV)            Half termly ‘light bites’ where PE lead delivers CPD training on what’s happening next term within PE and school sport to ensure all staff aware including curriculum teaching areas. Learning walks and pupil voice completed to continue to develop our practice. The expectation is this alongside the continued CPD will support all staffing team to deliver and teach high quality PE lessons inline with the NC / and our curriculum – progression.</p> <p><b><u>2. Engagement of all pupils in regular physical activity</u></b>            Increase the uptake of participation in ‘active’ clubs, to ensure this is tracked, monitored and pupil voice utilised to develop a extra curricular offer which meets needs of our community. More children attending clubs developing their capital culture, developing relationships with staff and peers and exposing to new opportunities – close links with wider professionals to develop our rich offer of extra-curricular offer.</p> <p>Develop the opportunities for active play from eyfs-y6 throughout the school day, including developing our outdoor spaces to incorporate more elements of play, opportunities for gross and fine motor development and a wider range of activities on offer. Develop the classroom based movement opportunities with online tools such as: go noodle, wake up shake up, dough disco, active breakfast club. With a more focused approach to movement throughout the day and more opportunities and activities available more children will be engaged with active play and movement. Develop staff awareness and confidence to lead and structure active play activities.</p>	<ul style="list-style-type: none"> <li>● Learning walks</li> <li>● pupil voice</li> <li>● Staff voice</li> <li>● increase and development in skill set within children.</li> <li>● Staff training</li> <li>● CPD resources</li> </ul> <ul style="list-style-type: none"> <li>● Whole school tracker for clubs, participation and attendance – including Arbor as supporting tool. Analysis of PPG, SEN, EAL across each class and engagement levels.</li> <li>● Pupil voice, parent/ carer voice</li> <li>● Learning walks</li> <li>● Development of the outdoor areas in EYFS/KS1 and KS2.</li> </ul>

## Expected impact and sustainability will be achieved

### **3. The profile of PE and sport is raised across the school as a tool for whole school improvement**

Work closely alongside School Games Organiser to increase opportunities for physical activity for all children across school and monitor this closely to ensure equal offer for all. Ensure we meet the Gold criteria (for a 5<sup>th</sup> year) by using assurance tool and have network discussions about PE and Sport. Maintain and/or develop links with outside clubs to enhance PE and Sport provision (in and out of curriculum time) – by continuing this work we are offering more opportunities for more children – developing a wider offer on top of BPP competition calendar of events.

Networking team for PE and School Sport working across partnership of schools to develop opportunities for all children and develop 'offer' working alongside local schools outside our partnership. Maintain strong links with schools in the BLPP network and within the Trust network to share good practice and develop partnerships.

Sports Awards Evening (July 25) celebrating individual's school sport & PE alongside sister schools from Barnsley Primary Partnership. Celebration evening to highlight sporting success within the school and share with parents /carers and BPP school network. Dance festival to be held at Horizon Community College in the theatre celebrating and showcasing BPP dance within school.

Share examples of PE on social media to celebrate and demonstrate achievements of individuals, teams and the school as a whole.

- Calendar of events we have signed up to participated in over the academic year
- Whole school tracker monitoring all children and their participation in events
- Gold Mark Award 2021, 2022, 2023, 2024.
- Developed established curriculum which is broad and balanced across school.
- BPP sports awards booked in July 2025 at the Holiday Inn
- Promote the work which is happening at Oakwell Rise via Facebook, Twitter and networking links with wider professionals.
- Oakwell Rise lead at the PE conference for Barnsley to share work which is happening there.
- Action Plan for PE and school sport

### **4. Broader experience of a range of sports and activities offered to all pupils**

Each child from FS2 – Y6 to represent school in an external event or sporting competition across the school year. For this to be appropriately monitored and tracked to assess the engagement and participation across school. Continue to use plan, do, review cycle in relation to extra curricular clubs & competitions to ensure the offer is inline with our children and families.

