

PE Funding Evaluation Form

Goldthorn Park Primary 2024-25

Created by
Commissioned by



Department
for Education



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>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.</p>	<p>Sporting clubs are well attended across key stages with PP and SEN pupils proportionally represented</p> <ul style="list-style-type: none"> • Sports Coaches deliver after school sport session to prepare children for competitive sport • Boccia competition did not go ahead. We intend to take part next year if this goes ahead. <p>Celebrating PE and sports achievement in assemblies has motivated children to become more involved in sports inside and outside school.</p>	<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.</p>	<p>Upper Key stage pupils undertook training for play leaders. However, training was delayed until Summer 2024. Plans are in place to implement this fully in September 2024.</p> <p>AfPE Quality Mark to be applied for.</p>
<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.</p>	<p>Percentage of children accessing sports clubs and taking part in competitive sports.</p> <p>Pupils demonstrate positive attitudes to health and well being both inside and outside of PE lessons. Pupils can explain confidently and accurately how to keep themselves healthy.</p>	<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.</p>	<p>To raise the profile further considerations are being made to add a sports award to the weekly merit assembly/ or termly assembly.</p>

Review of last year 2023/25

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Parent PE workshops were delivered to all key stages by Soccer 2000.</p> <p>PE coordinator monitored sports coaches to ensure teaching and coaching was consistently good.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Staff voice recognized need for teachers to deliver at least one session of PE each week. Considerations in place to implement a new PE programme to provide staff with CPD to teach and deliver PE across all key stages.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>P.E leaders and assistant headteacher organized and delivered lunch time activities.</p> <p>P.E leaders promoted their love of physical activity. Wild Tribe leader appointed and trained to delivery sessions across EYFS.</p> <p>Pop up swimming pool available for years 4-6 for period of ? weeks. Please see swimming data at the bottom of the sports premium.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Club was held but uptake was not as high as hoped due to other barriers.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Data from sports day.</p> <p>Competitive competition attended</p> <p>All aboard SEN</p> <p>Boys football</p> <p>Girls football</p> <p>Trust Olympics – summer term</p>	<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Targeted children would have benefitted from pre teaching or practice at skills to compete.</p>

Review of last year 2023/26

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Intended actions for 2024/27

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p><u>Key indicator 1 - Increase confidence, knowledge and skills of all staff in teaching PE and sport.</u></p> <p>1. School to invest in 'Get set 4 PE' Primary PE planning and resources</p> <p>2. Designated PE teacher to access further training for delivery of curriculum which will then cascade through whole school staff CPD to other staff members for a sustainable approach.</p> <p>3. Staff member to implement Wild Tribes provision as a fundamental part of the curriculum in 2024-25, following training in 2023-24. Train others to teach using the same approach; also purchase additional resources in order to fully implement approach.</p> <p><u>Key indicator 2: The engagement of all pupils in regular physical activity</u></p> <p>4. Play leaders will promote their love of physical activity to those pupils who experience barriers to engagement and achievement in sport.</p> <p><u>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</u></p> <p>5. Develop role of pupil Wellbeing Champions to support physical and health across school</p> <p><u>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</u></p> <p>7. Pupils to take part in sports hall athletics at local secondary school</p> <p>8. British Cycling for Year 6.</p> <p>9. PE teacher to have specific timetabled session for EHCP pupils</p> <p>10. Increase links with local swimming pools to offer free/subsidized swim session before school for disadvantaged pupils</p>	<p>1. School leaders and subject leader to undertake specific training for 'Get Set4 PE' Primary PE planning and resources.</p> <p>2. Subject leader to cascade training down to other staff and continue monitoring/evaluating implementation throughout year.</p> <p>3. Outdoor learning leader to trial Wild Tribes provision on a smaller scale and, with school leaders plan the implementation of this throughout school. Outdoor learning leader to cascade this to other staff, providing whole school CPD for wider implementation</p> <p>4. Students will organise and lead lunchtime activities which will be accessible for all pupils.</p> <p>5. PSHE leader to develop the role of Wellbeing Champions. Pupils to meet fortnightly and lead initiatives across school across school to raise the profile of a mentally and physically healthy lifestyle.</p> <p>7. Links made with local secondary school and events arranged throughout the academic year</p> <p>8. Book British Cycling for autumn term (new arrangement – free after school sessions)</p> <p>9. 1 x session per week for PE teacher to teach EHCP pupils on timetable – HM. (consulted with Alison Fuller (Equality, Diversity and Inclusion for School Games Partnerships and School Sport)</p> <p>10. When sessions are available, ensure offer is communicated to families</p> <p>11. Cricket sessions booked for implementation in Spring term</p> <p>12. Tennis sessions planned for summer term</p> <p>13. Girls football training every Thursday after school and matches booked</p>

