

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

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>CPD</p> <ul style="list-style-type: none"> • Ensure all teaching staff are ensure all staff are confident and competent in teaching PE to a good standard for this year and future years. • Ensure teachers and teaching assistants are trained to understand the benefits of sensory circuits and how to organise sessions. Sensory circuits will be used for pupils we have identified as having a need to support their gross motor skills or to support pupils with physical activity to support focus and concentration within the classroom. For some pupils this will be at the start of the day. For other this will be during the school day. We aim for this to engage more pupils in daily physical activity targeting pupils who find these skills hard in usual classroom activities Ensure teachers and teaching assistants are confident to plan and deliver sensory circuits sessions to meet the needs of identified pupils for this year and future years. • Support pupils to be more aware of the impact of exercise on mental health and wellbeing. CPD for teachers in teaching importance of mental health 	<ul style="list-style-type: none"> • CPD from REAL PE videos and resources. Hall laptop made available to ensure quality teaching for sessions • CPD from Thrive on INSET day for sensory circuits. Include staff who do not normally work on chosen INSET day • CPD through MyHappyMind and MyHappyMindPlus programmes

Intended actions for 2024/25

Internal Activities

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| <ul style="list-style-type: none"> • Run daily before school sensory circuit club for identified pupils to support pupils coming into school and being ready to be alert and focused for first session of the day. • Run sensory circuits sessions throughout the day for identified pupils to support focus and behaviour during the day. • Provide a sports day which includes opportunities for competitive elements for individuals and between classes • Provide opportunities for pupils to have competitive elements to improve their own score and between other pupils through the speed kicking challenge • MyHappyMind and MyHappyMindPlus platforms for pupils to understand positive benefits of being active and taking daily exercise on their physical and mental well-being. • Ensure PE equipment is in good condition and safe to use • Ensure outside physical activity equipment is in good condition and safe to use • Further promote daily physical activity and encourage self-directed movement at break and lunchtime plays and involve more pupils • Support behaviour and focus in the classroom when pupils return to learning inside • Provide further opportunities for pupils with identified SEND to have access to physical movement | <ul style="list-style-type: none"> • Teacher/TA/FSW to set up and lead circuits club. Additional hours used as needed to provide cover. • TAs to set up and lead circuits sessions during the day • PE lead to plan 2 x sports mornings for visitors to watch. Ensure we have appropriate equipment. • TA to organize and oversee the scoring goal competition. Pupils timed to see how fast they could kick a ball to score a goal – linked to women's football euro championships if possible. Each child given individual times of kicking ball speed. 3 attempts for each pupil to improve their speed with advice from the coach about how to improve their technique. • Purchase of MyHappyMind Programme and MyHappyMindPlus. The programme includes CPD for staff and well planned series of lessons and activities. Pupils have weekly lessons and each day classes have will have movement breaks as well as them learning about how exercise supports their mental health and ability to learn. Establish class reps – Happiness Heroes – to promote well-being within the classroom, Training sessions with Happiness Heros led by assistant head • Safety checks carried out on current indoor PE equipment and refurbish/replace items if needed. • Safety checks carried out on current outdoor equipment to promote physical activity and replace parts/refurbish as needed. • Purchase monkey bars and low balance beams to extend the offer of physical activities on the KS1 playground to promote upper body strength in particularly and resilience as pupils try to get across the bars. To promote balance and agility and well as co-operation skills and pupils negotiate the beams. These will be moveable so can be set up in different configurations to keep play fresh throughout the year and for future years. • Purchase of specific equipment such as body socks and sensory equipment to encourage pupils to take part in physical activity. |
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Intended actions for 2024/25

External Activities

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| <ul style="list-style-type: none"> • Provide identified pupils in EYFS targeted support to develop key gross motor skills. • Hire sport coach for teaching pupils at lunchtimes group activity games which they can continue to play on other days during the week • Support pupils in EYFS developing ideas of how to be more physically active in the outdoor environment. Provide some CPD to staff members to use in future years to develop an area of school grounds to be used for woodland activities. • Provide further opportunities for pupils with identified SEND to have access to physical movement • Organise NED show assembly (Never give up, Encourage others, Do your best) to support the teaching of our school values and link to promoting physical activities and enjoyment. | <ul style="list-style-type: none"> • Hire sport coach for specific training for identified pupils in EYFS to develop their physical skills 30 mins per week • Hire sports coach for KS1 lunchtimes 30 mins per week • Staff to visit West Lodge forest school area to assess whether suitable for the visit and discuss what forest skills the pupils should undertake during the visit. If suitable, EYFS pupils will visit on 2 separate days to allow all pupils to have the experience. • Staff to visit Corby Gymnastics Centre to assess whether suitable for the visit and discuss what areas would best suit the needs of our pupils. If suitable, Ducklings pupils and their parents, where applicable, to visit Corby Gymnastic Centre for pupils to participate in a wider range of equipment and use the sensory room. • Assembly from the NED show includes benefits of exercise on our well-being. Continue to remind children about the message in future school ed assemblies. |
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Intended actions for 2024/25

