



PE Funding

Evaluation Form



Department
for Education



Review of last year 2023 2024

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"> ● Teaching and assessment: CPD training with Key PE has resulted in increased teacher confidence in delivering effective and inclusive PE lessons. Popplet Assessment Tool and our PE working wall is being used by teaching staff to monitor progression of vocabulary and to make use of the 'head, heart, hands' approach. ● Extra-curricular activity: In the year 23-24 we offered 20 extra-curricular sport clubs. To target all children, particularly those who are inactive and girls, a pupil voice was conducted. We were then able to offer clubs based on the preferences 	<ul style="list-style-type: none"> ● 100% of children in the EYFS working at the expected level ● 93% of all children in KS2 working at the expected level ● 93% of all children in KS1 working at the expected level ● UKS2 Swimming: 83% achieved 25m ● As a result of the CPD received from KEY PE and the weekly observations of specialist PE teachers, teaching staff feel more confident in delivering effective PE (staff voice). Therefore, the percentage of children working at the expected standard has increased across all year groups. ● 83% of all children in KS1 attended a sports club. ● 75% of all children in KS2 attended a sports club. ● 64% of children who had previously been 'inactive' in KS1 and KS2 attended a sports club. 	<ul style="list-style-type: none"> ● Not yet a consistent use of Popplet across school. ● Aim is to increase the attendance of children who are currently 'inactive' to 80%. 	<ul style="list-style-type: none"> ● Subject leader monitoring of assessment / use of the PE iPad and Popplet. ● Subject leader tracking which children attend clubs and sporting events.

Review of last year 2023 2024

of pupils. The numbers of children attending clubs increased significantly.

- **A whole school focus on healthy bodies and minds so that all children have an age-appropriate understanding of how to stay healthy.**

Key PE led an enrichment day focusing on healthy eating and sugar intake and the impact on our bodies. Parents support our healthy lifestyle message and send their children to school with water and a healthy snack. An extra-curricular cookery club was offered to all KS2 children during Summer term. Cooking lessons throughout the year with our school chef as part of our PSHE curriculum (focusing on the Eatwell plate and keeping ourselves healthy).

- The children were encouraged to think about their diets in relation to the Eatwell Plate and were given the opportunity to research the amount of sugar in some of their foods and drinks. As part of our healthy lifestyle day, as a school we took the opportunity to focus not only on our physical health, but also our mental health. Each class learned more about different emotions, the importance of friendship and coping strategies, knowing who and when to ask for help. Pupil voice demonstrated the impact of this and the knowledge retained. Children are able to explain the benefits of healthy eating and a healthy lifestyle.
- The focus on the 'head, heart, hands' approach enables our children to make connections between the physical skills they have been taught, with the impact on their bodies allowing them to make positive, healthy choices about their diet and exercise- evident through pupil voice.

- **An increase in the amount and variety of physical activity carried**

- Through tracking the physical activity of all children in school, specific

Review of last year 2023 2024

out by all children in our school as part of our commitment to promoting healthy, active lifestyles. Children have access to structured lunchtime sporting activities led by play leaders on both infant and junior yards. Play leaders have been trained and the activities organised focused on a different skill each term. The amount and variety of extra-curricular sports clubs increased.

- **Sporting Events:** Through being a part of Hyndburn and Ribble Valley Sports School Partnership and additionally organising our own events with local schools, we took part in 28 sporting events this academic year (23-24).

children particularly those that had previously been 'inactive' have been targeted for clubs/ events to increase the amount of physical activity carried out.

- 83% of all children in KS1 attended a sports club this year.
- 75% of all children in KS2 attended a sports club this year.
- 64% of children who had previously been 'inactive' in KS1 and KS2 attended a sports club this year.
- An increased number of children taking part in activities organised by play leaders.
- 98% of children in Year 5 and 6 were invited to attend a sporting event by the end.
- Over 150 children attended a sporting event this year.
- 80% of children on the SEND register in KS2 attended a sporting event.

