

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



Images courtesy of Youth Sport Trust

PE Funding Evaluation Form – NORTH CRAWLEY 2024-25 Allocation £16170

- 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?
Continuation of CPD for staff both 1:1 and whole school inset	Staff have said they feel more confident teaching the PE unit that support is given in. They can adapt learning and keep up pace through effective organisation. All staff are now employing the same organisation and groupings of pupils of lessons across the school. Through observation it is clear to see that static time has been reduced lessons. All staff follow the same structure of lessons so there is consistency across the school.	Due to a few staff being part time it meant that not all staff received PE support	Specialist is only available Mon & Tues so part time staff working towards the end of the week do not have opportunity to have CPD
Health and Fitness week – focus Outdoor Challenge. 100% of pupils participated in the week's activities	A whole week of timetabled activities gave the children an opportunity to participate in a variety of different type of physical activities e.g. orienteering, circus skills and caveman training. Big impact on children's self-esteem and confidence. Lead to lots of conversations about alternative ways of keeping fit. Children discovered new talents and skills. All year 2 pupils were trained as Play leaders. One		

Review of last year 2023/24

<p>Play Leader scheme</p> <p>Kingston gym sessions - 100% of pupils said they enjoyed Kingston Gym sessions and one child is now going to join after school classes there.</p> <p>Increased engagement in extra-curricular sport</p> <p>All pupils attended a lunchtime club helping to improve behaviour at lunchtime. 85% attendance at after school club</p>	<p>notable improvement after participating in activities was in behaviour after lunch. Children returned to classroom much more calmly and ready to begin PM session.</p> <p>Pupil survey</p> <p>Pupils enjoyed gym lessons at Kingston gym as evidenced by pupil survey. Children were fully engaged and progress of skills was evident from week 1 to 3 - see photos and video. A marked improvement in confidence when tackling some of the apparatus e.g. high beam and vault</p> <p>All pupils participated in two lunchtime clubs every week - basketball and zumba</p> <p>Registers</p> <p>Observation from MDS and Staff</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
<p>1. Continuing to focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education. Access to MKSSP CPD offer.</p> <p>2. To enhance the delivery of PE by offering an alternative larger space to what is available to use at school</p> <p>3. Employ SSP specialist as consultant to provide support and advice to PE lead to ensure all pupils have access to high quality teaching, opportunities to enhance curriculum learning and to promote PESSPA throughout the whole school and beyond. To offer advice to ensure funding is spent in best way possible to have the greatest impact on the pupils' PESSPA</p> <p>4. Continue to enhance the gymnastics core provision by offering additional opportunity to visit Kingston gym</p> <p>5. Offer all children opportunity to participate in both intra and inter competitive events.</p> <p>6. Continue to engage children in physical activity during lunch times and breaktimes, to aim to achieve more than 30 minutes of activity outside of PE</p>	<p>Quality of teaching and learning in Physical Education will be developed through bespoke staff CPD for all class teachers delivered by MKSSP specialist. Support for PE lead teacher included. Whole staff INSET available to all staff in combination with other schools in the federation. (£2130)</p> <p>Book Village Hall (£302.50)</p> <p>PE Lead to schedule meetings with SSP specialist to ensure PESSPA developed throughout the school from curriculum time to lunchtimes and after school to encourage all children to be regularly active. Instant access to specialist advice available via email throughout the year. (£1900)</p> <p>Progression of learning will be greatly enhanced by opportunity to develop skills and confidence at Kingston gym. Pupils to attend 3 sessions at the gym, organised and delivered by MKSSP and gymnastics specialists. Book transport to the gym. (£487.50 bus + £338 Kingston gym)</p> <p>Intra/Inter festival resources and Sports day resources provided by MKSSP. Access to MKSSP events offer. (£600 includes organisation of Kingston Gym)</p> <p>Playleaders training and resources to be provided by MKSSP specialist. (£175) Follow up questionnaire to be completed by play leaders.</p>

Intended actions for 2024/25

<p>lessons per day.</p> <p>7. To further develop pupil's understanding of the importance health and fitness and encourage a love of physical activity</p> <p>8. Provide extra-curricular opportunities for children to enable them to access other sporting activities or specialist sport instruction at both lunchtime and after school</p> <p>9. To ensure trim trail is safe to use</p> <p>10. To improve pupil's coordination skills</p> <p>11. To experience the benefits of physical activity and outdoor play in a local setting near to school</p>	<p>Assemblies to be delivered by MKSSP specialist on an aspect of health and fitness. Whole school focus on health and fitness with a week of activities. Focus on walking and mindfulness to combine with Walk to School week theme. Resources and organisation of week to be supported by MKSSP specialist. Book external coaches to offer an alternative activity for pupils to experience. (£450 + £175)</p> <p>Book external coaches to provide after school activities that will be open to all pupils. (£7980) Visiting ballet group for children to join in dance (£180)</p> <p>Repairs to trim trail estimated at £800. Book Universal to carry out annual inspection (£55). Audit and Order suitable equipment (£358.34)</p> <p>Book trip to Salcey Forest (£150)</p>
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Impact and sustainability

