



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?
<p><i>Introduce new lunchtime sport sessions/activities for pupils lead by play leaders.</i></p> <p><i>Target opportunities for those children who need it most linked to youth voice consultation</i></p> <ul style="list-style-type: none"> - Drum fitness - This boy can - This girls can <p><i>High quality sequences of learning delivered.</i></p> <p><i>Whole school use of Complete P.E SMC to review planning regularly.</i></p> <p><i>Use school coaching staff to deliver a high level of PE across KS2 TA to support, developing their skills and knowledge.</i></p>	<p>Play leaders engaged. More children active at lunch time. Range of activities</p> <p>Everyone engaged. Wanted to try a new activity</p> <p><i>Having 2 coaching staff on school staff enables a continuous delivery of PE throughout the school year. P.E is delivered at a high standard and more children will reach the expected active minutes.</i></p>	<p>After the lunch time supervisor training it was hoped that they would be the lead, however due to other factor on the yard this isn't the case.</p>	<p>Monitoring of lunch time and pupil voice.</p>

Review of last year 2023/25

<p><i>Top up swimming sessions to ensure children are given the opportunity to learn to swim.</i></p> <p><i>After school swimming lessons to be offered to KS2 children who cannot swim 25m.</i></p> <p><i>Year 6 extra sessions</i></p>	<p><i>Greater number of children able to swim 25 meters before leaving primary school.</i></p> <p><i>% of children increased in their competence from core swimming session to top up swimming.</i></p>		

Intended actions for 2024/26

What are your plans for 2024/25

How are you going to action and achieve these plans?

Intent

Implementation

- Support children on the SEND register to be positively engaged in PE lessons and after school clubs.
- Active school- To ensure that all pupils will be active on average 60 minutes a day, 7 days a week. This will include focusing on in school opportunities and monitoring external physical activity.
- Develop the outdoor areas to encourage children to be physically active and inspire physical activity through play.

- PE staff to attend CPD training on engaging children with Autism in PE. -PE staff to work closely with class teachers and teaching assistants to plan appropriate and inclusive PE lessons. -KS2 children on the SEND register to be provided with opportunities to attend SEND specific sports events outside of school. -Surveys and Q&A used to plan and provide after school clubs for those on the SEND register. -SEND after school clubs provided.
- Increase the number and range of activities and clubs on offer (Pupil Led Games, dodgeball, games, dance. Parent and child fitness club.)
- Implementation of new extra-curricular timetable.
- Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors and year 6 playleaders.
- Equipment and resources to be purchased for facilitation of activity with playleaders and independent active play.
- Use leadership ideas from Complete PE.
- All staff (including lunchtime staff) to be trained in the benefits of outdoor physical activity and how to inspire physical activity through play.
- Children to be involved in the decision making of what resources are in this space to encourage physical activity.
- Ensure there are enough resources (fixed & moveable) to suit **ALL** children in this space to encourage physical activity and play. Sports Leaders are trained to activate those children not naturally active.

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?
<ul style="list-style-type: none"> • 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. • 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. • Staff are trained to incorporate physical activity into all curriculum lessons • Staff regularly incorporate physical activity into curriculum lessons. • Staff regularly use active breaks to reduce sedentary time and improve focus and time on task. • High quality resources are available to support teachers to include purposeful physical activity into their curriculum. • Pupils are actively engaged in the classroom based physical activity and their behaviour and attitudes to learning is positive. • A wide range of clubs for ALL pupils promoting physical activity are on offer. • The least active children and invite them to specific targeted clubs. 	<ul style="list-style-type: none"> • Lesson evaluations. • Staff feedback. • Pupil voice. • Club attendance data. • Staff, pupil and parent feedback. • Observations of break/ dinner times. • Attainment improvements reported. • Behaviour incidents decrease.

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?

Inclusion and SEND Engagement

We have seen inclusive PE lessons that actively engage children on the SEND register.
Staff have shown increased confidence in providing tailored opportunities for SEND pupils.
More SEND children are participating in after-school and local clubs.
Children have had positive experiences from attending SEND-specific events.

Pupil Wellbeing and Development

We have noticed that children are happier with the increased play opportunities available both indoors and outdoors.
There has been a noticeable increase in activity levels among pupils.
Activities targeting fine motor skills are having a positive impact on writing.
We have seen a positive impact on both attainment and behaviour.
Children are learning to play effectively with others due to structured play opportunities.
Life skills, including social skills, are being positively influenced.

What **evidence** do you have?

- Lesson evaluations have provided insight into the quality and inclusivity of PE and curriculum-based physical activity.
- Staff feedback has highlighted increased confidence and the successful integration of physical activity into lessons.
- Pupil voice has shown that children feel more engaged, included, and happy with the opportunities provided.
- Club attendance data reflects increased participation, including among children on the SEND register and those previously less active.
- Feedback from staff, pupils, and parents has been overwhelmingly positive, reinforcing the impact of our initiatives.
- Observations during break and dinner times show more active, cooperative, and inclusive play.
- Attainment improvements have been reported, particularly in areas linked to physical development such as fine motor skills.
- A decrease in behaviour incidents suggests a positive impact on wellbeing, focus, and social interactions.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Staff Practice and Curriculum Integration</p> <p>Staff have been trained to incorporate physical activity into all curriculum lessons. We have seen staff regularly embedding physical activity into their teaching. Active breaks are being used to reduce sedentary time and improve focus. High-quality resources are available and being used to support active learning. Pupils are actively engaged in classroom-based physical activity, with positive behaviour and attitudes to learning.</p> <p>Clubs and Targeted Opportunities</p> <p>A wide range of clubs promoting physical activity are available to all pupils. We are identifying the least active children and inviting them to targeted clubs.</p>	