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>1. <i>To further increase the variety of physical activities being offered to all children as part of our commitment to achieving the 60 active minutes and promoting healthy, active lifestyles.</i></p> <p>2. <i>To drive whole school improvement through PE and sports by supporting our SIP priorities: To further develop pupil leadership roles to strengthen personal development and emotional health and wellbeing.</i></p>	<p>1.</p> <ul style="list-style-type: none"> ● Subject leader and Key PE staff to work with Y6 play leaders in delivering a range of activities building on those they were introduced to in summer term 23-24. ● Further playground equipment to be purchased for play leader activities and independent play. ● Continue to offer a broad range of after-school sports activities to children based on pupil voice and staff strengths. ● Continue to take part in a range of sporting events as part of our membership of the Hyndburn and Ribble Valley Sports School Partnership. ● Key PE to lead lunchtime and after-school activities twice weekly. ● Year 5 play leaders to shadow Year 6 play leaders during the summer term (24-25) in preparation for September (25-26). <p>2.</p> <ul style="list-style-type: none"> ● Weekly 'Play Leader' and 'Buddy of the Week' certificates will be awarded to recognise pupils who demonstrate strong leadership skills during lunchtime activities. ● Ongoing training will be provided for playtime buddies to support their understanding of emotional wellbeing and the importance of inclusive play. This will include guidance on how and when to engage targeted pupils in activities during break and lunchtimes. ● PE subject leader will continue to provide structured activity ideas specifically designed to support children who may benefit from additional emotional or social support. ● PE subject lead and KEY PE staff will work closely with play leaders throughout the year to support the delivery of a wide range of sporting activities, while also helping to develop their leadership and communication skills.

Intended actions for 2024/25

3. *To target specific groups of children to narrow the attainment gap in physical literacy.*

4. *To provide staff with CPD to increase confidence with the 'head, heart, hands' approach and the delivery of high-quality PE lessons, particularly with the delivery of dance- in line with SIP priority of increasing effectiveness of CPD.*

5. *To continue to improve children's quality of and opportunities to experience a wide range of sports and physical activities.*

3.

- Continue to offer a wide range of lunchtime, after-school activities and event opportunities for all children, with an emphasis on the participation of children who are 'inactive', on the SEND register and those in the bottom 20%.
- Subject leader to conduct a pupil voice survey so that we can offer a range of sporting activities based on pupil preferences and therefore increase uptake in clubs.
- Subject leader to continue to track participation in clubs, events and activities outside of school to narrow the attainment gap and ensure increased numbers of children have opportunities to take part in a range of sporting activities.
- Invites given to specific children to attend clubs (those on the SEND register, inactive list and in the bottom 20%).

4.

- Sports coach two full days weekly to provide modelled PE lessons across school as CPD for staff.
- Subject leader to book Key PE to lead whole staff training on delivering dance (staff voice), Popplet and using the Head, Heart, Hands approach.
- Subject leader to work closely with Key PE.
- Membership of Hyndburn and Ribble Valley Schools Sports Partnership.
- Teachers continue to promote the 'head, heart, hands' approach so that the children are able to articulate what they are doing and why (monitored through pupil voice, Popplet and the PE working wall).
- Pupil and staff voice conducted in Spring and Summer term to assess confidence in delivering PE and effectiveness of CPD.
- Raise awareness of Local and National sporting events through assemblies/ discussions in class linked to the wider curriculum e.g women's football.
- To continue to ensure a wide range of sporting activities offered within the curriculum.
- Cooking and food preparation lessons planned within our PSHE curriculum and delivered by our school chef.
- Y5 (curriculum) and Y6 (Catch up) swimming lessons.
- Continue to offer a broad range of extracurricular activities throughout the year (sports, cookery, woodland clubs).

Intended actions for 2024/25

6. *Continue to ensure involvement in local competitive events, increasing opportunity and participation for more of our children, particularly those in KS1 and LKS2.*

- Purchase forest school equipment (liaise with forest school lead) to enhance quality of woodland clubs/ forest school sessions.
- Residential activities to be booked for Y6.
- Book golf lessons at Mytton Fold and footgolf sessions.
- Continue to organise a range of inter and intra school events to broaden the range of activities offered to children.
- Continue to enter various sporting events through our membership with Hyndburn and Ribble Valley Sports School Partnership.

