

PE Funding Evaluation



Images courtesy of Youth Sport Trust



Department
for Education



Swimming Data

Meeting National Curriculum requirements for swimming and water safety

Priority is given to ensuring children can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	81%	This cohort were the first to benefit from additional swimming sessions as part the PE curriculum Data obtained from parent survey/Swimphony
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	65%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	65%	
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes	Children received 2 weeks of blocked tuition in Years 3 and 4
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Children attend local swimming baths and are taught by swimming instructors

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?
The installation of the orienteering course provided by Enrich Education.	<ul style="list-style-type: none"> All classes from KS1 and KS2 accessing the course during lessons. Increase engagement and physical activity from all students taking their learning from outside the classroom and being physically active. 	The development of the lunchtime activity programme led by mid-day supervisors.	The lack of activities being led by mid-day supervisors during lunchtimes. Equipment and resources not being used during lunchtimes.
The CPD training and resources for Quidditch provided by Enrich Education.	<ul style="list-style-type: none"> Increased engagement from children in LKS2 Increased staff confidence. Attainment levels have risen during this unit of work. 		
PE specialist to enrich the curriculum and support teaching staff throughout the school.	<ul style="list-style-type: none"> Improved curriculum delivery. Upskilling teaching staff to deliver high quality PE. Increased staff confidence Children developed teamwork and social skills interacting with children from trust schools and building new relationships. Children's confidence increased as they felt part of a team and allowed the opportunity to represent the school at a competitive level. 		
Trust Cup			

Intended actions for 2024/25

Grant Allocation £21,330

Allocated Spending £24,000

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>1) To increase the engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend 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. (Active 60) campaign.</p>	<ul style="list-style-type: none"> • Purchase playground equipment • The continuation and investment into our Sports Leaders • Further train and develop mid-day supervisors • Upgrade playground markings • Provide CPD for midday supervisors. • Purchase playground equipment. • Employ sports coaches to facilitate playground games. • Provide age-appropriate resources to allow younger children to develop gross motor skills through active playtimes and within the curriculum. To enhance attainment in PE within EY. • Purchase equipment. Early Years – provision of equipment and resources for outdoor physical activity and agility development • Promote the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles through the provision of extra-curricular clubs. • Provide opportunities for children to engage in non-curriculum activities/sports eg Rock Climbing, Sports Festivals and scavenger hunts. • The introduction of Orienteering to support cross curricular opportunities.
<p style="text-align: center;">Funding Allocation</p> <p style="text-align: center;">£6,000</p>	
<p>2) Raise attainment of children with SEND To raise attainment levels within PE through a better understanding of adaptive teaching in PE through lesson observations.</p>	<ul style="list-style-type: none"> • Provide opportunities for SEND to develop skills in a range of different sports such as Boccia and Kurling. • Purchase all necessary equipment for wider curricular sports. • Train PE lead in the delivery of Archery. • Offer after school/lunch club targeting SEND children. • Broaden the range of curriculum sports. • Register for sporting festivals targeting SEND children with the school sports partnership. • Launch “golden ticket” club at lunchtimes for targeted children to gain more further opportunities to develop their physical literacy.
<p style="text-align: center;">Funding Allocation</p> <p style="text-align: center;">£5,000</p>	

