

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



PE Funding Evaluation Form – Cromwell Junior Infant School

- 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?
Team Building days for KS1 and KS2 CPD provision for teachers through team teaching. Formative assessment training for teachers Pupil participation in after school clubs (ASC) Pupil best challenges for KS2 Intra and Inter competition Additional lunchtime sports activities run for pupils to take part in, towards their daily 30 minutes. Play leader training given to Year 5 and Year pupils.	Pupils in KS1 experienced a range of physical activities to support their teamwork skills. Pupils in KS2 experienced teamwork during wall climbing and team building activities. Teachers developed their confidence in teaching PE and organizing PE lessons with the help of specialist sports coaches. Teachers have improved their knowledge of on- going assessment in PE and an improved understanding of physical literacy. Greater participation of girls and SEND in after school clubs and lunchtime sports. Pupils have a better understanding of working on their skills and how to improve their performance. Pupil have taken part in competitions against their peers from their class or school and competed against pupils from other schools. Pupils participated in lunchtime football and multi-skills activities. Play leaders supported the delivery of physical activities during lunchtimes.	The number of Year 6 pupils who can swim 25 meters or more. All planned intra competitions did not materialize Staff confidence to teach specialist subject such as dance and gymnastics.	Only 26% of pupils achieved 25 meters. Delivered less intra competitions than planned. Feedback from staff and learning walks.

Review of last year 2023/24

The school achieved Gold in the Pathway to Podium in recognition of their commitment to physical education, school sport and physical activity.

The school was able to identify strengths and areas for improvement which it can for the future.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?	Allocated Amount: £17,790
Intent	Implementation	Costs
Key Indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport	Work with King Edwards Schools Sports Partnership (KESSP) and other agencies to create CPD opportunities for staff to work with specialist coaches. Pupils access high quality PE lessons and extra-curricular provision. Promote benefits of sports and physical activity on mental, physical and emotional well-being. Staff CPD is on going	KESSP-Staff CPD, lunch and After school clubs and competitions - £4140
Key Indicator 2: The engagement of all pupils in regular physical activity – Chief Medical Officers’ guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school	Create opportunities for 30 minutes of physical activity a day in school. Order sports equipment for whole school for PE lessons and extra-curricular provision	Aspire Active- Lunch club, After school club and CPD- £2,574 PE/sports equipment- £1000
Key Indicator 3 The profile of PE and sport is raised across the school as a tool for whole school improvement.	Subscribe to the PE HUB which provides staff with the detailed lessons that encourage skill progression. Staff CPD with specialist coaches (Cricket, Dodgeball and Basketball, Gymnastics, Dance) through team teaching. Warwickshire Cricket CPD and ASC -Autumn and Summer term Conduct regular PE learning walks and provide feedback to staff Staff training for formative assessment in PE- All teachers School staff aware of purpose of Sports premium and uses and communication from PE Lead about CPD and events (PE display board)	Warwickshire Cricket CPD and After school club- £510 British Dodgeball CPD and ASC- £725 PE Hub Subscription- £245

Intended actions for 2024/25

	Conduct regular PE learning walks and provide feedback to staff Staff training for formative assessment in PE- All teachers School staff aware of purpose of Sports premium and uses and communication from PE Lead about CPD and events (PE display board)	
<i>Key Indicator 4</i> Broader experience of a range of sports and physical activities offered to all pupils	Go-Karting Sessions for pupils Y1-Y6. Free at last climbing wall sessions for Pupils Y3-Y6 SH Active – Archery, Fencing and Trampolining Curriculum time and Extra – Curricular (Including Competitions)	<i>Go Karts - £1200</i> <i>Free at Last Climbing Wall - £1600</i> <i>SH Active – £3700</i>
<i>Key Indicator 5</i> Increased participation in competitive sport	Ensure that funding is available for transports to competitions and festivals.	<i>Transport – £550</i>

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?
The intended impact of breaktime, lunchtime and afterschool provision is to promote physical activity and sports throughout the school day which ensure 30 minutes of daily physical activity. The broad range of activities offered to pupils ensures a diverse experience in sports activities which pupils would not have experienced before. Allowing the school to continue its vision of enabling equality and access to all. Staff CPD with specialized coaches will allow staff to gain knowledge and skills they can implement confidently and continue to build on CPD, including organising and delivering intra-competition. Intended outcome is to promote the increased activity for SEND.	- Pupil Voice - Learning Walk Feedback - Staff Feedback/ Upskilled Staff in their delivery of sports PE - Active Pupils - Pupils developing Gross and Fine Motor Skills - EYFS developing core skills - Monitored physical activity levels - Registers - Improving interpersonal and leadership skills of pupils - Rewards/ Achievements of pupils - Photographic evidence on social media platforms - Improved Attendance and Behavior by keeping children engaged with various activities

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Children across the school are more active and have access to a range of equipment (Active play equipment, Scooters, Football, Basketball, Cricket, Table tennis) during breaktime, lunchtime and Multi Skills activities. All teachers have access to quality planning and CPD which helps them to confidently teach PE across a range of sports. SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. Children have developed social and interpersonal skills. Play leaders supported the delivery of physical activities during lunchtimes, supporting their own personal development. Pupils have access to a range of extra-curricular sports which is beneficial for pupils who cannot access other facilities due to financial constraints. PE, physical activity and school sport have a high profile and achievements are celebrated across the life of the school. Pupils experience a broad range of activities and experiences Inter and intra competitions have raised the profile of competitive sport within school. Positive impact on the personal development (physical skills, thinking skills, social skills and personal skills). Pupils in KS1 experienced a range of physical activities to support their teamwork skills, balance bikes for Reception pupils and bikeability for Year 4 pupils. Teachers developed their confidence in teaching PE and organizing PE lessons with the help of specialist sports coaches looking at how to deliver high quality PE lessons and sport. Teachers have improved their knowledge of formative assessments in PE and an	- Monitored physical activity levels and identify ways to increase physical activity throughout the school day through pupil voice questions, discussions and feedback. - Continued learning walks to monitor quality of PE lessons - Evident to how they communicate with each other during sports activities and other lessons and pupil feedback. - Certificates/medals/prizes presented in reward assembly - Continue to celebrate sports participation at a whole school level – Sharing our participation on activities through photographic evidence on social media platforms - Continue to use pupil voice questionnaires to inform curriculum planning, sports activities and competitions. - Feedback – Pupil voice on range of activities offered including sports activities through the School Council and Play Leaders - Registers/ Afterschool Clubs and Attendance

Actual impact/sustainability and supporting evidence

improved understanding of physical literacy.

Greater participation of girls and SEND in after school clubs and lunchtime sports.

Pupils have a better understanding of working on their skills and how to improve their performance through the use of personal best challenges.

Pupil have taken part in competitions against their peers from their class or school and competed against pupils from other schools.

Actual impact/sustainability and supporting evidence

Year 6 Swimming Data

Question	Stats:	Further context <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	Pupils worked on practical safe-self rescue activities in the pool, this helped to achieve good outcomes for all pupils in relation to safe-self rescue. Additional water safety lessons were delivered by the school nurse to consolidate pupil understanding
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100%	Pupils showed increased confidence in the pool and demonstrated effective use of a range of strokes during their water confidence lessons.

Actual impact/sustainability and supporting evidence

What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 meters?	48%	The number of year 6 swimmers who can swim 25 meters or more without any support has increased this year. This is due to consecutive swimming lessons which helped pupils consolidate their skills and confidence. Further improvement will still be needed and will be a focus in next year's swimming.
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