

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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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
<p>Staff are given CPD opportunities for team-teach sessions with coaches – this will impact on their practice within the sessions they run themselves. (Key Indicator 1)</p>	<p>Rolling programme of staff to accompany coaches to deliver PE sessions so that they are trained in e.g. warm up exercises and evaluation sessions where the children consider what they have completed well and next steps targets covering a wide variety of PE curriculum areas</p>
<p>Deep Dive for PE to take place to ensure staff confidence in the scheme of work (Get Set for PE) and how the assessment tool works (Key Indicator 1, 3, 4)</p>	<p>PE lead to observe lessons and monitor the assessments added to the system</p>
<p>Provide catchup swimming for those in UKS2 who did not pass the standards in the curriculum (Key Indicator 1, 2, 4)</p>	<p>Children to accompany the Y4 in their swimming sessions paid by school</p>
<p>Maintain existing equipment (Key Indicator 2)</p>	<p>Purchase materials needed to maintain trim trail and other equipment</p>
<p>Maintain the grounds so that the school can host tournaments and events, and have active playtimes on the school field and equipment (Key Indicator 2, 3, 4, 5)</p>	<p>A portion of grounds maintenance to be funded</p>

Intended actions for 2024/5

Offer bikeability sessions in order for children to be cycle proficient on leaving BPS (Key Indicator 2, 3, 4)

Utilising a PE scheme to assist in delivery of sessions by teachers (Key Indicator 1, 3, 4)

Pupils to participate in tournaments and activities at external locations, including membership of local football league (Key Indicator 3, 4, 5)

Equipment purchased for the delivery of PE onsite and for active break times (Key Indicator 2, 3, 4)

Sessions paid for – external expert provider

Online platform paid

Transport costs funded

Equipment costs funded

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?
<p>Staff have increased skill bases to deliver PE lessons and children will engage and show good levels of progress. (Key Indicator 1)</p>	<p>Staff will be able to express their levels of confidence and the children will be observably engaged in lessons – data collected will reflect progress.</p>
<p>The PE deep dive will evaluate areas of need and determine the areas for development for next academic year. The data will be submitted appropriately. (Key Indicator 1, 3, 4)</p>	<p>The results of the deep dive will inform the practice next year and guide the spending of the 2025-26 Sport's Premium. Data should be able to accurately pinpoint the children's progression in PE.</p>
<p>Children in the catch-up swimming group will make continued progress towards the national standards as evidenced in assessments, providing life-long skills that will keep them safe near water. (Key Indicator 1, 2, 4)</p>	<p>The % of children achieving the national standard will be available. Data from assessments at the end of Year 6 provides evidence of the children's proficiency and progress is made by all children – they are able to answer questions about water safety and how to prevent incidents around open bodies of water.</p>
<p>The existing outdoor equipment will be inspected and regularly maintained so that it is available for children to use at all active play sessions to encourage a range of movement opportunities and increased fitness and wellbeing. (Key Indicator 2)</p>	<p>Visual confirmation of the use of the equipment by staff on duty and survey of the children of usage and who engages</p>

Expected impact and sustainability will be achieved

The grounds allow for effective active play every day and after-school clubs. The school can host visiting schools for tournaments and host events such as Sports' Day with pitches and lines correctly marked out (Key Indicator 2, 3, 4, 5)

Children leave school able to ride bikes proficiently, starting from balance bike sessions in F2 to Bikeability in Y6. (Key Indicator 2, 3, 4)

Lessons are delivered effectively and teachers are supported in delivering effective lessons. (Key Indicator 1, 3, 4)

Pupils attend local tournaments and develop a love for physical activities. They are keen to participate in tournaments and develop resilience skills. Girls are keen to participate in footballing activities. (Key Indicator 3, 4, 5)

Equipment is sufficient in range and number of items to provide quality experiences in PE lessons e.g. enough basketballs for a class set to practice skills effectively.