Intended actions for 2024/25

Grant Allocation £21,330

Allocated Spending £24,000

<p>3) Raise the quality of teaching and learning in PE and school sport by providing support to deliver a broad, balanced and inclusive high-quality PE curriculum.</p>	<ul style="list-style-type: none"> • To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - <i>to increase their confidence in delivery of the subject.</i> • Continue the annual subscription of Complete PE, providing teaching staff with all the necessary resources to deliver each unit of work. • Regular teacher feedback between the PE lead and teaching staff. • Regular CPD opportunities regarding SEND provision/adaptive teaching.
<p>Funding Allocation £12,000</p>	
<p>4) To provide children with opportunities for competitive sport.</p>	<ul style="list-style-type: none"> • To register for the festivals and events provided by the SSSP. • To organise in – house competitions with specialist PE teachers/coaches • Utilise local sports coaches to organize mini festivals and tournaments internally. • Organise level 1 tournaments at the end of each unit or work across whole year groups.
<p>5) To raise the profile of PESSPA (Physical Education, School Sport and Physical Activity) across the school as a tool for whole school improvement.</p>	<ul style="list-style-type: none"> • Embed cross curricular opportunities within planning. • Celebrate achievements – Sports Awards assembly at the end of the year. • Invite sporting role models to deliver assemblies/speak with the children. • Purchase Barley Fields kit for children to wear when representing the school. • Continue to develop sports leaders within year 5. • Introduce “playground buddies” within UKS2 to encourage purposeful play among KS1 children. • Maintain the PE and sports noticeboard with regular updates of children’s achievements inside and outside of school.
<p>Funding Allocation £1000</p>	

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) <i>To increase the engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend 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. (Active 60) campaign.</i></p> <ul style="list-style-type: none"> • More children meeting their daily physical activity goal. • Children are encouraged to develop physical skills outside of PE setting which will improve attainment within PE. • Increased number of children enjoying physical activity and games. • TAs/Sports Leaders to lead activities every lunchtime using range of new equipment and provision for active and purposeful lunchtimes. • Increased child’s physically literacy and improved attitude to sport. • Development of social, Emotional and mental well-being • Enhanced self-belief and confidence <p>2) <i>Raise the quality of teaching and learning in PE and school sport by providing support to deliver a broad, balanced and inclusive high-quality PE curriculum.</i></p> <ul style="list-style-type: none"> • Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming. • Improved knowledge and understanding around PE assessment from non PE specialists. • Children’s engagement and enjoyment increases. • Increased number of children achieving benchmark assessment 	<ul style="list-style-type: none"> • Pupil voice • Questionnaires • Observations during lunchtimes • Registers for our after school clubs <ul style="list-style-type: none"> • Staff questionnaire • Rise in attainment • Pupil voice • Learning walks • Regular curriculum updates between teaching staff and PE lead

Expected impact and sustainability will be achieved

3) *Raise attainment of children with SEND To raise attainment levels within PE through a better understanding of adaptive teaching in PE through lesson observations.*

- Increased number of children achieving benchmark assessment
- Wider range of resources will provide long term.
- Sustainable PE resources to support the delivery of high quality PE.
- Development of social, emotional and mental well-being
- Enhanced self-belief and confidence

4) *To provide children with opportunities for competitive sport.*

- Development of social, Emotional and mental well-being
- Enhanced self-belief and confidence
- Increase the number of children participating in regular structured activity outside of school through school/club links.
- Greater understanding of the school games core values.

5) *To raise the profile of PE and Sport across the school as a tool for whole school improvement.*

- Inspiring children to be more physically active, to become leaders and officials and to be role models across the school.
- To embed the whole school core values such as growth mindset and personal development and for these skills to be transferable in other curriculum areas.
- To see a rise in attainment across other subject areas due to the positive impact that PESSPA has on our children.

- Analysis of assessment data on Sonar
- Registers of afterschool clubs and “Golden ticket” club
- Registers of attendance of SEND targeted festivals through the School Sports Partnership.

- Embed competition with the MTP
- Registers of attendance of competitions and festivals through the School Sports Partnership.
- School Games Award – maintain Gold Status for 2025 with a target of reaching platinum next year.

- Pupil voice
- Increase of children achieving their 60 minutes of physical activity a day.
- Increase in children accessing extra curricular sporting opportunities. Registers to monitor numbers.
- Pupil questionnaire to monitor data of children accessing organised sport outside of school.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none">• The use of the orienteering course being embedded into planning across the school.• There has been a significant increase of children accessing after school sports clubs.• There has been a rise in children achieving “greater depth” within PE.• There has been an increased number of children accessing lunchtime clubs ran by Mrs Short and the Y5 sports leaders.	<ul style="list-style-type: none">• Planning• Observations of children accessing the course • Registers • Sonar – Data assessment • Observations during lunchtimes.