

# PE Funding Evaluation Form



Commissioned by



Department  
for Education

Created by



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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>A robust staff mentoring programme supported by ActiveMe360 coaches, resulted in staff confidence rising from no staff showing 'some confidence' consistently in all areas of teaching PE to 80% showing 'some confidence' in all areas of teaching PE.</p> <p>KS1 data in PE shows that the majority of our children are meeting ARE or above in PE.</p>	<ul style="list-style-type: none"> <li>Staff Confidence Surveys completed and mentoring packs used to support development.</li> <li>Staff Confidence Surveys completed and mentoring packs used to support development.</li> <li>Staff mentoring assisted staff in making accurate assessment of those children meeting or exceeding ARE in PE.</li> </ul>	<ul style="list-style-type: none"> <li>Not all staff were able to complete mentoring for all areas of the curriculum due to ensuring that all staff had access to mentoring throughout the year and a fair approach to CPD.</li> <li>Although there has been a marked improvement in teacher confidence, there are still some areas of the curriculum and aspects of assessment in PE that still need improvement.</li> <li>Further monitoring and lesson observations required to ensure high quality Physical Education is being taught in all areas of PE and</li> </ul>	<ul style="list-style-type: none"> <li>Staff confidence surveys and inconsistent approaches to assessment for GDS in PE.</li> <li>Although most of our KS1 children are meeting ARE in PE, there are still a small number of pupils who are not. There is also still a</li> </ul>

## Review of last year 2023/24

<p>Purchase of PE Hub subscription to support staff in delivering high quality gymnastics and dance planning that is engaging for the children and follows a clear skills progression.</p> <p>Lunchtime staff training supported by ActiveMe360 to develop staff confidence in providing active lunchtimes for children. With the aim to engage those children who may not usually engage in physical activity at lunchtimes, staff report an increase in children being involved in group games or physical activities particularly our most vulnerable children.</p> <p>A consistent lunchtime club run by ActiveMe360 coach providing sport</p>	<ul style="list-style-type: none"> <li>Staff reflected that this planning was clear and simple to follow, allowing them to clearly extend and support those children who needed it.</li> <li>Most staff engaged with the training and have since been able to put skills learnt in the training into practice.</li> <li>Lunchclub registers show consistent attendance from a large group of children.</li> </ul>	<p>consistency across all of KS1 assessment.</p> <ul style="list-style-type: none"> <li>This planning now needs to be developed further to ensure it continues to meet the needs of our school.</li> <li>Some staff still show a gap in confidence in engaging children in active play and so further development needs to take place in this area.</li> <li>Not all children have attended the lunchclub and so an increase in attendance from</li> </ul>	<p>limited number of children exceeding ARE in PE, which is due to staff confidence in assessment of PE.</p> <ul style="list-style-type: none"> <li>Staff feedback has highlighted areas in which we can adapt this planning to best suit our learners.</li> <li>Some children still find it difficult to engage in active play at lunchtimes.</li> <li>Lunch club registers show</li> </ul>
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## Review of last year 2023/24

<p>and active play activities on 2 days per week (increasing to 3 days per week during the summer term) has increased activity for some children at lunchtimes and reached some of our most vulnerable children.</p> <p>Scooter Training was provided by Bikeability to our EYs children. Parents reported increased confidence in their children and there was an increase in the number of children using scooters as a means to travel to school.</p> <p>Child engagement with an Invictus Games athlete visit to the school and workshop.</p>	<ul style="list-style-type: none"> <li>● Pupil conferences show a positive response to lunchclub activities.</li> <li>● Pupil conferences show a positive response to scooter training and an increase in confidence.</li> <li>● Parent feedback reflected an increase in child confidence and parent confidence in their children's skills.</li> <li>● Staff feedback noted an increase in scooter travel to school.</li> <li>● All children that attended school on that day were involved. A number of our SEN children were actively involved and feedback from</li> </ul>	<p>children who are not yet active at lunchtimes.</p>	<p>some children have not accessed the provision.</p>
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## Review of last year 2023/24

