

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.

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>Outdoor gym equipment purchased with a new playing area that has increased the playing area at breaktimes.</p> <p>School council chose the equipment and felt an active part in the purchasing of this.</p> <p>Used the community to good effect in coaches getting the children into new sports.</p> <p>Children are enjoying the new PE scheme and the specific skills development.</p> <p>Older children have particularly enjoyed the inter-sport competitions for house points at the end of a term.</p>	<p>Pupil conferencing was clear in that pupils felt the outdoor gym was making their breaktimes more active.</p> <p>Lunchtime learning walks and break duties show that the equipment is also used.</p> <p>Extra children, especially girls and disadvantaged pupils took part in a new internal after- school sports club- increasing on previous year.</p> <p>Pupil Voice.</p> <p>Learning Walks.</p>	<p>Unable to secure an extra member of staff to make playtimes more active and play games with the children. Move forward to next year with a clear programme.</p> <p>Ensure these coaches follow our PE scheme as robustly as the teaching staff and the teacher takes an active role in ensuring clear curriculum progression.</p>	<p>Staff supervising did not have the time, due to class-based commitments to set up any sporting games. External candidate now in place for this next year.</p> <p>Learning walks.</p>

Intended Actions 24/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Key Indicator 1: Increase confidence, knowledge and skills of staff</p> <ul style="list-style-type: none"> Teachers to increase confidence in their area of need and be fully competent in teaching all of the PE curriculum, following and adapting our new scheme for newer members of staff. Raise the enjoyment of teaching PE, role-modelling a positive attitude for the children in the teaching and learning of PE. Teachers to gain insight on a range of games that develop skill-based learning, especially within invasion games. <p>Key indicator 2: Engagement of Pupils in regular activity.</p> <ul style="list-style-type: none"> More pupils to meet their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Introduce more lunchtime and breaktime sport, activities and exercise for all pupils. Create the first instalment of the track around the perimeter of the field so that children have space at breaktimes to be more active. Make lunchtimes more active for children. Offer an ambitious range of after-school clubs. <p>Key Indicator 3: Profile of PE raised across the school</p>	<ul style="list-style-type: none"> Audit this through a staff survey to monitor confidence levels. Learning walks show a more ambitious PE curriculum with teachers, as experts in the skill development of pupils. PE lead to audit strengths and areas of development and provide CPD priorities and coaching. Clear curriculum sequencing. Use resources that provide high-quality learning. Quality of teaching at least 'good' in every class, adopting a 'mastery' approach for children to practice and refine their skills. Map out the PE vocabulary for every unit of work. <ul style="list-style-type: none"> Introduce lunchtime play leader giving children skills and knowledge of how to play during lunchtimes and kept a record of games to then be delivered by the children once embedded. Once purchased, and routines established, sports equipment to be used regularly. Increase children's knowledge how to play some games and skills. Lunchtime learning walks show that children are more active during lunchtimes. Provide lunchtime staff with relevant CPD

Intended Actions 24/25

- To promote a further range of school sport and physical activity within the community. For pupils to feel part of the school community and feel engaged with the clubs and activities.
- Raise the profile of sports day by recognising any sporting success
- To celebrate any sporting success in assemblies and include on the school 'Tree of achievement'
- Share sporting success on school's social media and via the newsletter.
- Introduce house-captains to lead intra sporting competitions.

Key Indicator 4: Broader Experience of sports and activities.

- Deliver high quality sport and increase uptake in sport related after school clubs, ensuring inclusivity and specifically targeting disadvantaged pupils
- Use school council discussion to see which sports clubs children would like to see. Offer a more diverse range of sports clubs. Arbor to capture % of pupils, including disadvantaged pupils for tracking.
- Year 6 children to engage in Bikeability Programme to increase healthy lifestyle and have the opportunity to cycle to secondary school next year.
- Promote local roller hockey team and events.

Key Indicator 5: Increased participation in competitive sport

- More friendly matches organised.
- Higher number of tournaments/ competitions than in last year (5)
- Internal competitions played at the end of each PE unit of work. This is to be used as assessment. Have a range of inter and infra competitions on offer.
- Celebrate sporting success on school's social media and in the newsletter, as well as celebration assemblies to promote further participation.

- Social media pictures
- Celebration assembly
- Newsletters.
- Parent comments feedback from sports day.
- Utilise 'Tree of achievement' to inspire others and celebrate success.
- Give hours captains extra responsibility in organizing inter competitions after PE units of work, with a competitive edge.

- Audit with the children and capture pupil voice through school council minutes.
- Offer of the clubs that are on offer.
- Have as a standing item on the school council agenda.
- Engage in Bikeability programme.
- Pupils who achieved this will receive a certificate. Number of pupils enrolled for this.

- Track the number of competitions entered.
- House point reward for inter competitions.
- Assessment grids will be made alongside knowledge and skills progression so that children can be tracked in PE assessment after each unit.
- Track the percentage of children who have attended a sports tournament or represented Hunton at an event.

