





PE Funding Evaluation Form

Commissioned by

Department for Education

association for Physical Education

YOUTH SPORT TRUST

Review of last year 2023/24

What went well?	How do you know?	What didn't go well?	How do you know?
-Continued purchase of HEN/REP - physical theatre ops. New link with BRB – Dance Track. -No Sports Premium cost for clubs, daily mile, bikeability, etc. -Walk to School event successful, alongside other free travel initiatives. -Usual yearly expenditure taken out (e.g. sports safe, mini bus, sports day field hire/markings, affiliations). -Purchase of resources or repairs. -Physical development in Early Years is a strength due to purchase of resources. -First year of Opal project a huge success!	-Physical theatre impacting positively on all children in the school, as well as staff CPD. Y1 BRB highly successful and added a new element to our w/school PESSPA offer. -Equal ops through sports promoted within Y1-6 w/shops. -Bikeability is a free, longstanding positive opportunity for all of Y6. -See W2S data (increase in % walking to school). -Equipment used in school meets requirements, hiring of park allowed for a successful sports day, and mini bus used to attend double the amount of inter-school sports competitions run through consortium (retained Sports Mark Gold and achieved Healthy School Rating of silver) -94% at age-related expectation in reception (Summer 24) -Ofsted visit in Summer 24 described lunchtime play as 'harmonious'. Less behaviour incidents and accidents. Positive pupil voice.	-% of children reaching age related expectations for swimming is still low even with catch-up provision in Y6 -Clubs themselves were taken up by a wider range of pupils but still only reach those who access them and some are not satisfied with current offer – broadening of offer needed.	-Data is still low, however due to the school being in a deficit budget, we cannot fund further top-up lessons at this time. -Data from Enrichment coordinator and parent feedback. What can we do with a deficit budget utilizing the company who provides the clubs? Would anyone else be willing to run a club within school? (although this may incur cost implications) ***NB: Please see previous 23/24 Sports Premium report (online) for a further breakdown.***

Intended actions for 2024/25

Total amount of Sports Premium Funding for 24/25 - £19,350 (see final section for impact) **Date last updated – July 2025** **Updated by – C. Huxley**

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	**Implementation**
Sports Premium money to align with the 5 key areas: • increasing all staff's confidence, knowledge and skills in teaching PE and sport	**Dance CPD -** Fabric Dance Practitioner to work with all KS1 and KS2 year groups for a half term alongside class teacher to support with delivery and confidence. Bespoke planning created alongside FABRIC to ensure progression and exposure to a varied array of dance styles, drawing on different cultures/time periods. (£3,950 for half a day a week with FABRIC practitioner working alongside class teacher – team teaching approach). -½ day training session for PE coordinator to broaden their understanding of knowledge and skills of dance, and how the scheme could dovetail to the current school's curriculum (included in above cost). **Scheme of Work** - Alongside this, new scheme of work (PE Hub) bought and disseminated to staff in Autumn 2024 (£690). -PE resources purchased to support with teaching of specific units (£299.45)
• increasing engagement of all pupils in regular physical activity and sport	**Opal** - Funding for the 2nd year of our OPAL programme initiative to increase engagement of pupils in regular physical activity and sport at lunchtime. Funding has provided mentor support and training for staff during the project. (£2,499) -Set up play leaders' ranger activity packs (£78.90) and high vis jackets (£167.10) -Resources to increase size of offer, broaden physical play-types offer and increase physical development, active play and movement – e.g. large loose parts, den building, wheeled play, water play, exercise and fitness, etc. (£2,240.70) -Storage and organisation for equipment (£284.91) **Active Travel** - Participate in Walk to School Week – whole school (£175 to purchase packs) **SEND -** Purchase of resources to fund physical element of 'sensory circuits' initiative to support with regulation and encourage movement – use across the school (£621.80)
• raising the profile of PE and sport across the school, to support whole school improvement (inc increase in	**EYFS** - Resources and storage to introduce Opal into the EYFS playground and to further enhance the physical development offer (£945.92) -Purchase of sand to develop large sand pit area to support with physical development in outdoor space (£272)

