

PE Funding Evaluation Form

Sports Premium new plan 2024-2025

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 2023/2024

Activity/Action	Impact	Comments
<p>All TA's have been trained to run appropriate and active playground games during lunch and breaktimes. This training consisted of:</p> <ul style="list-style-type: none"> - Whole school inset day lead by the Fylde and Wyre on the importance of physical activity and PE. - Whole school term focus for morning meeting trained based on being physically active at break and lunchtimes, led by the assistant head. - Personalised training for TA's proved by SLT to support them in ensure active playground games are occurring for the vast majority of pupils. 	<p>Aim 1a: At least the vast majority of pupils (97%-100%) of pupils will when in school will participate in appropriate and active playground games during lunch and breaktimes.</p>	<p>Aim 1a Achieved: -Whole school training and modelling of active playground games at playtimes and lunch time by SLT and the purchasing of a greater amount of active play equipment, including but no limited to bats and balls, pop up football nets and parachutes has impacted positively on pupils being active with the vast majority of pupils taking part appropriate and active playground games during lunch and breaktimes. For examples games include, netball, football, riding adaptive bikes and scooters, play games such as Tig and playing parachute games. SLT have monitored and agreed there is increased activity for the vast majority of pupils at breaktime and lunch time.</p>
<p>All TA's have been trained to run appropriate and active playground games during lunch and breaktimes. This training consisted of:</p> <ul style="list-style-type: none"> - Whole school inset day lead by the Fylde and Wyre on the importance of physical activity and PE. - Whole school term focus for morning meeting trained based on being physically active at break and lunchtimes, led by the assistant head. - Personalised training for TA's proved by SLT to support them in ensure active playground games are occurring for the vast majority of pupils. <p>Each playground now has a playground box with a greater amount of outdoor equipment, which includes but is not limited to, parachutes, bats and balls, stepping stones, pop up nets and sensory tunnels. All staff have had training on how to use the outdoor equipment and teach the pupils how</p>	<p>Aim 1b: At least the majority of pupils (60% or above) will meet at least the majority (51% or above) of their physical end of key stage targets in Physical Development.</p> <p>Aim 2b: At least the vast majority of pupils (97%-100%) of pupils will when in school will participate in appropriate and active playground games during lunch and breaktimes.</p> <p>Aim 3b: At least the vast majority of pupils (97%-100%) of pupils will have the skills and knowledge to use a resource that will increase their physical activity.</p>	<p>Aim 1b exceeded: There are 22 end of key stage pupils in KS1-KS2 of these 21 had physical development EOKS targets. (Primary phase). 81% (17) pupils achieved the majority of their key stage physical development targets with:</p> <ul style="list-style-type: none"> - 16 pupils achieved the vast/ overwhelming majority of their targets. (97%- 100%) - 1 pupil achieving the large majority of their targets (65%-79%) <p>Aim 2b Achieved: -Whole school training and modelling of active playground games at playtimes and lunch time by SLT and the purchasing of a greater amount of active play equipment, including but no limited to bats and balls, pop up football nets and parachutes has impacted positively on pupils being active with the vast majority of pupils taking part appropriate and active playground</p>