<p>Olympics Week was supported by ActiveMe360 coaches and embraced the Paris 2024 Olympics. All children were involved in a variety of sporting events and tried a new activity (Boccia). Sports Day included all children including our SEN and most vulnerable. Parents were able to attend and allowed children to celebrate their sporting activities with parents.</p>	<p>staff and children was positive.</p> <ul style="list-style-type: none"> <li>• Children and staff reported a successful and enjoyable week.</li> <li>• Parent feedback was positive and reported that children had enjoyed participating in a range of sporting activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Changes needed to the structure of sports day to ensure that children have enough space to take part to their full capacity.</li> <li>• More of a challenge needed for Year 2 children who showed a greater level of skill.</li> <li>• A more competitive element needed for KS1 children.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff reflection</li> </ul>
<p>Community Sportacular Event</p>	<ul style="list-style-type: none"> <li>• Feedback surveys show that this event was hugely popular with members of our school community and was well attended by local sports clubs. Links with local clubs have enabled us to establish relationships with the</li> </ul>	<ul style="list-style-type: none"> <li>• Although the Sportacular event was well attended and feedback from parents/children was positive, clubs have reported that they haven't had much interest in sign up post the event.</li> </ul>	<ul style="list-style-type: none"> <li>• Conversations with club leaders post event.</li> </ul>

## Review of last year 2023/24

<p>All KS1 children had the opportunity to attend regular swimming lessons, including our vulnerable children, most of which do not have swimming lessons outside of school. This has enabled all KS1 children to have access to regular physical activity every week and try an activity which parents often find too expensive to attend regularly.</p>	<p>prospect of new and varied sports clubs for our school. Children were active at the event and were inspired to seek out opportunities to be physically active in different ways.</p> <ul style="list-style-type: none"> <li>● All KS1 children have access to swimming lessons and our attendance registers show that most of these children take part in lessons regularly.</li> <li>● Parent feedback shows that these lessons are a valuable way for children to try swimming lessons when it is not always feasible for parents.</li> <li>● Data shows that 100% of our PP children are supported in accessing these lessons when they do not always have the opportunity to attend outside</li> </ul>	<ul style="list-style-type: none"> <li>● Some of our KS1 children still do not attend swimming lessons despite being given the opportunity to bi-weekly. This is often due to fears surrounding being in the water or anxieties around swimming.</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance records show that a small number of our KS1 children do not attend swimming on a regular basis.</li> <li>● Pupil conferencing and discussions with parents have shown that the reason behind this nonattendance is often anxiety led.</li> </ul>
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## Review of last year 2023/24

<p>Our PE equipment now matches the need of the curriculum and children are able to be more active in PE due to an increased amount of equipment (not having to take turns). Broken/ unsafe equipment has now been replaced.</p>	<p>of school.</p> <ul style="list-style-type: none"> <li>An audit completed by the PE lead shows that there is now ample equipment to be able to teach our curriculum safely and ensuring that all children are active for a greater proportion of their PE lesson.</li> </ul>	
<p>&gt;1% of our KS1 children had the opportunity to compete in an inter class football competition.</p>	<ul style="list-style-type: none"> <li>Child conferences showed that children enjoyed having the opportunity to represent their class and enjoyed being able to try a sport that they don't usually play.</li> <li>After the event 1 child went on to enquire about joining a girls football team.</li> </ul>	<ul style="list-style-type: none"> <li>Hold these events more regularly to give this opportunity to more children.</li> </ul>
		<ul style="list-style-type: none"> <li>Only a small percentage of our children had the opportunity take part in this event and so further children will need to have the opportunity going forward.</li> </ul>

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
<p style="text-align: center;"><b>Intent</b></p> <p>Ensure that all pupils experience high quality PE teaching for 90 minutes per week by providing ongoing CPD for teachers and D Grade LSA's delivered by PE specialist coaches; so that all staff are confident in teaching and assessing PE.</p> <p>Continue to develop the curriculum to ensure appropriate progression, particularly in dance and gymnastics.</p> <p>Ensure our children are participating in sport or activity for 30 minutes each day by ensuring playtimes and lunchtimes are active and collaborative with a range of motivational activities/equipment for all age groups.</p>	<p style="text-align: center;"><b>Implementation</b></p> <ul style="list-style-type: none"> <li>● Quality of teaching and learning in PE will continue to be developed by mentoring and support for all KS1 teachers and D grade LSA's during the summer months. Mentoring will be delivered by ActiveMe360 coaches, focusing on children being active for the majority of their PE lessons and ways in which to support and extend children to an appropriate level.</li> <li>● Ensure teachers have access to high quality planning and supporting resources to deliver the curriculum.</li> <li>● Ensure teachers have access to high quality equipment to support them in delivering the curriculum to a high standard.</li> <li>● Develop the provision for physical activity at lunchtime by purchasing sufficient playground resources to provided opportunities to be active at lunch times.</li> <li>● Continue to develop the lunch club provision supported by ActiveMe360 to ensure children have access to physical activities supported by an adult.</li> </ul>

## Intended actions for 2024/25

Continue to raise the profile of sport and active lifestyles at Locks Heath Infant School and inspire children to take part in sport.

