

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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Intended actions for 2024 to 2025

What are your plans for 2024/2025?	How are you going to action and implement these plans?
Intent	Implementation
<p><u>The engagement of all pupils in regular physical activity (30 mins a day)</u></p> <ol style="list-style-type: none"> 1.) Ensure least active pupils are provided with opportunities to engage in physical activity- at least 10% from those identified to engage. 2.) Ensure adherence to the Chief Medical Officer guidelines: all children to engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school 3.) Provide all students with two hours of Physical Education, school sport and physical activity per week- curricular and extra curriculum 4.) Provide opportunities that attract less active young people to participate in physical activity 5.) Ensure a member of staff has actively engaged with their School Games organiser (SGO) as part of their Physical Activity CPD. 	<p><u>The engagement of all pupils in regular physical activity (30 mins a day)</u></p> <ul style="list-style-type: none"> • Provide free sports club through our 'Change for Life' club were children are identified to attend the club and get the first opportunity to sign up. • Invest in more playtime equipment to encourage active break and lunchtimes. Current playground investment to be maintained by playground monitors, children and staff. • Active break and lunchtimes to encourage children to be active. Buddy system to encourage games on the yard. This initiative will also give older children responsibility and boost confidence- whilst encouraging them to engage in physical activity when playing with the younger children. • Children identified for 'non-competitive' events depending on the child and the activity – increase intra competitions in school for the events that cannot be attended. This will ensure that children who avoid sports due to the competitive nature- are still being active. • Ensure pupil premium children can attend the outdoor adventure residential through extra funding. • All children to access two, one-hour P.E lessons per week (1 swimming for swimming classes). Class teacher to deliver one lesson of P.E per week (where possible) to ensure they are aware of the progress and needs of class. • Survey children through pupil voice to ensure that club offers are appropriate for children's interests. • Encourage and support children in accessing events and sports opportunities through taster sessions and encouragement during P.E and breaktimes. • Sports Subject Leader to attend all CPD- where possible.

Intended actions for 2024 to 2025

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p><u>PESSPA (physical education, school sport and physical activity) raised across school</u></p> <ol style="list-style-type: none"> 1.) Increase the profile of PE and sport across the school and wider community (inc. parents). 2.) Actively engage with the School Games programme and website resources/tools. 3.) Have a system in place to track young people's participation in School Sport, School Games and physical activity. 4.) Engage with Gateshead School Sport Partnership and access both the CORE and PREMIUM service level agreements. 	<p><u>PESSPA (physical education, school sport and physical activity) raised across school</u></p> <ul style="list-style-type: none"> • Continue to attend SSP trips throughout the year, giving all children access to at least 1 sports trip. • SSP wellbeing SLA to raise the profile of wellbeing in P.E throughout school. • Continue with tracking and review every half term. Tracking sheet has student profiles included so it is easy to identify children's needs. • Sports Leader to continue seeking school games resources and sharing with staff. Use active review planner to reflect on PESSPA in school. • Attend events and networking events/ CPD days. Subject leader to share with staff where appropriate and carry out any necessary training with staff. • Health week- wellbeing and healthy eating focus to raise the profile of health and the benefits of sports in school. • All children will leave school having swan 25 metres. • New yard programme encourages children to be active and use a wider range of equipment.

Intended actions for 2024 to 2025

What are your plans for 2024/2025?	How are you going to action and implement these plans?
Intent	Implementation
<p><u>Staff development and confidence</u></p> <ol style="list-style-type: none">1.) Ensure all PE lessons are high quality and progressive.2.) Improve the skills and confidence amongst staff to deliver high quality PE lessons linked to the curriculum map.3.) Engagement with specialist staff to support the delivery of PE/ School Sports Physical activity.4.) Sports specialist in school to deliver extracurricular activities and ensure a wide variety of sports are planned and delivered correctly with teaching staff.	<p><u>Staff development and confidence</u></p> <ul style="list-style-type: none">• Subject leader to regularly check in with staff regarding medium term plans.• Class teacher teaching in each class at least once per week.• Subject leader to engage in all CPD and update staff and offer advice (team teaching).• External coaches to be observed by teaching staff to increase confidence and gain extra training. Coaches to deliver intra extra-curricular activities e.g. cricket and tennis.