Offer workshops (such as Les Mills, Inclusive Sports, Skip2Bfit' to all children throughout the school day, looking into alternate sports / activities and creating links with local partnerships including 'Barnsley Premier Leisure' 'Grass Roots' – enabling our children to receive wider experiences and opportunities aside from the broad and balanced curriculum offer through their PE lessons.

Develop the outdoor areas for all key phases with focus on developing gross/fine motor skills and elements of play

- Whole school tracker for competitions, events and clubs to monitor and plan strategically
- BPP and School Game Calendar of events for Oakwell Rise.
- Social Media Platforms
- Physical changes to the environment
- PE Lead liaising with local authority to develop offer for school.

## Expected impact and sustainability will be achieved

– including for EYFS areas – encouraging more children to actively engage with more physically active play and activities.

To further develop Active Travel to and from school – including working alongside LA initiatives to develop our children’s ability to ride a bike and scooter sufficiently and providing crucial life skills. In turn, will hopefully support more children being able to actively travel to school.

### **5. Increased participation in competitive sport**

Develop the offer between the partnership of schools to offer competition in wider activities and to more children at appropriate levels. Develop the links between BPP schools and other schools within our local area and trust to engage in and offer more events to our children.

Engage and participate in the Wellspring football league for a mixed UKS2 football (boys and girls) competitive league with schools across our trust.

Engage in more School Games Activities with varying intents and encourage children to participate at appropriate levels for them.

Work alongside local partnerships to develop offer within school and opportunities for our children external to school.

- Whole school tracker for competitions, events and clubs to monitor and plan strategically
- BPP and School Game Calendar of events for Oakwell Rise.
- Social Media Platforms

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p><b>1. Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>  <b>Intent:</b> Deliver CPD for all staff within school on what's happening next half term within PE and school sport, links to Head, heart, hands and anything else which is relevant based on feedback.  <b>Impact &amp; Sustainability:</b> Half termly 'light bites' where PE lead delivers CPD training on what's happening next term within PE and school sport to ensure all staff aware including curriculum teaching areas. Learning walks and pupil voice completed to continue to develop our practice. This has been happening half termly for two years and is delivered by PE lead and is an effective way to give CPD before teaching block as well as highlighting other elements of PE / School Sport from the term or upcoming. PE lead is network lead for BPP &amp; expert practitioner within the trust and develop connections within the trust to look at peer reviews in PE and next steps</p> <p><b>2. Engagement of all pupils in regular physical activity</b>  <b>Intent:</b> Increase the uptake of participation in 'active' clubs  <b>Impact &amp; Sustainability:</b> Uptake of clubs are tracked and monitored and pupil voice is utilised to develop a extra curricular offer which meets needs of our community. More children are now attending clubs developing their capital culture, developing relationships with staff and peers and exposing to new opportunities – close links with wider professionals to develop our rich offer of extra-curricular offer. Clubs and extra curricular provision is fed back through a priority document which highlights uptake of specific groups of children and next steps identified by the team.</p> <p><b>Intent:</b> Utilise public transport and walking to events and trips where possible  <b>Impact &amp; Sustainability:</b> This approach helps us reduce costs of events so we can enter more, encourages children to be aware of the current climate crisis and being responsible citizens, allows exposure to new experiences, encourages being active.</p>	<ul style="list-style-type: none"> <li>• Learning walks and pupil voice completed to continue to develop our practice.</li> <li>• Staff Training / CPD resources</li> <li>• PE lead led at Barnsley PE conference sharing work from Oakwell Rise and promoting engagement in external events.</li> <li>• Whole school tracker for clubs, participation and attendance – including Arbor as supporting tool. Analysis of PPG, SEN, EAL across each class and engagement levels.</li> <li>• The amount of trips, activities, events we have walked to and used public transport – over the past 4 years we have not used a hired coach or bus for a sports event or competition.</li> <li>• The number of competitions we have participated in and registered for with school games with varying different intentions.</li> <li>• Gold Mark Award 21,22,23,24.</li> <li>• Whole school tracker for engagement and participation in events / competitions.</li> </ul>

## Actual impact/sustainability and supporting evidence

### 3. The profile of PE and sport is raised across the school as a tool for whole school improvement

**Intent:** Work closely alongside School Games Organiser to increase opportunities for physical activity for all children across school and monitor this closely to ensure equal offer for all.