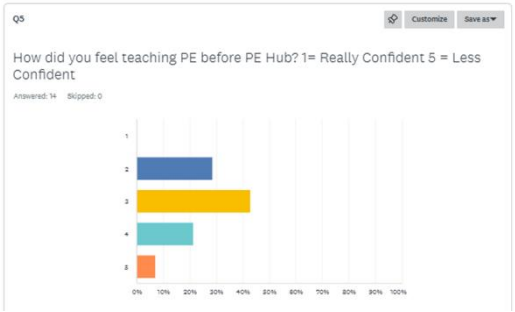
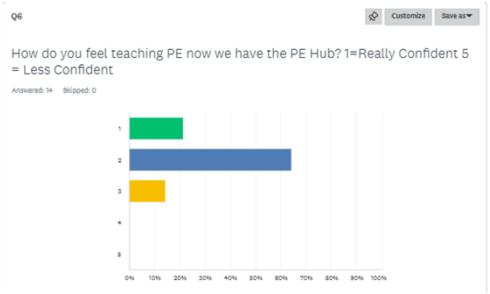
Intended actions for 2024/26

swimming data %)	**Swimming** - Top-up swimming lessons for Year 6 to increase the % reaching the 3 key objectives (swim 25m, range of strokes and safe-rescue) (£1,380)
• offering a broader and more equal experience of a range of sports and physical activities to all pupils.	**Enrichment** - FABRIC deliver an after-school club to different year groups across the school, initially targeting KS1 and then offering out to KS2. July 25 - provide an opportunity for 12 excelling pupils to visit the dance studio in the city centre to increase aspirations of our children (self-funded) -KS1 Ballet - Dance Track opportunity with Birmingham Royal Ballet (£330) -Offer a number of self-funded clubs through Active Superstars from EYFS to KS2, alongside other initiatives such as Bikeability for Y6, and signpost children and families to 17 local community sport and leisure providers, covering 11 sports (no cost).
• increasing participation in competitive sport	-Hire of mini-bus to access a broader range of opportunities to pupils, including attending after school workshops and after school fixtures (£4,123.98) -Insurance for mini bus (£486.24) -Lessons/licence for new staff member to drive minibus (£330) **Competitions** -Hire of park to run the annual school sports day (£300) -Sport affiliations to attend sports fixtures across the consortium - children compete in a number of inter- and intra-school sports competitions throughout the year, with opportunities for them to take leadership positions within these competitions. -See above for minibus (£175) -Training sessions offered by school staff in preparation for tournaments (no cost) *NB: Specific clubs/fixtures/events have been specific for SEND pupils or Girls. School adopts a policy of targeting disadvantaged pupils for festival (experience) events throughout the year.*

Expected impact and sustainability will be achieved

September 2024 - What impact/intended impact/sustainability are you expecting?	How will you know? What **evidence** do you have or expect to have?
-FABRIC - Children are exposed to a wider range of dance styles/techniques. Dance lessons are of a consistently high quality. Staff confidence has increased -PE Hub – Staff confidence has increased, lessons are progressive and are of a consistently high quality. -OPAL – Children are engaged in physical activity during lunchtimes, Less behaviour incidents and accidents due to engagement. Less wet play due to provision on offer. More confident and active lunch-time staff. -Walk to School Week – high uptake showing an increase in children who are walking to school (as usual) -Ballet - all participate with some going on to work with Birmingham Royal Ballet for the academic year. -Swimming top up - % of children in Y6 reaching end of year expectations hopefully increases. -Broader range of opportunities accessed via club, affiliations and use of mini bus. Offer has been given to wider range of children so more participation.	-Staff voice – pre and post -Children voice around lunchtimes -pre and post -Lunchtime track of wet play, behaviour incidents and accidents -% of children participating in Walk to School week -number of children participated in Dance Track and went on to 2nd round of auditions. -Swimming data at the end of Y6. -Enrichment data from Enrichment coordinator given in the Summer term.

