

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>The purchase of the 'Smooga' surface has enhanced the physical activity at breaks.</p> <p>Use of GetSet4PE allowed high quality deliver of both class and coach led PE sessions.</p> <p>Staff CPD has been well planned and targeted at gaps in staff knowledge and understanding.</p> <p>Students have had access to a huge range of wider opportunities to engage in a rich and diverse sporting world. This includes: Beatboxing, breakdancing, roller skating, boccia, boxing, tennis, lawn bowls.</p>	<p>Children are actively using the 'Smooga' for football and it has created space for active play for the rest of the children.</p> <p>Teachers have feedback feeling that they are well supported via GetSet4PE to deliver high quality PE.</p> <p>Staff have engaged in audits to show their areas of weakness and from CPD plan we can see that these areas have been targeted through the use of PASS.</p>	<p>We could have opened up more of the opportunities to our KS1 pupils so they could engage in a greater variety of sports.</p> <p>There were some issues with timetabling the PASS support due to it clashing with other things happening. Due to some year groups having swimming, they were not able to access this CPD.</p>	<p>Lots of the additional enrichment and sporting opportunities were targetted towards our KS2 children.</p> <p>Audits show us that some areas which staff identified as a weakness have still not been supported and targeted.</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>At Loose Primary School, our intent is to use the Sports Premium funding to enhance the physical education provision and promote lifelong participation in sport and physical activity. We are committed to two primary focuses:</p> <ol style="list-style-type: none"> 1. Empowering Teachers through CPD and Support: We will partner with PASS (Physical Activity and School Sport) to provide comprehensive Continuing Professional Development (CPD) and tailored support for teachers. This will ensure that staff are confident and skilled in delivering high-quality PE lessons, fostering a consistent and inclusive approach to physical education across all year groups. Approx £7,640 2. Offering a Broad and Outstanding Range of Sporting Opportunities: We will provide our pupils with an exceptional variety of sporting activities, both within the curriculum and through extra-curricular opportunities. By offering a broad spectrum of traditional and alternative sports, we aim to inspire every child to find a physical activity they enjoy, building their physical skills, confidence, and well-being. Approx: £14,000 <p>Our overarching goal is to instil a love of activity in all our pupils, ensuring they develop the knowledge, skills, and attitudes to lead healthy, active lifestyles now and in the future.</p>	<p>Focus 1: Empowering Teachers through CPD and Support</p> <ol style="list-style-type: none"> 1. Audit Staff Competence: At the start of the academic year, we will carry out a comprehensive audit of all teaching staff to assess their current confidence and competence in delivering PE lessons. This will identify areas for development and allow us to tailor CPD accordingly. 2. Timetabling Support and CPD: Based on the audit results, we will collaborate with PASS (Physical Activity and School Sport) to create a CPD program that addresses individual needs. Teachers (where possible) will engage in team teaching to support their subject knowledge and delivery of PE. 3. Re-audit for Improvement: After the CPD sessions and support have been implemented, a follow-up audit will be conducted later in the year to measure improvements in teacher confidence and ability. This re-audit will help us evaluate the effectiveness of the support and make adjustments where necessary.

Intended actions for 2024/25

Focus 2: Offering Broad and Outstanding Sporting Opportunities

1. **Offsite Sporting Events:** To provide an exceptional range of experiences, we will organise events for some year groups at external locations known for their sporting facilities and activities. Some examples below:
 - **Bedgebury National Pinetum and Forest:** Offering opportunities for outdoor adventure, such as orienteering and forest-based challenges.
 - **Mote Park Leisure Centre:** Hosting swimming, team sports, and fitness challenges.
 - **ClipnClimb:** Providing a unique experience in climbing and confidence-building activities.

These events will ensure that every other year group (1-6) engages in an exciting, challenging sporting opportunity outside of the school environment.

2. **In-School Enrichment and Visitors:** In addition to offsite activities, we will continue the great work from last year by enriching the curriculum with the use of specialist coaches, athletes, and sports professionals to deliver workshops and inspire students. This will include a variety of sports, from mainstream to niche activities, ensuring all pupils have the chance to try something new and develop a lifelong interest in physical activity.

This implementation plan will foster a culture of physical activity and ensure that both staff and students benefit from high-quality PE teaching and a wide range of sporting experiences.

Expected impact and sustainability will be achieved

Impact

- High levels of engagement within PE lessons.
- Fostering a love of PE here at Loose Primary School.
- Creating a sense of awe and wonder in regards to physical activity.
- Inspire and motivate children to engage with sporting activities they have not experienced before.

Sustainability:

- The use of PASS CPD support will enable teachers to improve their own subject knowledge and therefore have impact on future generations of students they teach.
- Spending some of the funding on developing effective links with organisations means that in the future these events can continue when the funding may not be available.

How will you know? What **evidence** do you have or expect to have?

- Positive responses from pupil surveys showcasing how they have felt, engaged with and enjoyed the sporting activities we have arranged.
- Positive responses from staff audits showing the improvement and development of their own subject knowledge and skills.