Continue to develop the staff's enjoyment of PE and active lifestyles in order to instill the importance of this to our children.

Provide the children with increased opportunity to a wider variety of sports and activities by offering opportunities for swimming and trying new sports via inter – class competitions.

Encourage opportunity for competition and teach the values of sportsmanship in a variety of sports/activities.

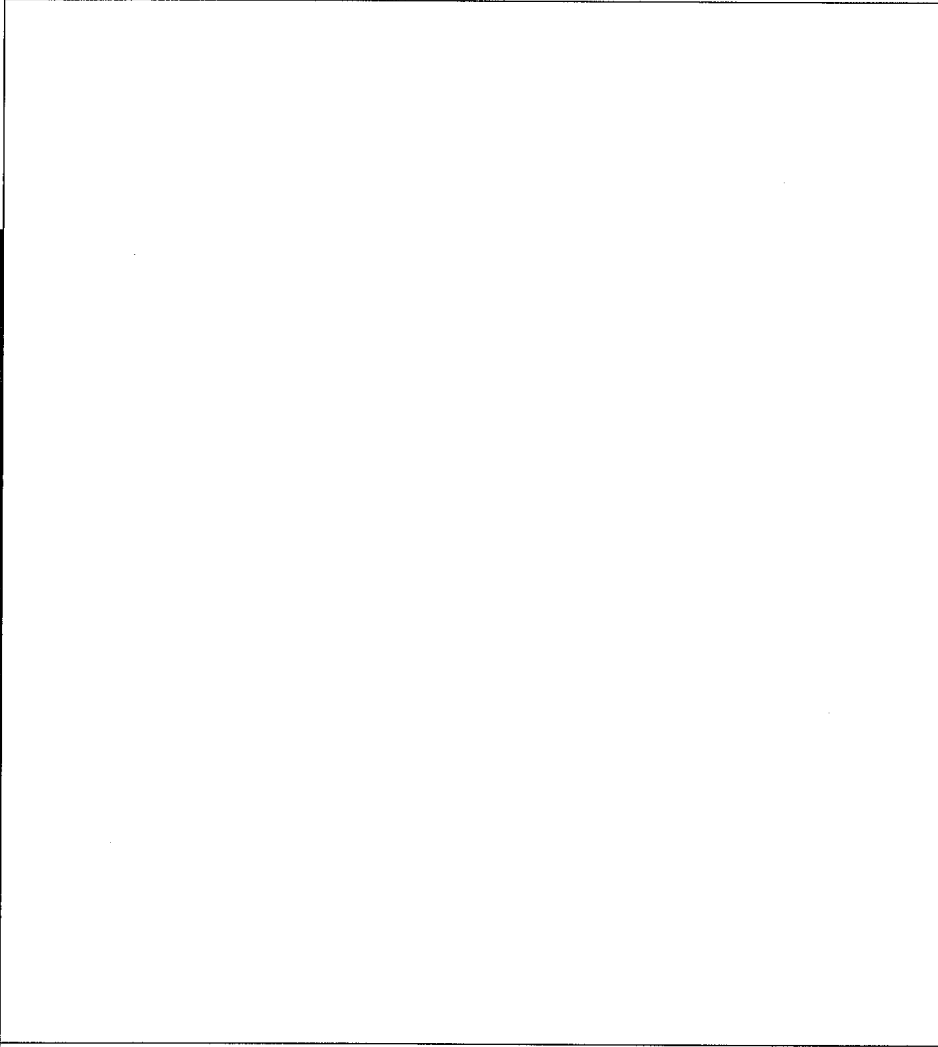
- Visit by a Paralympic athlete to inspire children to aim high in sport and show them alternative opportunities for sports activities.
- Continue to develop staff confidence and enjoyment in teaching PE via the teacher mentoring delivered by ActiveMe360 coaches.
- Support children in attending swimming lessons on a bi-weekly basis to ensure that all KS1 children have access to these.
- Hold inter class competitions in a wider range of sports giving more children the opportunity to take part.
- Hold an inclusive Sports Day, reintroducing the competitive element to give all children the opportunity to experience competition and represent their class. Focus on the values of sportsmanship and working together.