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?	What **evidence** do you have?
Curriculum - The curriculum has been strengthened with the use of the PE Hub. Clear knowledge, skills and end points mapped out. The curriculum now is progressive and builds on previous learning. *'The school introduced a new scheme of learning for PE last academic year which **has clearly had a positive impact**. The children explained to me that new sports and skills are broken down into step--by--step instructions from their teachers with modelling of new skills. An example of this was the Year 6 children talking about using the vault in their gymnastics lessons and Year 5 children explaining the stance they need to use in rounders when hitting the ball. The children said that they don't find it difficult to learn new sports as their teachers explain the rules really clearly so that everyone understands what they. The children talked clearly about progression of learning in PE. The children in Year 6 explained how they learn gymnastics each year but each year they learn something new that is more difficult. They told me how the skills they learn build on from each other. Children in Year 5 talked to me about learning to play tennis this year and how they first had to learn to balance the ball, hit the ball and have a rally before they could play a full game. They understand that there is a sequence of learning to follow.' SIA visit, June 25.* -Staff's confidence score has increased around delivering the PE curriculum. PE Hub confidence survey completed at the beginning of the Autumn term and then repeated at the end:   **Attainment** – EYFS - **97.8%** of children reached expected in reception for gross motor/physical development (this is an upward trend from previous year - *July 24 - 93%*). Y1-6 data shows majority are on track at age related expectations with a proportion at greater depth.	-External reviews of Opal playground (we will be completing the accreditation in the Autumn term). -Positive outcomes from pupil voice around lunchtime provision, PE lessons and enrichment. -PE Hub staff survey. -KS1/2 PE assessment data. -EY data. -Enrichment tracker. -Accreditations – Sports Mark and Pathway to Podium.

Year	ARE %	GD %	Year	ARE %	GD %
1	85	12	4	86	11
2	88	19	5	81	15
3	84	7	6	80	9

Actual impact/sustainability and supporting evidence

Dance -A new bespoke dance scheme of work has been created for Raddlebarn which links to diversity and broadens children's experiences of dance styles. This will be used in subsequent years to enhance the curriculum and the partnership will continue in 25/26 where we will further shape and enhance the provision.

Lunchtimes – Children are engaged in physical activity during lunchtimes so are more active, Less behaviour incidents due to engagement and less wet play sessions due to provision on offer and expectation. More confident and active lunch time staff who, through observations, have been shown to enable the 16 different play times (previously, playtime only exhibited 3 different play types). Opal mentor has said we are on track for completing the accreditation in the Autumn term. *'All of the children talked about break and lunchtimes being calmer now that they have the OPAL play equipment. They love having different choices of equipment and the introduction of new items recently, e.g. table tennis. The children feel that the rotation of equipment keeps them engaged.' SIA visit, June 25*

Walk to School Week – all classes showed an increase in children who are walking to school during that week. We have since obtained a 1 year free subscription to Walk to School software for 25/26 so this healthy habit can be sustained over time.

Ballet – 60 KS1 children participated in round 1, 21 children got through to round 2 and 6 children achieved a yearly scholarship with Birmingham Royal Ballet for 1 year. Continue this partnership in 25/26.

Swimming top up lessons for Y6 - % of children in Y6 reaching end of year expectations increases from 34% to 53% in booster sessions (swimming 25m and demonstrating a range of strokes). School commitment to the School Swimming and Water Safety Charter has allowed 'safe self-rescue' to be a priority as it is a life skill, with 85% achieving this objective.

Enrichment -Broad range of opportunities accessed via clubs, affiliations and use of mini bus. Offer has been provided to a wide range of children so more participation. Out of 43 events/teams, 30% of events targeted specifically at girls and 10% focused solely on SEND pupils. School also adopts a policy of targeting disadvantaged pupils for festival (experience) events throughout the year as well.

-A tracker has been devised to look at take up of clubs in the Summer term, and we will use this moving forward into the next academic year to target specific events to certain key groups including less active pupils. *'The children spoke enthusiastically about different clubs that they can take part in after school, such as: basketball and tag rugby. One girl in Year 6 said that she has now started playing netball out of school as a result of taking part in netball sessions in school. The children in Year 6 spoke fondly of swimming lessons and requested that they could play water polo in their last lesson this term! A lot of the children have represented the school in tournaments and expressed pride at being chosen to represent their school.' SIA visit, June 25*

Actual impact/sustainability and supporting evidence

-On top of this we have a number of free opportunities such a Bikeability, Warwickshire Cricket coaching, daily mile, sports day and a sponsored GB athlete visit to raise the profile of PE and sport across the school. We also have a number of leadership opportunities for children such as house captains and sports leaders, as well as giving children opportunities to lead through inter- and intra-school sports competitions throughout the year. **Accreditations** -Sports Mark (awaiting results for 24/25, previously gold) -Pathway to Podium bronze accreditation transferred to gold over the academic year, due to the increased focus on PE and physical activity this year and our forward-thinking approach to improving this area.	