

# 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.

*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>1)The use of external coaches to help provide a wider range of sports and activities.</p> <p>2)The use of specialist coaches to support CPD and to give teachers a wider knowledge on different sports.</p> <p>3)Specialist sports themed days.</p> <p>4)In school competitions within the primary classes.</p>	<p>1)The students enjoyed their PE lessons and being able to access a variety of sports as well as their progression.</p> <p>2)Teachers were shown a variety of sports and ways to teach those sports, this is now happening in primary classes.</p> <p>3)Had good levels of engagement and enjoyment shown through pupil voice.</p> <p>4)Engagement increased throughout the year, with more students being competitive</p>	<p>5)We are still working on a curriculum that is accessible and challenging for early years and KS1.</p> <p>6)Teachers confidence to teach a range of sports.</p> <p>7)Resourcing equipment that is SEND friendly.</p>	<p>5) Through observation and the challenges PE in early years and KS1 SEND presents.</p> <p>6)Through observation and staff voice.</p> <p>7)We still need resources that are KS1 friendly and that can be used in a classroom if necessary.</p>

## Intended actions for 2024/25

What are your plans for 2024/25	How are you going to action and achieve these plans?
<p style="text-align: center;"><b>Intent</b></p> <ol style="list-style-type: none"> <li>1. Provide pupils with the opportunity to take part in a wide range of sports and physical activities, including day and residential trips.</li> <li>2. Deliver consistently engaging, challenging and appropriate lessons in which pupils are primarily active</li> <li>3. Exposure to a wide range of equipment and resources.</li> <li>4. Promote independence and organisation when preparing for and participating in a range of physical activities.</li> <li>5. Aspire for all pupils to maximise individual potential, when refining practical skill and techniques.</li> <li>6. Deliver a multi-abilities approach, which fosters holistic development</li> <li>7. Embed the school 'Learning for Life' values making direct links to physical activity and effective sportsmanship.</li> <li>8. Teach skills that equip pupils to live a safe and independent life as part of a healthy active lifestyle.</li> <li>9. Supportive and inclusive environments provided, which promote collaboration, reflection, and feedback opportunities.</li> </ol>	<p style="text-align: center;"><b>Implementation</b></p> <ol style="list-style-type: none"> <li>1. Physical development will be nurtured through providing challenging and enjoyable activities including, Games (Invasion, Net &amp; Wall and Striking &amp; Fielding), Fitness, Gymnastics, Dance, Athletics, Outdoor &amp; Adventurous Activities and Swimming (water confidence)</li> <li>2. Pupils will generally participate in 1 PE lesson a week, covering 1 sporting discipline every half term, with Swimming featuring weekly in most year groups</li> <li>3. All pupils will have the opportunity to experience outdoor and adventurous activities, in lessons and on day or residential visits</li> <li>4. House matches are held termly throughout the school with an emphasis on inclusion, participation and celebrating individual success</li> <li>5. Termly assessment for all pupils, according to our bespoke assessment programme, which tracks progress throughout the year in line with our school 'Learning for Life' values</li> <li>6. Suitable and appropriate learning opportunities provided which consider individual physical abilities as well as cognitive abilities and social/emotional needs</li> <li>7. Specialist sports coaches/instructors and organisations are utilised to enhance the curriculum</li> <li>8. Exposure to varying levels of competition through house competitions and through opportunities to attend SEND sports events</li> <li>9. Individual responsibility for kit and equipment established through expectations and reinforcement</li> <li>10. Use of a spiral curriculum to help reinforce previous learning and increase complexity of concepts</li> </ol>

## 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. Pupils develop a love for physical movement and are intrinsically motivated to increase their daily movement levels</li> <li>2. Pupils develop an appreciation for failure and challenging situations when striving to improve performance</li> <li>3. Pupils are successfully able to work with a range of others in a variety of circumstances/activities</li> <li>4. Pupils will develop the confidence to lead and support others</li> <li>5. Pupils will organise and manage a range of kit and equipment for specific activities</li> <li>6. Pupils will actively seek and act on feedback from others, as well as reflect on their own performances when striving to improve</li> <li>7. Pupils will identify activity areas they enjoy for continued participation in adult life in line with our learning for life ethos</li> <li>8. Pupils will have the confidence to participate in physical activities within the community</li> </ol>	<ol style="list-style-type: none"> <li>1. Curriculum will be developed and this will be obvious in teachers planning and delivery. Trips will be organised and run including a year 6 residential.</li> <li>2. Through observation of lessons and planning we will be able to see if the lessons are meeting the needs and challenging the students. This will also be obvious through CPD for teachers.</li> <li>3. This will be shown by appropriate equipment to meet all PE subjects and the abilities of the students.</li> <li>4. Students will know expectations and will be routine and will get equipment out and tidy away with little instructions.</li> <li>5. We will be able to observe and analyse the student's skill in lesson but also in competition situation. This will be supported by teacher assessments</li> <li>6. We will be able to observe this through their social skills as well as working with the students individual EHCP plans which will link to these key skills in PE.</li> <li>7. Through student voice we will be able to identify if they can recognise what is safe/ unsafe and healthy/unhealthy.</li> <li>8. This will be observed through student's enjoyment and regulation during their PE sessions.</li> </ol>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?