



# PE Funding 24-25 Planning and Evaluation Form



Department  
for Education

Commissioned by



Created by



## PE Funding Evaluation Form 2024- 2025

- 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?
<p><b>K1 1 –more children have the opportunity to attend and participate in lunchtime sporting and physical activities</b></p> <p><b>K1 2 – Regular sports council meetings and ambassador raised the profile of PE.</b></p> <p><b>K1 3 – We were able to up level teachers and teaching assistant skills and confidence levels to improve the teaching of PE</b></p> <p><b>K1 4 – Free after school clubs are well attended</b></p> <p><b>K1 4 – increased opportunity for Y6 swimming opportunities</b></p> <p><b>K1 5 – Children enjoy sport and share an interest in a healthy lifestyle.</b></p>	<p>Pupil Voice and planning/timetable</p> <p>Minutes of meetings, assemblies, sports council notice board, sports day and newsletter.</p> <p>Lesson observations. Staff voice.</p> <p>Booking form and registers. Parent questionnaire.</p> <p>Booking at SWIM, Y6 planning and registers of attendance.</p> <p>Pupil voice, celebrations in assembly and attendance at clubs.</p>	<p>Y6 dominated sports provision. Children in Y1-Y6 wanted a wider range of activities.</p> <p>We achieved our aim of raising profile. Even better if – we could compete in sports tournaments with other schools</p> <p>Staff turnover – experienced staff moving on for career development creates opportunities for new staff, but we will have to provide the same high level of CPD to ensure standards are consistent.</p> <p>Not all pupils who wanted to access the provision were able to due to high demand. We will track the children which have the provision to ensure that our target group are accessing the clubs.</p> <p>We would like to see a higher percentage of children achieving the 25M distance.</p> <p>Our aim is to increase access to sports to ensure all children excel in and enjoy sport.</p>	<p>Pupil Voice activity learnt that KS1 children wanted a stage and mud kitchen. KS2 pupils wanted a wider range of lunchtime activities and sports for next year</p> <p>Reflection with sports councilors</p> <p>Staffing structure</p> <p>Parent questionnaire and attendance register</p> <p>Data analysis</p> <p>Registers. Pupil voice</p>

## 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><b>1 Dance CPD for teachers</b> Timetabled dedicated PE CPD day including hall use to facilitate team teach, modelling, demonstrating, CPD.</p> <p><b>2 Improve the quality of teaching in PE through staff led CPD from PE Lead and Sports Coach</b>, to further enhance staff competence in planning, teaching and assessing PE</p> <p><b>3 Introduce a wider range of physical lunchtime activities</b>, including, dance, theatre/drama, equipment to promote physical movement (skipping ropes and balance bikes, access to playing field and forest school areas) and sport sessions for pupils.</p> <p><b>4 To engage less-active groups/pupils in regular physical activity</b> throughout the school day and after school clubs</p> <p><b>5 To increase participation and engagement in physical activity</b> through gardening</p> <p><b>6 Encourage active travel to and from school using WOW – the walk to school challenge</b></p> <p><b>7 Increased participation in intra sports competitions.</b></p> <p><b>8 To raise attainment in swimming. Year groups – Y4 and Y6 KS2</b></p>	<p>PE subject Lead and Sports Coach to plan, share vision and implement. Dance Coaching and CPD.</p> <p>Led by PE lead and Sports Coach. Sports Forum CPD to give access to new resources and initiatives. Staff to attend coaching and CPD for improved subject knowledge.</p> <p>Areas for physical activity are planned and created. Site manager to build and prepare areas. CPD - Use 'opal-style' play to train and inspire staff to provide physical opportunities. Funding for equipment.</p> <p>Identify pupils. Data analysis. Plan staff and provisions. Sports coach deployment and CPD for the development of LSPs.</p> <p>Appoint a gardening lead. Mental health lead and ECO councilor. Timetable and plan provision.</p> <p>Promote the enjoyment and health benefits of walking to school. Work closely with the charity Living Streets – arrange CPD, assemblies and visitors in school (Ed Wickes).</p> <p>Sports Coach and PE lead promote competitive sports ie Football Team. Pupils participating are confident, prepared, have improved physical fitness and well-being. Pupils understand good sportsmanship and experience the competitive environment.</p> <p>Access to swimming lessons for Y4/6 pupils. Assess children who have 25M swimming award. Focus on those who need to achieve.</p>



