



The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Commissioned by



Department
for Education

Created by



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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>We entered into every competitive sports competition on offer so that the children can live a normal life and return to normality post covid.</p> <p>We managed to take a gymnastics team to the British Finals, where they represented Yorkshire. A group 6, a mixed pair and a disability pair all qualified.</p> <p>We hosted our annual Sports Day. This proved to be a huge success across both sites and ran smoothly. WE altered the format of the KS2 Sports Day to be more focused on inclusivity. This ran smoothly with mostly good reports from the parents.</p> <p>We entered into 4 different football leagues and the Year 3 and 4 Boys team won their league, as did the Year 5 and 6 Girls team.</p> <p>KS2 took part in a strength school project, learning to have an appropriate method of self defence.</p> <p>We held our third Health week, where the children learnt about the importance of healthy bodies and healthy minds.</p> <p>At KS1, we held our third community sports club, where parents were invited to take part in an after school club with their child and demonstrate being a good role model with regards to activity levels.</p> <p>We introduced the children to different sports activities and hosted our judo club, strength school club and squash club.</p> <p>Heath RUFC delivered rugby union workshops to Year 5 and 6, as a way of promoting a new sport.</p> <p>Chance to shine cricket academy delivered cricket workshops to Year 3 and 4 as a way of promoting a new sport.</p> <p>Swimming was successful with a changing focus to just year 4 attending sessions, in order for us to get more children passing the NC requirements.</p> <p>PE leads delivered training on the PE curriculum and inclusive practise to the Teamworks students.</p>	<p>From all of the actions stated, the impact was significant. We had significantly more children participating in a range of different sports. 20% of the gymnastics team qualified for the British Finals in Stoke, competing at a higher level for the third year in a row.</p> <p>Our dedication and engagement in competitive sport resulted in us achieving the Gold award for the school games mark. Again, this has been the third year running. Our plan is to continue to achieve this standard for the coming years, in order to achieve our goal of being rewarded with the platinum award.</p> <p>Our annual Health week continued to showcase and encourage how to live a healthy lifestyle for both pupils and parents. External clubs have also been successful with Judo and Strength School returning to school next year and Skateboarding also taking place in September.</p>	<p>Sports Day 2024 – Although this ran smoothly and we had mostly positive reports from parents, we did have a couple of comments from parents regarding the lack of competitive nature when you do a sports day with this format. We will look at including more competition next year, whilst still keeping the main focus on inclusivity.</p>	<p>We were given feedback from parents and this was one of the comments. The children all loved the new format.</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>KS1 targeted opportunities to participate in after school clubs – an increase in % reported term on term from targeted offers. New sports offered to those children at KS1.</p> <p>A wider variety of sports available to all children at KS2 in after school clubs and lunch time clubs – increase % of participation and targeted increase term on term. More opportunity to take part in daily physical activity.</p> <p>CPD for teachers on how to deliver and evaluate effective PE lessons and sports clubs.</p> <p>Children encouraged to take part in daily exercise and be active during break and lunch times.</p> <p>Raising the profile of young leaders in sports by developing key leadership skills and characteristics in a fun and exciting way.</p> <p>Teachers will have the opportunity to observe and team teach alongside a specialist mentor. They will also have the opportunity to develop an understanding of how high-quality PE lessons are delivered and will understand how to make in-lesson adjustments to ensure challenge for all.</p> <p>Teachers will have the opportunity to observe and team teach alongside a</p>	<p>Training of lunchtime supervisors / teaching staff - as they need to be mentored by the sports coach, in order to learn how to provide this provision themselves in the future</p> <p>Sports coach will provide a wide range of clubs after school and during lunchtimes. Equipment has been bought to offer children alternative ways to be active at lunch (problem solving) and playtime leaders have been trained by the sports coach to help encourage other children, through games, to be active at break and lunchtimes.</p> <p>Teachers will be shown good examples of evaluation in PE and how to effectively use the PE specific iPads.</p> <p>New problem solving equipment and play leaders trained to support both play at break and lunch time and also to ensure that PE lessons are as effective as they can be.</p> <p>Young leaders have been trained to be playtime leaders. A sports council will be created to evaluate PE at certain points over the year.</p> <p>Teachers will continue to learn and work with our sports coach during PE lessons to develop their own skills and understanding of how to teach effective PE lessons.</p>

Intended actions for 2024/25

specialist dance coach. They will also have the opportunity to understand how a series of high-quality dance lessons are planned and delivered.

More boys to become engaged and participate in dance.

Boys to have increased enjoyment in dance due to having a male role model.

Children have the opportunity to take part in different styles of dance.

Evaluations to specify additionally of the offer.

Provide the children with the opportunity to take part in a wider range of sports clubs.

Ensure that the children are aware of the importance of a healthy lifestyle and how to achieve this.

To maintain and extend;

- opportunities for children to take part in healthy competition within school.
- inter-house competitions.
- participation in external sporting events.
- opportunities for children to apply skills learnt in lessons and clubs.

Specific numbers/% reported on termly evaluations.

Children are able to participate in competitive sports and are exposed to new competitive opportunities.

Top-up swimming opportunity for children in Year 6 who were close to passing the NC requirements but didn't manage it.

Specialist coach to come and deliver a high quality sequence of contemporary dance with teachers. Teachers to gain CPD and understanding of how to effectively teach dance themselves. Further aim to encourage boys to take part and find enjoyment in dance through working with a male dance role-model.

When teaching dance as a topic, children will hear about a range of role-models including male dance professionals.

External clubs booked to provide children will a wider range of new sports to take part in. This includes: judo, skateboarding, self-defense and karate.

Health week aimed towards showing and teaching children about the importance of a healthy body and healthy mind through workshops, DT lessons and PSHCE topics.

We are signed up to Calderdale School games and aim to take part in all activities/competitions on offer this year. We have managed this for the last 3 years and achieved the gold standard mark. We are now working towards the platinum mark.

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?
<ul style="list-style-type: none"> - More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. - Staff to gain CPD through being mentored during these sessions. - Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school. - Provide a range of new equipment to support both play at break and lunch time and also to ensure that PE lessons are as effective as they can be. - 12 children from Years 5 and 6 will take part in training with Mr Bade and deliver activities at play times and lunch times. - Professional development and mentoring in PE lessons and clubs from a Sports Coach (Mr Bade) to help with confidence and the delivery of high-quality lessons both at KS1 and KS2. - Targeted contemporary Dance CPD provision – as a targeted area of need. - To provide the opportunity to lower KS2 and upper KS2 pupils to take part in an after school skateboarding, judo, fitness and Zumba/yoga club, Strength school. - Health Week – Children to have a better understanding of a healthy lifestyle and diet. - Sports mentor to coordinate sports events alongside PE coordinators both inside and outside of the school hours – to maintain previous year’s offers and further enhance with new activities. - Entry to the Calderdale School Games Programme in order to enter a wide range of sporting competitions. - Entry to the Primary Dance off for KS2 pupils. 	<ul style="list-style-type: none"> - Staff questionnaires - Termly monitoring of PE (Seesaw and observations) - Pupil Voice - Parental feedback - Feedback from the Sports Council. - Working closely with the Sports coach and staff. - Staff meetings. - Updated curriculum documents.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?