



PE Funding Evaluation Form

 Commissioned by
Department
for Education

Created by  Association for
Physical
Education

 YOUTH
SPORT
TRUST

Review of last year 2024/25

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>Development of the playground and additional resources to support active playtimes.</p> <p>To ensure that all pupils have access to a full PE and sports curriculum including ensuring they are achieving the active 30/30</p> <p>Provide paid for clubs from qualified sport professionals to provide an enriching range of sports for all children to take part in.</p> <p>Cycle training for year 5 and 6 pupils.</p> <p>Range of sporting afterschool clubs to be provided either free of charge or subsidized by the Sports Premium.</p>	<p>Pupils have greater ownership of the playground and sports leaders have been proactive in enabling intra school competitions this year within the lunch breaks.</p> <p>Playtimes are more active with pupils engaging in more both creative play and also sports.</p> <p>The school has been using the funding to support after school clubs – these have been mostly fully subscribed with parents accepting these places above other activities provided by the school.</p> <p>Teachers skills in PE lessons has increased, lesson observations show greater confidence in their delivery and content</p>	<p>Participation in competitions was limited this year. A lower number of pupils have been able to enter competitions through the sports partnership this year – this have been due to transport and staffing shortages.</p> <p>Maintain equipment of PE resources. The large equipment in the playground has been decommissioned due to not meeting the safety requirements in our health and safety checks.</p>	<p>School has only participated in basketball and hockey competitions this year.</p> <p>During the summer term, the school did not take part in the summer term competitions due to staff absence.</p> <p>Trim trail removal has been necessary, plans are in place to get this replaced with new equipment, the school has sought additional funding the enable this.</p>

Intended actions for 2025/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>We hope to continue to develop the skillset of our staff team by utilizing a professional sports coach to deliver high quality CPD that can be implemented across the school to promote daily physical activity, develop pupils' sporting and leadership skills and offer a wide range of sports/games-based activities that the children can access throughout the day, either within structured PE lessons or through break and lunch time activities facilitated by the Sports coach. By providing structured playtime and after school clubs – that are sports/ games based and delivered by a professional sporting coach, we of course hope to increase participation in a variety of sports but, further to this, teaching staff and teaching assistants gain further understanding and confidence in teaching PE.</p> <p>Our aim is to provide our pupils with the necessary resources and opportunities to experience and enjoy Physical Education, both during structured lessons and during break and lunch times. We aim to achieve this through the following means:</p> <ol style="list-style-type: none"> 1. Access to appropriate resources to facilitate participation in physical activity including a variety of sports and games. We will aim to ensure that children have access to suitable outdoor play equipment, including resources for PE as well as for break and lunch times. This will promote physical activity within the school and promote fun, enjoyable and physically active break times. All year groups will have equal opportunities to access and utilize this equipment, both within the structured teaching of PE lessons as well as at play times. We hope that this strategy will foster inclusivity and promote overall physical health 2. Daily physical activity opportunities: Using a variety of resources, will create opportunities for daily physical activity during playtimes, ensuring that children have the chance to engage in active play and develop their physical skills. This will support their physical development, enhance coordination, and promote a lifelong love for physical activity. By implementing these strategies, we aim to foster a positive and active school environment, where children can thrive physically, mentally, and socially 	<p>The sports coach is in school 2 days a week to offer break, lunch time and after school provision. Teachers and Teaching assistants allocated to the coach for specific activities to receive CPD. Teaching assistants to implement their own clubs and playtime activities to build on what the coach is offering.</p> <p>We will invest in high-quality PE resources and equipment to enhance the delivery of physical education lessons. This includes providing a wide range of sports equipment, such as balls, cones, skipping ropes, and specific sport equipment. We will allocate funds to acquire suitable outdoor play equipment that encourages physical activity and play during break and lunch times. This will include sports equipment for use in designated play areas. By providing a variety of engaging equipment, we aim to promote active play, improve coordination, and enhance overall well-being. We will establish initiatives to ensure that children stay active during break and lunch times. This will involve the introduction of structured activities, sports clubs, or supervised games. By creating an environment that encourages movement and physical activity, we will integrate physical literacy education into our curriculum, ensuring that children understand the importance of movement for their physical fitness and well-being.</p>