- Continue to enter as many varied competitions and inclusive events as possible for all age groups through our sports school partnership, particularly for KS1 and LKS2.
- Track which children have/haven't participated in events throughout the year (and the year 23-24).
- Engage in more locally arranged competitive events with local schools- follow up with WWB Netball.
- Extra-curricular sports clubs delivered by staff and Key PE.
- Continue to organise a range of inter and intra school events to broaden the range of activities offered to all children.
- Purchase event sports kits.

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?
<p>1.</p> <ul style="list-style-type: none"> • More children will be taking part in lunchtime activities led by play leaders and Key PE staff. There will also be an increase in the number of children attending after-school clubs. • After their training, the Year 5 & 6 play leaders will be able to confidently deliver a range of physical activities during break times. • All children will be more able to confidently set up and lead their own physical activities/ games during unstructured break times. • The profile of PE will be raised in school; children will be eager to share any sporting achievements from both in and out of school with others. • Because more children will be taking part in the daily 60+ active minutes, the number of children on the 'inactive' list will decrease. • An increase in the range and number of activities being offered by play leaders during lunchtimes. • A pupil voice was carried out in Summer 2 (23-24) to map out the after school sports clubs for 24-25. Therefore, the number of children participating should have increased from last year. <p>2.</p> <ul style="list-style-type: none"> • All pupils will have access to a variety of structured activities during break times to support their physical and emotional wellbeing, facilitated by both playtime buddies and play leaders. • UKS2 Play Leaders will be trained to identify children who may require social or emotional support during unstructured times and will develop the skills to confidently engage and include them in appropriate activities. • Following training delivered by the PE subject leader and Key PE, pupil leaders and buddies will be equipped with the skills and confidence to independently organise and lead engaging activities for their peers. 	<p>1.</p> <ul style="list-style-type: none"> • Subject leader will track the attendance of all children in school (attainment, attendance in clubs & events and physical activity outside of school). • Expecting to see an increase in the percentage of children per phase attending sports clubs. • Expecting to see a decrease in the percentage of children on the 'inactive' list. • Subject leader and other staff monitoring the play leaders and the intended engagement in their activities. <p>2.</p> <ul style="list-style-type: none"> • Feedback from staff on the playground that there has been an increase in children taking part in the activities being organised by pupil leaders. • Pupil voice surveys from both play leaders and other children in school showing the effectiveness of their training and the activities being organised.

Expected impact and sustainability will be achieved

- As a result of this targeted approach, there will be a notable increase in pupil participation in playground activities, particularly among those who may be less inclined to engage independently.

3.

- An increase in the number of children attending sports clubs and achieving the expected standard in PE.
- An increasing number of children taking part in the lunchtime and after-school activities organised by play leaders and Key PE staff.
- The profile of PE will be raised in school.
- An increase in the number of children who are physically literate (having the skills, confidence and love of movement to be motivated to take part in physical activity both in and out of school).
- An increasing number of vulnerable children accessing a wide range of clubs and extracurricular opportunities.

4.

- CPD will have a positive impact on staff confidence, knowledge and teaching of high-quality PE lessons.
- Head heart hands approach will become fully embedded and children will be able to talk about how their PE lessons impact their physical literacy (skills, confidence and motivation).
- Teachers will be able to confidently apply what has been modelled by Key PE staff to their own teaching of PE.
- Staff will consistently use the 'head, heart, hands' approach to deliver high-quality, inclusive PE lessons.
- Subject leaders and other staff will gain knowledge from the Hyndburn and Ribble Valley Schools Sports Partnership conference and through attending sporting events.

5 and 6

- A greater number of pupils have engaged in a broad range of sporting activities, increasing their motivation to participate in sport outside of school and

3.

By tracking all children in school, we expect to see:

- An increase in the number of children at the expected standard in PE.
- An increase in the number of children attending clubs and events.
- A decrease in the number of children who are 'inactive' (monitoring physical activity beyond school)
- A decreased number of children working in the bottom 20% in PE.
- More children who are in the bottom 20% having attended sports clubs and events.

- The impact of our high-quality PE lessons will be evident through pupil and staff voice.
- Popplet and the PE working wall show clear progression of vocabulary across all phases.

By tracking all children in school, we expect to see:

- An increase in the number of children achieving the expected standard in PE.

Expected impact and sustainability will be achieved

contributing to a reduction in the number of 'inactive' children.

