

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



Images courtesy of Youth Sport Trust

PE Funding Evaluation Form – STOKE GOLDINGTON C of E SCHOOL 2024 -25 Allocation £14000

- 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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| Continuation of CPD for staff both 1:1 and whole school inset | Staff have said they feel more confident teaching the PE unit that support is given in. They can adapt learning and keep up pace through effective organisation. All staff are now employing the same organisation and groupings of pupils of lessons across the school. Through observation it is clear to see that static time has been reduced lessons. All staff follow the same structure of lessons so there is consistency across the school. | Due to a few staff being part time it meant that not all staff received PE support | Specialist is only available Mon & Tues so part time staff working towards the end of the week do not have opportunity to have CPD |
| Health and Fitness week – focus Outdoor Challenge. 100% of pupils participated in the week's activities | A whole week of timetabled activities gave the children an opportunity to participate in a variety of different type of physical activities e.g. orienteering, circus skills and caveman training. All children enjoyed the experiences and it gave the least active children an opportunity to excel. They were having so much fun they didn't realise how active they had been 100% of year 2 children trained by MKSSP specialist. | | |

Review of last year 2023/24

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| <p>Play Leader scheme</p> | <p>They developed their communication skills, ability to lead but also acted as good role models to the younger children</p> | | |
| <p>Kingston gym sessions</p> | <p>Pupils enjoyed gym lessons at Kingston gym as evidenced by pupil survey. Children were fully engaged and progress of skills was evident from week 1 to 3 - see photos and video. A marked improvement in confidence when tackling some of the apparatus e.g. high beam and vault</p> | | |
| <p>Increased engagement in extra-curricular sport</p> | <p>At least 78% of children at the school have participated in one or more of the subsidised physical activity clubs throughout the year. Some children have been given additional adult support to try and help encourage engagement within sessions. By participating in a wide variety of clubs It has enabled pupils to develop a love for physical activity. We try to use local providers to promote and signpost to clubs outside of school and encourage them to join their out of school offerings.</p> | | |
| <p>Pupils survey – increased enjoyment of PE – find out %</p> | <p>84.6% of children expressed that they enjoyed PE.</p> | | |

Intended actions for 2024/25

| What are your plans for 2024/25? | How are you going to action and achieve these plans? |
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| Intent | Implementation |
| <p>1. Continuing to focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education. Access to MKSSP CPD offer.</p> | <p>Quality of teaching and learning in Physical Education will be developed through bespoke staff CPD for all class teachers delivered by MKSSP specialist. Support for PE lead teacher included. Whole staff INSET available to all staff in combination with other schools in the federation. (£2130)</p> |
| <p>2. Employ SSP specialist as consultant to provide support and advice to PE lead to ensure all pupils have access to high quality teaching, opportunities to enhance curriculum learning and to promote PESSPA throughout the whole school and beyond. To offer advice to ensure funding is spent in best way possible to have the greatest impact on the pupils' PESSPA</p> | <p>PE Lead to schedule meetings with SSP specialist to ensure PESSPA developed throughout the school from curriculum time to lunchtimes and after school to encourage all children to be regularly active. Instant access to specialist advice available via email throughout the year. (£1900)</p> |
| <p>3. Continue to enhance the gymnastics core provision by offering additional opportunity to visit Kingston gym</p> | <p>Progression of learning will be greatly enhanced by opportunity to develop skills and confidence at Kingston gym. Pupils to attend 3 sessions at the gym, organised and delivered by MKSSP and gymnastics specialists. Book transport to the gym. (£975 bus + £252 Kingston gym)</p> |
| <p>4. Offer all children opportunity to participate in both intra and inter competitive events.</p> | <p>Intra/Inter festival resources and Sports day resources provided by MKSSP. Access to MKSSP events offer. (£600 includes organisation of Kingston Gym)</p> |
| <p>5. Continue to engage children in physical activity during lunch times and breaktimes, to aim to achieve more than 30 minutes of activity outside of PE lessons per day.</p> | <p>Playleaders training and resources to be provided by MKSSP specialist. (£175) Follow up questionnaire to be completed by play leaders.</p> |
| <p>6. To further develop pupil's understanding of the importance health and fitness and encourage a love</p> | <p>Assemblies to be delivered by MKSSP specialist on an aspect of health and fitness. Whole school focus on health and fitness with a week of activities. Focus on walking and mindfulness to</p> |

Intended actions for 2024/25

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| of physical activity | combine with Walk to School week theme. Resources and organisation of week to be supported by MKSSP specialist. Book external coaches to offer an alternative activity for pupils to experience. (£450 + £175) |
| 7. Provide extra-curricular opportunities for children to enable them to access other sporting activities or specialist sport instruction | Book external coaches to provide after school activities that will be open to all pupils. (£5363) |
| 8. To ensure all play equipment is safe to use | Book Universal to carry out annual inspection (£130) |
| 9. To inspire pupils to participate and engage in sport and activity | Book trip to Saints rugby club to include tour of grounds and active sessions with rugby coaches. (£210 + Transport £358) Book trip to woodland to encourage outdoor play and physical activity. (Transport £195) |
| 10. To purchase equipment and resources for PESSPA | Audit and order necessary equipment (£1087) |