Children are participating effectively in outdoor active sessions daily and sporting events are well attended by pupils and parents

Children will be awarded levels for their bikability achievements – uptake of the sessions will be 100%

Data will show continued progression by children and observations of lessons will show that the activities in the scheme positively impact teacher confidence and level of delivery

Uptake of place on the football coaching and therefore children playing in football matches – boys and girls are represented in the team in league matches. Children are keen to take part in competitions such as cross country

Levels of progress will reflect the opportunities offered to practice skills. Children will be observed using equipment and surveyed to collect opinions

Expected impact and sustainability will be achieved

Children engage in using active equipment at break, particularly on the playground in winter. (Key Indicator 2, 3, 4)

Observable use of the equipment and pupil voice collected.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Lesson observations have shown good levels of understanding of the skills being taught. Children have progressed in the areas taught and are able to transfer the skills they have learned. (Key Indicator 1)</p> <p>The deep dive has highlighted that the current scheme has provided a good grounding in skills. The use of a variety of coaches has meant that continuity of approach has not always been consistent – this has led to the appointment of one coaching base for next academic year, utilizing trained PE teachers to implement and deliver CPD for a new scheme of work to ensure continuity of approach. (Key Indicator 1, 3, 4)</p> <p>Children in the catch-up group made good progress. The 13% of pupils who have not achieved the national standard are able to perform basic strokes and know how to keep themselves safe around water (Key Indicator 1, 2, 4)</p>	<p>Lesson observations and collection of pupil data</p> <p>Lesson observations of the range of coaches has highlighted that consistency can sometimes not be apparent in approach, and this can impact on the consistency of CPD offered to staff. The use of one fully qualified teacher to support the implementation of a bespoke scheme of work is hoped to address this next year, and the assessments will be carried out by one person, alongside teaching staff, meaning data will be more robust.</p> <p>87% of children in Y6 were able to swim 25 m 87% of children in Y6 can effectively use a range of swimming strokes 87% of children in Y6 are able to perform effective self-rescue 100% attended Safety Zone workshops at Worksop fire station, including water safety workshop</p>

Actual impact/sustainability and supporting evidence

<p>Inspections and maintenance ensure the areas were available for use every available day in the school year, and the areas are utilized by every year group (Key Indicator 2)</p>	<p>Observations from playtime. Next year, termly surveys by students will be carried out to determine exact percentage uptake by children of the activities available.</p>
<p>Children were able to engage in active play 100 % of available days and tournaments and competitions were well attended by children and supported by parents. (Key Indicator 2, 3, 4, 5)</p>	<p>Observable activities – next academic year will collate numbers of children participating in competitions and parental/carer support</p>
<p>Children have improved confidence levels in riding bikes (Key Indicator 2, 3, 4)</p>	<p>Pupils in UKS 2 and Foundation had 100% uptake in sessions</p>
<p>The PE SOW has allowed staff to follow a series of lessons and be guided as to the assessment levels in each area (Key Indicator 1, 3, 4)</p>	<p>Data shows continued progression by children and observations of lessons will show that the activities in the scheme positively impact progress</p>
<p>Pupils have taken part in the football league, and a range of local tournaments. The football team has been made up of both girls and boys and skills have improved as the season progressed. A greater number of children have attended the</p>	<p>The scores in the local football tournament showed continuous improvement over the course of the season. External sessions have had extremely good uptake and parental support has been high.</p>

Actual impact/sustainability and supporting evidence

coaching sessions (Key Indicator 3, 4. 5)

More children have been able to access equipment etc as there is more available and this has led to improved development of skills. Investment in equipment for e.g. orienteering will impact future years and provision will look to be extended to provide a wider range of opportunities in e.g. archery to encourage a love of physical activity in less traditional areas (Key Indicator 2, 3, 4)

Increased playground games have been observed and good behaviour seen as children improve skills and relationships.