**Impact & Sustainability:** more children have represented school this year accessing different school games events and BPP competitions, we have entered more events and registered for more this year as we have created a sustainable model in how we transport to and from the events as well as increasing our participation by working closely with our families to support them. Development of the BPP calendar of competitions aiming to offering more opportunities to more children via different intentions.

**Intent:** Increase the profile of PE & School Sport through bigger events to showcase the children

**Impact & Sustainability:** Sports Awards Evening (July 25 – third year of this event) celebrating individual's school sport & PE alongside sister schools from Barnsley Primary Partnership.

Dance festival to be held at Horizon Community College in the theatre celebrating and showcasing BPP dance within school – second year of this event and has been built upon from last year including more of our local schools outside of our BPP partnership schools. Share examples of PE on social media to celebrate and demonstrate achievements of individuals, teams and the school as a whole.

- Whole school tracker for clubs and competitions / events
- Calendar of events we have participated in
- Social Media platforms
- Work between PE lead & SGO
- BPP Calendar of events for competitions

### 4. Broader experience of a range of sports and activities offered to all pupils

**Intent:** Each child from FS2 – Y6 to represent school in an external led event or sporting competition across the school year.

**Impact & Sustainability:** Giving more experiences to more children, encouraging children to experience and try different activities and allowing them to engage in physical activity at a level which is appropriate to them. Using public transport and walking enables us to enter more events over the calendar year. Using a whole school tracker enables PE lead to track all children and make appropriate next steps for competitions / events to increase offer for specific year groups / individuals or groups of children. Similarly, this outcome has been achieved with offering workshops (such as Les Mills, Inclusive Sports, Skip2Bfit' to all children throughout the school day, looking into alternate sports / activities and creating links with local partnerships including 'Barnsley Premier Leisure' 'Grass Roots'

**Intent:** Develop the outdoor areas for all key phases

**Impact & Sustainability:** Development of the EYFS / KS1 area has encouraged more children to engage in more physically active play including: digging, painting, water play, bikes / scooters, ball games, sensory circuits whilst accessing outdoor provision.

- Whole school tracker for clubs and competitions / events
- Calendar of events we have participated in
- Social Media platforms
- Work between PE lead & SGO
- Les Mills for EYFS event Dec 2024.
- Inclusive Sports for KS1 Jan 2025.
- Skip2Bfit All school Nov 2024.
- Wild Days All School 1 each term
- BPP Calendar of events.

## Actual impact/sustainability and supporting evidence

### 5. Increased participation in competitive sport

**Intent:** Develop the competition offer for the BPP

**Impact & Sustainability:** Develop the offer between the partnership of schools to offer competition in wider activities and to more children at appropriate levels. The implementation of tiered competition has enabled us to offer competition to more children but at levels which are appropriate to them. Similarly this has been successful working alongside the SGO and enabling our children to experience wider opportunities such as Ice Skating at Ice Sheffield, Glow Dodgeball and Penathalon at the EIS in Sheffield. Engage and participate in the Wellspring football league for a mixed UKS2 football (boys and girls) competitive league with schools across our trust.

**Intent:** Develop the links between BPP schools and other schools within our local area and trust to engage in and offer more events to our children.

**Impact & Sustainability:** This year, we have successfully engaged with several schools wider than our BPP network to participate in competitions and this has allowed us to experience other venues, activities and opportunities.

- Whole school tracker for clubs and competitions / events
- Calendar of events we have participated in
- Social Media platforms
- Work between PE lead & SGO
- BPP Calendar of events for competitions