

PE Funding Evaluation Form

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.

St Helen's PE Premium Action Plan and Strategy 2023-24

Update of Impact October 2024

'Excellence, Enjoyment and Achievement together.'

Leader responsible: Kelvin Chappell **PE Co-ordinator:** Lottie Paul

Within the current climate and with growing concerns over children's SEMH and physical and mental well-being, we have highlighted that receiving high quality first wave teaching in Physical Education is the highest priority for this academic year alongside making playtimes, more enjoyable, fun and physical for all children.

Alongside this high quality first wave teaching within the school environment in PE lessons it is also important to engage with and access competitive sporting activities through the school games sporting calendar and an emphasis will also be put on intra-competitions at the end of a term.

Please note this is a working document and will be updated throughout the year.

Rationale: Physical Education at St.Helen's: Excellence, enjoyment and achievement together.

In order for all children to achieve their full potential and to aim for our school vision of 'Excellence, Enjoyment and Achievement' - Flying high- Soar like Eagles, we have developed a PE scheme of work which enables children to develop their core Physical Education skills, and enables them to participate in structured competitive activities at differing levels, used alongside the PE Premium Funding this enables us to ensure that all children engage in Physical activity.

A high-quality physical education curriculum and extra-curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed some of our school values such as: Friendship, Perseverance, Truthfulness, and Respect

Quality First Wave Teaching:

All children receive a broad and balanced PE curriculum as part of QFWT (Quality First wave Teaching) this is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new PE vocabulary; use of lively, interactive teaching styles and also make maximum use of visual and kinaesthetic as well as auditory/verbal learning. The objectives that are used are taken from the school's skills and progression grid. This is also complimented by teachers working alongside coaches to develop their CPD opportunities.

What is the most effective way to support pupil's Physical achievement?

Over the last few years we have built our PE strategy around the DFE research that highlights that more successful schools who promote high levels of PE attainment have a number of things in common this is supplemented by evidence from the DFE and other external agencies.



We have also considered the key indicators as conveyed by the DFE and considered which strands we have achieved through our Pupil Premium Spend.

Primary PE and Sport Premium - Key Indicators

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

There are 5 key indicators that schools should expect to see improvement across:

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

Download the full DfE guidance at www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools
Download afPE's exemplification guidance at www.afpe.org.uk/physical-education/advice-on-sport-premium/



<p>A range of lunchtime clubs are developed to enable all children and in particular those targeted children to be able to have active physical activity for an additional 30 minutes.</p> <p>Lunchtimes clubs are developed by Sports Coach Bristol Sport and clubs include targeting deliberately those children who do not take part in active physical exertions aside from PE lessons in school.</p> <p>Cross- Country club is also provided for both KS1 and KS2 on Monday after school which will enables children to be active physically.</p> <p>School are working in partnership with OPAL co-ordinator (Outdoor Play and Learning) to make playtimes more enjoyable but also to develop the physical activity that the children are involved in through the use of loose parts play. OPAL play is enabling children to develop their own imaginative play,</p>	<p>All children across the school will have access to physical activities every lunchtime if they wish to.</p> <p>Vulnerable children will be identified to be involved in Sports Clubs that will be again run by Bristol Sport.</p>	<p>2 a – Children engage in leadership activities with older year groups such as Year 5 and 6 enabling them to ‘lead’ younger year groups as part of their lunchtime work.</p> <p>2b) embedding physical activity into the school day through active travel to and from school, active break times and active lessons and teaching</p> <p>2c) increased confidence, knowledge and skills of all staff in teaching PE and sport, for example by:</p> <p>2c) providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school</p> <p>2d) hiring qualified sports coaches to work alongside teachers to enhance or extend current opportunities</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>4a) introducing new sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities</p> <p>4b) partnering with other schools and clubs to run sport activities and clubs</p> <p>4c) providing more (or broadening the variety of) extra-curricular activities after</p>		<p>£25 x 4.25 hrs a week x 39 weeks – lunchtime clubs provided by Bristol Sport: = £4,143.75</p> <p>Coaching provided by Bristol Sport £10,000</p> <p>Storage and purchasing of Lunchtime play equipment for Loose Parts £2,000</p> <p>Cover for Teachers to attend competitive fixtures. £2,000 (cover teachers supply costed at £200 per day agency fees.)</p> <p>PE scheme and related resources £2,000.</p>
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<p>which is also enabling them to develop their own physical activity.</p> <p>PE funding used to ensure all children are able to access clubs and develop their physical and mental health well-being- key focus for this academic year.</p> <p>Through PE premium funding links are made with external providers such as TPS, Shine Wraparound Care and Bristol Sport to develop additional sporting extra-curricular clubs. Additional extra-curricular sessions are developed that have not been used before.</p> <p>Children at St.Helen's are involved in every competitive festival that is developed by Yate SGO (School Games Organiser) , Kwik Cricket competitions held by GCCC.</p>		<p>school in the 3 to 6pm window, delivered by the school or other local sport organisations</p> <p>Key indicator 5: Increased participation in competitive sport</p>		
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		2b) embedding physical activity into the school day through active travel to and from school, active break times and active lessons and teaching		
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Year 6 children are trained to work in leadership roles when classes can be combined.

