



# 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?
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## Review of last year 2023/25

<ul style="list-style-type: none"> <li>Enhanced P.E. equipment stock providing an increasing range of sports to facilitate more participation within P.E. sessions.</li> <li>Continued uptake of participation in different sports in the local community and children's successes celebrated in weekly Celebration Assemblies.</li> <li>Improved playtime resources that facilitate more active play at break and lunchtimes. Staggered break and lunchtimes continue to enable more active play with more space safely available and two classes accessing Sports Coach provision during lunchtime each day.</li> <li>Sports Coaches used during lunchtimes to facilitate more active play and support well-being.</li> <li>EYFS resources purchased to encourage and promote active outdoor learning with improved resources that encourage forest school skills as well as physical activities.</li> <li>Year 6 children attended a Bikeability Cycle training course at the school, gaining level 2 accreditation from Somerset Road Safety team.</li> <li>Continued development of RSHE Curriculum through 2024-2025 with purchase of Jigsaw Programme and additional resources linked to this programme.</li> <li>Purchase of PE Scheme to ensure consistency of teaching across the whole school in all areas of the PE and Games Curriculum.</li> <li>Forest School equipment purchased to develop and promote outdoor learning for active healthy lifestyles. Muddy Mondays happen every week with each class having 3-4 sessions a term with a qualified Forest School Leader.</li> </ul>	<p>1:1 feedback and conversations between staff and subject leader.</p> <p>Student questionnaire to identify clubs and sports required in school. 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>
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## Intended actions for 2024/26

What are your plans for 2024/25	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> <li>• Increase staff confidence in teaching PE</li> <li>• Support playtimes and range of activities offered</li> <li>• More resources to encourage range of activities</li> </ul>	<ul style="list-style-type: none"> <li>• Continued investment in resources for teaching P.E. Maintain a good level of equipment whilst broadening the resources so we can offer a wider range of sports.</li> <li>• Promote and encourage all groups of pupils to join extra- curricular sports clubs.</li> <li>• Development of staff training and awareness and commitment to the teaching of high-quality P.E. teaching.</li> <li>• Staff training in facilitating active playtimes and purchasing of further resources to support this.</li> <li>• Offer one day workshops, as they become available such as Olympic and Para-Olympic workshops.</li> <li>• Further use of Sports Premium Funding to enhance staff and children's mental health and well-being.</li> </ul>

## Intended actions for 2024/27

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 staff feeling confident and competent to teach PE.</p> <p>To ensure children are more physically active during the school day.</p> <p>To encourage a range of sporting activities and opportunities for all children to access but particularly SEN, Disadvantaged and girls.</p>	<ul style="list-style-type: none"> <li>• Complete the Self Review tool</li> <li>• Tailor CPD to meet the needs of staff</li> <li>• 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.</li> <li>• All teaching staff to be aware of the PE curriculum, shared planning in year groups and lessons will continue from prior learning.</li> <li>• Have the correct equipment that is fit for purpose for each lesson.</li>   <li>• Develop playtimes to create a more stimulating outdoor environment. (ensure enough equipment is available for each year group)</li> <li>• Train sports leaders to lead activities with all children at playtimes.</li> <li>• Promote active to and from school.</li> <li>• Utilize the play equipment and outdoor environment to allow for increased activity.</li> <li>• Encourage teaching staff to be active within lessons where possible.</li> <li>• A variety of lunch sports on offer to children, with links to local clubs in the community.</li> </ul>

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

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>Children enjoying their lessons and range of activities</p> <p>Children are more active</p> <p>Children have greater concentration and focus in the classroom.</p> <p>Parents and Carers encourage to be more active at home and to actively travel to and from school.</p> <p>Sustainability- equipment accessible for future years. Embed the culture of an active school.</p> <p>Children able to ride bikes safely</p> <p>Progression in PE</p> <p>Range of resources used in lessons</p> <p>Children more inspired and excited to take part in physical activity through events.</p> <p>Children to develop their life skills: determination, self belief, teamwork, honesty, respect and passion.</p> <p>Children representing their school, a sense of belonging and pride.</p> <p>Sustainability- Staff learning at events, with coaches in school and TLE to help CPD.</p>	<p>We took part in the Plate Championship in the local Football League. The boys came 2<sup>nd</sup> and the girls came 3<sup>rd</sup> overall.</p> <p>We had a well-attended Football and Netball Club. We were not placed in the Netball League but participated in it and we also participated in the Rounders short tournament.</p> <p>Nearly all the Year 6 children, who took part achieved their Level 2 Award in cycling. They were deemed safe to ride on the road and understood the importance of bike safety as well as the physical and mental well-being benefits of cycling. Bikeability is free to all. The costs are outlined in Key Indicator 3 to cover for teacher release to learn from instructors.</p> <p>All units taught through the year to all the classes that ensured progression of skills in all areas of the PE and Games Activities. Good resources that support teachers in areas that they felt less confident in teaching previously. Positive feedback from pupil interviews undertaken by PE Subject Leader.</p> <p>Improved variety of equipment has allowed children to be introduced and participate in new sports during lessons, lunchtimes independently and with the sports coach. New Equipment to be purchased following survey undertaken by the House Captains across the whole school.</p>

## Actual impact/sustainability and supporting evidence

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