## Expected impact and sustainability will be achieved £19,370

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>1 Dance</b> - Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Teachers will have more confidence to deliver effective PE lessons and as a result improved % of pupil's attainment in PE. Sports Coach is confident in teaching different types of dance.</p> <p><b>2 Improve quality of teaching</b> - Key Indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement. Staff have access to high quality CPD to give access to new resources and initiatives. PE lead and Sports Coach has improved subject knowledge to support staff to deliver an ambitious curriculum.</p> <p><b>3 Increase range of physical activities available at lunchtime</b> - Key indicator 2 -The engagement of all pupils in regular physical activity. We aim to meet the Chief Medical Officer guidelines recommendation that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Staff are trained to deliver; sports coach is available to run sessions. More opportunities are created so that pupils are able to meet their daily physical activity goal, more pupils encouraged to take part in physical activity, PE and Sport Activities. Release staff to visit other schools (Opal Play)</p> <p><b>4 Engage less-active pupils.</b> KI 2 Raise the engagement of ALL pupils in regular exercise. 1 lunchtime per week and 1 afterschool club per week. Engagement in physical activity builds confidence, motivation, knowledge and skills to be active now and throughout their lives. Intervention has an impact on sedentary behavior and improves health.</p> <p><b>5 To increase participation and engagement in physical activity</b> through gardening. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p><b>6 Active travel to school</b> – KI 1 - increasing knowledge of skills of professionals to promote healthier lifestyles. Encourage children in the engagement of active lifestyles.</p> <p><b>7 Increased participation in intra sports competitions.</b> Promotion of competitive sports is raised. Pupils participating are confident, prepared, have improved physical fitness and well-being. Pupils understand good sportsmanship and experience the competitive environment.</p> <p><b>8 To raise attainment in swimming. Year groups – Y4 and Y6 KS2</b></p>	<p>Quality Assurance exercises. Staff voice. <b>£2,000 – Training, CPD materials, music stations</b> £19,370/£19,540 – total PE and Sports Premium Spend</p> <p>Evaluations of CPD. Planning improves – LTPs, MTP that demonstrate a progressive curriculum. ECTs demonstrated upskill and report confidence. <b>£7,000 – CPD, resources and subject leaders' development and planning</b></p> <p>Data/reports shows that more children are meeting their daily activity goal. Review from PE lead and Sports Coach. Subject leaders review. Overview of PE and sports capture events and increased interest. Fewer behavior incidents. <b>£3,700 – lunchtime activities and equipment</b></p> <p>Registers capture increased participation. Purchase Pedometers to measure activity for group. Pupil voice. Equipment used to improve physical activity. <b>£1,100</b></p> <p>Gardening lead review. Assessment of mental health SMHL – increased wellbeing. <b>£2,500 – planters, gardening equipment, resources and staffing</b></p> <p>WOW leaderboard. School WOW data analysis. Rewards achieved and assemblies. Pupil Voice. Registers. Tournament leader boards. Pupil Voice. Data from performance. <b>£100 rewards and awards</b></p> <p>Increased sports involvement – see subject lead review. Pupils enjoy competitive sport.</p> <p><b>£3,00 SWIM Old bury</b> – weekly swimming sessions, swim coach and staffing - reports</p>

## Actual impact/sustainability and supporting Evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p><b>Dance</b> – CPD and subject knowledge amongst teaching staff has increase. Teachers developing confidence to deliver effective DANCE lessons. Impact on pupils - improved % of pupil's attainment in PE. Sports Coach is confident in teaching different types of dance.</p> <p><b>Improve quality of teaching</b> – The quality of the teaching of PE and Sport is raised across the school PE lead and Sports Coach have improved their own subject knowledge to support staff to deliver an ambitious curriculum.</p> <p><b>Increase range of physical activities available at lunchtime</b> - More pupils are engaged in regular physical activity. Staff /sports coach deliver sessions. More children participate because there are opportunities for sport. We created a version of Opal Play. This will continue to grow.</p> <p><b>Engage less-active pupils.</b> Target and encourage less-active pupils. Pupils become physically confident. It builds confidence, motivation, knowledge and skills to be active now and throughout their lives.</p> <p><b>Increase participation and engagement in physical activity</b> through gardening. The broader experience of a range of sports and activities offered to all pupils. This has interested pupils who are not into competitive or contact sports.</p> <p><b>Active travel to school</b> – Promotion of healthier lifestyles. Encourage children in the engagement of active lifestyles.</p> <p><b>Increased participation in intra sports competitions.</b> Children involved competitive sports is raised.</p> <p><b>Raise attainment in swimming</b> – more children learning a life skill.</p>	<p>Subject Leader review. Quality Assurance exercise. Video evidence of dance across the school. Pupil voice. CPD reflections.</p> <p>Planning. Quality Assurance. Subject leader reports. Data.</p> <p>Governors report – fewer behavior incidents and accidents due to variety of physical activities.</p> <p>Registers show engagement – tracking shows sustained interest.</p> <p>Eco-council records and minutes. Newsletters. Pupil voice.</p> <p>WOW data and leader boards.</p> <p>Competition league tables. Newsletter reports. Registers.</p> <p>Baseline data and end results data.</p>