

# PE Funding Evaluation Form



Commissioned by



Department  
for Education

Created by



## 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>Swimming lessons for Year 2</p> <p>Introduction of Forest School – two staff achieved level 3 accreditation.</p>	<p><i>This has resulted in all the children achieving the Water Safe Certificate. All children also received School Swimming certificates. (See data) This provides an opportunity to be water confident much earlier than the National Curriculum stipulates.</i></p> <p><i>Children with significant SEND have been able to successfully access the swimming sessions. All F2 children access a weekly forest school provision on the school site. Feedback from parents and assessments (baseline and end of year) demonstrate good progress in core areas –</i></p> <ul style="list-style-type: none"> <li>• <b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence</li> <li>• <b>Social skills:</b> children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li>• <b>Communication:</b> language development was prompted by the children's sensory experiences</li> <li>• <b>Motivation:</b> the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</li> <li>• <b>Physical skills:</b> these improvements were characterised by the development of physical stamina and gross and fine motor skills</li> </ul>	<p>The use of PE passport ....&gt;</p>	<p>PE Passport as a scheme was difficult to resource and this made it more difficult to teach and for children to understand. We were not able to use our PE resources and children were not getting a proper chance to use all of the PE equipment. Teaching staff also discussed how it was more difficult to teach and to make the children understand which has led to us trying a new scheme for the year.</p>

## 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>Extra resources purchased for playtimes and lunch times: midday supervisors to engage more children in physical activity.</p> <p>After school clubs offered to key stage 1: forest school club, hockey club, football club, benchball club.</p> <p>Actively promote PE sessions via school website and online learning platforms.</p> <p>Purchase additional and replacement PE resources matched up with the PE scheme of work.</p> <p>F2 children to take part in weekly Forest School session.</p> <p>Year 2 children to take part in weekly swimming lessons for 1 and a half terms</p> <p>(Organise sports day with helpers from junior school.)</p>	<p>Extra resources purchased for playtimes and lunch times: midday supervisors to engage more children in physical activity. New playtime resources purchased with</p> <p>After school clubs will be implemented (forest school club in autumn term, sports clubs beginning in spring term). Offered to KS1 children.</p> <p>Actively promote PE sessions via school website and online learning platforms. Liaise with staff to ensure that photos are being shared on the website and on online learning platforms.</p> <p>Purchase additional and replacement PE resources matched up with the PE scheme of work.</p> <p>F2 children to take part in weekly Forest School session.</p> <p>Year 2 children to take part in weekly swimming lessons for 1 and a half terms.</p> <p>(Organise sports day with helpers from junior school.)</p>

## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<ol style="list-style-type: none"> <li>1. Extra resources purchased for midday supervisors to engage more children in physical activity – children will be more engaged and active during playtimes</li> <li>2. After school clubs offered to KS1: forest school club, hockey club, football club, benchball club - To provide a wider range of curricular and extra-curricular sporting activities. This will impact the children offering them a variety of sports to participate in and learn about leading to children being able to build more confidence across unique sports.</li> <li>3. Actively promote PE sessions via school website and online learning platforms – children develop a love of sports and being active, shared with parents so they can see the activities children get up to. To promote lifelong love of sport and the benefits of why we participate in sport.</li> <li>4. F2 children to take part in weekly Forest School session - Forest school now poses a huge opportunity for new learning and participation involving the outdoor world. There will be developments in their gross motor skills and PSED.</li> <li>5. Purchase additional and replacement PE resources matched up with the PE scheme of work – children have lots of resources to go along with a new scheme that covers a lot and builds on what’s taught from year to year.</li> <li>6. Year 2 children to take part in weekly swimming lessons for 1 and a half terms – children gain confidence in swimming.</li> <li>7. Organise sports day with helpers from junior school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Children will be more engaged and active during playtimes – calmer</li> <li>2. After school clubs are running and are on offer to KS1 .</li> <li>3. Pictures on the website</li> <li>4. F2 children to take part in weekly Forest School session – timetabled in/evidence on online learning platforms</li> <li>5. Audit of PE equipment.</li> <li>6. Swimming lessons taking place weekly.</li> <li>7. Organise sports day with helpers from junior school.</li> </ol>

## Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?

What **evidence** do you have?

## Actual impact/sustainability and supporting evidence

Head Teacher:	<i>Lisa Harper</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr Farooq (PE subject lead)</i>
Governor:	<i>Helen Derby (linked governor)</i>
Date:	November 24