Review of last year 2023/2024

<p>to use the equipment to increase physical activity including the knowledge and skills that pupils need to use the equipment.</p> <p>Train the TAs to run a greater amount of appropriate and active playground games during lunch and breaktimes.</p> <p>Purchase and provide a greater amount of outdoor equipment to improve physical activity for all pupils.</p> <p>Monitor and provide further resources and training to support any identified pupils who are not physically active.</p> <p>All TA's have been trained to run appropriate and active playground games during lunch and breaktimes. This training consisted of:</p> <ul style="list-style-type: none"> - Whole school inset day led by the Fylde and Wyre on the importance of physical activity and PE. - Whole school term focus for morning meeting trained based on being physically active at break and lunchtimes, led by the assistant head. - Personalised training for TA's provided by SLT to support them in ensure active playground games are occurring for the vast majority of pupils. <p>Each playground now has a playground box with a greater amount of outdoor equipment, which includes but is not</p>	<p>Aim 1c: At least the majority of pupils (60% or above) will meet at least the majority (51% or above) of their physical end of key stage targets in Physical Development.</p> <p>Aim 2c: At least the vast majority of pupils (97%-100%) of pupils will when in school will participate in appropriate and active playground games during lunch and breaktimes.</p> <p>Aim 3c: Pupils will be observed to be happy to take part in identified physical activities using targeted resources.</p> <p>Aim 4c: At least the vast majority of pupils (97%-100%)</p>	<p>games during lunch and breaktimes. For examples games include, netball, football, riding adaptive bikes and scooters, play games such as Tig and playing parachute games. SLT have monitored and agreed there is increased activity for the vast majority of pupils at breaktime and lunch time.</p> <p>Aim 3b Achieved: After the purchase of a range of new outdoor playgroup equipment including a greater range of adaptive bikes, bats and balls, parachutes, sensory tunnels and stepping stones, it has been observed by SLT, teachers and TA's that once the pupils where shown how to use the equipment there has been increase in the number of pupils who are happy and wanting to be active as they are motivated by the new equipment.</p> <p>Aim 1c exceeded: There are 22 end of key stage pupils in KS1-KS2 of these 21 had physical development EOKS targets. (Primary phase). 81% (17) pupils achieved the majority of their key stage physical development targets with:</p> <ul style="list-style-type: none"> - 16 pupils achieved the vast/ overwhelming majority of their targets. (97%- 100%) - 1 pupil achieving the large majority of their targets (65%-79%) <p>Aim 2c Achieved: -Whole school training and modelling of active playground games at playtimes and lunch time by SLT and the purchasing of a greater amount of active play equipment, including but no limited to bats and</p>
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Review of last year 2023/2024

<p>limited to, parachutes, bats and balls, stepping stones, pop up nets and sensory tunnels. All staff have had training on how to use the outdoor equipment and teach the pupils how to use the equipment to increase physical activity.</p> <p>Each sensory room also has soft play equipment to increase the physical activity of those pupils who are not accessing the outdoor play equipment.</p> <p>All TA's have been trained to run appropriate and active playground games during lunch and breaktimes. This training consisted of:</p> <ul style="list-style-type: none"> - Whole school inset day lead by the Fylde and Wyre on 	<p>of pupils will have the skills and knowledge to use a resource that will increase their physical activity.</p> <p>Aim 1d: At least the majority of pupils (60% or above) will meet at least the majority (51% or above) of their physical end of key stage targets in Physical</p>	<p>balls, pop up football nets and parachutes has impacted positively on pupils being active with the vast majority of pupils taking part appropriate and active playground games during lunch and breaktimes. For example games include, netball, football, riding adaptive bikes and scooters, play games such as Tig and playing parachute games. SLT have monitored and agreed there is increased activity for the vast majority of pupils at breaktime and lunch time.</p> <p>Aim 3c Achieved: SLT has observed that the vast majority of pupils are happy to take in physical activity due to the motivating new playground equipment that has been purchased. For those pupils who are happier and more motivated inside, purchasing of moveable soft play for each sensory room has led to increased happiness and motivation to be physical active.</p> <p>Aim 4c Achieved: After the purchase of a range of new outdoor playgroup equipment including a greater range of adaptive bikes, bats and balls, parachutes, sensory tunnels and stepping stones, it has been observed by SLT, teachers and TA's that once the pupils where shown how to use the equipment there has been increase in the number of pupils who are happy and wanting to be active as they are motivated by the new equipment.</p> <p>Aim 1d exceeded: There are 22 end of key stage pupils in KS1-KS2 of these 21 had physical development EOKS targets. (Primary phase). 81% (17) pupils achieved the majority of their key stage</p>
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Review of last year 2023/2024

