

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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Review of last year 2024/2025

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?
Took part in the SLSSP competitions and festivals. - Yr 5/6 Table tennis (Boys and Girls) - Yr 5/6 Basketball - Y5/6 Football (2 Teams) - Dodgeball (Yr 5/6 and Yr 3/4) - Cross country - Tennis (Yr 3/4 Festival) - Multi sports festivals (Y1/2 and Y3/4) - Area Athletics (KS2)	Children enjoyed and took part in the - Yr 5/6 Table tennis (Boys and Girls) - Yr 5/6 Basketball - Y5/6 Football (2 Teams) - Dodgeball (Yr 5/6 and Yr 3/4) - Cross country - Tennis (Yr 3/4 Festival) - Multi sports festivals (Y1/2 and Y3/4) - Area Athletics (KS2)	Playground leaders – More structure of the activities and games that they can run and support with the younger children. Sports ambassadors role – The sport ambassadors have supported more aspects of PE this year, they supported the KS1 sports day, lead the warm up for the colour run event. However it is felt that that would like/need a bigger role and to want to support lunchtimes more.	On occasions the playground leaders have been distracted and unsure on what to do during some of the sessions/activities they should be running. Pupil voice - The sport ambassadors express the interest in supporting different jobs within their role and also to run activities at lunchtimes.
The SLSSP energize club was organized and ran as an afterschool club. PE leader worked with SLSSP to take part in subject leader networking Inclusive sports program for pupils with SEND	The children involved enjoyed the club and increased their physical activity. Promotion of PE throughout the school Promote PE and confidence in physical activity with all pupils. At the end of the project the group of children enjoyed a celebration event, taking part in various activities and sports alongside other schools. Taking part in the sessions encouraged then pupils to increase their participation in PE lessons.		

Review of last year 2024/2025

School achieved the 'Gold Games Mark' again for the second time.

After school Clubs

With the introduction of the SA active afterschool club along with the football team training and the other sports clubs there has been an increase in the number of children taking part in at least one club – at least 66 children (27%) have taken part in an afterschool club over the year. There has also been an increase in the number of FSM and SEN children taking part in a club.

Lessons and Curriculum quality– The children have achieved well in PE and made some good progress. The quality of the lessons has improved, with the children accessing and being taught the specific skills and PE/sport vocabulary.

Swimming curriculum and resources

The school office contacted local swimming pools and worked with a local Learn AT school to secure availability for Year 5 and 6 to go swimming.

Had email from Partnership manager at the SLSSP and also email confirmation from the School Games Administrators and was sent the Gold celebrate pack.

- The afterschool club registers
 - Pupil voice

Improved Teaching Quality: Evidence from observations, surveys, and feedback. **Curriculum Consistency:** Consistency in lesson plans, teaching methods, and content delivery across the school.

Timetables swimming slots were accessed by the Y5 and Y6 children. We had 80% of Y6 pupils being able to swim competently and using a range of strokes.

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
Short Term (Autumn 2025/2026) The curriculum design considers and links with the competitions and events the children will take part in, hosted by SLSSP. The curriculum is fully embedded for all years and teachers know the expected outcomes. To continue the development high-quality PE teaching through leadership, CPD, and school-wide collaboration - The teachers will continue to use the PE unit KO within their lessons and ensure using the specific PE vocabulary and language. - Clear focus on the skills within PE lessons and link to assessment book system. A robust and effective system for assessment of PE is in place and used. Plans will continue to be put into place to ensure that the children can swim 25m using a range of strokes and have understanding of water safety by the end of yr6. Medium Term (Summer 2026) The children will take part in more activities that contribute and increase the amount of physical activity that they have in the school day. (Key Indicator 1/2) Gather pupil voice on the clubs that they would like in 2026/2027. (Key Indicator 1/2)	<u>Curriculum</u> <u>Curriculum Planning (2025/2026)</u> - The PE will ensure the curriculum design links to the SLSSP's competitions and events calendar - for example Athletics being taught in unit 5 in preparation for Saffron Lane athletics competition. - The children in year 5 will attend swimming lessons in the spring term. <u>Vocabulary and Language</u> Within the PE units – Teachers will share and use the KO and teach the specific language and vocabulary with the children. When teaching teachers to use specific vocabulary and encourage the children to use the vocabulary when talking and discussing PE. <u>Training and collaborative work</u> The PE lead to engage in professional development through local network meetings and conferences, sharing key insights with senior leaders and staff. <u>Monitoring</u> <u>Observations/drop in / Pupil interviews</u> The PE lead with drop in to PE lessons across the school to monitor the curriculum is being taught, children's engagement and evaluate the lessons and children's knowledge and skills.

