

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool



Commissioned by



Department  
for Education



Created by



## 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?
<ul style="list-style-type: none"> <li>Achieved Gold standard in the School Games Mark Award.</li> <li>Increased participation in a range of competitive sports.</li> <li>Raised the profile of PE across school.</li> <li>PE coordinator attended network meetings to support in the delivery and development of high-quality PE lessons across school.</li> <li>Whole school participation in Sports Week, experiencing international sports and learning about Olympic athletes.</li> <li>New evidencing PE tool created through Seesaw class and floor books to snapshot progression and monitor high-quality delivery.</li> <li>Cycle A and B Curriculum review ensuring a broad range of sports and physical activity.</li> <li>CPD in a range of areas to upskill staff and ensure high-quality PE delivery: Dance, Tennis, Cricket, Handball, Tag Rugby, Multiskills.</li> <li>Purchase of additional resources for lessons providing at least 2</li> </ul>	<ul style="list-style-type: none"> <li>Children participated in Dance, Cross Country, Skipping, Carnival, Athletics, Cricket Competitions/Festivals.</li> <li>Children showed excitement and enthusiasm for competitions and festivals. 100% attendance in festivals across KS2.</li> <li>Celebrated evidence of PE through Seesaw, newsletters to parents, display boards, X. Record keeping of all sporting events throughout academic year.</li> <li>Relevant information disseminated to all staff and funding information shared with senior leadership.</li> <li>Increased children's knowledge of different types of professional sport.</li> <li>Feedback provided confirming children's attendance from Whitley Lodge at out of school clubs in the local area.</li> <li>PE evidence visible and accessible.</li> <li>Overview document created showing clear progress in PE across a range of skills and sports across key stages.</li> </ul>	<ul style="list-style-type: none"> <li>Progress made throughout all indicators.</li> <li>Further development required this academic year. See intended actions below.</li> </ul>	<p>N/A</p>

## Review of last year 2023/24

<p>hours of high-quality physical activity weekly.</p> <ul style="list-style-type: none"> <li>• Purchase of additional playtime equipment to promote active lifestyles.</li> <li>• Enhanced Play Leaders to represent each year group with increased equipment at playtimes.</li> <li>• Continued promotion of physical activity through reward for winning Wonder League team.</li> <li>• Continued participation in Active Mile Day (18<sup>th</sup> April 24).</li> <li>• Governor review of PE across school.</li> <li>• Participation in Sports Day to celebrate physical activity and inspire physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased teacher knowledge and confidence evident through discussion and staff confidence questionnaire. Areas identified and planned CPD for subsequent academic year.</li> <li>• Resources organised in PE cupboard accessible.</li> <li>• Staff feedback, pupil voice, Seesaw class and PE floor book evidencing high-quality delivery.</li> <li>• Increased activity levels evident during playtime as well as physical activity for enjoyment.</li> <li>• Children upskilled in effective and responsible use and organisation of playtime equipment. Pupil voice obtained from Play Leaders.</li> <li>• Whole school initiative. Total miles ran across nursery to Year 4 (inclusive of staff – 382).</li> <li>• Governor report submitted to Head.</li> <li>• Pupil, parent and provider positive feedback evidenced within floor book.</li> </ul>		
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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

### Key Indicator 1: Increased confidence, knowledge and skills of all staff teaching PE and sport

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| <ul style="list-style-type: none"> <li>• Monitor and evaluate staff knowledge, skills and confidence in delivering the PE Curriculum through ongoing CPD (Gail Robson – Gymnastics/ Andrew Cartwright – across curriculum/ James Morgan – Cricket).</li> <li>• Work towards achieving the Gold Schools Award.</li> <li>• Review and develop PE curriculum progression across school.</li> <li>• Purchase PE and curriculum resources.</li> </ul> | <ul style="list-style-type: none"> <li>• Create staff questionnaire to monitor outcomes and gain feedback from ongoing CPD.</li> <li>• Learning walks, pupil voice, Seesaw Class and Floor books to establish progress and confidence.</li> <li>• Identify any gaps in CPD through staff survey and learning walks and plan for the following academic year.</li> <li>• PE lead to attend termly meetings to keep updated with best practice and feedback to school regarding recent developments.</li> <li>• Follow guidance from PESSPA SLA 24/25.</li> <li>• Provide the national guidance of 2 hours of high-quality PE for every year group.</li> <li>• Identify least active/disadvantaged children and provide lunchtime club.</li> <li>• Devise PE skills progression document.</li> <li>• Ensure sequential planning is place across the curriculum.</li> <li>• Ensure skills are identified and built upon throughout key stages to include a broad range of sports.</li> <li>• Carry out a Deep Dive in PE to identify areas of strength and areas for further development.</li> <li>• Identify any gaps in resources identified through CPD and purchase equipment.</li> </ul> |
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### Key indicator 2: Engagements of all pupils in regular physical activity

