



Primary PE and Sport Premium

Planning, reporting and
evaluating website tool



Department
for Education

Commissioned by
Created by



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>Purchase of Scooter Pods to enhance healthy travelling to school.</p> <p>Wide range of activities available for pupils ensuring 100% of Yr 2 children attend enough clubs, to enable them to graduate from Children's University.</p> <p>Fine motor EYFS group – funding was used to support staffing to deliver this programme.</p> <p>More girls attending clubs – closely monitored throughout the year.</p>	<p>More children are using their scooters to come to school – Walk to School Data – Top school in Sefton (autumn 24) and 2nd in Liverpool City Region for the same period.</p> <p>100% of Yr2 children graduated from Children's University in June 2024.</p> <p>At the end of Reception 88% of pupils achieved the fine motor ELG and 94% achieved the gross motor ELG. (compared to on entry FM-56% % GM—82%).</p> <p>All girls graduated from Children's University through attending clubs.</p>	<p>Delay in delivery and installation.</p> <p>In – Year transfer children - arriving with little or no credits – requiring lots of priorities to clubs to ensure equity of offer.</p> <p>Work with Chesterfield was limited in comparison to previous years.</p>	<p>Planned time scales not met.</p> <p>2 new to yr2 children joined mid-year without any transferable credits.</p> <p>Capacity to work with Chesterfield due to a variety of factors.</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>To plan and purchase equipment to enhance outdoor provision in Year 1 in newly developed outdoor learning area.</p> <p>To purchase of balance bikes for our Early Years Cohort along with helmets to support development of core strength, balance and gross motor skills based on baseline assessments showing GM and FM along with writing areas of learning, have the lowest number of children working at age related expectations.</p> <p>To deliver bi-weekly forest schools sessions for all EYFS and Year 1 children to develop key skills in prime areas of learning. Forest school sessions will be linked to curriculum coverage as well as providing opportunities for physical development. These are all crucial skills for successful participation in sports.</p> <p>To provide opportunities for pupils to be active throughout the day. Pupils to develop and improve their fundamental skills such as balancing, coordination and agility and extend periods of activity throughout the day through attendance at active clubs.</p> <p>Develop further links with Forefield Juniors, Chesterfield High School and MVL T schools.</p> <p>Audit resources required for PE lessons in PE Passport purchase additional resources to ensure high quality PE lessons</p>	<p>Through specific CPD focusing on planned outdoor provision to support the effective delivery of the KS1 curriculum, Yr1 to plan outdoor provision and equipment need to support the delivery of key skills in Yr1.</p> <p>Balance bikes and helmets to be purchased for the Reception outdoor area to support the development of core strength and balance in EYFS. Children will have regular access to these resources to develop key physical skills in young children. Some children will have targeted intervention using such equipment, who identified as unable to demonstrate skills in these areas.</p> <p>Forest School sessions are delivered by one of our 3 Forest School leads. FS leads plan and map sessions against curriculum and key skills as well as using baseline data and assessments to identify children who need additional support in developing skills in these key areas.</p> <p>Children are offered a wide variety of clubs in the morning, during lunchtime and in the afternoon. Children's activity will be closely monitored and children not attending clubs will be targeted by CU Lead and PE lead to ascertain clubs/sports they would like to attend. This will lead to 100% of children graduating from Children's University by the end of Year 2.</p> <p>Developing opportunities to work with other schools within MVL T and older children as role models in sport will benefit and inspire children to be more involved in sports and more active. Building up links, we will plan and deliver more competitive sports and opportunities to work with older children e.g. delivering sessions at school or at Chesterfield High School.</p> <p>Review and audit existing equipment and resources replacing any equipment that needs replenishing or replacing. Review with yr groups following delivery of curriculum to see if specific resources may enhance learning or activity within units of work e.g. more racquets resulting children not having to wait a turn.</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>In Year 1, through using the outdoor provision, children will build on EYFS and continue to develop much needed fine and gross motor skills, and be provided with daily opportunities to enhance and develop these key skills. The funding will support the purchase of resources to develop this area and key skills. (Key Indicator 1)</p> <p>Forest School sessions will impact on the prime areas of learning in EYFS developing key skills for children particularly in physical development and risk taking. The impact for yr1 will be linked to prime areas which many of the children in yr1 have not achieved, and long term will support the self-regulation and writing skills. (Key Indicator 1)</p> <p>Working with other schools to provide opportunities for competitive sports for younger children across schools and working with older children as role models in sport (Key Indicator 3 & 5)</p> <p>Balance bikes for EYFS will lead to an improvement in their gross motor skills, core strength and balance and co-ordination. Research shows this will later impact on their fine motor skills and writing skills and writing stamina. (Key indicator 1)</p> <p>All children in school (Rec-Yr2) are accessing clubs, resulting in 100% of Yr2 children graduating from Children's University in Year 2, through accessing a broader experience of clubs. (Key indicator 2 & 4)</p>	<p>Monitoring of the provision in the outdoor area in Yr1. Impact on writing data at the end of year 1 and end of Key Stage 1.</p> <p>Anecdotal observations and monitoring observations of children in Forest School developing physical development comparing baseline observations compare to end of year observations. Baseline data on physical development in EYFS compared to end of year data in Nursery, ELG in Reception and writing data in Yr1.</p> <p>Evidence of positive competition will be from the children and the enjoyment that they get.</p> <p>Physical data at end of Reception (gross and fine) will be indicators of this success. Number of children who can safely and confidently ride a bike.</p> <p>Clubs to be targeted to children who are not attending clubs to try and ensure they receive enough credits. Registers to be kept and updated regularly.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
	<ul style="list-style-type: none">• Outdoor provision has been introduced into Yr1 and resources have been purchased to support outdoor provision.• Forest School has been developed and linked to curriculum outcomes for Yr1.• Yr1 and Yr2 have been able to access football competitions with Chesterfield and across Merseyside, competing with schools from across the region.• 100% of children will graduate from Children's University in Yr2 in 2025 for the 3rd year running.• Take up for sports clubs has reduced this year, however this has been with both boys and girls. We are looking to offer clubs in a slightly different way next year which will hopefully positively impact on clubs take up numbers in 25-26.