Intended actions for 2025/27

Using Student Leadership/Student Voice to raise the profile of PE as a tool for whole-school improvement (Key Indicator 3)

To empower students by giving them leadership roles and a voice in shaping PE and school sports, making them active contributors to a healthier school environment. To focus on increasing physical activity during unstructured times and fostering leadership among older pupils. Additionally, promoting mental well-being through the 5 Ways to Well-being, particularly emphasizing "Being Active" to boost emotional literacy and resilience.

- **Indicator 1:** Increasing staff confidence, knowledge, and skills in teaching PE.
- **Indicator 2:** Engaging all pupils in regular physical activity.
- **Indicator 3:** Raising the profile of PE and sport for whole-school improvement.
- **Indicator 4:** Providing a broader range of sports and activities.
- **Indicator 5:** Increasing participation in competitive sports. [\[1\]](#), [\[2\]](#), [\[3\]](#)

Participation (Key Indicator 1/2)

- To engage in the Move It March programme which will provide each child with a physical activity tracker, offer milestone-based rewards for physical activity completed (Bronze, Silver, Gold, Platinum).
- SLT will work with pupils including the right respecting ambassadors to gather their voice on the clubs that they would like to be on offer.
- PE to organize and support the children taking part in the different competitions and festivals that the SLSSP offer

Student Leadership (Key Indicator 3)- Four students from Years 5 and 6 will be trained as Sports Ambassadors to help lead a School Sport Organising Crew alongside staff. Four Well-being Ambassadors from Years 5 and 6 will promote the 5 ways to well-being and create a peer support action plan.

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?
Key Indicator 1- Lesson observations will show lessons of good quality where the children are engaged and specific language and skills are being taught. CPD will continue through local network and SLSSP provision. The PE assessment books should support teachers assessment of the children's understanding and skills in the different PE areas and can be used to understand and plan next steps. Big Moves Intervention- We will improve fundamental movement skills and academic outcomes in 15 EYFS/KS1 pupils, with long-term impact sustained through staff training to ensure annual delivery. with long-term impact sustained by staff training to continue delivery annually. Staff will be trained to sustain the targeted interventions in school. Key Indicator 2- Lesson observations will show lessons where the children are engaged and taking part. The pupil voice interview will demonstrate the children's engagement in lessons. Children being more active at playtimes and lunchtimes using the equipment and zones. Key Indicator 2/3 - We expect at least 125 (50% of pupils) children to participate in the Move It March programme. This will promote the CMO Physical Activity Guidelines. Sustainability-the school will continue to engage with the SLSSP to host more universal physical activity projects. Physical Activities and sports will be supported by – Playground Leaders. This initiative aims to make 20% more KS1 students active, encourage better social interaction, and boost the confidence of student leaders. Sports Ambassador duties will include running/supporting intra-school events such as KS1 sports day, collecting peer feedback, and leading activities for younger pupils. This is expected to increase engagement in PE and raise the visibility of physical activity initiatives across the school. To sustain this, new student leaders can be trained annually.	Key Indicator 1- Improved Teaching Quality: Evidence from observations, surveys, and feedback. Curriculum Consistency: Consistency in lesson plans, teaching methods, and content delivery across the school. The pupil voice interview will demonstrate the children engagement in lessons and that they can explain and share their knowledge and understanding. Assessment books will show the teachers assessment of the children understanding and skills in PE. - For the Big Moves Intervention, fundamental movement skills and academic progress will be assessed pre- and post-programme using teacher questionnaires, with a comprehensive report provided by SLSSP. A trained and confident staff member will be in place to continue delivery. Key Indicator 2- observations – The children being more engaged and taking part in lessons. At break and lunchtimes, the children being more active using the equipment and zones across the playground and environment. Key Indicators 2/3- Move it March: Increased Physical Activity: Measured through tracking participation data and feedback from students' Knowledge of Physical Activity Guidelines. School-wide Impact: Feedback from teachers and students about a potential shift in the school's overall attitude toward physical activity. Engagement: Track the number of programmes and participation in provision delivered by student leaders. High engagement indicates success in promoting activity and well-being. Impact on Peers: Informal interviews with participants/pupils about the impact of the student leadership programmes. Leadership & Knowledge: Track leadership development and students' knowledge of physical activity and well-being.

Expected impact and sustainability will be achieved

Well-being Ambassadors will take charge of initiatives such as the previous "Worry Boxes," and "Kindness boxes". These efforts aim to foster greater pupil confidence in sharing concerns and heighten awareness of emotional well-being. To sustain this, new student leaders can be trained annually.

Key Indicator 4/5-

Football Club- This year we intend to offer the football club to a wider range of year 5/6 pupils due to the expressed interest.

We will provide inclusive access to the range of sporting events on offer. We aim to enhance pupil engagement and development through taking part in the DEVELOP Festivals is designed to involve less active pupils through enjoyable, skill-based activities.

The EXCEL Competitions will provide a challenge for talented students. Our goal is to enter and participate in a range of the competitions.

The school will continue to engage with SLSSP, who provide the competitions and events.

Pupil voice - Continuous improvement on offer based on feedback.