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>Key Indicator 1:</p> <ul style="list-style-type: none"> • Quality of PE lessons in all classes at least ‘good’. Further consistency of the quality of PE lessons in the school, especially for recently appointed teachers. • A clear progression of knowledge and skills to be used in the future and to assess what the children do and do not already know. • Vocabulary mapped out in the curriculum so that PE-rich vocabulary used within lessons. • Teacher to become more confident about the teaching and learning of PE. 	<ul style="list-style-type: none"> • Learning walks and monitoring. • Progression of knowledge and skills booklet • Sequencing of vocabulary. • Audit/ survey to track this with staff wellbeing and confidence levels within PE • Clear CPD programme so that teachers can provide children with high quality lessons.
<p>Key Indicator 2:</p> <ul style="list-style-type: none"> • Lunchtimes to be much more active. The new equipment and sporting resources there for long time so that children have more to play with at lunchtimes. • Additional adult play leader in role to teaching children how to play physically active games. New equipment to assist staff in the delivery of their PE lessons and enable pupils to access their learning. Additional resources available during break and lunchtimes. An increased percentage of pupils trying different physical activities at lunchtime. • A clear and robust playtime game programme in place with a resource 	<ul style="list-style-type: none"> • Pupil Voice- articulating that they are more active. • Lunchtime learning walk/break duties monitoring modelled active games, and the amount of children engaged in physical activity. • Hard copy of resource folder for active games. • New resources purchased so that breaktimes and lunchtimes continue to be active. • Installment one of the track so that children have more space to be active on a daily basis.

Expected impact and sustainability will be achieved

folder that older children can do once this is embedded.

- Installment one of the track around the field to increase space.

Key indicator 3:

Celebrating the success inspire more reluctant children to want to try a new sport or activity.

Key indicator 4:

- Over 50% of our disadvantaged children to participate in a sporting club, enjoy it and take this on in or out of school.
- Year 6 children confident and safe to cycle to their new secondary school.
- Increase of percentage of children to reach their physically active time goal, due to the increase in a new sport or activity.

Key Indicator 5:

- Greater number of 'friendly' games and sporting events are attended resulting in a larger proportion of pupils being subjected to competitive sporting activities
- Internal competitions encourage more pupils to be active and meeting their daily activity goal during playtime.
- Offer same equipment at lunchtime as children are learning in PE to increase change of children participating

- Social media
- Newsletters
- Celebration assemblies.
- All of the above monitored to ensure the profile of PE is evident.

- Use Arbor to track the number of pupils (including disadvantaged) attending a sports club and action if at risk of not meeting this target.
- Include on a Year 6 exit survey to increase the likelihood of promoting cycling to secondary school next year.

- Aim for more than 5 tournaments within the academic year. Track these, and track which children have attended.
- Liaison with adult play leader and teachers.
- Investment of equipment.
- House captains to record results of inter school tournaments to give PE a purpose and increase participation in competitive sport.

Expected impact and sustainability will be achieved

What impact/sustainability have you seen?	What evidence do you have?
<p>Key Indicator 1</p> <ul style="list-style-type: none"> • Our knowledge and skills booklets, PE scheme, resources and CPD programme have enabled teachers to feel confident about the teaching of PE. • During monitoring, evidence of good PE teaching consistently. • Finished our designing our new curriculum for PE that has included progression of knowledge and skills booklets to ensure consistent sequencing of lessons, as well as mapped out vocabulary. <p>Key indicator 2:</p> <p>First Aid accidents reduced as children provided with more space, less rough play and more purposeful sporting activities.</p> <p>Learning walks and pupil voice shows that pupils are choosing to engage with more physical and active games at breaktimes and lunchtimes.</p> <p>Folder created with mini lunchtime games.</p> <p>A programme established so that child-led play leaders support lunchtime games.</p> <p>CPD for lunchtime staff around more active lunchtimes delivered.</p> <p>Key Indicator 3:</p> <p>Newsletters and social media always promote the profile of PE and showcase Hunton in competitive events</p> <p>Tree of achievement and celebration assemblies always celebrate success or anyone who has joined a new sports club.</p>	<ul style="list-style-type: none"> • Learning Walks • Progression of knowledge and skills booklets • Evidence of curriculum sequencing • Staff audit/ surveys <ul style="list-style-type: none"> • Pupil Voice “We used to just chill and chat in the hut, now we chat whilst on the exercise bikes” (Year 5 pupil). • CPD records • Learning walks • Resource Folders • Play Leader programme. • HT reports for governor meetings • First aid records. <ul style="list-style-type: none"> • Learning Walks • Celebration Assemblies • X on social media Hunton page • Newsletters (available on website)

Actual Impact/Sustainability and Supporting Evidence

Key indicator 4:

55% of disadvantaged pupils attended at least one after school sports club- achieved.
100% of children in Year 6 took part in Bikeability. Continue to promote those who passed to ride to secondary school.
Tree of achievement and celebration assemblies show a new Hunton roller-hockey team playing competitively.

Key indicator 5:

Hunton entered 11 competitive tournaments this year – up from 5 last year.
In PE lessons, pupils are transferring skills taught in lessons to extra competitive sport in the final week.
House captains are organising these tournaments.
Resourcing and equipment at lunchtime is matching PE lessons so that pupils can have an extra opportunity to practise.

- MIS system tracking number of clubs attended
- Bikeability certificates and pass rate.
- Learning Walks.

- Evidence on social media and newsletters
- Reports by children. House points in celebration assembly.
- Learning walks during lunchtimes
- CPD records.

Swimming Data

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>Percentage of Y6 pupils</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	95 %
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	75%
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations	75%

Signed by:

Head Teacher:	Anita Makey
Subject Leader or the individual responsible for the Primary PE and sport premium:	Ed Ming
Governor:	Richard Odling
Date:	27/06/2025