<p>the importance of physical activity and PE.</p> <ul style="list-style-type: none"> - Whole school term focus for morning meeting trained based on being physically active at break and lunchtimes, led by the assistant head. - Personalised training for TA's proved by SLT to support them in ensure active playground games are occurring for the vast majority of pupils. <p>Each playground now has a playground box with a greater amount of outdoor equipment, which includes but is not limited to, parachutes, bats and balls, stepping stones, pop up nets and sensory tunnels. All staff have had training on how to use the outdoor equipment and teach the pupils how to use the equipment to increase physical activity.</p> <p>Each sensory room also has soft play equipment to increase the physical activity of those pupils who are not accessing the outdoor play equipment.</p> <p>We have joined the Wyre and Fylde Sports Partnership who organise inclusive competitive sport activities and provide opportunities for pupils to take part in out of school sporting activities.</p> <p>To use the skills and knowledge learnt from the Wyre and</p>	<p>Development.</p> <p>Aim 2d: At least the vast majority of pupils (97%-100%) of pupils will when in school will participate in appropriate and active playground games during lunch and breaktimes.</p> <p>Aim 1e: The majority (51- 64%) of formal PE primary pupils who are developmentally ready will participate in a competitive sport activity.</p> <p>Aim 2e: The majority (51%- 64%) of pre-formal and semi-formal pupils will develop the pre-skills,</p>	<p>physical development targets with:</p> <ul style="list-style-type: none"> - 16 pupils achieved the vast/ overwhelming majority of their targets. (97%- 100%) - 1 pupil achieving the large majority of their targets (65%-79%) <p>Aim 2d Achieved: -Whole school training and modelling of active playground games at playtimes and lunch time by SLT and the purchasing of a greater amount of active play equipment, including but no limited to bats and balls, pop up football nets and parachutes has impacted positively on pupils being active with the vast majority of pupils taking part appropriate and active playground games during lunch and breaktimes. For example games include, netball, football, riding adaptive bikes and scooters, play games such as Tig and playing parachute games. For those pupils who are happier and more motivated inside, purchasing of moveable soft play for each sensory room has led to increased happiness and motivation to be physical active.</p> <p>SLT have monitored and agreed there is increased activity for the vast majority of pupils at breaktime and lunch time.</p> <p>Aim 1e – Not applicable In the KS1-KS2 cohort no pupils are formal learners. Therefore, this target is not applicable.</p> <p>Aim 2e Exceeded: There are 22 end of key stage pupils in KS1-KS2 of these 21 had physical development EOKS targets. (Primary phase).</p>
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Review of last year 2023/2024

<p>Fylde Sports Partnership to train the PE subject leader/ Assistant head teacher to have to cascade training to staff to positively impact pupils physical development attainment.</p> <p>-</p>	<p>knowledge and attitudes needed to develop their early games skills, achieving the majority of their end of key stage physical targets (51%-64%)</p> <p>Aim 3e: At least the majority of pupils (60% or above) will meet at least the majority (51% or above) of their physical end of key stage targets in Physical Development.</p>	<p>81% (17) pupils achieved the majority of their key stage physical development targets with:</p> <ul style="list-style-type: none"> - 16 pupils achieved the vast/ overwhelming majority of their targets. (97%- 100%) - 1 pupil achieving the large majority of the large majority of their targets (65%-79%) <p>Aim 3e exceeded: There are 22 end of key stage pupils in KS1-KS2 of these 21 had physical development EOKS targets. (Primary phase).</p> <p>81% (17) pupils achieved the majority of their key stage physical development targets with:</p> <ul style="list-style-type: none"> - 16 pupils achieved the vast/ overwhelming majority of their targets. (97%- 100%) - 1 pupil achieving the large majority of their targets (65%-79%)
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Intended actions for 2024/5

What are your plans for 2024/25?

How are you going to action and achieve these plans?

Intent

Implementation

Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.
To use the skills and knowledge learnt from the Wyre and Fylde Sports Partnership* to train the PE subject leader and cascade training to staff to positively impact pupils' physical development attainment during Physical Education lessons.

Key indicator 2: Engagement of all pupils in regular physical activity.
Train new TAs to run appropriate and already successful and active playground games during lunch and breaktimes. Train TA's to run a greater amount of appropriate active playground games during lunch and breaktimes.
Purchase and provide a greater amount of outdoor/indoor equipment to improve physical activity for all pupils.

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.
Pupils to understand how to participate in a greater amount active games appropriately and matched to individual pupils needs.
Pupils to understand how to use in a greater amount of resources to increase their activity levels through out the school day.
Pupils demonstrate positive attitude towards physical activity.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.
Existing pupils to continue to be active during lunch and break times. New pupils to be active during lunch and breaktimes. Pupils to understand how to participate in a greater amount active games appropriately and matched to individual pupils needs.
Pupils to understand how to use in a greater amount of resources to increase their activity levels throughout the school day.
Pupils to continue to gain the skills and knowledge and attitudes to meet their end of key stage physical development targets.

Key indicator 5: Increased participation in competitive sport.
The formal PE pupils will have the skills and knowledge to take part in competitive sports activities.
Pupils to understand how to participate in active games and use resources appropriately and matched to individual pupils needs.

Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.

