

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.

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?
<ul style="list-style-type: none"> • More children have been participating in sporting activities at break and lunchtimes and after school sports club. • Increased participation of both boys and girls in competitions and fixtures with other schools. • Children have developed and demonstrated greater resilience, communication and leadership skills, an understanding of teamwork, rules and fair play. • Children's attitudes to sport is positive and they understand how this helps them keep healthy. 	<ul style="list-style-type: none"> • Tracking of classes to show participation in school games and activities at lunchtime and dinnertime. • Children have participated in more events and competitions this year organized by school games organizer and with other schools in SJBCA MAC. • Pupil interviews, observations and behaviour data of a lunchtime and dinnertime evidence that these skills. • Pupil interviews and pupil surveys and request and applications for after school sports show that sport is regarded as important for a healthy lifestyle amongst the majority of pupils. 	<ul style="list-style-type: none"> • Whilst more children have been participating in sport in general, some groups of children need to be targeted and supported to access more sport in school (particularly SEND, vulnerable and less active children) • Gender gap still remains in some sports. More boys choose to play football and cricket at a lunchtime compared to girls and more girls choose to dance compared to boys. 	<ul style="list-style-type: none"> • Observations of a lunchtime and breaktime, uptake of sport by these two groups and pupil feedback show that not all children are accessing the sporting opportunities available. • Observations, pupil feedback and uptake of afterschool sports show more boys compared to girls.

Expected impact and sustainability will be achieved

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> • To develop the competence, knowledge and quality of teaching and learning in P.E. of all members of staff to enable them to deliver high quality lessons, ensuring pupils make good progress. • To reduce the gender gap between girls and boys in two of the most popular sports in school – dance and football. • To target the following groups of children (SEND, vulnerable and less active) to ensure they access more sporting activities and events to raise their enjoyment, engagement and sporting ability. • To increase the number of children and families being active on a daily basis to support healthy minds and healthy lifestyles. 	<ul style="list-style-type: none"> • To purchase high quality PE resources and a new curriculum scheme (The PE Hub) to enable teachers to access high quality planning, teaching, learning and assessment tools. Only use sports coaches to deliver high quality interventions and activities of a lunchtime and after school activities – not lessons. • Target girls to access sports by providing girls only groups for football and boys only groups for dance. • Identify groups of children in each class and provide opportunities that target them to ensure they are participating in more sport. Also provide sporting interventions for less able children, (particularly children in Reception and Year 1) to raise their aspirations and ensure they have the basic skills to enable them to access sport and physical education in the future. • To organize more community activities involving families i.e. 'Cycle to School week' and 'Walk to school week' and also support children's interests and development of sport outside of school by providing more opportunities to enjoy sport i.e. bikeability, watching professional sport in arenas and participation in community sporting events.

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"> Consistently high quality P.E. lessons taught in every class result in children achieving good outcomes and any children identified as not yet at age-related are able to make more progress than their peers who are at age-related. Increase the number of girls participating in contact sports such as football and increase the number of boys participating in dance to reduce gender stereotypes and narrow the gender gap in sport. Children that are SEND, vulnerable or identified as less active have a richer, higher quality experience of P.E. and sport in school and have a positive perception of sport. Children and families become more active and there is increased participation by children and families in community sporting events. 	<ul style="list-style-type: none"> Evidence of monitoring of P.E. lesson observations and quality assurance of this monitoring by someone external. Assessment evidence for P.E. and progress data. Pupil interviews and monitoring of P.E. learning. Analysis of children attending gender specific after school clubs and fixtures/events aimed at girls or boys. Pupil interview data. Data of attendance at sporting events, assessment data of progress and pupil interviews and observations. Observations, attendance at events, interviews and surveys from children and parents.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> • Dance group targeted for boys in Summer was successful in getting more boys dancing. • Girls only football fixtures with other schools is building the confidence of girls in school and encouraging them to play football. • More SEND sporting events is needed to raise aspirations of SEND children because when SEND children are able to attend they benefit greatly from this. 	<ul style="list-style-type: none"> • Feedback from boys attending dance club • Feedback from girls and observations of girls attitudes and performance playing football fixtures. • Feedback from SEND children.