Equipment is placed outside to enable children to engage in physical play which is purchased using some of the PE funding to increase participation.

Children are encouraged to engage in more physical play by utilising the loose parts play.

Sports coach is employed from Bristol Support.

Coaches work alongside the class teacher to develop teachers CPD in order to develop the subject knowledge and skill set to deliver high quality PE outdoor Games lessons.)

To support the provision of KS1 children Sports Coaches will target extra-curricular clubs aimed at Year 1 and 2.

Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Key Indicators: Evidence of the work.

Activity/Action

A range of lunchtime clubs are developed to enable all children and in particular those targeted children to be able to have active physical activity for an additional 30 minutes.



Impact

Significant impact all our children are engaged in purposeful physical play at lunchtimes and break times- via the use of loose parts or games sessions, run independently.



Comments

Videos throughout Dojo shows the quality of lunchtime physical play. All children are extensively involved in physical play with the loose parts. This is to be continued over the next few years and funding to be used to add to the activities that are outside.

<p>Lunchtimes clubs are developed by Sports Coach Bristol Sport and clubs include targeting deliberately those children who do not take part in active physical exertions aside from PE lessons in school.</p>	<p>Significant impact – throughout the year different year groups were selected on a rotation basis to be able to take part in a number of different lunchtime activities.</p> <p>This was also used to ensure that groups such as disadvantage and SEND children were targeted to develop their physical</p>	<p>To be continued in the next academic year.</p>
<p>Cross- Country club is also provided for both KS1 and KS2 on Monday after school which will enables children to be active physically.</p>	<p>Moderate impact Year 3 and 4 uptake for this was good – but during the winter months this started to decline. Year 6 – was the best uptake.</p> <p>The number for running club was 17 across these year groups.</p>	<p>This was run by a parent helper who is a PE teacher but this became unsustainable as the lunchtimes were infrequent.</p>
<p>School are working in partnership with OPAL co-ordinator (Outdoor Play and Learning) to make playtimes more enjoyable but also to develop the physical activity that the children are involved in through the use of loose parts play.</p> <p>OPAL play is enabling children to develop their own imaginative play, which is also enabling them to develop their own physical activity.</p> <p>PE funding used to ensure all children are able to access clubs and develop their physical and mental health well-being- key focus for this academic year.</p>	<p>Significant Impact: Loose parts and development of physical play has been an important part of using the funding as it has enabled us to develop the outdoor environment.</p>	<p>Continue to embed and develop further the opportunity for loose parts and other physical play on the trail at break times/ challenge area.</p>
<p>Children at St.Helen’s are involved in every competitive festival that is developed by Yate SGO (School Games Organiser) , Kwik Cricket competitions held by GCCC. All children across the school will have access to physical activities every lunchtime if they wish to.</p>	<p>Significant Impact – throughout the year a number of sporting competitions were attended to enable children to take part in the inter – school competition.</p>	<p>PE funding used to enable cover to be found for a number of staff to attend the competitions.</p>
<p>Evidence: See Sports Board of the events that we have attended across the year. A range of children have been able to represent the school from different year groups. The PE funding enables us to cover different members of staff to take children to these different events.</p>		



Sports Board in the Hall – which is talked about in assemblies and showcases achievement.



Vulnerable children will be identified to be involved in Sports Clubs that will be again run by Bristol Sport.

Significant Impact - see PP case study. A number of disadvantaged and vulnerable children were given the opportunity to take part in extra- curricular clubs

The number of children who are in receipt of PP have been able to receive at least of one club. The children have been able to utilise the number of clubs.

Year 6 children are trained to work in leadership roles when classes can be combined.
Equipment is placed outside to enable children to engage in physical play which is purchased using some of the PE funding to increase participation.

Moderate Impact: Lunchtime equipment purchased so that games activities that are developed in PE lessons are then utilised. The activity of the children for lunchtime is wide and varied and pupil conferencing shows that children enjoy their PE lessons.

