The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Commissioned by

Department for Education

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association for Physical Education

YOUTH SPORT TRUST

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

Intended actions for 2024/25

What are your plans for 2024-2025	How How are you going to achieve your plan?
Intent	Implementation
Develop children's ability to move well.	• 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.
Ensure all pupils can access competition in school	• All children to attended RESSP events throughout the year. • Ensure pupils receive access to competitions and festivals (football matches, cross country competitions, athletics) • Sports Day in Summer 2025 • 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?
• 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.	• Motor Baseline and then at the end of the year will give an indication about motor inprovements. • 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?
PE in school has improved over the year. The profile of school sports is important In school, and children have a variety of after school clubs on offer. Equal opportunities for Girls – Girls are more motivated to join after school football club, due to it being girls only -An increased number of girls have joined local teams. Active Playtimes Children are happier due to the increased opportunities to play outside. This has improved behaviour and attainment .Children are learning play and developing life skills. Sports leader are a valuable part of the team and enjoy working . Equipment purchased for the school will have an impact on future years to aid participation in sport.	Staff feel more confident - children receiving high quality lessons - 100% of children have attending an intra competition or event across the year. - Children are doing more activity during the day - Student voice agreed PE lessons were enjoyable, and more were accessing school sport. - The motor screening has led to increased confidence in the early years staff and they are now able to provide the interventions weekly. Children were showing signs of improving in the activities. - Sports leaders have been visible across school, the profile raised and playtimes have been more enjoyable and active.