Intended actions for 2024/28

<p>11. Pupils across school to access dedicated cricket sessions in spring term.</p> <p>12. Pupil in years 4 and 5 to access dedicated tennis sessions in summer term</p> <p><u>Key indicator 5: Increased participation in competitive sport</u></p> <p>13. Girls football club to continue growth, building on 2023-24 achievements/experiences</p> <p>14. Mixed football team to compete in WASPs tournaments</p> <p>15. Soccer 2000 coaches to support competitive sport</p> <p>16. Ensure transport is booked in advance to ensure costs are minimized. This will allow additional participation in sporting activity or new events. Wolverhampton has a healthy range of inter and intra school sports from the traditional ones; football, netball to multi sports, etc</p>	<p>throughout the season. Additional inter-trust matches booked.</p> <p>14. Mixed football training every Friday after school and matches booked throughout the season. Additional inter-trust matches booked.</p> <p>15. Soccer 2000 support football training on Wednesdays/Thursdays</p> <p>16. PE leader to liaise promptly with office staff to make arrangements for transport</p>
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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><u>Key indicator 1 - Increase confidence, knowledge and skills of all staff in teaching PE and sport.</u></p> <p>By using the 'Get Set 4 PE' Primary PE planning & resources, increased knowledge and skills of all staff in teaching PE and sport (Staff are more confident and competent in terms of their knowledge and understanding of the PE curriculum). Enhanced quality of teaching, learning, delivery and assessment of PE leads to improve standards with greater and more rapid progress. By introducing Wild Tribes across school, pupils will benefit both physically and mentally by learning additional skills in the outdoor environment</p> <p><u>Key indicator 2: The engagement of all pupils in regular physical activity</u></p> <p>Pupils physical and mental wellbeing will increase through participation in daily physical activity, led by their peers. Leadership skills of the playleaders will increase, allowing them to train the next class in Summer 2025.</p> <p><u>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</u></p> <p>The impact of the initiatives led by health champions will also lead to greater physical and mental health across school. The 'offer' from Progressive Sports will lead to a wider uptake in wraparound provision</p> <p><u>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</u></p> <p>A large number of KS2 pupils will take part in sports hall athletics at local secondary school and enjoy it All Year 4 will be offered Bike-ability and all Year 6 British Cycling and learn additional cycling skills All EHCP pupils to access additional PE session to improve their gross motor skills Pupils to access free/subsidized swim session before school for disadvantaged pupils to increase their swimming skills Pupils across school to access dedicated cricket sessions in</p>	<p>Staff CPD Pupil/Parent/Staff voice Learning walks</p> <p>Staff CPD Pupil/Parent/Staff voice Learning walks Outdoor learning Health Related Behaviour Survey results</p> <p>Pupil/Parent/Staff voice Health Related Behaviour Survey results</p> <p>Pupil/Parent/Staff voice Health Related Behaviour Survey results Numbers attending wraparound provision will increase EHCP evidence Participation records</p>

Expected impact and sustainability will be achieved

spring term and take an interest in the sport/improve their skills. Pupil in years 4 and 5 to access dedicated tennis sessions in summer term and take an interest in the sport/ improve their skills

Key indicator 5: Increased participation in competitive sport

Girls football team and mixed football teams will participate in and experience achievement in competitive matches.

Participation records
Pupil/Parent/Staff voice.

All of the above will enable collation of further evidence towards achievement of **Games award** in 2025/26

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
To be completed as academic year 2024-25 progresses	To be completed as academic year 2024-25 progresses

Swimming Data

<u>Question</u>	STATS	<u>Further context</u> <u>Relative to local challenges</u>																		
	<p>Year 5 swimming data</p> <table border="1"> <caption>Goldthorne Year 5 Swimming Progression 2024/25</caption> <thead> <tr> <th>Category</th> <th>Start (%)</th> <th>Finish (%)</th> </tr> </thead> <tbody> <tr> <td>5m on front</td> <td>10%</td> <td>87%</td> </tr> <tr> <td>15m on front</td> <td>5%</td> <td>64%</td> </tr> <tr> <td>25m on front</td> <td>0%</td> <td>43%</td> </tr> <tr> <td>Range of stroke</td> <td>3%</td> <td>48%</td> </tr> <tr> <td>Self rescue</td> <td>0%</td> <td>41%</td> </tr> </tbody> </table>	Category	Start (%)	Finish (%)	5m on front	10%	87%	15m on front	5%	64%	25m on front	0%	43%	Range of stroke	3%	48%	Self rescue	0%	41%	
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Actual impact/sustainability and supporting evidence

