

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>Team teaching of PE specialists and class teachers.</p> <p>Introducing the GET SET for PE scheme of work to staff and beng used as a PE scheme in EYFS.</p> <p><i>1 term Relax Kids sessions for Reception and KS1. Focusing on Physical and mental health. In line with school improvement plan.</i></p> <p><i>To offer a range of sporting opportunities to all pupils.</i></p> <ul style="list-style-type: none"> ● <i>Enrichment Days</i> ● <i>SSFT events (Common wealth games, Mindful mats, Active English)</i> ● <i>GO Bags (PP pupils)</i> ● <i>SEN Inclusion event</i> ● <i>After school clubs</i> 	<p>Teachers have gained confidence in areas of PE they felt less confident in.</p> <p>EYFS found this scheme useful in delivering their PE curriculum, and the children made good progress. The subject Leader has used the scheme to provide training for lunchtime leaders and activities for lunch time.</p> <p>Feedback from pupils and staff were extremely positive with staff feeling that children had a better understanding of their emotions and a bank of strategies to use. Staff felt they would now be able to provide the children with similar activities in their own classrooms.</p> <p>This year there have been many additional opportunities for children to try a wider range of sports. Archery, fencing, athletics, dance, basketball, mindful mats, skipping, yoga. One success was the basketball enrichment which has led to Basketball skills and games regularly being played at lunchtime and a fully booked basketball club. We also took part in a Panathlon festival with other schools, this was a great success. This year we have been able to increase the number of after-school clubs available to pupils and have extended to offering breakfast clubs too. We have offered Football, dance, relax kids, basketball tennis, gymnastics, archery.</p>	<p>We felt the provision provided by sports provider fell short of its usual standard.</p> <p>We would like to have provided even more opportunities for CPD for staff.</p>	<p>In the first term we did not have consistent teaching from the sports coaches. Staff felt the children were not receiving the quality of lesson that they would hope for and often felt they were able to deliver lessons better themselves. As a consequence, Teachers will take over the teaching of PE for the next academic year.</p> <p>Due to lack of available training and time to complete training we did not manage to complete as much additional training as we would have liked this year and will continue to look for additional CPD opportunities in the coming year.</p>

Intended actions for 2024/5

What went well	How do you know?		
<p>To increase pupil's fitness levels and physical literacy skills. Working towards 60 active minutes daily.</p> <p>To continue to raise the profile of PE in the school and continue to gain support from parents.</p> <p>CDP for staff</p> <p>Increased support and to raise the physical literacy levels of our SEND pupils.</p>	<p><i>Pupils have daily access to Physical activity during CIL. Movement Mondays have focused on the children's physical literacy, with more children in each class meeting all the physical literacy skills on our KS1 assessment.</i></p> <p><i>Lunch times at Letchmore are active with a daily timetable of activities with a daily timetable of activities and challenges including, football, basketball, tennis, obstacle course, skipping, Wednesday Disco, Monday challenges and Friday fun activity. These activities are led by dedicated Lunch time staff and strained Year 2 sports leaders. Resources are well looked after and replenished as needed.</i></p> <p>Parent newsletter and survey has given greater insight into how physically active our children are at home and also helped to keep families up to date with the physical activity opportunities at school. 87% of parents reported that their children are active for the recommended 30minutes daily at home with 44% of pupils being active for more than 60 minutes daily. This is in addition to the physical activity offered at school. The sports day was well attended and the feedback from staff parents and children on the day was very positive.</p> <p>In addition to the weekly team teaching, CPD this term has focused on supporting our SEND pupils with physical activity. All teachers have completed the youth sports trust Autism and sensory circuits training. Strategies have been used to not only support in pE lessons but also to use physical activity to support pupils in other lessons and throughout the school day. All staff will receive CPD in the use of the new pE scheme.</p> <p>Our SEND pupils have been a focus throughout this academic year. Through careful assessment and target setting we have developed their physical literacy skills. Many pupils have also benefitted from the use of sensory circuits. We have attended training and bought resources to support sensory circuits this year. Many pupils find the circuits useful in helping them regulate before academic lessons.</p>		