- PE Lead to join Fylde and Wrye partnership and attend training
- Use training to enhance the teaching of PE and sport by completing a staff meeting on the training to the teachers.
- Teachers to cascade training to TA's this will improve the teaching of PE and thus positively impact the pupil's physical development attainment.

Key indicator 2: Engagement of all pupils in regular physical activity.

- SLT/PE Lead to train a playground leader on active playground games to engaged the vast majority of pupils.
- Purchase resources as needed to ensure that high quality playground games are taking place.

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.

- All staff to use PE lead training to teach pupils how to use new equipment to participate in a greater amount active games appropriately and matched to individual pupils needs.
- Monitor pupil positivity and engagement towards physical activity.
- Monitor pupils meeting their physical development targets.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.

- SLT/PE Lead to train a playground leader on active playground games to engaged the vast majority of pupils.
- Purchase resources as needed to ensure that high quality playground games are taking place.
- Ensure new staff and pupils know how to use equipment that promotes physical activity and supports pupils meeting their physical development targets,

Key indicator 5: Broader experience of a range of sports and activities offered to all pupils.

- PE lead to ensure train the teachers to ensure that formal pupils have the skills and knowledge needed to teach pupils how to play competitive sports.
- PE lead to plan for a range of competitive sporting events to take place in the year.
- PE lead to monitor engagement so that all formal pupils can apply their skills and knowledge learnt in PE.

Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?

Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.

To use the skills and knowledge learnt from the Wyre and Fylde Sports Partnership* to train the PE subject leader and cascade training to staff to positively impact pupils physical development attainment during Physical Education lessons.

Key indicator 2: Engagement of all pupils in regular physical activity.

Train new TAs to run appropriate and already successful and active playground games during lunch and breaktimes. Train TA's to run a greater amount of appropriate active playground games during lunch and breaktimes.

Purchase and provide a greater amount of outdoor/indoor equipment to improve physical activity for all pupils.

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.

Pupils to understand how to participate in a greater amount active games appropriately and matched to individual pupils needs.

Pupils to understand how to use in a greater amount of resources to increase their activity levels through out the school day.

Pupils demonstrate positive attitude towards physical activity.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.

Existing pupils to continue to be active during lunch and break times. New pupils to be active during lunch and breaktimes. Pupils to understand how to participate in a greater amount active games appropriately and matched to individual pupils needs.

Pupils to understand how to use in a greater amount of resources to increase their activity levels throughout the school day.

Pupils to continue to gain the skills and knowledge and attitudes to meet their end of key stage physical development targets.

Key indicator 5: Increased participation in competitive sport.

The formal PE pupils will have the skills and knowledge to take part in competitive sports activities.

Pupils to understand how to participate in active games and use resources appropriately and matched to individual pupils needs.

How will you know? What evidence do you have or expect to have?

Key indicator 1: At least the majority of pupils (60% or above) will meet at least the majority (51% or above) of their physical end of key stage targets in Physical Development.

Key indicator 2: At least the vast majority of pupils (97%-100%) of pupils will when in school will participate in appropriate and active playground games during lunch and breaktimes.

At least the vast majority of pupils (97%-100%) of pupils will have the skills and knowledge to use a resource that will increase their physical activity.

Key indicator 3: At least the majority of pupils (60% or above) will meet at least the majority (51% or above) of their physical end of key stage targets in Physical Development.

At least the vast majority of pupils (97%-100%) of pupils will when in school will participate in appropriate and active playground games during lunch and breaktimes.

At least the vast majority of pupils (97%-100%) of pupils will have the skills and knowledge to use a resource that will increase their physical activity.

Pupils will be observed to be happy to take part in identified physical activities using targeted resources.

Key indicator 4: At least the majority of pupils (60% or above) will meet at least the majority (51% or above) of their physical end of key stage targets in Physical Development.

At least the vast majority of pupils (97%-100%) of pupils will when in school will participate in appropriate and active playground games during lunch and breaktimes.

Key indicator 5:

The majority (51- 64%) of formal PE primary pupils who are developmentally ready will participate in a competitive sport activity.

The majority (51%- 64%) of pre-formal and semi-formal pupils will develop the pre-skills, knowledge and attitudes needed to develop their early games skills, achieving the majority of their end of key stage physically targets (51%-64%)

Actual impact/sustainability and supporting evidence

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

What **evidence** do you have?