The children are able to engage in lunchtime- activity consistently. Although as it came to the summer months- children who were previously play leaders were reluctant to do the activities as understandably they wanted to look at other areas of lunchtime.

Coaches work alongside the class teacher to develop teachers CPD in order to develop the subject knowledge and skill set to deliver high quality PE outdoor Games lessons.)
To support the provision of KS1 children Sports Coaches will target extra- curricular clubs aimed

Moderate Impact: Coaching CPD is available when staff would like it to be. This enables all staff to develop their CPD in the subject to enhance children's learning. Teachers skills, knowledge and understanding is improved leading to improved outcomes.

This is to be continued as like all areas of the curriculum this is important to develop children's opportunity. This included buying a new complete scheme of work for PE.

Swimming Data to be completed in June 2024 once swimming has been completed.

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	77 %	<i>10 Weekly lessons for Year 6 children were undertaken in June 2024. 21 out of the cohort of 27 could swim 25 metres. Of the 6 who could not- 3 of them had no experience of swimming prior to our Year 6 sessions.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	77 %	<i>See above.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>77 %</p>	<p><i>21 children as part of their swimming lessons were able to take part in an end of unit 'life saving activity.' This enabled the children to have the opportunity to practice these skills.</i></p>
<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>No</p>	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>No</p>	

Signed off by:

Head Teacher:	<i>Kelvin Chappell</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Kelvin Chappell</i>
Governor:	<i>Curriculum and Standards Committee November 2024</i>
Date:	November 2024

What went well?	How do you know?	What didn't go well?	How do you know?
<p>We feel that there is evidence across the school to show all five key indicators are being met.</p> <p>1. Increased confidence, knowledge and skills of all staff in teaching PE</p>	<p>Pupil Voice from children talks articulately about their enjoyment and challenge in PE lessons. (PE coordinator subject SEF work)</p>	<p>Implementation of some of the activities via the new PE scheme. New resources and equipment has been purchased to ensure the Implementation can be thorough thus impacting and ensuring our children are having QFWT in PE.</p>	<p>Staff feedback and PE coordinator SEF.</p>

<p>2. Engagement of all pupils in regular physical activity.</p>	<p>Monitoring PE lessons shows that children are accessing 2 hours of Physical activity as part of their PE lessons.</p> <p>Pupil Conferencing / Video of children's physical activities shows that children are engaging in purposeful play which is helping to develop their access to regular physical play.</p> <p>Evidence: Videos and Photos of PE lessons collected by PE leader.</p>	<p>Not all children are engaged in their PE lessons and will cite the activities that they are doing.</p>	<p>Review the curriculum scheme of work that we have in place.</p>
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<p>3. The profile of PE and Sport is raised across the school as tool for whole school improvement.</p>	<p>All sporting clubs are profiled on our sports and clubs board. This is reflected on our Class Dojo pages and any teams who represent the school are profiled in school assemblies and school newsletters. This is also linked very clearly to our school values.</p> <p>The explicit link between our school vision and competitive sport is constantly made. Children understand the importance of this.</p>	<p>The number of children who are doing competitive sport in KS1. This is a local authority issue as a number of the key competitions are aimed at KS2. We have raised this and we feel we would like to target this ourselves so that we are able to give younger children the access to competitions to develop some key school values.</p>	
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<p>4. Broader experienced of a range of sports and activities offered to all pupils.</p>	<p>PE scheme of work shows that not only are traditional sports such as Football and Netball are offered but activities such as Handball and Dodgeball- activities that offer more physical movement are in place.</p> <p>See school scheme of work.</p>	<p>Equipment and resources for these activities were needed to be purchased and the quality of the resources we have – don't always match the scheme of work eg lessons on badminton and not having a full set of badminton rackets.</p>	<p>This scheme of work will need looking at over time and evaluated for the impact of it.</p>
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<p>5. Increased participation in competitive sport.</p>	<p>See list of children of who represented the school in one form or other.</p> <p>This baseline will be used in future years to ascertain who has represented the school.</p>	<p>Not all children have access to be able to represent the school and show our Flying High ethos. Consider how we develop this further.</p>	
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Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
See 2024-25 PE Plan.	

Intended actions for 2024/25

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Intended actions for 2024/25

3. The profile of PE and Sport is raised across the school as tool for whole school improvement.

Intended actions for 2024/25

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Intended actions for 2024/25

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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?

Actual impact/sustainability and supporting evidence

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

What **evidence** do you have?

Strand: For the participation targets: