

# PE Funding Evaluation Form

Commissioned by



Department  
for Education

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## Review of last year 2023/24

For the review of last years spending – please open last years document.

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ol style="list-style-type: none"> <li>1. Increase staff confidence in teaching PE</li>   <li>2. Increase the amount of children participating in Sports Day, with a focus on inclusivity – including equipment we need for it.</li>   <li>3. Increase participation in sporting competitions with other schools and increase the variety of children attending them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pay for Cross Curricular Orienteering to create a permanent orienteering course around Saint James (£2500), sign up for CPD that the staff need based on staff survey results and get coaching from LTS coach (costing £600). Health and Safety CPD for subject leader through AFPE membership (costing £115) – subject leader then to give key health and safety messages to other staff through staff meetings.</li>   <li>2. Pay for Aaron Phipps (costing £595), the Paralympian, to raise the profile of inclusivity and make the 'Aaron Phipps lane' at sports day something special. Ensure children are appropriately signed up to the differentiated lane and that this lane caters for the specific needs of our children. Pay for 1:1s to be available to help those with disability's fully participate on the day. Pay for our sports coach to be there to help and increase the profile of the day (cost £180). Extra equipment (£1043).</li>   <li>3. Work with LTS and other teachers to increase the number of school staff taking children to competitions. Therefore, giving more children an opportunity to go to competitions. Sign up for a variety of SGO competitions to widen the variety of students we invite e.g. taking those children who want to</li> </ol>

## Intended actions for 2024/26

4. Increase teacher-led active clubs to increase participation in extra-curricular activities.

5. Increase physical activity for SEND students.

6. Playleader training

7. Head of PE to raise the profile of PE and champion PESSPA for the school

have a go rather than the ones who attend competitions outside school. (Total cost is £1100, which includes admin and attendance.)

4. Encourage other teachers to use their skills to do lunchtime/afterschool clubs and increase the profile of the clubs so that more students sign up. (Lunchtime club support staff £32 per week, Lunchtime sports club by teaching staff (Cricket, touch rugby, yoga, girls football and Year 1 and 2 games run by playleaders) = £16 per half an hour x 5 = £80 per week, afterschool clubs run by teaching staff (yoga and football) £32 x 2 per week x 5 = £64 per week and coach run before and lunch clubs = £1380)

5. Pay for LSA to support children with SEND to complete extra-curricular activities such as sensory circuits and send members of staff on sensory circuit training (£77 per staff so £154) and extra-curricular support for specific SEND students costing £2263.

6. LTS trained our chosen Year 6 playleaders to run their own clubs/games and support during Sports Day (cost £600)

7. Head of PE will need to attend competitions, complete subject leader CPD training and keep up to date with information from AFPE as well as observe lessons, take surveys from staff and pupil voice from students, put up boards and keep the newsletter up to date. (Total cost all year £2800)

## Intended actions for 2024/27

8. Buy lunchtime play equipment specifically to help children to stay active by using the knowledge from their PE lessons.

8. £1000 for play equipment based on student voice and those PE lessons that they enjoy.

## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<ol style="list-style-type: none"> <li>1. Increase staff confidence in teaching gymnastics. Allow teachers to teach orienteering in their PE lessons and use it to make topic lessons more active. Increase teachers' confidence in general PE teaching through team teaching with LTS coach.</li> <li>2. There was an increase in children participation for sports day – enabling all children to be active and take part. Head of PE will create a board with all the photos in the main hall which helps increase the profile of PE and the whole day ready for the yearly event. The equipment we purchased for it to be fully inclusive can be used in future years.</li> <li>3. To participate in many SGO events, targeting a variety of events that allow us to invite a variety of students, as well as: Cross country competition at The Gregg School, Relay races held by Fair Oak Junior School, County-led cricket competitions and friendly football tournaments that our staff</li> </ol>	<ol style="list-style-type: none"> <li>1. Staff surveys in July 2024 showed the wish for gymnastics CPD. This was then booked through Hampshire – costing £550 – and completed in February. The teacher survey in June 2025 shows a clear increase in teaching confidence. Cross-curricular orienteering came in on 1<sup>st</sup> July -costing £2500- and set up their course, giving the teachers 90-minute training – we have now put this into our PE curriculum for next year so that the children can learn the skills to use orienteering in their topic lessons. This course is permanent and will last a long time. The Head of PE's lesson observations show an increase in the way teachers confidently teach PE.</li> <li>2. Positive feedback from parents. A successful day with lots of children involved. We had some of our SEND children join in who have never joined in before.</li> <li>3. As well as increasing the number of children participating in competitions, this also raises the profile of PE – children get used to checking the sports notice board and asking when the next competition will be held. They ask if they will go up the front in assembly or if they will be in the newsletter when they are at competitions.</li> </ol>

## Expected impact and sustainability will be achieved

held.

