



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><u>Impact</u> The impact of our PE provision can be seen through the achievements and well-being of our pupils.</p> <p><u>Health and Well-being</u> Our pupils develop a positive attitude towards physical activity and understand the importance of leading a healthy lifestyle. They are enthusiastic participants in PE lessons and actively seek opportunities to engage in physical activity outside of school.</p> <p><u>Skills Development</u> Pupils develop a wide range of physical skills, including coordination, agility, and balance, through regular and progressive PE lessons. They develop a strong foundation of fundamental movement skills, enabling them to participate confidently in a variety of sports and physical activities.</p> <p><u>Resilience and Personal Development</u> Pupils cultivate resilience, teamwork, and leadership qualities through competitive sports and collaborative challenges. They learn to respect rules, appreciate fair play, and demonstrate good sportsmanship.</p> <p><u>Participation and Engagement</u> Every pupil, regardless of their ability, feels included and engaged in PE lessons. Our provision caters to the diverse needs of our pupils, and they actively participate and progress in their physical abilities</p>	<p>This has been evident through pupil and staff voice. During Termly Learning walks by subject leads</p>	<p>Some classes have been affected by staff being off on long term sickness and have been taught by variety supply teachers</p>	<p>Learning walks Pupil voice</p>

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
To ensure all children are participating in high-quality PE by focusing on teacher training, curriculum evaluation.	<ul style="list-style-type: none"> • Quality of teaching and learning in Physical Education will be developed through bespoke staff CPD for all class teachers. Support for PE leader included. (Creating the best PE curriculum, Interactive tour of Complete PE, PE & Sport Premium Reporting workshop) • Book in Vale Royal School Sport Partnership courses for teachers based on confidence surveys and observations. • Create CPD timetable for co-delivery CPD delivered by our PE & School Sport Coordinator based on confidence surveys and observations. • Access Subject Leadership workshops and teacher courses/support offered by Vale Royal School Sport Partnership. • PE resources updated to enable high quality teaching to take place.
To ensure that all pupils will be active on average 30-60 minutes a day, 5 days a week.	<ul style="list-style-type: none"> • Increase the number and range of activities and clubs on offer, reflecting pupil voice preferences of the less active groups in school (dodgeball, games, gymnastics, football, basketball, athletics) • Implementation of new extra-curricular timetable, ensuring balance for gender equality. • 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. • Review activity levels across the school day with teachers, considering feedback from pupil voice, and direct staff towards training and resources provided by VRSSP. • Year 6 sports leaders and lunchtime supervisors trained in Playground Games. • Equipment and resources to be bought for facilitation of activity with playleaders and independent active play.

Intended actions for 2024/26

Raise the profile of PE and sport across the school, to support whole school improvement.	<ul style="list-style-type: none"> • Celebrate and assess the whole child through Physical Education ensuring strong personal development. • Promote physical activity outside of school and celebrate.
Offer a broader and more equal experience of a range of sports and physical activities to all pupils.	<ul style="list-style-type: none"> • Continuing to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved: Extra-curricular – Dodgeball, Dance, Football, Athletics, gymnastics, boxing, basketball. Additional workshops on offer – curriculum time to engage all pupils – skipping, scooter, Basket ball • Focus particularly on those pupils identified as semi-active/not active in our pupil voice survey, who do not take up additional extra-curricular opportunities.
Increase the number of pupils participating in an increased range of competitive opportunities.	<ul style="list-style-type: none"> • Intra: Continue to drive effective house system for engaging in competition in lesson time. This means there can be an in-class competition for all classes at the end of the unit. (Focus on personal development (key life skills) through competition, bespoke to pupils needs.) • Inter: Engage with an increased number of Inter competitions for both KS1 and KS2. • Team fixtures/friendly competitions and School Games competitions. • Review participation to ensure event entries match our pupils motivation, competence and confidence (via Celebrate, Aspire & Inspire categories) and provide equal opportunities for boys and girls.

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><u>To ensure all children are participating in two hours a week of high quality PE by focusing on teacher training, curriculum evaluation.</u></p> <p>Staff Confidence in September 2024 shows that 80% of teachers feel confident in teaching all areas of PE.</p> <p>We predict that by July 2025, 90% of staff we feel confident in teaching all areas of the curriculum.</p> <p>July 2024, Lesson observation feedback showed that 80% of lessons were 'high quality'. By July 2025 we predict that all teachers will have been trained and that 90% of all lessons being delivered will be 'high quality'.</p> <p>Pupil voice data from 2023/24 shows that 75% of pupils saw themselves as 'Very Active' or 'Active'. By 2024/25, we predict that this will increase to 80%</p> <p>Sustainability: Staff will all be confident and competent. Continued CPD can come from sharing good practice in school and using Vale Royal School Sport Partnership courses and PE & School Sport Coordinator co-delivery support.</p>	<p>Staff Voice</p> <p>Learning walks</p>
<p><u>To ensure that all pupils will be active on average 60 minutes a day, 7 days a week.</u></p> <p>Through the addition of new clubs we predict that by July 2025, 20% of KS1 and 60% of KS2 will be attending extra-curricular sports clubs</p> <p>By July 2025 we predict that 70% of children will be choosing to be physically active across a typical week at lunchtime on the back of new equipment and the playleaders active play activities.</p> <p>Taking into account the lunchtime and extra-curricular additions, on top of activity outside of school:</p> <p>In 2023/2024, only 58% of all pupils were active for 60 minutes a day, 7 days a week on average. By July 2025, we are going to challenge 65% of pupils to achieve an average of 60 minutes a day 7 days a week.</p> <p>Sustainability: Now they are trained, midday assistants to continue to provide the training to the next cohort of year 6 playleaders to allow for suitability. Continue to provide high quality extra-curricular clubs that are parent paid and therefore do not require any funding or teacher led and so free to attend.</p>	<p>Extra-Curricular club registers</p> <p>Pupil Voice</p>

