



The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Commissioned by



Department
for Education

Created by



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?
See last year's report			

Intended actions for 2024/25

What are your plans for 2024/25	How are you going to action and achieve these plans?
Intent	Implementation
1. To continue to ensure the current level opportunities for all the children to engage in regular physical activity is maintained and where possible increased. This will be through 'active' PE and curriculum lessons, 'active' and structured playtimes and regular physical activity during the school day.	1. Increase the number of Sports Skills Academy lunchtime 'Active' sessions. To include intra school competition for KS2 and Fundamental skills for EYFS and KS1. Purchase additional resources for implementation. Additional bean bags/ tennis nets/storage boxes to enable delivery. Fund EYFS/KS1 Gymnastics club to increase participation in extra-curricular PE and develop key fundamental skills. This needs to continue with an opportunity for a further KS1 free club. Fund KS2 football club to run alongside the selected football club to ensure opportunities for all. Ensure equal opportunities for both girls and boys by funding a girls football training session for 2 terms. This will enable them to enter the girls football league. Girls won their league this year. Girl's football club full each term

Intended actions for 2024/26

What are your plans for 2024/25	How are you going to action and achieve these plans?
Intent	Implementation
3. To continue to develop a positive relationship with physical activity and understand the importance of PE and sport.	- Offer a range of clubs to each key stage and track attendance using GetSet4PE tool. <i>See below</i> - Provide a fun and enjoyable PE curriculum. <i>Lesson ob Nov 24</i> - Provide enhancements to the curriculum. <i>Divali dance workshop Sports day</i> - Offer a range of inter school and intra-school competitions. <i>These are listed on GetSet4PE</i> - Staff CPD – ways to include all groups of children in the lessons. Through team teaching and staff inset. <i>Staff questionnaires identify staff feel more confident to include all pupil groups including those with SEND.</i> Key indicators 1-5 - Links to science (using new Plymouth scheme) - Active education sessions to develop knowledge in key areas identified for each year group. <i>Year groups 2-6</i> - Key vocabulary shared in PE lessons. - Use of Knowledge organisers for each unit of work. - Health champions to discuss and come up with ideas to promote physical activity. - Through PSHCE lessons - Ongoing Christian values taught across the school. - National Fitness Day 2024
2. To deepen their understanding the importance of physical activity and have the knowledge to know the impact it has on our physical and mental health.	

Intended actions for 2024/27

What are your plans for 2024/25	How are you going to action and achieve these plans?
Intent	Implementation
6. <i>To further develop children's knowledge of the importance of being physically active throughout life.</i>	- <i>Timetable of Active Education Visits.</i> - <i>School Games news in newsletters.</i> - <i>Celebration of sporting success in 'Celebration' worship.</i> - <i>Links to local clubs</i> - <i>Parent Fundamentals information pack.</i> Key indicators 2,3,4 and 5
5. To ensure all staff are able to make necessary adaptations to their lessons made to include all pupils, including SEND.	- Ultimate Kidz CPD support afternoon to focus on adaptations to include all pupils. - National College membership – Staff to undertake training on SEND in PE. <i>List of links shared with staff to complete on inset day in Oct</i> Key indicator 1
4. To ensure both genders are given equal opportunity to enjoy curriculum and extra-curricular physical activity.	- Use GetSet4PE tracking to get a baseline of gender opportunity. - Analyse attainment in termly subject leader overviews, looking at gender as a category. - Look at football offer for girls and introduce a girls football club and competitions. - Look at coaches that come into school. Do they represent both genders? - School Games intra school competitions giving access to competition for all. - Consider free training offered by governing bodies such as FA Disney

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?
- Children have a positive attitude to their PE lessons, observed in lessons and from formal and informal discussions with the children. - Staff feel confident to teach lessons to all children and are excellent role-models. - Large uptake in extra-curricular clubs. - <i>At least 70% of children to take part in extra-curricular sport.</i> - <i>Children given the opportunity to participate in competition.</i> - <i>Newsletter articles</i> - <i>Children's knowledge of the impact physical activity has on physical and mental health is increased.</i> - Children know why they take part in physical activity and can explain some of the benefits to physical and mental health. - Lesson drops show evidence of adaptations made in lessons to give access to all pupils. - Analysis of GetSet4PE club and competition tracking show similar numbers of girls and boys taking part. - Subject leader overviews identify children that need intervention regardless of gender. - Girls and boys have equal access to football and competitive football. - Girls have a positive attitude to PE and sport.	Analysis of tracking both GetSet4PE and Insight. Pupil Voice Lesson Drop ins Staff discussion Data analysis

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Current level opportunities for all the children to engage in regular physical activity is maintained <i>A positive relationship with physical activity and understand the importance of PE and sport.</i> • <i>A greater understanding the importance of physical activity and have the knowledge to know the impact it has on our physical and mental health.</i> <i>Children's knowledge of the importance of being physically active throughout life has improved.</i> Staff are able to make necessary adaptations to their lessons made to include all pupils, including SEND.	<i>66.5 % of children have taken part in extra-curricular PE this year compared to 68% last year. This slight decrease is due to a drop in KS1. Focus on this next academic year.</i> <i>KS2 - 63.93% have attended at least one club compared to 43.22% last year</i> <i>KS2 - 68% of children have attended an inter-school competition compared to 43% last year.</i> Pupil voice – ‘I think it is a good subject and helps in so many ways and your health.’ (Y5 pupil), ‘I think it is fun and you get really sporty and energetic.’ (Year 5 pupil) ‘PE is Where you are active. You get your heart pumping’ (Year 2 pupil)’ ‘PE is very important so we aren’t just writing all the time. It is a life skill. Also good for your mental health, it is a time to relax and have a little break.’ (Year 5 pupil) <i>KS2 - 63.93% have attended at least one club compared to 43.22% last year. Active Education sessions Y2-6</i> Parent information pack sent out on Fundamental movement skills and staff inset delivered on 7/5. <i>Attainment in PE has slightly improved 91% of children achieving expected or above (Year 2-6) this academic year compared to 88% last year.</i> ‘Staff voice – CPD sessions ‘provided examples of STEP differentiation in lessons for varying needs.’ ‘Lots of modelling and active learning.’