Key Indicator 4/5-

- Afterschool clubs - We will have the registers of the afterschool clubs that will show which children are participating in the clubs.

For all competitions and events, we will track participation data and use insights from the previous year to target children who have never represented the school at Develop Festivals.

Actual impact/sustainability and supporting evidence

Income = £18,350	
<u>Expenditure</u>	
SLSSP	£2700
Football and Fitness Football Coaching sessions	£2,310
Resources	£200
ELSA Supervision	£250
Leadership / networks / competitions / training	£12890

Swimming and water safety requirements

What percentage of pupils in your current year 6 cohort can swim competently, confidently, and proficiently over a distance of 25 metres for academic year 2025 to 2026? **80 %**

What percentage of pupils in your current year 6 cohort can use a range of strokes effectively (e.g. front crawl, backstroke, and breaststroke) for academic year 2025 to 2026? **80 %**

What percentage of pupils in your current year 6 cohort can perform safe self-rescue in different water-based situations for academic year 2025 to 2026? **85 %**

How much has your school spent on internal top-swimming lessons or broadening aquatic opportunities for pupils for academic year 2025 to 2026? **£ 0**

Actual impact/sustainability and supporting evidence

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

Leadership

PE Subject Leader attended: (Key Indicator 1)

- Local authority PE network meetings (termly)
- School Sport Partnership training

Developing the PE lead's expertise strengthens whole-school provision and ensures best practice is embedded across the curriculum. This builds internal capacity and supports sustainable improvement

Leadership time allocated to: (Key Indicator 3)

- Monitoring PE delivery
- Developing whole-school PE action plan
- Reporting to SLT and governors

Effective leadership raises the profile of PE and ensures alignment with school improvement priorities.

Range of Sports and Activities and Increased Participation in Competitive Sport (Key Indicator 2, 4 and 5)

- PE lead coordinated external partnerships and enrichment
- **PE lead organised and attended:**
 - Inter-school competitions
 - Cluster tournaments
 - Intra-school sports events

Lessons and Curriculum quality (Key Indicator 1) – The children have achieved well in PE and made some good progress. The quality of the lessons has improved, with the children accessing and being taught the specific skills and PE/sport vocabulary. The children are able to talk about their PE lessons, explaining the skills that they have developed and using the specific vocabulary.

What **evidence** do you have?

- Monitoring records and reports
- PE action plan
- Competition and festival registers
- Competition and festival photographs

Lessons and Curriculum quality (Key Indicator 1)

- The children's attainment
- Lesson observations
- Monitoring carried out with the children and surveys – the children were able to talk about what they had learn and used more specific vocabulary. They could explain what they had learnt and the skills they had developed.

Actual impact/sustainability and supporting evidence

Physical activity (Key Indicator 2 and 3)- There has been more physical activity taking place at lunchtimes and breaktimes which has been supported by having more equipment and the use of the playground leaders. During the nicer weather, the field has been opened and the other outside spaces have been utilised to provide the children with more space to be physically active. In lessons, the children have been more physically active and taking part in more activities.

Key Indicator 3- Physical Activities and sports will be supported by –
Sports Ambassadors – 4 year 5/6 children were trained. They have supported intra-school events such as KS1 sports day and leading activities for younger pupils. They also led the warm-up for the KS2 sport day. This raised the profile PE and raise the visibility of physical activity initiatives across the school.

Well-being Ambassadors – 4 year 5/6 children were trained. They continued the initiatives such as creating "Worry Boxes". The group of ambassadors were very keen of working with the other children and set with alongside the PE Lead "Wellbeing Wednesdays". These sessions were well attended and enjoyed by a range of pupils across KS2. They also planned a sunflower activity where the children could plant and grow a sunflower.

SLSSP competitions and festivals (Key Indicator 1, 4 and 5) –

This year Blaby Stokes have taken part in the following SLSSP competitions and festivals.

- Yr 5/6 Basketball
- Y5/6 Football (3 Teams)
- Dodgeball (Yr 5/6 and Yr 3/4)
- Cross country
- Area Athletics (KS2)

Football club – This year we had 3 football teams, and they were all part of the SLSSP football Knockout competitions. We had a football coach come and deliver the sessions alongside the PE lead which supported PE lead knowledge and understanding for future coaching.

Friendly Inter-matches were arranged with 2 other local schools which were enjoyed and received positive feedback from both parents and pupils.

Physical activity (Key Indicator 2 and 3)-

- Observations of the children at lunchtimes.
- Observations of PE lessons
- Subject leadership monitoring / Pupil voice

PE profile and student leadership (Key Indicator 3)

- Children's received certificates for the training.
- Register of participation of the training

- Attendance of "well-being Wednesdays"

SLSSP competitions and festivals (Key Indicator 1, 4 and 5) –

- Participation registers
- Increased number of pupils taking part in the football. The friendly inter-matches that took place and the pupils took part in.