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| <ul style="list-style-type: none"> <li>• Increase pupils' physical activity during break and lunchtimes.</li> </ul> | <ul style="list-style-type: none"> <li>• Investigate suitability of OPAL to enhance lunchtime play provision.</li> </ul> |
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## Intended actions for 2024/25

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| <ul style="list-style-type: none"> <li>• Identify and engage least active children in school.</li> <li>• Improve general fitness of all children.</li> </ul> | <ul style="list-style-type: none"> <li>• Re-launch Sports Leaders. Develop their role to include development of PE curriculum.</li> <li>• Hoopstarz Physical Engagement Day booked across school to improve fitness and provide children with new experiences (June 5<sup>th</sup> 25).</li> <li>• Promote physical literacy through 60 minutes of daily physical activity.</li> <li>• Termly meetings to obtain pupil voice and feedback regarding current CPD and playtime provision.</li> <li>• Organise outdoor storage of PE equipment.</li> <li>• Monitor pupil engagement in extra-curricular clubs and festivals.</li> <li>• Survey children's attendance at clubs outside of school to support identifying those that are least active.</li> <li>• Set up lunchtime club to target those that are least active.</li> <li>• Teachers to assess children's progress on Sonar Target Tracker.</li> <li>• Promote mental health and well-being through links to PSHCE lessons.</li> <li>• Identify children's mode of transport to school and promote walking, cycling, scooting to school.</li> <li>• Bikeability booked (1<sup>st</sup>, 2<sup>nd</sup> May 25) to support children's confidence when riding a bike and encourage cycling as a mode of transport to school.</li> <li>• Engage with partners such as Go Smarter, North Tyneside, Junior Park Run to increase sustainable travel.</li> </ul> |
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**Key indicator 3: The profile of PE and sport is raised across school as tool for whole school improvement**

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

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| <ul style="list-style-type: none"> <li>• Inspire achievement in sport at any level.</li> <li>• Celebrate sporting achievements throughout school.</li> <li>• Provide a variety of after school clubs.</li> </ul> | <ul style="list-style-type: none"> <li>• Study a range of local athletes during Sports Week to inspire children (16<sup>th</sup>-20<sup>th</sup> June).</li> <li>• Use Seesaw, X, PE display board, assemblies as platforms to celebrate or publish sporting activities and events children have taken part in.</li> <li>• Publish termly PE newsletter to share and celebrate PE achievements and participation.</li> <li>• Reward children with participation and achievement certificates following sporting events, including Wonder Winners awards.</li> <li>• External coaches provide a range of high-quality clubs aimed at all year groups throughout the year. (Decote Dance, Andrew Cartwright.)</li> </ul> |
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## Intended actions for 2024/25

- Experience new sports activities which are not readily available.

- Wonder League reward afternoons to celebrate success linked with sport for enjoyment (Andrew Cartwright).
- Ben Holden International Sports Day providing children with the opportunity to experience new international sports outside of the curriculum (19<sup>th</sup> June 25).
- Children will have opportunities to make links with local clubs that they would not otherwise have been aware of.
- Develop OAA and embed through the curriculum. Staff Training Day (6th June 25.) Purchase necessary resources required to embed navigation and orienteering.
- Promote learning outside of the classroom.
- Staff fire pit training ensuring staff feel safe and understand how to use the equipment with children. Purchase equipment.
- Develop Beach school and link with opportunities for sporting events.
- Purchase waterproofs so that access is available in all weather conditions.

### Key Indicator 5: Increased participation in competitive sports

- Increase participation in competitive sport.

