

PE Funding Evaluation Form



Commissioned by



Department
for Education

Hartsfield JMI
Action Plan 2024-25

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?
<ul style="list-style-type: none"> • Employment of a PE teaching assistant • Active 60minute offer 	<ul style="list-style-type: none"> • Data collected on extra-curricular club attendance demonstrated that we have massively improved our club offer with greater numbers of children accessing extra-curricular sports clubs than ever before. • Staff have fed back the positives of having a PE TA in curriculum PE. This has included opportunities to support SEN/less able pupils and challenge more able pupils. • Opportunities to attend competitive and participation events have been supported by our PE TA • Pupil voice demonstrated an improvement of the awareness of the active 60minutes and the importance • Observations of class 'daily active' sessions and more movement in lessons • Evidence collected for Platinum case study for School Games Mark. 	<ul style="list-style-type: none"> • CPD for staff – staff survey was carried out and areas of support were identified. PE TA had specialist areas which did support the delivery of tag rugby and cricket. We have an experienced staff, with low staff turnover meaning that all staff have received multiple staff meetings on PE over the years. 	<p>Through collecting staff opinion, we identified areas of support that are still to be addressed this year. Further opportunities to refresh and update staff teaching of PE is always valuable.</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>1. Continue to provide teachers with CPD as required</p>	<ul style="list-style-type: none"> • Speak to staff about their individual needs linked to year group PE long term plan (some staff have moved year groups this year) • PE subject lead and SGO to offer team teaching as required • Provide staff meeting session linked to needs of staff using our NHSSP membership • Staff meeting time used to update staff on PE • Carry out pupil voice surveys to assess pupil understanding of PE – feedback to staff • Provide targeted support for staff in response to staff skills survey from Premier Education
<p>2. Continue to promote the importance of 60 active minutes a day.</p>	<ul style="list-style-type: none"> • Collect information from children about sporting clubs attended outside of school • Promote in assemblies – teachers, yr6 playground leaders and sports councillors • Promote active travel to school – scooter days in school for EYFS/KS1 • Collect an activity diary from each class over a week in the autumn term and then in the summer term – can they beat their activity minutes? • Consider balance of participation and competitive event opportunities • Fund extra-curricular club opportunities – use pupil voice and target key groups identified from last year’s data on club attendance • Fund transport and staff for pupils to attend competitive and participation events

Intended actions for 2024/26

3. Support EYFS pupils in achieving their physical development early learning goals

- Develop key areas of early years physical development -core strength and co-ordination, gross motor skills and fine motor skills.
- Consider the outdoor learning area and ensure there are enough opportunities and suitable resources for pupils to develop their upper body strength. Provide opportunities for children to engage in weight bearing skills and develop upper arm strength, mobility, control and balance. This could be by hanging from climbing equipment or lifting and manipulating large, heavy and awkward objects.
- Develop opportunities and resources for children to develop core strength and coordination with particular focus on the EYFS outdoor area.

4. Work with Knights Templar School to review transition from Primary to Secondary school and carry out any actions that would support this process.

- Arrange a meeting with head of KS3 PE at Knights Templar
- Pupil voice – speak to year 6 pupils about their feelings about PE at secondary school
- Consider asking year 7s previously from Hartsfield to come back to school to do a PE Q and A session

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?
<p>1. Teachers more confident to deliver effective PE supporting pupils and therefore maintaining high % of pupil's attainment in PE. Teachers will also be more confident with adapting lessons and supporting SEN/less able pupils. Pupil voice will be used to support their learning and will aim to improve their understanding of PE.</p>	<p>Teacher feedback and lesson observations will provide evidence</p>
<p>2. More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities Carefully choosing which competitive and which participation events we enter will mean that we can maximise the number of pupils we can offer these events to while continuing to offer extra-curricular opportunities. Extra focus this year on pupil voice and a more balanced extra-curricular offer to all KS2 year groups – last year we entered many events for year 6 pupils We will see a continued high level of extra-curricular opportunities and attendance of competitive/festival events.</p>	<p>Extra-curricular club data will be collected and club attendance will be monitored across the year. This will also be the case with participation and competitive event attendance.</p> <p>Pupil voice will be collected via our school sports council, who will ask their classes, and via target groups.</p>
<p>3. Pupils achieving their physical development early learning goal will continue to be able learners in PE throughout their time at Hartsfield. Further cohorts of EYFS pupils will then have access to these resources in the future.</p>	<p>Data on those pupils achieving their gross motor skill early learning goal will be monitored across the year.</p>
<p>4. Giving our pupils the best possible opportunity to have a successful transition to secondary school PE will aim to support a more positive physical literacy journey for them. Our aim is to encourage our pupils to lead healthy, active lifestyles beyond their school life and to know the importance of this.</p>	<p>Pupil voice will provide evidence as will end of year 6 PE data.</p>

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?

What **evidence** do you have?