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>The quality of PE across the school will improve. Teachers and Teaching assistants that have received CPD from the sporting coach, will be able to implement strategies, which they will have learnt to further enhance the quality of the provision that we are able to offer to the children. The children will be able to access a much broader range of activities at break and lunch as well as after school. This will encourage pupils to access local sporting clubs within their communities ensuring the impact extends outside the parameters of the school day itself. This should mean that we will be able to increase the number of pupils that positively engage in sport and games.</p> <p>Sustainability - We will continue to explore and research different sports and activities to attempt to engage even more pupils in physical activity and ensure that our staff receive CPD to ensure confidence of delivery.</p> <p>We will seek to provide all students with equal opportunities to participate and enjoy physical education, school sport, and physical activity. We will attempt to enhance the physical education curriculum by integrating innovative teaching approaches, including differentiated instruction, skill progression, and opportunities for personal reflection and goal setting, supported by twilight CPD sessions for teachers delivered by a professional sports coach. We will celebrate and recognize the achievements of students and staff in the realm of physical education, school sport, and physical activity. Through awards, certificates, and public recognition in assembly/gallery stars, we will create a sense of pride and motivation, inspiring students to continue their involvement and inspiring others to get involved.</p> <p>Sustainability -Continue to refine and further develop an inclusive curriculum that caters to the diverse needs and abilities of all students. Provide a range of activities that accommodate different skill levels, interests, and learning styles. Recognize and celebrate the achievements and progress of students in Sport through regular awards, certificates, or showcases</p>	<p>Invest in specialised training for PE teachers to improve their coaching and motivational skills. Studies recommend that quality of teaching directly influences pupils' engagement and skill development in sports.</p> <p>Offer a variety of extracurricular sports clubs before and after school, ensuring accessibility for all pupils and targeting diverse interests to increase overall participation rates with pupils fully engaged in the clubs.</p> <p>Utilise funds to remove financial barriers by covering entry fees, transportation, and necessary equipment for students to participate in local and national sports competitions.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>The Sports Premium implementation has successfully encouraged children across the school to be more active daily. Students are actively participating in physical activities both within structured lessons and during their free time, showcasing an increased enjoyment of being physically active. This has encouraged a culture of movement and physical engagement among the students, resulting in improved overall well-being and a greater appreciation for the benefits of regular exercise.</p> <p>The running of specialized clubs and provisions for targeted pupils has seen an increased engagement in sport and physical activity from SEND pupils. Children that previously struggled significantly with emotional regulation and anger have seen an improvement in their overall well-being and have developed strategies for self-regulation in unstructured times.</p>	<p>To continue to conduct regular equipment audits to refresh and improve where necessary.</p> <p>To continue to develop the strategies that were introduced within the Sports interventions by the professional coach more broadly across the school and to continue to identify pupils that would benefit from this kind of support; identifying key members of staff that could implement these interventions.</p>

Actual impact/sustainability and supporting evidence

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 / 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?	75%	Additional swimming lessons provided to support 3 pupils are not yet able to complete this confidently – 100% have demonstrated they can swim the 25m some are less proficient and require further experience to develop their competency.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	75%	All pupils have developed the different strokes although 3 pupils are not yet able to swim these with confidence.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	50%	Pupils who are not yet confident swimmers have struggled to perform the safe rescue skills – they are however able to speak about the water safety and how they and others should respond in a water-based incident.
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?	Yes	Additional sessions for those not yet confident are included in the sessions which are planned for our timetabled sessions for Year 3 and 4 pupils.

A detailed breakdown of the spending for Graveney Primary School Sports Premium can be found in the attached - Reporting PE and sport premium grant expenditure

Signed off by:

Head Teacher:	Alison Blackwell
Subject Leader or the individual responsible for the Primary PE and sport premium:	Subject Leader - Toby Waters Headteacher responsible for funding
Governor:	Full Governing Body
Date:	