

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Commissioned by



Department
for Education

Created by



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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.

Intended actions for 2023/24 - Reflection

What went well?	How do you know?	What didn't go well?	How do you know?
<ol style="list-style-type: none"> 1. Provided team game opportunities for all children, whilst upskilling school staff to ensure greater confidence in subject knowledge and delivery. 2. Provided additional support for all children to play football competitively, and cooperatively, at lunchtimes. 3. Children to have opportunities to participate in physically active workshops from different cultures. 4. Inspired pupils to consider the full range of sports, and have opportunities to explore and try. 5. Children continued to engage with yoga activities throughout the curriculum. Plan Wellness and Yoga Day to build awareness across the school. 	<ol style="list-style-type: none"> 1. School staff are able to use knowledge gained to enhance planning, including interventions, as necessary. 2. Children are active on the playground and enhancing physical development and social skills with the support of staff. Children have the confidence to compete in team games and build upon their skills. This has supported children's mental health and cognitive development. 3. PE activities contribute to the whole school equality & diversity aims and objective. 4. Children have improved confidence within team sports and show sportsmanship and resilience in sports. Children have been supported to encourage others and promote team work. 5. Children have broader understanding of the benefits that physical activities bring to improved mental wellbeing. 	<ol style="list-style-type: none"> 1. Consider closely how the progression of skills within the PE curriculum are developed through a wider range of experiences. 2. To further purchase resources used by specialist coaches to ensure continued access for the whole school to use and to ensure all groups are included when purchasing equipment. 3. To continue to upskill staff to facilitate team games, and PE Lead to monitor planning & delivery, including pupil voice regularly. 	<ol style="list-style-type: none"> 1. Develop Learning Organisers, to increase the variation in scoring within PE assessment tracker and ensure Mastery elements in PE assessment. 2. To continually review storage of equipment in hall and to ensure understanding of cohort needs. 3. New staff are starting in 24/25 with two of the staff members being ECTs.

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?
<ol style="list-style-type: none"> 1. To continue for specialist coaches to support during lunchtimes, and enable all children opportunities to engage with ball activities, including football. 2. To continue for specialist coaches/teachers to expose all children to a range of sporting activities, whilst upskilling teaching staff. 3. To continue to explore how to incorporate diverse PE experiences from external workshops. 4. Sports Morning that is inclusive to all children, and showcases a range of skills in an encouraging and collaborative way. 5. To increase the variation in scoring within PE assessment tracker and ensure Mastery elements in PE assessment. (Taken from analysis of foundation subject assessment). 6. Provide children with a range of equipment to support with their physical and mental wellbeing, focusing on equipment on certain groups such as SEN, PPG and girls. 	<ol style="list-style-type: none"> 1. A broader range of physical activities during lunchtime for children to have extra-curricular activities. Children to play football competitively, and cooperatively, at lunchtimes. 2. A broader range of physical activities, to include dance and links to whole school topics. 3. Exposure to external workshop to cater for a wider range of experiences and diverse culture in the school. 4. Effective collaboration with external coaches to deliver a Sports Morning that is inclusive to all children, and showcases a range of skills. 5. Effective use of the PE Learning Organisers to ensure progression in the curriculum content of the topic/subject. Teachers have a clear understanding of: <ul style="list-style-type: none"> - How we are using the information on the Learning Organisers to differentiate lessons. - Whether the children are using subject-specific vocabulary effectively. 6. Greater opportunities provided to showcase the children's ability in PE and record the learning evidence on Tapestry. 7. Wider range of equipment to enhance children's PE skills, available to all children. Pupils inspired to consider the full range of sports, and have opportunities to explore and try.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ol style="list-style-type: none"> 1. Children understand team games and have built upon their sportsmanship and team work. Children have played football competitively, and cooperatively, at lunchtimes. All children are included in lunchtime extra-curricular activities. All pupils are encouraged to take part in PE and Sport activities, which are inclusive and progressive across the school. Children have the opportunity to express themselves and show their strengths in PE. <u>Cost of specialist coaches at lunchtimes: £4,520</u> 2. All staff, including new staff, have been upskilled to ensure greater confidence in subject knowledge and skills for teaching PE and Sport. All staff are supported with inclusive planning of the curriculum. <u>Cost of specialist coaches: £11,110</u> 3. Children have experienced diverse physical activity opportunities from external workshops. Children have developed their understanding how physical activity can improve emotional regulation. Cross-curricular opportunities have celebrated the diversity across the school. <u>Cost of workshop: £539</u> 	<ol style="list-style-type: none"> 1. Specialist coaches have supported during lunchtimes, 4 sessions a week, and have provided the opportunity for all children to engage with physical activities. <i>At the end of Year 1 assessment 88% are secure in understanding how to communicate with others when working in small groups and 100% at being aware of rules in team games.</i> <i>At the End of Year 2 assessment 95% are secure in understanding how to cooperate in team games.</i> 2. Specialist coaches/teachers have ensured exposure for all children to a range of sporting activities. All teaching staff have been upskilled and have the confidence to teach and assess children in PE. All groups of children have been included in dance specialist teacher sessions which have concluded in performances to audiences, including children with SEN & those who are disadvantaged. <i>At the end of Year 1 assessment 98.3% are secure in independently moving in different ways including adapting speed, level and balance.</i> <i>At the end of Year 2 assessment 95% are secure or better in confidently and consistently applying balance, agility and coordination within their movements.</i> <i>At the End of EYFS assessment 92% are secure in gross motor skills.</i> 3. Full participation by pupils in workshop that incorporates cross-curricular physical activity, building on the diversity of the school community. Evidence shared with parents via Tapestry, and school communications such as, newsletter.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>4. Pupils show greater engagement in physical activity across the school, and a range of skills have been showcased through Sports Morning. All children have been included in Sports Morning to show their own ability and progress throughout the year, including children with SEN & those who are disadvantaged. Children have been supported to encourage others and promote team work. <u>Cost of Sports Morning: £400</u></p> <p>5. Staff are more confident in assessing the children in PE and are able to use Tapestry to capture the progress of children. The monitoring of planning has identified how the curriculum is adjusted to meet the needs of the children and pupils are appropriately challenged for their next steps.</p> <p>6. Pupils across all groups have taken part in PE and used equipment to enhance their PE skills and abilities. Softer balls have been purchased to support girls' enjoyment of ball games more. Sensory balls purchased for SEN children to engage them in PE and ensure they are able to access the curriculum. This also includes access to PE equipment in the playground to promote physical activity. <u>Cost of equipment: £621</u></p>	<p>4. All children included in Sports Morning which was planned and run as a collaboration between external specialist coaches and school staff. The children showcased a wide range of physical activities using skills developed throughout their PE sessions.</p> <p>5. PE Learning Organisers have been created by the PE subject lead to support teachers in planning an assessing children against the school's PE assessment statements. Teachers have improved their accuracy of assessment as a result. Pupils' engagement in the PE curriculum, and assessment, is uploaded to Tapestry, an online learning platform, and shared with parents. <i>At the end of Year 1 assessment 21% attained mastery in the statement of following simple instructions.</i> At the end of the Year 1 assessment across all statements 93% are secure or higher <i>At the End of Year 2 assessment 94.5% are secure or better, across all statements. At the End of Year 2 assessment 4.5% are mastery across all the statements in PE.</i></p> <p>6. Equipment has been purchased to enhance all children's abilities and skills in PE and Sport, and encouraged their participation. All groups of pupils are more engaged, inc SEN sessions that develop <i>motor skills</i>.</p>