- The profile of PE will be raised across school, leading to increased pupil engagement and motivation in sport, and more frequent celebration of sporting achievements in worship.
 - There will be an increase in the percentage of pupils achieving their 25m in swimming.
 - More pupils will have participated in extracurricular activities throughout the year, including sports clubs, cookery, and woodland/forest school sessions.
 - The number of woodland/forest school sessions will have increased, offering pupils wider opportunities for outdoor, active learning and personal development.
 - Pupils will have taken part in a wide variety of activities during the Y6 residential, with high levels of enjoyment and participation.
 - Following Mytton Fold golf and footgolf sessions, many pupils will show increased enthusiasm and motivation to pursue golf activities beyond school
 - There will be an increase of participation in both inter-school and intra-school sporting events.
 - A noticeable number of children (particularly in those in the bottom 20% or those who are inactive) will have participated in clubs or sporting events, leading to improved self-esteem and/or attainment in PE.
- An increase in the number of children attending clubs and events.
 - A decrease in the number of children who are 'inactive' (monitoring physical activity beyond school)
 - A decreased number of children in the bottom 20%.
 - More children who are in the bottom 20% having attended sports clubs and events.
 - Pupil voice clearly showing an increase in physical literacy.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>1.</p> <ul style="list-style-type: none"> • An increasing number of children are now taking part in lunchtime activities led by play leaders and Key PE staff. • All children (including play leaders) are now more able to set up their own physical activities and games using the playground equipment provided. • There has also been a high percentage of children attending after-school clubs (16 different sports clubs have been offered this year). • 84% of all children who had previously been 'inactive' have attended a sports club or event this year. • Year 5 & 6 play leaders have been trained throughout the year to lead a range of activities that have been embraced by all children. They are confident in delivering their activities. • The profile of PE has been raised in school; children are consistently eager to share any sporting achievements from both in and out of school during worship. • Because more children are taking part in the daily 60+ active minutes, the number of children on the 'inactive' list has decreased. • More activities are being offered by play leaders during lunchtimes e.g. basketball. • Through tracking the physical activity of all children in school, specific children particularly those that had previously been 'inactive' have been targeted for clubs/ events to increase the amount of physical activity carried out. <p>2.</p> <ul style="list-style-type: none"> • Both play leaders and playtime buddies now offer a range of activities during break times that contribute to the 60+ active minutes (e.g. hockey) and emotional wellbeing (e.g. colouring, team building games). • UKS2 Play Leaders know how to identify children in need of social and emotional 	<p>1.</p> <ul style="list-style-type: none"> • Tracking document showing which/ the numbers of children who have attended after-school clubs & events and their physical activity levels outside of school. • Tracking document clearly shows a decrease in the percentage of children on the 'inactive' list. • Subject leader and other staff members observing and feeding back about the effectiveness of play leaders and the growing numbers of children engaged in their activities. • Pupil voice completed by play leaders which shows their confidence and understanding of what they are doing and why. • Pupil voice from the other children in school, showing the value and effectiveness of play leaders, and their understanding of their role. • As a school, we have attended and organised 49 sporting events since September 2024 with over 180 children having taken part this year. • 98% of children in Year 5 and 6 will have attended a sporting event by the end of the academic year. • 96% of children in KS2 will have attended a sporting event by the end of the academic year. • 89% of children on the SEND register in KS2 have attended a sporting event. • 84% of children who were 'inactive' have attended a sporting event. • During the summer term, we were awarded with our fourth consecutive Gold School Games Mark for our commitment to the development of competition across our school and into the community. <ul style="list-style-type: none"> • Subject leader and other staff members monitoring the effectiveness of play leaders/buddies and the growing numbers of children engaged in their activities. • Pupil voice completed by play leaders and buddies which shows their confidence and understanding of what they are doing and why. • Pupil voice from the other children which shows the value and effectiveness of

Actual impact/sustainability and supporting evidence

support during break times. They have developed the skills and knowledge of how to approach these children and which activities are appropriate.

- Pupil leaders and buddies are now confident in organising and delivering a range of activities.
- There has been an increase in uptake of children joining in with these activities on the playground (run by play leaders and buddies).
- Pupil leadership is celebrated each week with play leaders and buddies being nominated by staff and other children to be awarded 'leader of the week' certificates. This has also helped to raise the profile of PE.
- Over 40 children in UKS2 have taken on a leadership role during break times.

