

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



PE Funding Evaluation Form – Updated November 2024

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.

Details with regard to funding

Please complete the table below.

Total amount allocated for 2023/24	£19,310
To be spent and reported on by 31st July 2024.	£19,310

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	DATA from Y6 leavers 2024
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the Summer Term 2024. Please see note above	67%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	54%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	49%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/ No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2023/24		Total fund allocated: £19,310		Date Updated: November 2024	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 5%
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:		Sustainability and suggested next steps:
Early Bird Breakfast Club and Dragons After School Club continued in the school. Wraparound care offered in the morning and after school. During this time the children will have the opportunity to take part in activities outside, using the resources that have been purchased for the club. The children will use the playground and the woods to facilitate this.	Continue to monitor the provision on offer to ensure that the children are fully engaged and have access to equipment that promotes physical activity. An audit to be carried out again in Autumn 1 to purchase additional sporting/physical activity equipment to support this.	N/A	Children more aware of the importance of regular physical activity on their body and minds. Children are engaged in the activities and using the equipment that they helped to purchase. Starting the day with activity to ensure that they are ready to start the day in a positive frame of mind.		Continue to monitor to ensure that the equipment is being used and that the children are engaged. Audit in Autumn 1 Wraparound care is subsidised by parents
Continue to use the bike track for the Daily Mile during the afternoon. Slots broken up so that the infants and juniors have an allocated time on the track.	All children to have the opportunity to use the track during the afternoon, to break up the long session and give them the brain break that they need before continuing.	N/A	Children are focused during the afternoon session after having the brain break that keeps them refreshed. Improvement in the quality of learning the key skills being taught.		Reintroduce Daily Mile challenges to keep the interest of the children.

<p>Introduce more activities at lunchtime. (Including the bike track) The new system will provide the children with a range of activities to ensure that they are active and engaged throughout the week. Children aware of the importance of physical activity on their body and minds.</p>	<p>Football zones and house matches established across the school to increase activity. Lunchtime staff identified to promote and oversee activities. Training provided to staff who need it. Table tennis tables, racquets and balls on junior playground. Volleyball net on junior field.</p>	<p>£1000</p>	<p>More pupils are physically active during the school day. Better attitudes to learning in the afternoon as concentration has improved. Increased awareness of the importance of a healthy lifestyle. Children to have an allocated bike track slot. All junior children can play table tennis and volleyball.</p>	<p>Continue to check and update equipment where needed. School councillors to ask their class which activities they would like to see at lunchtime and additional resources will be provided in the Autumn Term.</p>
<p>Outdoor Wild Tribe sessions run. Nurture sessions run for targeted children each week.</p>	<p>These are targeted towards specific children identified at PP meetings where staff can add children to the nurture list.</p>	<p>N/A</p>	<p>Targeted children have access to outdoor learning and learn how to take risks, work as a team, learn from mistakes, build confidence and resilience, and solve problems.</p>	<p>Culture of sport where children are using the outdoor environment as often as possible for activity and learning.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 2.6%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	<p>N/A</p>
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>All Staff and Governors make sport a priority. PE Coordinator able to discuss the key priorities of the school and account for where the funding has been placed to support this.</p>	<p>Termly meeting with governor B Drew to discuss priorities and actions. Action plan to be shared.</p>	<p>N/A</p>	<p>Good attendance at school. Pupils are on time and well prepared for lessons. Attendance of parents at community events is high. Offer of sport continues to</p>	<p>The challenge is to maintain the level of focus across the school into the future.</p>

<p>Increase parent's knowledge of how PE and Sport is run in the school. Parents to be informed of the school successes to raise the profile of PE and sport.</p>	<p>Sporting successes and competitions celebrated on Facebook and in our newsletter. Cluster football league scores published after each event on social media and on school sports board. Cross country league celebrated on social media after each event. Football league/cross country league communicated to parents at the beginning of the year so that they are aware of all dates. Meet the teacher meetings outline PE days. Class pages on school website outline which area of PE the children are learning.</p>	<p>N/A</p>	<p>improve especially with children being involved with lunchtime clubs. Pupils are therefore more engaged with learning when they return to the classroom. Outdoor learning is cross-curricular and therefore develops greater creativity, knowledge and resilience. Pupils are not afraid to 'have a go' and will support one another.</p>	<p>Evaluate the effectiveness of what we do and whether it is having the desired impact on our families.</p>
<p>Increase children's awareness of what opportunities they have. Children regularly updated on the different events held in their local area and nationally.</p>	<p>Sporting events school based, locally and nationally promoted on social media. Leagues, roadshows and events all advertised in school, on social media and on sports board.</p>	<p>N/A</p>		<p>Sporting hero on noticeboard each half term to inspire.</p>
<p>Increase opportunities for the children to experience sporting leadership. Children to have training so that they can lead sporting events therefore raising their understanding of PE and Sport.</p>	<p>Elect UKS2 Sports Leaders/House and Vice Captains and train them to effectively integrate at playtimes to lead activities. Cluster coordinator to deliver sports leadership training in December.</p>	<p>N/A</p>		<p>Sports leaders to run a golden time club once a half term to apply their new skills and knowledge.</p>
<p>Continue to include orienteering in the curriculum</p>	<p>Subscribed to orienteering programme and ensure resources are up to date.</p>	<p>£500</p>		