Expected impact and sustainability will be achieved

Raise the profile of PE and sport across the school, to support whole school improvement.

The notice boards/newsletter/social media are full of information about matches/clubs

By raising the profile of PE, Physical Activity and School sport, by July 2025 we are going to challenge 75% of all pupils to achieve an average of 30-60 minutes a day 7 days a week.

Sustainability: Continuing to report and celebrate pupil success in assembly has no long term cost and is part of the whole school drive to ensure PE and School Sport are central to the lives of all pupils.

Offer a broader and more equal experience of a range of sports and physical activities to all pupils.

Scooter/skateboard workshop to introduce all pupils to a new way of traveling to school/keeping fit outside of school.

Smile for a mile launched.

Sustainability: Continue to use pupil voice and liaise with families to ascertain the clubs and activities that are pupils want to be attending. Continue to provide high quality extra-curricular clubs that are school paid or teacher led and so free to attend.

Increase the number of pupils participating in an increased range of competitive opportunities.

2023/24, 85% of children in KS2 competed in 2 Intra level 2 competitions. (Sports day and rounders).

93% of KS1 competed in 1 Intra level 1 competition, (Sports day).

By July 2025 this will increase through more competitions in lesson time by celebrating learning at the end of a unit. We predict that

95% of KS1 will access 1 competition (Sports Day)

95% of KS2 3 competitions (Sports Day, rounders, dodgeball)

Competition intent based on success via demonstration of specific life skills and values.

2024/25, 10% of EYFS/KS1 took part in an Inter competition and 19% of KS2 participated in Inter competitions.

Social media, permission slips

Photograph of display boards

Celebration assembly celebrate children who took part in competitions

Sports council

Pupil voice

School Games Event Reports

Expected impact and sustainability will be achieved

By July 2025, we predict that 20% of KS1 and 30% of KS2 will take part in a level 2 Inter competition.

Sustainability: Competition will be imbedded as a normal element of learning through continued access to house competitions in class/lesson time at the end of units. Complete PE supports this set up and guides teachers.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>The children who were trained to manage and lead playtime activity now demonstrate their skills each day and as a result the other children are now more active, they receive knowledge and support from the play leaders and there are less behaviour incidents.</p> <p>Children now have a wide choice of activities on the playground, encouraging them to participate in physical activities. As with all equipment, it does have a shelf-life and so this will be built into spending going forward to ensure sustainability.</p> <p>No. of children who have accessed after school clubs:</p> <ul style="list-style-type: none"> • 6 % SEND • 26% PP • 5 % EAL • 1 % LAC <p>Sports clubs attended:</p> <p>Athletics 13%</p> <p>Basketball KS2 9%</p> <p>Boxing KS2 19%</p> <p>Dance KS1 19%</p> <p>Dance KS2 9%</p> <p>Dodgeball 32%</p> <p>Football KS1 25%</p> <p>Gymnastics KS1 27%</p> <p>KS2 Boys football 14%</p> <p>KS2 girls football 10%</p> <p>Netball 10%</p> <p>Rounders 10%</p> <p>Money spent on specialist sport coaches to facilitate this. We feel that this is a good use of the money to engage our</p>	<p>Middays and staff report back. Play leader's voice. Learning walks</p> <p>Play leaders</p> <p>Club registers</p>

Actual impact/sustainability and supporting evidence

children in sports and so will continue into next academic year.

Children have had the opportunity to enter sports competitions and events this year.

Athletics

Balance event

Boys Football competition

Girls football comp at Winsford Academy

Netball Competition

Netball Competition

Quadkids event

Tri-Golf trip

33% of KS2 attended level 2 Inter competitions

25% of KS1 attended level 2 inter competitions

Going forward, school will continue to sign up to cluster events, such as Cluster School Games, so that children have access to a wide range of competitive sports.

Accessibility to CPD support and YST website to act as a support for action planning and benchmarking our PE. Re-invest in YST membership next year in order to maintain support for PE planning/networking/competition/CPD.

Complete PE scheme has developed staff's confidence in delivering PE lessons and has increased their subject knowledge. This has had a positive impact on the quality of PE lessons. The PE lead has been able to plan the overview using this scheme which shows progression of skills throughout the school, teaching these through children a variety of sports (badminton, golf, cricket, tennis etc) We will continue to buy into this scheme.

Events registers

Learning walks.
Staff questionnaires
Pupil Voice