3.

- Pupil voice indicates that children are transferring the skills and confidence gained through PE lessons, extra-curricular activities, and school sports events to physical activity beyond the school environment—demonstrating the development of physical literacy.
- Extra-curricular activities have been provided that specifically target children who are 'inactive', working in the bottom 20% and on the SEND register to narrow the attainment gap.
- The profile of PE has been raised in school; more children are now taking part in extracurricular activities and are eager to share sporting achievements in worship.
- A reduced number of children are working in the bottom 20% in PE, with over 90% working at the expected standard from EYFS-Year 6.
- 84% of all children who had previously been 'inactive' have attended a sports club or event this year.
- Specific children have been targeted by play leaders to take part in their activities with an emphasis on building confidence and competence within a range of skills.
- 93% of children in the EYFS are currently working at the expected level
- 92% of all children in KS2 are currently working at the expected level
- 92% of all children in KS1 are currently working at the expected level
- UKS2 Swimming Data: 84% achieved 25m (an increase from the previous year)

the activities being organised- numerous children making use of the playtime buddies when in need of social/ emotional support. The pupil voice surveys show a clear understanding of their roles.

3.

- Tracking document showing which/ the numbers of children who have attended after-school clubs & events and their physical activity levels outside of school.
- Subject leader and other staff members observing and feeding back about the effectiveness of play leaders and the growing numbers of children engaged in their activities.
- We have attended/ organised 49 sporting events this year with over 180 children having taken part.
- Pupil voice completed by children with an emphasis on the range of clubs provided and the activities on offer by the play leaders.
- Through tracking the progress and physical activity of all children in school, specific children have been targeted (particularly those who are 'inactive', in the bottom 20% and/or girls) to narrow the attainment gap. Therefore:
 - The percentage of children working at the expected standard in PE is above 90%.
 - 89% of children on the SEND register in KS2 have attended a sporting event.
 - 84% of children who were 'inactive' have attended a sporting event
 - 98% of all children in Year 5 and 6 will have been invited to attend a sporting event by the end of Summer 2 and are now more motivated to take part in sporting activities outside of school (evident though pupil voice).
- Through undertaking a pupil voice survey, we have been able to offer 16 extra-curricular sports clubs this year based on pupil preferences. Uptake in clubs has therefore increased and the number of children working in the bottom 20% has

Actual impact/sustainability and supporting evidence

4.

- Through weekly CPD, teachers feel confident and knowledgeable in delivering high-quality PE sessions using the head, heart, hands approach. Therefore, the percentage of children working at the expected standard is above 90% across all year groups.
- Children are able to talk about their learning in PE, referring to the 'head, heart, hands' approach and how this impacts their physical literacy.
- Knowledge of skills and vocabulary is retained by children for long periods of time.
- The use of 'head, heart, hands' has become more consistently used by teaching staff.
- Through attending sports events and the Hyndburn and Ribble Valley Schools Sports Partnership conference, staff feel more confident in delivering PE and organising sporting events therefore contributing to the effectiveness of our PE and extra-curricular provision.
- Children have become motivated, knowledgeable and confident in the physical skills taught, knowing how this helps them to be healthy and active for life.
- 93% of children in the EYFS are currently working at the expected level
- 92% of all children in KS2 are currently working at the expected level
- 92% of all children in KS1 are currently working at the expected level
- UKS2 Swimming Data: 84% achieved 25m

5 and 6.

- Children have had the opportunity to experience various sports and activities beyond what is taught in the curriculum through forest school sessions, eco club, sporting events, sports clubs, woodland clubs, golf sessions and residential trips. These provide

decreased.

- During the summer term, we were awarded with our fourth consecutive Gold School Games Mark for our commitment to the development of physical activity across our school and into the community.