Key indicator 3: Increase confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 49%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
High Quality PE lessons delivered. Staff more confident in using the Arena scheme of work and adapting it to suit the needs of their class.	All classes to use the Arena Scheme of work to ensure that lessons are structured, have effective sequencing and are assessed half termly.	N/A	Evidence to show children's physical development and areas for improvement which can then be used to evaluate the effectiveness of PE being delivered across the school.	Renew the cluster agreement.
Improve the confidence of teaching Gymnastics. Staff more confident in delivering gymnastics and know the key steps programme	Each Year group to have 6 weeks (half term) of 1 x weekly sessions with an external coach. Swallows Gym to provide CPD for staff.	£2880	All pupils engaged in sport. Promoting links to community clubs outside of school.	Sessions will upskill staff that needed gym CPD in staff audit.
Improve the confidence of teaching traditional sports Staff are more confident in delivering traditional sports such as football, cricket, rounders	Each year group to have 1 x half term of weekly PE sessions delivered by PAFC coach in line with curriculum map.	£1505	Children engaged in team sports.	Sessions will upskill staff that needed gym CPD in staff audit.
Improve the opportunities for staff to observe other coaches. Where possible coaches to support the teaching of certain areas of PE e.g. tennis	Make links with local sports groups to extend pupil access and link into the School Games.	£2500 Helston Sports Partnership	Enter School Games and the cluster events not previously entered. More children joining local clubs and taking part in sports outside of school.	PE coordinator in contact with local sports links to discuss linking up.
Raise the number of children able to swim 25m Children to have 1 hour swimming	Increase swimming opportunities. 1 x a week session for the children in KS2. Years 4-6	£2520	All children to be able to swim at least 25 metres by the end of KS2 as a minimum requirement.	Continue from the successful sessions run at

sessions for a block of 5 - 6 weeks.				the end of last year. If possible roll out to KS1 Parents to pay for the block session.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 44%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase opportunities for children to participate in competitive sport. Children to have the opportunity to attend festivals – rugby, football, cross country, badminton, gymnastics etc.	Continue to plan for competition and extend the range of sport offered. Evaluate equality in provision each term and consult the voice of children of all abilities. Encourage reluctant pupils to attend clubs which develop healthy lifestyles.	Resourcing new sports and replacing equipment – ongoing action £2075	Range of sport offered logged and updated termly. Registers from clubs activities offered show increasing numbers and most popular reports. Equality in provision Increased volume of pupils attending local clubs. School games data.	Renew the Helston Sports Partnership package. PE Coordinator to report to Governors and get feedback.
Increase opportunities for children to participate in after school sport. Children to have the opportunity to take part in traditional clubs such as	Mr Stanley to run the sport. Member of SLT to be on site as well. First Aid in Y6	Part of £3320.00	Increase in participation in after school clubs and therefore an increase in activity. More success in competitive sport.	Children to be involved in the running of the sports.

football, rugby, basketball, multi-skills and hockey.				
Surfing lessons offered to Year 6 All children involved to continue to improve water confidence and self-esteem. Working with an established group.	Children to have had the opportunity to experience a sport that they may not have the chance to do. Ensure sessions can run next year	£1548	Improved confidence for the targeted children. An opportunity to experience a new sport.	May need to be subsidised even more next year.
Run residential Y4 - Pil Farm Y5 - BF adventure Y6 - London	Children given the opportunity to go on a residential camp. This will need to be subsidised.	£1462	Children given the opportunity to experience a camp and the different activities involved.	May need to be subsidised next year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£0
Intent	Implementation		Impact	£0
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Engagement with the local sports cluster. KS1 & 2 involved in competitive sport across cluster	Continue to participate at a high level and enter all competitions offered. Extend the range of competition offered to KS1 and to specific pupil groups at KS2 All children participating	PE Premium for membership – see Key Indicator 3 for expenditure.	100% pupil's access competition and range of sports offered extends opportunity. See website for events and reports. Pupil voice and parental feedback is used to make future plans on how to extend participation and how we can enhance provision.	Work with PE Leads from other Rainbow schools to organise inter-Trust competitions/festivals. This will help make links between Trust schools and increase opportunity for pupils, providing them with a greater range of pupils to compete against.