Impact and Sustainability

| What impact/intended impact/sustainability are you expecting? | How will you know? What evidence do you have or expect to have? |
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| <p>1. Staff 1:1 teaching support provided for staff, this included a recently qualified ECT teacher. Staff able to deliver the unit of work they have had support in with confidence and understand how to challenge and support pupils. Staff to use skills learnt and apply to other areas when teaching PE. Training also included whole staff inset on Teaching PE to SEND children</p> <p>2. Support and advice for PE lead led to Children having access to a broad and balanced curriculum. Teachers able to teach from progressive and engaging plans to keep children motivated. Resources available to staff have helped increase levels of physical activity. Parents are kept informed of activities completed by children via parent mail. PE Lead had meetings with SSP specialist to ensure PESSPA developed throughout the school from curriculum time to lunchtimes and after school to encourage all children to be regularly active.</p> <p>3. Pupils enjoyed gym lessons at Kingston gym. Children were fully engaged, and progress of skills was evident from week 1 to 3. A marked improvement in confidence when tackling some of the apparatus e.g. high beam and vault</p> <p>4. 100% children participated in inter and intra competition. This included festivals</p> | <p>Throughout the support Staff will move from observation of specialist to delivering the lesson with support from specialist. Evidence of staff development will be gathered through feedback and discussion with specialist to help improve confidence, pace and structure of lessons. Lead teacher observed ECT teacher and noted her confidence when teaching PE. She knows how to implement a range of strategies to keep children engaged and motivated. The pace of lessons has increased and with good organization of equipment and resources prior to the lesson. Lead teacher felt she was able to apply skills previously learnt to teach the dance unit of work with confidence and was able to adapt learning where necessary. Pupil enjoyment and engagement will be monitored. Use of iPad to film/photograph pupil progress.</p> <p>After SEND training staff were able to implement ideas shared during the session from specialist and teaching staff from other schools. Staff now feel they can amend lessons to ensure all children have access to the whole PE curriculum and have a variety of equipment as standard available for all lessons.</p> <ul style="list-style-type: none"> • PE LTP reviewed and amended • Planning from SSP • Equipment audit and orders • Meetings and resources sent from SSP specialist <ul style="list-style-type: none"> • Pupil survey • Photos • Teacher observation and assessment <ul style="list-style-type: none"> • Photos • Teacher observation |

Impact and Sustainability

and sports day. The children developed resilience and determination.

5. Year 2 play leaders developed confidence. They demonstrated leadership skills providing safe and engaging activities to improve physical activity levels at lunchtime. Each group created activities based on a theme e.g. Target Throwing, Fun fitness etc.

6. Health and Fitness week combined with Walk to school week. All children took part in the week which included a PE lesson linked to walking (the children were also given a pedometer), a circus skills lesson, wellbeing walk on country paths, a ballet/dance session and a trip to Northampton Saints rugby ground (including training session)

7. All children had the opportunity to participate in after school clubs. An average sign up throughout the year for tennis was 73% and for yoga was 52% of all children

8. Equipment safe for children to use and therefore increased the opportunity to participate in physical activity at break and lunch times.

9. All KS1 children had the opportunity to experience a new sport and have coaching from professional coaches at Northampton Saints Rugby Ground, this included a stadium tour. They were physically active playing rugby games for 2 hours in the morning. The session helped the children build teamwork skills and promote the after school rugby club along with introducing them to the idea of joining a sports club outside of school.

- Results

100% of year 2 pupils trained to be play leaders. All pupils ran sessions over a term Feedback from MDS was positive. Year 2 were able to create activities suitable for the pupils participating and worked hard to differentiate them to make them easier or harder so all could be included. Observation of pupils at lunchtime showed high levels of engagement with the activities. With some pupils returning each week for their favourite session.

Engagement of children was very high. Each morning they participated in an “active start” which they helped to plan the activities. They continued the use of their pedometers after the focus week deepening their understanding of the health benefits of walking. Children completed an activity log to share each day showing what they also did outside of school. This could also include healthy eating. Parents joined in a maypole dancing session at the end of the week.

- Registers
- Pupil Survey
- A variety of clubs were offered to the children and external coaches were employed.

Equipment passed safety check. Observation of children at lunchtime by MDS and TA's showed that the equipment was popular and well used by the children.

Offer additional opportunities for children to experience sport at a higher/professional level to help inspire them to achieve at sport.

Impact and Sustainability

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| <p>10. Equipment purchased enabled teachers to deliver high quality PE lessons, using the variety of equipment to help adapt skills and develop progression. The children also had the opportunity to participate in creative play at lunchtimes by developing their own games. The pupils also had the chance to experience an alternative unit of work through the teaching of Maypole Dancing.</p> | <p>The children have requested to make use of some of the purchased equipment during play times and lunch times creating their own games – e.g. basket ball hoop and rebound net. They have enjoyed the new challenge of maypole which has developed skipping skills and coordination.</p> |
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