- Link upcoming events with PE curriculum overview and create yearly timetable for festivals and competitions.
- Liaise with Andrew Cartwright and cluster schools to plan and deliver local festivals within walking distance. Devise timetable.
- Children to participate in a variety of sporting events and festivals, representing the school throughout the year. (Cross-Country, Handball, Dance, Skipping, Football, Carnival, Dodgeball, Athletics, Cricket, Rounders)
- Embed intra-school mini festivals into curriculum design at the end of each strand of teaching.

## 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?
<b>Key Indicator 1: Increased confidence, knowledge and skills of all staff teaching PE and sport</b>	
<ul style="list-style-type: none"> <li>• Staff will continue to show confidence and enjoyment when teaching PE consequently raising the standard of lessons.</li> <li>• CPD will address areas of development raised based on staff feedback and monitoring.</li> <li>• Staff will deliver outstanding lessons and will be confident to ask the PE lead for advice.</li> <li>• The PE curriculum will be broad and balanced and progressive across school, supporting children's physical literacy, building their knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of areas.</li> <li>• High quality equipment will support teacher delivery and children's learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff questionnaires and feedback.</li> <li>• Learning walks.</li> <li>• Deep Dive.</li> <li>• Pupil voice.</li> <li>• Seesaw class.</li> <li>• PE Floor book.</li> <li>• Parent feedback.</li> <li>• Provider feedback.</li> <li>• PESSPA School Games Mark Award.</li> <li>• PE progression document.</li> <li>• Organised, accessible equipment.</li> </ul>
<b>Key indicator 2: Engagements of all pupils in regular physical activity</b>	
<ul style="list-style-type: none"> <li>• Breaktimes and lunchtimes will be more active, varied and enjoyable for children.</li> <li>• Children will further develop motor skills, balance and coordination skills.</li> <li>• Children will benefit from being fitter overall and improve their daily lives.</li> <li>• Exercise breaks will have a positive impact on other lessons, as well as improve behaviour, concentration, mental health and well-being.</li> <li>• Children will feel confident and inspired to cycle to school.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Voice.</li> <li>• Sports Leaders committee and voice.</li> <li>• Learning walk.</li> <li>• Sustained periods of high-energy physical activity with children being able to maintain these for longer.</li> <li>• Staff feedback on classroom focus and concentration.</li> <li>• Fewer behavioural incidents.</li> <li>• Children's improved ability to be able to communicate and regulate emotional behaviours.</li> <li>• PE Floor book.</li> <li>• Parent and child questionnaire.</li> </ul>



## Expected impact and sustainability will be achieved

### Key indicator 3: The profile of PE and sport is raised across school as tool for whole school improvement

#### Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

- Children will grow in confidence and self-belief.
- Children will have higher aspirations.
- Improvement of children's attitude and behaviour for learning.
- Exposure to a wider range of sports and opportunities to develop their skills further.
- Improve children's engagement and provide opportunities to experience new sports.
- Engagement of children of all ages to appreciate PE as a means of having fun, thereby promoting a longer-term enjoyment of physical activity into adulthood.
- Children will further develop their understanding of physical and mental health and will acquire strategies to support both.
- Improvement in children's concentration and focus.

- Pupil voice.
- Additional minutes of learning in the classroom.
- Staff feedback.
- Happier, more active children.
- Greater participation in after-school clubs or out of school clubs.
- Higher percentage of children achieving 60 minutes of activity per day.
- Seesaw class.
- PE Floor book.
- PE display board.
- Children being able to explain the physical, social and emotional benefits of PE on their well-being.

#### Key Indicator 5: Increased participation in competitive sports

- Children will be able to experience sport in a competitive environment, gaining a sense of sportsmanship which they will be able to transfer into daily life.
- Provide children with a good foundation of valuable skills transferable later in life.

- Pupil voice.
- Seesaw class.
- Staff feedback.
- PE display board.
- Parent feedback.
- Provider feedback.
- Visual evidence of children's sportsmanship attitudes and behaviours.

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<b>Key Indicator 1: Increased confidence, knowledge and skills of all staff teaching PE and sport</b>	
<b>Key indicator 2: Engagements of all pupils in regular physical activity</b>	
<b>Key indicator 3: The profile of PE and sport is raised across school as tool for whole school improvement</b>	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	
<b>Key Indicator 5: Increased participation in competitive sports</b>	