- The monitoring and assessment app 'Popplet' is used more frequently by teaching staff to record and monitor progression of vocabulary and the use of the 'head, heart, hands' approach. Through pupil voice, it is evident that children are retaining the knowledge of the skills taught and they are able to refer back to key vocabulary, to discuss their learning.
- The PE working wall is now consistently used by teaching staff to reinforce progressive vocabulary. It clearly displays the 'Head, Heart, Hands' approach and the learning objective for each lesson. As a result, pupils are better equipped to understand and articulate their learning, confidently using key vocabulary to explain what they are doing and why.
- As a result of the CPD received from KEY PE and the weekly observations of specialist PE teachers, teaching staff feel more confident in delivering effective PE. Therefore, the percentage of children working at the expected standard continues to increase.
- Pupil and staff-voice responses.
- The impact of our PE curriculum and the importance placed on 'head, heart, hands' is evidenced through the children's knowledge and confidence in being able to talk about their learning using progressive, ambitious vocabulary. This is evident through pupil voice and our assessment app 'Popplet'. Children retain knowledge of what they have been taught and they are able to articulate what they are doing and why. This builds and develops their physical literacy which provides them with the skills to participate in and be motivated to attend sports events and clubs and be active for life.
- 90% of all children are working at the expected standard in PE.
- 84% of children who had previously been inactive have attended a sports event and/or

Actual impact/sustainability and supporting evidence

opportunities to promote teamwork, wellbeing and personal development, encouraging children to think about the impact they can have on the world around them.

- As a school, we have attended/ organised 49 sporting events since October 2024 with over 180 children having taken part this year.
- Through pupil voice surveys, we have been able to offer 16 extra-curricular sports clubs this year based on pupil preferences. With pupil voice surveys being conducted to identify children's preferred sports, uptake in clubs has continued to increase.
- To raise awareness of local and national sporting events, all children in school took part in the 'biggest ever football session' and wore sportswear to school in support of International Women's Day. They had the opportunity to play football matches throughout the day with the aim of engaging and increasing girls' interest in the sport. Over 150 girls took part and played football. Pupil voice showed the long-term impact of taking part in this.
- Children in Year 6 attended a residential trip where they had the opportunity to experience different activities; this provided a broader range of physical activity experiences for our children.
- As a result of woodland clubs and forest school sessions, children have had the opportunity to take part in a broader range of activities that enhance teamwork skills and wider personal development and wellbeing.
- Each week as part of worship, teachers share 'picture news', focusing on a current news story. Images and thought-provoking questions are asked, often raising awareness of local and national sporting events which raises the profile of PE.
- 84% of our UKS2 achieved the swimming 25m.
- To strengthen cultural capital, the range of activities offered across the curriculum and wider curriculum continues to increase. Through activities such as woodland clubs, sports clubs, healthy lifestyle enrichment days, cookery classes as part of PSHE, worships and eco clubs, children are encouraged to and are given the tools to become active participants in society, with the knowledge and experience of the ways that the world works and how to operate within our community and wider world.

club.

- Over 60% of all children in school have attended a sports club.
 - There has also been a high percentage of children attending after-school clubs (16 different sports clubs have been offered this year).
 - 84% of all children who had previously been 'inactive' have attended a sports club or event this year.
 - A decrease in the number of children who are 'inactive' (evident through monitoring physical activity beyond school)
 - A decreased number of children in the bottom 20%. (half termly teacher assessment)
 - Pupil voice clearly showing an increase in physical literacy and understanding of how sports clubs and events have contributed to confidence and competence in PE.
 - An increase in % of children achieving 25m in swimming.
- As a school, we have attended and organised 49 sporting events since September 2024 with over 180 children having taken part this year.
- 98% of children in Year 5 and 6 will have attended a sporting event by the end of the academic year.
- 96% of children in KS2 will have attended a sporting event by the end of the academic year.
- 89% of children on the SEND register in KS2 have attended a sporting event.
- 84% of children who were 'inactive' have attended a sporting event.
- During the summer term, we were awarded with our fourth consecutive Gold School Games Mark for our commitment to the development of competition across our school and into the community.
- Pupil voice shows that some children in Year 5 and 6 who have taken part in the 'foot golf' and 'golf' sessions at Mytton Fold are using this opportunity to now take lessons outside of school because of what was on offer within the curriculum.
- 100% of children who took part in the pupil voice survey enjoyed the golf sessions and said it gave them the confidence to try other new sports.

Actual impact/sustainability and supporting evidence