Review of last year 2023/24

Reflection on the impact of the current provision and review of previous spend

What went well?	How do you know?	What didn't go well?	How do you know?
<ul style="list-style-type: none"> • After school clubs were run every day by TA and by DT coaching/PAFC • 1 Y5/6 team and 1 y3/4 team participated in a football league • Successful cross-country league • Arena planning delivered by all staff • Swallows gym and PAFC are developing staff's confidence and subject knowledge 	<ul style="list-style-type: none"> • Increase in club attendance • Won football league • Multiple medals for cross country league • PE curriculum clearly mapped out to show progression • Staff present in all external coaching lessons 	<ul style="list-style-type: none"> • Less participation in cluster events such as gymnastics, badminton, tennis. 	<ul style="list-style-type: none"> • Unable to attend due to transport availability and costs

Intended actions for 2024/25

What are your plans for 2024/24?	How are you going to action and achieve these plans?
Intent (taken from action plan)	Implementation
Develop teachers' PE subject knowledge through use of external agencies (Swallows, PAFC, Dance, Tom Studd)	<ol style="list-style-type: none"> 1. Take part in learning walks during PAFC and Swallows sessions 2. Complete staff survey rating subject knowledge of teaching traditional sports 3. Use Tom Studd for sessions at St Michael's for staff to observe or to do a staff training session
To use governor monitoring visits to drive improvements	<ol style="list-style-type: none"> 1. Meet with Barry Drew to outline actions for 24/25 (23.10.24) agree actions to add here
All PE lessons will build on previous learning	<ol style="list-style-type: none"> 1. Complete a PE learning walk. 2. Follow up learning walk with pupil conferencing linked to the lesson. 3. Create a 'child's view of PE at St Michael's' to put on website.
To increase the number of children taking part in cluster sport.	<ol style="list-style-type: none"> 1. Track children taking part in cluster events 2. Increase uptake from last year by making use of HCC minibus and Tom Studd coming in 3. Celebrate participation/successes on school website/social media to increase uptake
To offer a range of extracurricular sports clubs to all year groups.	<ol style="list-style-type: none"> 1. Map out sports clubs for school year ensuring coverage across KS1 and KS2 2. Celebrate successes and participation in clubs through school social media/website and star of the week
Pupils will demonstrate respect in sport to each other, staff and coaches/referees.	<ol style="list-style-type: none"> 1. Staff reminded to follow behaviour policy whilst overseeing football 2. Staff will praise respectful sportsmanship – ensuring recognition through star of the week, classroom reward systems
The subject leader's knowledge of PE and sport in EYFS will be developed.	<ol style="list-style-type: none"> 1. Meet with BD to discuss PE in EYFS 2. Make links with EYFS, KS1 and KS2 curriculum maps

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?
Teachers can teach a range of sports within different year groups confidently <ul style="list-style-type: none"> • Staff survey 	Teachers can confidently teach an Arena PE lesson in the absence of a coach. <i>(KPI for future – Teachers who have moved within year groups can confidently transfer their subject knowledge learnt from a coach to a new year group)</i>
Termly monitoring with PE governor	All actions will show progress
Children will recall sport specific vocabulary in PE lessons. Children will link skills learnt in EYFS/KS1 to traditional sports. Mixed year groups on a 2 year rolling programme.	Each lesson will start with a recap.
2 x teams in Y5/6 and Y3/4 will participate in football league. EYFS/KS1 children will participate in cluster run events both in school and at HCC. All children have the opportunity to participate in cross country.	<50 children will take part in cluster sport throughout the year.
Sports clubs will be run every day by Chris Stanley and 1x a week by PAFC. Clubs will change each half term to allow all children to participate.	8 children from each year group have taken part in a club.
Staff will adhere to behaviour policy during sport in school (PE lessons and breaktimes) SLT will be present during football at breaktimes	Decrease in sport related behaviour incidents from mid-year.
Subject lead can confidently answer Ofsted deep dive PE questions about PE and sport in EYFS.	Subject lead can confidently speak about the progression in PE from EYFS

Actual Impact / Sustainability and supporting evidence

What Impact/ Sustainability have you seen?	What evidence do you have?
<p>Will be updated in July 2025</p>	

Signed off by	
Head Teacher:	Sarah Luff
Date:	11.11.24
Subject Leader:	Beth Schouten
Date:	11.11.24
Governor:	Barry Drew
Date:	11.11.24