4. We also had more physical clubs led by staff or our coach for free such as: Yoga, running club, girls only football, boys football and 'just dance' club. All of these get posted on my PE notice board, read out in assembly, any extra-curricular competitions also get put in the newsletter.
  5. For SEND students to have more opportunity for Physical activity.
  6. These playleaders become faces for PESSPA in the school and help to raise the profile of PE. They run sports clubs to help those in Year 2 stay active, also using our MUGA effectively. They also helped to run our KS1 sports day.
  7. Build on learning from previous years to track students' attainment and participation as well as organize further training for staff and students – also ensuring the notice board, PE hall board and newsletter is up to date. To stand up in assembly and be the face of PE. Communicate with parents about PE opportunities. Going to school games and Hampshire PE conferences to stay up to date with the most effective ways to spend Sports Premium funding. To achieve the gold mark by school games for the second year in a row (after a set number of years at gold, we can apply for platinum). Communicating with Governors about PESSPA in school.
4. We have had a wider variety of clubs than previous years and therefore naturally more children attending them. From attending cross country and relay race events as a school and being able to invite anyone who wanted to have a go in Year 6s, our KS2 running club is now over prescribed.
  5. SEND students having improved their gross motor skills and the amount that they have been active through this extra support.
  6. Through watching the amount of activity that occurs during lunchtime and how well included everyone is during sports day. Also, through discussions at the end of the year when it is time for the Year 5s to apply for their playleader role.
  7. Children actively asking me about competitions or clubs that are on. Children improved physical activity throughout the school and the staff understand that they can come to me for support.

## Expected impact and sustainability will be achieved

8. Active lunchtime playground equipment that will be used now and in the future.

8. £1000 for sports equipment that will just be used at lunchtimes to encourage children to stay active and put the skill they learned in PE into action. We have basketballs and hoops suitable for KS1. We have tennis nets/volleyball nets set up. We have bean bags for throwing, catching and aiming games. Children will be visibly more active at lunchtimes and less 'bored' when they are asked about their lunchtimes through pupil voice surveys.

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<ol style="list-style-type: none"> <li>1. Staff improved confidence in PE, and teaching PE is to a high standard. PE is a non-negotiable lesson. Training such as this will enable staff to teach well for years to come.</li> <li>2. Increased participation in Sports Day this year – I don't know of a single student who didn't participate in some form. This is all organized with now two different versions of the differentiated lane that can be used in the future.</li> <li>3. We have signed up for more SGO events and more non-SGO events than we have ever done previously. These links from joining competitions have opened more opportunities for next year.</li> </ol>	<ol style="list-style-type: none"> <li>1. Gymnastics training completed. Aaron Phipps staff meeting completed. Cross curricular orienteering staff meeting completed. LTS used for team teaching when required throughout the year. Staff surveys show improved confidence. My own lesson observations show confident PE teaching. Pupil's data shows an increased ability over last year in PE lessons.</li> <li>2. Positive feedback from parents. A successful day with lots of children involved. We had some of our SEND children join in who have never joined in before.</li> <li>3. We have attended: Year 5 Dodgeball, Year 5 and 6 Cross country, Year 5 and 6 boys football, Year 4-6 girls football, a KS2 skipping festival, basketball cluster competition, basketball round 2 competition, Year 5 and 6 Athletics, Year 5 and 6 netball cluster competition, quad kids athletic competition, Year 5 Cross country at the Gregg school, Year 5 and 6 relay running event at Fair Oak school, Year 4 multisport festival, County Cricket festival, County Cricket finals day, Year 5 boys friendly football matches against Shamble Hurst, Year 5 football Saints Tournament and Year 5 ID tournament</li> </ol>

## Actual impact/sustainability and supporting evidence

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| <p>4. We have had more physical activity clubs this year than previously. We have even had a child set up their own 'table tennis' club as they saw the adults do it.</p> <p>5. For SEND students to have more opportunity for Physical activity.</p> <p>6. One session's training allowed the Playleaders to be useful and key advocates for PESSPA all year.</p> <p>7. The profile of PE is still high in our school, and we have been recognized by School Games and have achieved the Gold mark as a result.</p> | <p>4. We have a greater variety of clubs and therefore naturally more children attend them: after school KS1 Yoga, after school Year 5 football, after school running club, lunchtime KS1 'just dance' club, lunchtime Year 3, 4, 5, 6 and KS2 girls only football club taking one day each week, lunchtime Yr 5 and 6 cricket club, lunchtime touch rugby club. One success was that from children attending cross country and relay race events, our running club is now over prescribed with 20 children attending after school on a Monday.</p> <p>5. We have supported students with visual impairment to join in more extra-curricular competitions with the use of additional support as well as improved a Year R SEND child's gross motor skills by working with him to be better at 'negotiating space and obstacles with extra sessions in the hall.</p> <p>6. Playleaders ran a club in Autumn term for Year 2s, this raised the profile of clubs for Year 2s as they didn't need to sign up. There was a greater uptake of clubs that they did need to sign up to from Year 2's after that. Playleaders ran the stations for KS1 sports day and were extra support for those with SEND needs. Playleaders are out at lunchtime to encourage play and referee games.</p> <p>7. Achieving the gold mark for the second year in the row. We are now in the process of writing a PESSPA policy to further cement the importance of it within the school.</p> |
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## Actual impact/sustainability and supporting evidence

8. Equipment was purchased, has lasted half a year so far and will continue to be used in the future.

8. Children are clearly more active at lunchtimes and have not complained that lunchtimes are 'boring' – this is shown in our pupil voice survey.