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> • Staff have increased their confidence and feel more confident to build further on these skills in future years • More pupils are participating in a range of physically activities each day during their lunchtime and break time plays to supplement the 2 hours of PE they receive each week. We have seen enjoyment is self directed physical movement and we believe this will continue in the future as pupils have been pleased with the new skills they have acquired. The refurbishment of the trim trail will ensure it will be a key part of playtimes for future years. • Staff have increased their understanding of the benefits of exercise on pupils's mental health through the COD modules. They will continue to include regular movement breaks in the day in following years. The My Happy Mond sessions have really helped to improve pupils's metal health and for them to develop skills to support their wider learning, • We now have teachers who are aware of how we could use skills when we plan to develop out woodland area further next year for physical development, Our EYFS pupils have 	<ul style="list-style-type: none"> • New staff are teaching PE at a similar standard to more experienced staff. • Observations have shown at playtimes and lunchtimes pupils have consistently taken advantage of all the outdoor equipment. The addition of monkey bare been particularly successful in engaging more girls to become more physically active. It has promoted more team spirit skills as pupils encourage others to get across, Pupils have shown persistence on developing their skills. Some pupils have challenged themselves, for example trying to go backwards across the monkey bars. Pupils have been keen to demonstrate to their families after school the new skills they have learnt particularly on the monkey bars. The pupils expressed their wish to have the trim trail back in use whilst it was out of action for a few days during the refurbishment, • The outdoor physical equipment are always some of the most popular activities at playtimes. The areas are also used to encourage pupils with SEND to use in their individual break times to support regulating activities, Staff have reported pupils are return to sessions calmer after doing some physical exercise outside. • Pupils can talk about strategies they can use to support themselves when they are feeling dysregulated or anxious about something, • My Happy Mind surveys shows 100% of teachers are now having at least 1 conversation (formal or informal) about pupils's mental wellbeing each week. 100% of teachers said their class are now able to talk about their character strengths. 100% of teachers said they have seen the self-esteem and confidence of their pupils improve from using My Happy Mind so far. 67% of teachers have seen an improvement in pupils's resilience and perseverance. 67% of teachers have seen their pupils getting more excited about setting goals for themselves. 83% of teachers are now using the goal setting framework in their regular teaching and learning./ • Pupils really enjoyed the NED assembly and were clear about the objectives from it. A high proportion of pupils bought yoyos afterwards to use at home. Pupils entitled to pupil premium were offered yoyos through the PP funding, • Pupils were fully engaged in the activities during the day and spoke about their visit with great enjoyment. Parents commented on how much they enjoyed the visit,

Actual impact/sustainability and supporting evidence

gained some basic forest school skills which we aim to build upon further in our woodland area as they move through the school.

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| <ul style="list-style-type: none"> • The whole school staff now have a better understanding of the benefits of sensory circuits and sensory exercise breaks throughout the day. Teaching assistants are confident now to set up and run sensory circuit sessions. • Giving Ducklings pupils the opportunities to develop their physical skills in a safe area was extremely beneficial to them. Several of the parents commented that they would now take their pupils to this provision themselves outside of school hours. Purchasing specific equipment for Ducklings pupils have ensured they have opportunities each day for physical activity as they are not able to access whole class PE sessions. We will be able to use this equipment in future years and encourage self-directed physical activity. • By targeting individual pupils for specialist support has ensured these pupils have a good start which they can build on in following years. • We have included some competitive elements into our PE offer which we can build further on in following years. We hope to have opportunities next year to work with local schools for pupils to be competitive beyond their own school. | <ul style="list-style-type: none"> • IEPs reviews show the benefits for pupils who have been attending the additional sensory circuit sessions. Pupils are engaged in sensory circuits before school and during the school day. • Before school sensory circuits have been a safe space to assist with the transition from home to the start of the school day for some of the pupils who have been attending. Pupils are coming into school happier to start the day. • Parents who accompanied their pupils on the Ducklings visit could see how much their pupils benefitted from the experience. Staff reported that this was an excellent experience for these pupils. • Pupils are engaged in appropriate physical activities appropriate to their development stage. • This year 90% of our EYFS pupils have achieved the expected level in physical development, • Pupils enjoyed participating in our events which had a more competitive element, • There was good support from families on our Sports Days. We had lots of positive comments from the visitors about how good it was to see pupils fully involved and enjoying themselves with the different activities, |
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