## 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"> <li>• Staff confidence surveys in July 2024 show that 80% of staff feel 'some confidence' in teaching all areas of PE with 60% of staff showing they feel 'confident' in teaching 5 or more areas of PE. By July 2025 we aim to have 90% of staff feeling 'some confidence' in teaching all areas of PE with 75% of staff showing they feel 'confident' in teaching more than 5 areas areas of PE.</li> <li>• Staff observations by July 2024 will show that PE teaching is of a high quality and children are active for the majority of their PE lesson.</li> <li>• Pupil conferencing data in July 2025 will show that 75% of all children enjoy all PE lessons and this will increase to 90% by July 2026.</li> <li>• Data in July 2025 will show that 80% of children are meeting ARE in PE by the end of KS1. By the end of July 2026 we aim for 90% of children will be meeting ARE in PE by the end of KS1.</li> <li>• Pupil conferencing data will show that 75% of children enjoy taking part in physical activity during playtimes.</li> <li>• There will be an increase in the data for children having</li> </ul>	<ul style="list-style-type: none"> <li>• Staff confidence surveys.</li> <li>• Lesson observations and PE monitoring.</li> <li>• Pupil conferencing surveys.</li> <li>• Parent feedback surveys.</li> <li>• Pupil attainments information linked to our progression of skills and PE curriculum objectives.</li> </ul>

**Expected impact and sustainability will be achieved**

taken part in the inter class competitions by July 2024.



## Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> <li>• Staff confidence surveys for teachers show confidence in teaching PE has improved with 100% of staff feeling 'some confidence' in teaching 5 or more areas of PE with 75% of staff showing they feel 'confident' in teaching some areas of PE.</li> <li>• PE teaching is mostly of a high quality and children are active for the majority of their PE lesson.</li> <li>• Staff confidence surveys for D grade LSA's show confidence in teaching PE has improved with 100% of staff feeling 'some confidence' in teaching all areas of PE with 77% of staff showing they feel 'confident' in teaching some areas of PE.</li> <li>• Data in July 2025 shows that 87% of children are meeting ARE in PE by the end of KS1 with 13% achieving GDS. By the end of July 2026 we aim for 90% of children will be meeting ARE in PE by the end of KS1 and 25% of children achieving GDS.</li> <li>• All children in KS1 participate in 1.5 hours PE each week and have the opportunity to attend a 30 minute swimming lesson bi-weekly with 96 % children regularly attending these lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff confidence surveys.</li> <li>• Feedback from staff taking part in the mentoring initiative with ActiveMe360 coaches.</li> <li>• Lesson observations and monitoring.</li> <li>• Child/parent survey.</li> <li>• Parent feedback.</li> <li>• Child conferences.</li> <li>• Swimming registers.</li> <li>• PE lead competition registers.</li> </ul>

## Actual impact/sustainability and supporting evidence

- 73% of our children currently take part in a sports club outside of school.
- 10% of our children have attended the lunchtime club run at lunchtimes by ActiveMe360 coaches.
- Child/parent survey reports that 90% of our children are physically active for 30 minutes or more each day outside of school.
- 92% of our children report that they enjoy PE at school with 43% of those children indicating that their favourite PE is dance and gymnastics compared to 57% reporting that outdoor PE is their favourite.
- Parent feedback from the athlete visit event showed that this event had a positive impact on their children and it had 'inspired' them to show 'determination'. Children reported that they enjoyed taking part in this event and it was 'fun' to be active alongside the athlete.
- 33% of our children currently do not attend swimming lessons outside of school. In KS1 all children have the opportunity to attend swimming lessons bi-weekly with 96% of children attending school lessons regularly.
- 35% of our KS1 children had the opportunity to take part in an inter class competition in a sport that they

## Actual impact/sustainability and supporting evidence

hadn't played before. 100% of those children said they enjoyed taking part.

- All children took part in the athlete visit whereby children were exposed to 'wheelchair rugby' and the paralympics.
- All KS1 children had the opportunity to take part in a competitive sports day whereby they represented their class to score points and compete against each other as a whole school community.
- 35% of our KS1 children, including a number of our vulnerable children, had the opportunity to take part in an inter class sports competition. 100% of those children said that they enjoyed taking part.

# PE Sports Premium Report – 2024/2025

## Locks Heath Infant & Nursery School



Approved at the Full Governing Body meeting on: 17/7/2025

Name of Chair of Governors: Clare Georgeson

Signed by Chair of Governors: *C Georgeson*

Date signed: 17/7/2025

Name of Headteacher: Rick Jump

Signed by Headteacher:

*R Jump*

Date signed: 17<sup>th</sup> July 2025

The signed copy of this report will be uploaded to the school's website by the DfE deadline of 31<sup>st</sup> July 2025