

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Commissioned by



Department
for Education

Created by L Tickle



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?
<p>The complete PE scheme, gym and dance coaches and the RESSP has led to all staff having competence and confidence to teach PE.</p> <p>Creating positive experiences for all children and young people across the school.</p> <p>Good attendance at RESSP festivals</p> <p>A wide range of extra-curricular clubs offered via student questionnaire.</p> <p>Break times are more physically active with new playground marking and sports leaders.</p>	<p>1:1 feedback and conversations between staff and subject leader.</p> <p>Student questionnaire to identify clubs and sports required in school.</p> <p>Registers always kept in school for clubs.</p> <p>Observations of playtimes.</p>	<p>Some staff are new to teaching PE and would still need additional support for confidence in teaching the subject.</p> <p>Need to offer more clubs as to the requests of the children.</p> <p>Need more organization of the games for the sports leaders.</p> <p>More equipment needed for all year groups.</p>	<p>Staff conversation</p> <p>Student questionnaires.</p> <p>Discussions with lunch time staff and observations.</p> <p>More sustainable equipment needed.</p> <p>Better storage needed for equipment.</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

Develop children's ability to move well.

Ensure all pupils can access competition in school

- RESSP to complete 'Motor Screening' with all children in early years. (After Feb 2025)
- School staff to deliver movement interventions weekly
- RESSP to re do the screening at the end of the year.

- All children to attend RESSP events throughout the year.
- Ensure pupils receive access to competitions and festivals (football matches, cross country competitions, athletics)
- Sports Day in Summer 2025

Intended actions for 2024/26

What are your plans for 2024-2025	How are you going to achieve your plan?
Intent	Implementation
<p>To ensure all children are receiving two hours of high quality PE a week. With 100% of staff feeling confident and competent to teach PE.</p> <p>To ensure children are more physically active during the school day.</p>	<ul style="list-style-type: none"> • Complete the Self Review tool in January. • Tailor CPD to meet the needs of staff (Courses, 1:1 support, RESSP to do Team Teach) • All teaching staff to benefit from teaching alongside our dance/gymnastic coaches to enable them to be more confident and able to teach these two specialisms. • All teaching staff to be aware of the PE curriculum, shared planning in year groups and lessons will continue from prior learning. • Have the correct equipment that is fit for purpose for each lesson. • Develop playtimes to create a more stimulating outdoor environment. (ensure enough equipment is available for each year group) • Train sports leaders to lead activities with all children at playtimes. • Promote active to and from school. • Utilize the new playground markings, play equipment and outdoor environment to allow for increased activity. • Encourage teaching staff to be active within lessons where possible. • A variety of afterschool clubs on offer to children, with links to local clubs in the community.

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"> • Early years children to become competent and confident movers. • Sustainability- school staff to learn from RESSP so they are competent for future years. • Children more inspired and excited to take part in physical activity through events. • Children to develop their life skills: determination, self belief, teamwork, honesty, respect and passion. • Children representing their school, a sense of belonging and pride. • Sustainability- Staff learning at events, with coaches in school and RESSP to help CPD. • Confident and competent staff • Children enjoying and more engaged in PE • Sustainability- staff confidence and competence. • Children are more active • Children have greater concentration and focus in the classroom. • Parents and Carers encourage to be more active at home and to actively travel to and from school. • Sustainability- equipment accessible for future years. Embed the culture of an active school. 	<ul style="list-style-type: none"> • Motor Baseline and then at the end of the year will give an indication about motor improvements. • School staff to be able to see improvement in early years gross motor skills • Pupil voice, discussion with children about PE, sports clubs and physical activity at playtimes. • Feedback from children following events • Staff will complete the self review tool • Learning walks and discussion with teachers about the PE curriculum. • Assessment of children in PE lesson • Activity tracking using MOKI bands. • Teachers feedback and assessment on concentration and focus in class. • Pupil voice, discussion with children about PE, sports clubs and physical activity at playtimes.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?