What impact/intended impact/sustainability are you expecting to see or have seen?	How will you know? What evidence do you have or expect to have?
<p>1. Staff 1:1 teaching support provided for staff, this included a recently qualified ECT teacher. Staff able to deliver the unit of work they have had support in with confidence and understand how to challenge and support pupils. Staff to use skills learnt and apply to other areas when teaching PE. Training also included whole staff inset on Teaching PE to SEND children</p> <p>2. The Village Hall space was used for the delivery of Gym and Dance units of work. The additional space allowed the children more room to move, improve skills and create sequences. The opportunity to use the village Hall in wet weather ensured that the children were able to continue with their PE rather than adaptations having to be made when using the small classrooms at school.</p> <p>3. Support and advice for PE lead led to Children having access to a broad and balanced curriculum. Teachers able to teach from progressive and engaging plans to keep children motivated. Resources available to staff have helped increase levels of physical activity. Parents are kept informed of activities completed by children via parent mail. PE Lead had meetings with SSP specialist to ensure PESSPA developed throughout the school from curriculum time to lunchtimes and</p>	<p>Throughout the support Staff will move from observation of specialist to delivering the lesson with support from specialist. Evidence of staff development will be gathered through feedback and discussion with specialist to help improve confidence, pace and structure of lessons. Lead teacher observed ECT teacher and noted her confidence when teaching PE. She knows how to implement a range of strategies to keep children engaged and motivated. The pace of lessons has increased and with good organization of equipment and resources prior to the lesson. Lead teacher felt she was able to apply skills previously learnt to teach the dance unit of work with confidence and was able to adapt learning where necessary. Pupil enjoyment and engagement will be monitored. Use of iPad to film/photograph pupil progress. After SEND training staff were able to implement ideas shared during the session from specialist and teaching staff from other schools. Staff now feel they can amend lessons to ensure all children have access to the whole PE curriculum and have a variety of equipment as standard available for all lessons.</p> <p>Gymnastic skills learnt were evident when visiting Kingston gym, where the children were able to perform skills at different heights on the apparatus. Progression of skills was observed by teachers and attainment recorded on assessment sheets. Use of the Village Hall also allowed for SEN children to have access to the lesson as well as having space for a time out area where the children could still be a part of the PE lesson. One child has now joined after school club at Kingston Gym having been approached by the club.</p> <ul style="list-style-type: none"> • PE LTP reviewed and amended • Planning from SSP • Equipment audit and orders • Meetings and resources sent from SSP specialist

Impact and sustainability

after school to encourage all children to be regularly active.

4. Pupils enjoyed gym lessons at Kingston gym. Children were fully engaged, and progress of skills was evident from week 1 to 3. A marked improvement in confidence when tackling some of the apparatus e.g. high beam and vault
5. 100% children participated in inter and intra competition. This included festivals and sports day. The children developed resilience and determination.
6. Year 2 play leaders developed confidence. They demonstrated leadership skills providing safe and engaging activities to improve physical activity levels at lunchtime. Each group created activities based on a theme e.g. Target Throwing, Fun fitness etc.
7. Health and Fitness week combined with Walk to school week. During the week the children experienced a variety of physical fitness activities both before and during the school day. There was a definite increase in pupil's physical activity levels during the week. Pupils participated in an activity to promote the health benefits of walking. Pupils were fully engaged in participating in all the activities and enjoyed sharing the experiences with parents and family at home.
8. All children had the opportunity to participate in extra-curricular school clubs. 100% of pupils attended the clubs held at lunchtime. An average sign up for after school clubs throughout the year tennis /multi sports was 50% but increased in summer term as younger children joined in. Two children now attending Olney tennis club for lessons. 100% of pupils said they enjoyed football club and some of them have now joined team in Cranfield and attended holiday club
9. Equipment safe for children to use and therefore increased the opportunity to participate in physical activity at break and lunch times.

- Pupil survey
- Photos
- Teacher observation and assessment

- Photos
- Teacher observation
- Results

100% of year 2 pupils trained to be play leaders. All pupils ran sessions over a term with many wanting to continue into another term. Feedback from MDS was positive. Year 2 were able to create activities suitable for the pupils participating and worked hard to differentiate them to make them easier or harder so all could be included. Observation of pupils at lunchtime showed high levels of engagement with the activities. With some pupils returning each week for their favourite session.

80% of families joined in before school fitness challenges and reported walking to school even if it was parking slightly further away. Parents reported children enjoyment of visiting coaches e.g. circus skills and Zumba on class dojo. All pupils were given a pedometer to record the number of steps done in a day. This boosted their motivation to keep moving.

- Registers
- Pupil Survey
- A variety of clubs were offered to the children and external coaches were employed.

Equipment passed safety check. Observation of children at lunchtime by MDS and TA's showed that the equipment was popular and well used by the children.

Impact and sustainability

10. Equipment ordered was used in both PE lessons and at lunchtime by Play leaders. Activities to improve coordination were taught and delivered.
11. The children got experience a range of activities at Salcey forest -they were able to follow a trail around different surfaces e.g. climbing over logs, through puddles building up stamina and muscle strength. They were able to climb, swing etc.

- Observation and assessment in lessons
- Feedback from Play leaders and MDS

- Photos
- Pupil Feedback
- Teacher observation

