

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Commissioned by



Department
for Education

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?
<p>Provision in the core curriculum of a wider offer through specialist sports coach who works with teachers.</p> <ul style="list-style-type: none"> • Widened participation in school and after school activities and the variety of sports provided including football (through Arsenal for classes 2,3,4 and 5), netball, athletics, cricket, and other events. • Increased participation in Islington inter-school competitions • Using Bikeability to teach road safety skills to KS1 and KS2 • Daily Mile encourages fitness through a mixture of running, jogging and walking. • Children offered forest school and gardening activities (planting and caring for wild flower seeds at the back of KS2 and tending the veg patch). • Sensory circuit CPD training for all staff increased physical interaction skills 	<p>The coach is in school three days a week to cover the PE curriculum and also run three sports clubs.</p> <ul style="list-style-type: none"> • All classes in KS1 and KS2 take part in LA, deanery and local competitions, in addition to the core curriculum • Daily Mile is fitted into the timetable by class teachers • All children are offered the opportunity to take part in Forest School and three members of staff have passed Forest School training – out of London training over two days. 	<ul style="list-style-type: none"> • Adverse weather impacted some events, particularly those in the winter for the younger children – the Y1 deanery sports day had to be cancelled because of poor weather and a Rec trip to Highbury Fields was also cancelled. • Consistent Daily Mile participation was also impacted by poor weather in the winter and also other curriculum pressures • Sports day was rained off – the all-weather pitch at Whittington Park was too slippery and there was no cover • The attention given to the veg patch by Year 1 was not consistent as the children's attention and interest waned. 	<p>Events were cancelled or postponed</p> <p>Weeds started to grow in the veg patch and pests and inclement weather got at the vegetables.</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
<ul style="list-style-type: none"> • K1 Continue provision in the core curriculum of a wider offer through specialist sports coach who works with teachers and TAs • K2, 3, 4 and 5 Continue participation in school and after school activities and the variety of sports provided including football, netball, athletics, cricket, and other events and measure the participation of SEN children Provide more stimulating playtime experience for a wider range of children, encouraging creative and active play • K5 Continue participation in inter school competitions through enrolment in Islington Sports Service Level Agreement. • K2 Continue Daily Mile • K2 and K4 Continue Forest School and gardening activities (planting and caring for wild flower seeds at the back of KS2 and tending the veg patch). • Clean the all-weather pitch (Spring 25) - at a cost of £1500 • K3 Have a PE board that includes the voice of the children about Sport and PE • K4 Increase the participation of SEN children in a broad range of physical activity, particularly after school clubs • K3 Use 'Swimphony' (when it becomes available) to record which pupils are at risk of not meeting the expected standard in Yr 6 • Consider increasing the amount of swimming in Y3 or Y4 to give greater development of skills at an earlier age 	<p>Continue with Key Sports as our PE provider</p> <p>Acquire more PE equipment – especially that which can be used in both the playground and hall. This will be purchases and also material from the PTA and Islington schools that are closing.</p> <p>Clean the all-weather pitch (£1500)</p> <p>Enter a range of LA and local sports competitions</p> <p>Use Swimphony when available</p> <p>Note on the sport clubs' registers which children have SEN</p> <p>Put up PE and Sports board and include pupil voice</p>

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>K1. Increased and confidence, knowledge and skill of all staff in teaching PE and sport All staff have been trained in using physical activity through sensory circuits at the Sep 24 INSET, particularly to support children in the Early Years and those with SEN - 36% of the school (£700) across all key stages Training for Y4 teacher from Primary Shakespeare in dance for Hamlet project (£1250 for release and project costs)</p> <p>K2. Engagement of all pupils in regular physical activity Use of Key Sports Coaching to provide after-school clubs (£3,900) Use of Y1 staff after-school Netball Club one day a week (£3000 release cost) Cleaning of all-weather pitch to allow better accessibility in Spring half term (£1500) Buying and updating new equipment for PE in hall and in playground (£2000)</p> <p>K3. The profile of PE and sport is raised across the school as a tool for whole school improvement Activities shared in assemblies, website, playground board and PE board in common area</p> <p>K4. Broader experience of a range of sports and activities offered to all pupils Training of two members of staff for Forest school provision (£2950 – cost of course and cover costs for staff, waterproof and boots for pupils)</p> <p>K5. Increased participation in competitive sport Children able to attend events through release of staff for inter-school competitions and events in LA and local area (£2250 release costs)</p>	<p>K1.</p> <ul style="list-style-type: none"> - Class teachers to use sensory circuit and Tas to log when high-needs SEN children do daily sensory circuit in the hall. - Y4 to create and perform Hamlet at theatre (Summer 1) <p>K2.</p> <ul style="list-style-type: none"> - Attendance at after-school clubs is monitored. Children who are not accessing the offer are identified and offered tasters - SEN children are encouraged to participate in sports events in school time (including LA SEN events) - Clean all-weather pitch means in can be used more frequently in wet weather - Pupil testimony on enjoyment of sessions and playground equipment, including use of correct language - PE teachers to feedback t SLT about progress in attainment of pupils <p>K3.</p> <ul style="list-style-type: none"> - Results and participation in sporting activities in and out of school celebrated in assemblies, on website and on board in playground - PE learning walks show improved delivery of PE <p>K4.</p> <ul style="list-style-type: none"> - Participation of all children offered place at Forest School – any child not taking up offer to lead to discussion with parent <p>K5.</p> <ul style="list-style-type: none"> - All pupils in KS2 offered chance to represent the school in inter-school competitions and registers show that all have taken part

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>K1. Increased and confidence, knowledge and skill of all staff in teaching PE and sport EYs do a sensory circuit every day after lunch Primary Shakespeare paid for and timetabled</p> <p>K2. Engagement of all pupils in regular physical activity Key Sports after school clubs 3x a week for KS1 and KS2 Netball every Wednesday after school Cleaning of all-weather pitch booked New equipment for PE in hall and in playground on order Visit to adventure playground did not happen because centre staff were off and did not alert school</p> <p>K3. The profile of PE and sport is raised across the school as a tool for whole school improvement Results shared in Thursday assemblies Website for class pages Board outside hall in playground</p> <p>K4. Broader experience of a range of sports and activities offered to all pupils Forest School every Friday morning</p> <p>K5. Increased participation in competitive sport Timetabled events for participation</p>	<p>Daily activity Diary Will be photographed and filmed</p> <p>Diary Booking</p> <p>Pupil testimony Brilliant book entries, school newsletter, website Website</p> <p>Forest School register and feedback from staff Notes on lesson visits</p>