

PE Funding Evaluation Form

School – Lowedges Junior
Academy

Principal – Lindsay Jones

PE Lead – Lindsay Jones

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?
The development of gross-motor skills of EYFS pupils. Pupils have the correct equipment to support in development of gross-motor skills.	% of pupils at baseline 2023 – 18/35 = 51% % of pupils in July 2024 – 35/36 = 97%		
The development of playtimes to enable further participation in games and physical activity and development of leadership roles to support pupils taking an active role in delivering physical activities to others.	Playleader pupil voice indicated that they enjoyed completing their role. Monitoring of playtimes indicated that pupils were engaged in activities that the playleaders were leading		
Pupils having the correct equipment to take part in PE lessons and after-school activities.	Resources were ordered to ensure that there were sufficient equipment for lessons to be taught and for all children to participate.		

What are your plans for 2024/25?

How are you going to action and achieve these plans?

Intent

Implementation

To continue to further develop playtimes, ensuring sustainability, to enable further participation in a range of structured sporting activities in order to continue to decrease the number of behaviour incidents and increase the number of active minutes.

To improve the quality of teaching and learning within PE lessons.

To develop the extra-curricular activities to ensure that there are a range of sporting activities throughout the academic year, including bikeability.

Use sports coaches during lunchtime to provide structured activities, including football.
A structured timetable in place, with a range of sporting opportunities/games planned.
Staff to be outside, involved in games, leading them and teaching pupils how to play.

Purchase CPDL for all teaching staff from Forge SSP.
Make changes to the long-term to enable the CPDL to be planned alongside what is being taught.

Purchase of a sports coach through Forge SSP to deliver after-school each week throughout the year.
Planned timetable of a range of sporting activities.

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>Pupils to be engaged in activities throughout playtimes (unstructured times of the day) to reduce the number of behaviour incidents, with children learning how to resolve conflict through adult modelling and supporting any incidents where children do not agree.</p> <p>Staff (during unstructured times) to be supporting pupils in their play, leading play activities, getting actively involved with the children to support the increase of active minutes per day and support with reduction of behaviour incidents.</p> <p>To improve the quality of teaching and learning within PE lessons so that staff feel confident in what they are teaching and children are taking part in active quality PE lessons, learning the different types of sports.</p> <p>To develop the extra-curricular activities to ensure that there are a range of sporting activities throughout the academic year, including bikeability, with pupils who want to take part. Extra-curricular activities are to be inclusive, with everyone able to take part across the academic year. The range of activities that are offered are to develop pupils interests.</p>	<p>Number of behaviour incidents during the unstructured times has decreased. Use of behaviour logs (CPOMS) to be used as monitoring.</p> <p>Pupil voice to indicate that they enjoy the unstructured times and they feel that there is a range of activities on offer as well as them feeling more active during these times.</p> <p>Staff voice to indicate that they feel more confident in teaching PE.</p> <p>Pupil voice to indicate they enjoy PE lessons.</p> <p>Monitoring of lessons to indicate that pupils are actively engaged and that the quality of teaching and learning has improved.</p> <p>A long-term plan of extra-curricular (after-school) activities has been outlined at the start of the 24/25 academic year.</p> <p>A tracker is in place to monitor which groups of pupils are taking part.</p> <p>Pupil voice to indicate that they enjoy taking part in after-school clubs and activities and also which activities they would like that has not been offered.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Behaviour incidents at playtimes has fluctuated throughout the year but this is a direct result of staffing changes. Spring 2 data showed a reduction in incidents, however they rose slightly again in Summer 1. Summer 2 data is showing a reduction in incidents. Observations of playtimes show pupils are more engaged in activities and are smiling and having fun. The implementation of the sports coaches, from January, over lunchtime showed direct impact from Spring 1 in terms of pupil engagement and reduction in behaviour incidents. This continues to support this. Pupil are now engaged in competitive sport, on a rota basis, during this period of the day. This will continue into 25-26 academic year to further develop the activities on offer.</p>	<ul style="list-style-type: none"> - CPOMS data - Pupil voice
<p>The CPDL delivered to teaching staff, along with the changes to the long-term plan did support teachers in their subject knowledge to deliver lessons during the Autumn term. However, monitoring of lessons indicated that pupils were not as active during the lessons as they were previously when a designated PE teacher was in place. From January, the appointment of sports coaches to deliver PE teachers was conducted and since then, the quality of PE has significantly increased, with pupil voice indicating that they enjoy the lessons. (The PE coaches are not paid for or subsidized for through the sports premium but are a change that has been made and implemented to enable quality PE lessons to take place.)</p>	<ul style="list-style-type: none"> - Lesson observations - Pupil voice
<p>A long-term plan for after-school clubs was written and in place from September 24. This ensured that a range of clubs were offered to all pupils across the academic year. A sports coach through Forge SSP was appointed to deliver an after-school each week throughout the year to further enhance the offer. Parents</p>	<ul style="list-style-type: none"> - Long-term plan - Tracker - Pupil Voice

Actual impact/sustainability and supporting evidence

sign their children up at the start of each half-term. A tracker has been in place to track pupil engagement across all groups of pupils – this indicates that all pupil groups were represented within all clubs throughout the year. Pupil voice has indicated that they enjoy the after-school clubs but would like other clubs – this will be addressed when planning the 25-26 extra-curricular activities.