Intended actions for 2024/5

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>To use Sensory Circuits across the school to regulate sensory needs, improve attention and behaviour, enhance emotional regulation and improve physical literacy.</p> <p>To use the Get Set for PE scheme across the school to ensure quality PE teaching and clear skills progression across the school.</p> <p>To increase pupil’s fitness levels and physical literacy skills. Continuing to strive towards 60 active minutes daily.</p> <p><i>To continue to raise the profile of PE in the school and continue to gain support from parents.</i></p> <p>To look for increased CPD opportunities for staff.</p> <p>To offer a range of sporting opportunities to all pupils.</p>	<p>TA to set up and support a daily timetable of sensory circuits. PE premium to be used for staffing, training, resources and set up of sensory circuits.</p> <p>All staff trained in using the get set for PE planning and assessment. PE leader to work with Get Set for PE to design a curriculum that builds on the vital physical literacy skills of EYFS and KS1 pupils. Ensure lessons are well resourced.</p> <p>Active lunchtimes, sports leaders, playground resources, PE lessons to focus on developing physical literacy skills, whole school events and challenges. Physical activity and skill development available during child initiated learning.</p> <p>PE newsletter, Bursts PE app for home use, links with Stevenage sporting futures, KS1 games mark, links with premier sport, sports day. Links with Almond Hill and their sports leaders.</p> <p>All staff trained in Sensory circuits. Teaching staff training in use of Get Set for PE scheme. Individual staffing training needs audited, and training provided to support these needs. Additional training available through Get set for PE and SSFT.</p> <p>Termly enrichment days with premier sport, Stevenage sporting futures regular sporting events, Santa run, after school clubs.</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>Sensory circuits will allow better emotional regulation and children ready for learning. The children will know the routines and be able to use the skills learnt in future years. Staff will become more familiar with how the circuits work and the benefits and will be able to use ideas in their own classrooms and in years to come.</p> <p>Through the Get Set for PE scheme all children will receive quality PE lessons with the skills building year on year. Staff will feel confident delivering the curriculum and have opportunities to develop their own CPD in areas they feel less confident. Assessment will be robust and allow us to adapt our teaching to meet the needs of individual learners.</p> <p>The children at Letchmore will be active for the recommended 60 minutes each day. They will be building habits for life and will be more likely to be fit and healthy adults.</p> <p>PE and physical activity will be a part of everyday life at Letchmore, parents will be more aware of the Active 60 campaign and will support their children to meet the 60 minutes of physical activity daily. Parents will celebrate in the children's successes with sports days, challenges, Santa run and awards.</p> <p>Staff will feel confident in delivering the PE curriculum this year and into the future.</p> <p>The children at Letchmore will be aware of the huge range of sports available to them and will enjoy participating in both competitive and non-competitive sports.</p>	<p>Feedback from teachers, fewer behaviour incidents reported, pupil voice, physical literacy assessment.</p> <p>Planning scrutiny, long term curriculum map, lesson observations, staff and pupil voice, photos and videos, assessment tools.</p> <p>Active playtimes with fewer behaviour incidents, questionnaires about home and school activity, club registers, photos, video, Sports leader training log, pupil voice, sporting shout outs on the newsletter.</p> <p>Newsletters, Bursts App data, Sports day feedback, photos, videos, Games mark award, SSFT awards, parent questionnaire.</p> <p>Training logs and staff feedback.</p> <p>Calander, evaluation of events, photos, videos, pupil voice.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Sensory circuits have helped with better emotional regulation and children are more ready for learning. The children are familiar with the routines and we are already seeing them use techniques they have learnt independently in the classroom. All staff have received training so alongside the sessions run by Jodie our Sensory circuits lead we have sessions being run with TA's throughout the school.</p> <p>Through the Get Set for PE scheme all children have received quality PE lessons with the skills building year on year. Staff have reported that they feel confident delivering the curriculum and have opportunities to develop their own CPD in areas they feel less confident. Assessment is more robust as the teachers are delivering all their own PE lessons. They also plan for additional PE learning during CIL based on what they are seeing in lessons.</p> <p>The children at Letchmore are incredibly active. They will be building habits for life and will be more likely to be fit and healthy adults. Through active lunchtimes, sports leaders, playground resources, PE lessons developing physical literacy skills, whole school events such as skipping workshops, sports day and Santa run, physical activity and skill development available during child initiated learning the children at Letchmore are well on their way to achieving 60 minutes of physical activity during a school day.</p> <p>Parents at Letchmore are very supportive of the work we do with their children to help them be fit and healthy. Through our sports newsletter more parents are aware of the active 60 campaign, parents ensure their children are appropriately dressed for sporting events and PE. Many parents sign their children up for after school clubs in school and many children attend clubs outside of school. Parents share sporting successes in the weekly newsletter. The parents at Letchmore support events such as the Santa run, sports day and skipping workshop and report that their children are excited to attend these events. We send information about local clubs and events to parents.</p> <p>All staff have received sensory circuit training this year and that is being used across the school. Teachers have had access to the get set for PE training sessions and these have been used to support SEND teaching and also to boost teacher confidence in particular areas of the curriculum such as gymnastics.</p> <p>The children at Letchmore have had opportunities to participate in a wide range of sports during their PE lessons. They have also experienced enrichment sessions in Athletics (competitive and non-competitive), basketball, tennis, football, gymnastics, skipping, running, fencing, archery and dance. We also discuss in class any major sporting events such as the women's Euros, London Marathon, Rugby world cup and Wimbledon.</p>	<p>We have a full timetable and register of the children taking part both with our sensory circuit leader and Tas in their own classrooms. Feedback from class teachers has been incredibly positive. 'It has been lovely to see the relationship between the children and Jodie develop. They all enjoy going for their sessions and return in a regulated state, ready to learn. When the session coincides with a natural transition point in our day they are particularly effective as these are the times that the names children can find more difficult to manage'. Children's questionnaires have also been positive with 100percent of children saying they enjoy the sessions and that they feel it helps them. 'It helps me to calm down' (S Year 1) 'It has helped me to grow up, I used to be the weakest but now I am strong' (F Year 1)</p> <p>Curriculum plans showing a clear progression of skills. Lesson observations show that children are engaged, and a sequence of skills are being taught across the school. Assessment data across Reception and KS1 is strong with more of our targeted groups reaching ARE than last year.</p> <p>Lunchtime rotas, photographs, lesson observations. Pupil voice, Child initiated enhancement plans, letters about events, school calendar of sports events, feedback from sports leaders.' I love being a sports leader, we make sure that lunchtimes are active everyday and get all the resources ready for the children' (R Year 2)</p> <p>Sporting Newsletters Weekly sporting shout outs Sports superstars of the week Club registers 41% of children have attended after school sports clubs this academic year.</p> <p>Training logs, feedback from teachers.</p> <p>School calendar, sports club registers, letters to parents, emails, photos, pupil voice after events. 'Santa Run is the best day ever! I beat my laps from last year!' (E Year 1)</p>