

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.

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?
<p>Membership of Redcar and Eston School Sports Partnership/ transport.</p> <p>Swimming</p> <p>Speed stacking event day and mega pack</p> <p>After School Clubs</p> <p>WOW badges</p>	<p>-All children from FS2-Y6 had the opportunity to attend at least one sports event, KS2 children took part in level 2 and 3 competitions.</p> <p>-Y4&5 children were trained as sports leaders.</p> <p>-FS2 took part in balanceability, Y3 Pedestrian training and Y5 Bikeability.</p> <p>-Staff CPD opportunities were provided.</p> <p>- Y3 took part in top up swimming sessions with teachers and parents stating how valuable these lessons were.</p> <p>-Speed stacking is now embedded into school life. A family Speed Staking Club proved extremely popular.</p> <p>-After School clubs were booked to capacity with extra sessions added.</p> <p>WOW badges created a buzz around school, data showed more families now walk to school.</p>	<p>-Teach Active to be further embedded.</p> <p>-</p>	<ul style="list-style-type: none"> - Classroom lessons found to be more active in Spring and Autumn term. - Need to further embed Teach Active to ensure it is accessed by teachers all year round. - Teach Active subscription to come out of school budget this year.

Intended actions for 2024/25

What are your plans for 2024/25	How are you going to action and achieve these plans?
Intent	Implementation
<p>-Provide girls with equal opportunities in football and other activities and sports to ensure they have the confidence to lead healthy active lifestyles whilst in Primary School and when transitioning to Secondary School.</p> <p>-Support children on the SEND register to be positively engaged in PE lessons and after school clubs.</p> <p>Engage children from FS2-Y6 in Cross Curricular Orienteering, embedding it into the curriculum.</p>	<p>-Use surveys to gain information on what clubs and activities girls would like to take part in and any barriers they feel are stopping them.</p> <p>-Provide girls only clubs including football to ensure they have the confidence and motivation to attend.</p> <p>-Enter Sports Partnership events that will aid increasing confidence and activity levels in girls.</p> <p>-Sign post girls to local clubs and community activities that will give positive experiences.</p> <p>-PE staff to attend CPD training on engaging children with Autism in PE.</p> <p>-PE staff to work closely with class teachers and teaching assistants to plan appropriate and inclusive PE lessons.</p> <p>-KS2 children on the SEND register to be provided with opportunities to attend SEND specific sports events outside of school.</p> <p>-Surveys and Q&A used to plan and provide after school clubs for those on the SEND register.</p> <p>-SEND after school clubs provided.</p> <p>-Purchase Cross Curricular Orienteering tear and weather proof resources. Add to curriculum map for FS2-Y6.</p> <p>-Provide staff training.</p>

Expected impact and sustainability will be achieved

What are your plans for 2024/25?	How are you going to achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> -Increase activities levels by enhancing outdoor play facilities and opportunities. -Provide active classroom opportunities to promote fine and gross motor skills and increase activity levels from FS1-Y6. Provide opportunities for play for all ages. -Increase the number of families actively traveling to school. 	<ul style="list-style-type: none"> -Gain pupil voice on what changes children would like to see on the playgrounds to increase activity levels. -Update floor and wall markings on the playgrounds to provide active play opportunities. -Plan and organise a games and activities rotation for each half term. -Give staff training on playground games to allow staff to confidently be able to lead and join in activities with children. -Purchase equipment ideas from pupil voice. -Tailor equipment for each yard. -Store equipment to ensure it is readily available. -Gain ideas from staff and children on what resources are needed for each year group. -Purchase active equipment. -PE lead to monitor usage and gain staff feedback on impact. -WOW scheme embedded throughout FS1-Y6. -Launch assembly. -Staff training. -Monthly badges awarded. -Walk to School Week planned for May 2025.

Expected impact and sustainability will be achieved

<p>What impact/intended impact/sustainability are you expecting?</p>	<p>How will you know? What evidence do you have or expect to have?</p>
<ul style="list-style-type: none"> -Girls to be motivated to lead active, healthy lifestyles and have the knowledge, motivation and confidence to do this. -Attendance at after school clubs. -Increased confidence and motivation to be active. -Increased knowledge and attendance of local clubs. -Improvement in behaviour and attainment. -Inclusive PE lessons, engaging children on the SEND register. -Increased staff confidence on how to provide tailored opportunities for children on the SEND register. -SEND children taking up after school clubs and local clubs. -Positive experiences gained from attending SEND specific events. -Active outdoor PE lessons following Cross Curricular Orienteering Schemes. -Increased knowledge of Orienteering from FS2-Y6 following engaging sequences of lessons. -Children provided with outdoor PE lessons all year round. -Orienteering to be incorporated into active break times. -Increased activity levels. -Children happier to have more play opportunities provided both outdoor and indoor. -Increased activity levels. -Fine motor skills to be worked having a positive impact on writing. -Positive impact on attainment and behaviour. -Children to learn to play effectively with others due to opportunities provided to play together. -Life skills including social skills positively influenced. 	<ul style="list-style-type: none"> -Monitor uptake of girls only clubs. -Pupil voice. -Staff to feedback positive changes in behaviour. -Lesson evaluations. -Staff feedback. -Pupil voice. -Club attendance data. -PE curriculum evaluation, end of year. -Pupil voice. -Increased activity levels at break times. -Staff feedback. -Staff, pupil and parent feedback. -Observations of break times. -Attainment improvements reported. -Behaviour incidents decrease.

Actual impact/sustainability and supporting evidence

What impact/ sustainability have you seen?

Equal opportunities for Girls

- Girls are more motivated to join after school football club, due to it being girls only.
- More girls are physically active and enjoying playing competitive sport.
- An increased number of girls have joined local teams.

Inclusion and SEND PE and engagement

- PE lessons actively engage children on the SEND register.
- Through staff confidence in teaching inclusive lessons some children who would previously have been reluctant to join in PE lessons are now fully engaged in the PE curriculum.
- SEND after school clubs provided, resulting in increased participation of SEND children.
- SEND children have built positive relationships with PE staff.

Active Playtimes

Children are happier due to the increased opportunities to play inside and outside. This has improved behaviour and attainment.
Children are learning play and developing life skills. Grassed areas are being accessed all year round, providing more space for children to play and increased un-structured play areas.

Orienteering

Cross curricular orienteering is embedded across school. Progressive sequences of lessons provide achievable and challenging lessons for all age groups.
Children enjoy learning outside in all weathers.

What evidence do you have?

- Pupil voice has provided evidence that girls are more confident to attend organised sport and are more confident at trying new activities.
- Data has shown an increase in the number of girls and SEND children participating in extra-curricular clubs.
- Staff observation and feedback has found girls to have increased confidence and social skills when mixing with girls from different year groups.
- Lesson evaluations and staff observations have highlighted that more SEND children are actively engaging in PE lessons. This is having a positive impact on social and emotional skills.
- Increased number of children on the SEND register have attended clubs this year than previously.
- Observations at break times shows increased activity levels and inclusive play opportunities, children are happier and enjoying using all grassed areas in all weathers.
- Decreased behaviour incidents at break times.
- Pupil voice shows orienteering is one of children's favourite activities, being able to explore the school grounds.
- Staff feedback emphasises the quality of resources ensuring high quality PE lessons are being taught. These skills lead onto skills needed during KS2 residential.