Impact and Sustainability Seen 2024/2025

What impact/sustainability have you seen?	What evidence do you have?
<p>Focus 1: Empowering Teachers through CPD and Support</p> <p>Loose Primary School have focused on CPD in the form of observing, team teaching and leading lessons with the support of a specialist. Subject knowledge has increased as well as the confidence to deliver lessons in this sporting area.</p> <p>Football Team teaching to develop subject knowledge and confidence in delivering Football. Lessons were observed and reflected on as well as team taught. The use of space and organisational factors of a lesson were covered. Differentiating lessons for higher attaining children was considered as many children had experience playing football outside of school. Both teachers developed confidence and subject knowledge across the term. They were confident to assess the children as we went along and differentiate lessons using STEP principle. Both teachers took on more teaching each lesson until they were confident to lead a full lesson with PASS support. Teachers were eager to learn and were proactive in reading plans before and adapting them to the needs of the children.</p> <p>Dance- The class teacher wanted to develop subject knowledge of year PE curriculum after moving up to Year 2 from EYFS. They observed a sequence of Dance lessons. The class teacher's subject knowledge increased substantially throughout the term. They were able to confidently lead small group activities within lessons. Behaviour management, alongside embedding routines was a focus alongside subject knowledge. CT was able to confidently lead a warm up linked to the lesson objective. I was modelled and practiced how to teach a short routine through part, part, whole teaching. incorporating a theme in to the lesson as an hook for the children. CT learnt how to use effective questioning to assess the knowledge as well as the physical ability of the</p>	<p>Specialist CPD support staff observed teachers Through a pupil voice, children reported some children doing different activities during lessons. Staff have reported higher levels of confidence. Higher levels of progress in the children. More desirable behaviours for learning during lessons. School Games Mark Gold award</p>

Impact and Sustainability Seen 2024/2025

There was discussion around incorporating a theme in to the lesson as a hook for the children. CT learnt how to use effective questioning to assess the knowledge as well as the physical ability of the children.

Gymnastic

Class teacher observed and team taught sequence of gymnastics lessons. We looked at how to adapt the smaller hall space for older children. Each lesson their was a focus on prior learning and the children's prior knowledge. There was a clear increase in confidence in her ability and subject knowledge. We looked at the use of a range of equipment for rolling and balancing and jumping. CT learnt how to organise a class using a circuit of activities. Class management and H&S when using apparatus stations, setting up and putting away was modelled and discussed. CT learnt how to develop HA by assessing their ability and giving them challenges to create sequences rather than individual rolls.

Netball

Focus was on how to use a small space to allow for progress of all children in each lesson. Differentiation and assessment were a focus, developing the children's subject knowledge and encouraging children to use correct terminology referring to netball and ball skills in general. By having 2 adults available, the children were able to access more differentiated activities and work on basics skills (throwing and catching) when necessary. Opportunities to explore roles for those not able to physically participate were established.

Basketball

CT was able to see how to differentiate lessons and adapt where needed. CT differentiated activities to suit the ability of each child. This approach ensured all children made progress during each lesson in Basketball . CT observed the best way to organise the children, equipment, when limited on space and in wet weather. There was greater confidence of a range of skills in Basketball, as well as organising ad umpiring small sided games. CT ha a greater knowledge of how to differentiate equipment .

Impact and Sustainability Seen 2024/2025

Focus 2: Offering Broad and Outstanding Sporting Opportunities

Climbing: Year 5

All Year 5 children took part in a climbing session at the local facilities, giving them the opportunity to step outside their comfort zones in a fun and supportive environment. The experience not only inspired the children but also helped them to live out the school's core values, particularly determination, as they challenged themselves to keep going and reach new heights. Many pupils expressed pride in their achievements and encouraged one another, strengthening teamwork and resilience.

Lower Grange Farm: Year 2

Year 2 enjoyed an exciting visit to Lower Grange Farm in Maidstone, where they had the chance to explore the outdoors and take part in a range of engaging activities that couldn't be offered on the school site or as part of the school's NC offering. The trip encouraged curiosity, teamwork, and resilience, as children discovered new skills while working together in a natural setting. Being immersed in the farm's environment also gave pupils the opportunity to reflect on sustainability and the importance of caring for the world around them. The visit was both educational and inspiring, leaving the children with memorable experiences that linked closely to our school values.

Wimbledon

10 children had the opportunity to be inspired at a world class sporting event. This increased the social capital gains of the children as well as promote sporting values such as respect and resilience that link closely with our school values. The event was spoken of highly by the children as well promoted

Pupils reported greater levels of confidence through trying something new. Teacher observations reported greater levels of engagement and determination in previously less active children. Parental feedback reported high levels of enthusiasm from the children at a new and broader offering. Pupils reported an increased motivation towards sport and the dedication it can require. Teacher observations demonstrate increased confidence, resilience, and willingness to take creative risks. Photographs
School Games Mark Gold award

Impact and Sustainability Seen 2024/2025

through the school newsletter to the wider school community.

In-School Enrichment and Visitor: skateboarding, breakdancing, dance

Workshops in skateboarding, breakdancing, and dance provided pupils with access to non-traditional sports and activities, broadening their experience of physical activity beyond the standard PE curriculum. These sessions engaged children who may not usually participate fully in team games, building confidence, creativity, and self-expression. Pupil voice highlighted increased enjoyment and willingness to try new activities, with many pupils reporting that they felt inspired to continue practising skills outside of school. The workshops supported staff CPD by modelling new activities and approaches that can be embedded into future PE and enrichment sessions. Music is played outside at lunch times ensuring pupils can continue to explore these skills regularly and freely. The introduction of these activities has widened the school's long-term PE offer and provided a foundation for sustained interest, particularly among less active pupils.

Impact and Sustainability Seen 2024/2025