Intended actions for 2024 to 2025

What are your plans for 2024/2025?

How are you going to action and implement these plans?

Intent

Implementation

Broader Experiences

- 1.) Ensure extra-curricular sport and physical activity focusses on depth and breadth of provision, engaging at least 35% of pupils
- 2.) Develop a comprehensive pathway of Sports Leadership Opportunities across the school - Engage a representative group of children (buddies and playground monitors).
- 3.) Ensure the PE curriculum and wider school sport is diverse and targets all children in school.

Broader Experiences

- Target curriculum units with SSP events – provide a wider range of external ‘specialist’ coaches.
- SSP free coaching block for a term – change for life.
- Offer football club for girls and the opportunity to play in intra-school matches.
- Health week - ‘break the stigma’ activities where stereotypical sports are offered to all genders equally. Resources to support this on a whole school level purchased as well as offering additional TA time to support equality.
- Purchase of additional sports equipment for breaktimes so that girls are able to set up their own competitions between themselves however mixed competition is also encouraged.
- Skills for life targeted club offered to PP children for free. Tackles sports, health and wellbeing as well as building confidence and resilience. All resources e.g. cooking ingredients are provided.
- Subsidise physical activity element of Y6 residential for SEND children.
- For events which are for limited numbers of children only e.g. team of 10, ensure at least 25% of the team are disadvantaged. This gives extra opportunities and experiences that they may not otherwise have.
- Pupil voice information used to drive changes to the breaktime offer and the sports equipment available, purchasing for example, den-building kits, bikes and scooters and a play parachute.
- Top Sport events for SEND children including our ARMs unit
- SEND children involvement in other external events too e.g. fun run
- Extra swimming opportunities for SEND children
- Active playtime initiative to ensure all children (including SEND) have opportunities to be active in a range of different activities e.g. badminton

Intended actions for 2024 to 2025

What are your plans for 2024/2025?	How are you going to action and implement these plans?
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<p><u>Competitive events</u></p> <ol style="list-style-type: none"> 1. Use the School Games formats to provide the opportunity for both boys and girls to take part in age and stage appropriate level of competition. 2. Have a calendar that demonstrates opportunities for all young people with SEND and other targeted groups to participate in competitions and festivals. Mapped out by RGS events planner. 3. Ensure school long term plan (LTP) enables children to have acquired the skills to participate in Gateshead Partnership events when they are running. Edits to LTP to coincide with Gateshead events calendar. 	<p><u>Competitive Events</u></p> <ul style="list-style-type: none"> • Events planner will map out the year and which classes and children are accessing which events. • Ensure teams are mixed and children have access to both competitive and non-competitive situations, inside and outside of school. • Provide SEND children with opportunities to go on trips which are appropriate to their needs (both with mainstream and TOP). Focus on mainstream SEN children as well as ARMs. • Tracking to highlight least active children so strategies can be implemented to encourage physical activity- Change for life, clubs and events. • Teach plan as intended and amend when needed for the needs of the class or an upcoming event.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ol style="list-style-type: none"> 1.) SEND learners are provided a high-quality, inclusive learning environment to succeed in sport. 2.) Involvement in intra-school events gave staff members the skills to then host inter-school events so that children learn the value of competition and sportsmanship. 3.) Staff attended regular CPD to ensure our school is able to meet these high aspirations and that this continues. 4.) Skills for life club continued to ensure disadvantaged children built on the skills learned and continued to develop their confidence. TAs led part of this and will continue to do so. 5.) Commitment to girls' football continues as we continue to offer training and opportunities to compete. We have a new member of staff who is a qualified FA coach who will continue to drive this. A volunteer plays for a ladies football team and some of the children go to watch her play when she is playing at St James' Park. The girl's aspire to be like her. 6.) Lunchtime staff are trained to ensure high quality sporting opportunities are available during lunchbreaks. 	<ol style="list-style-type: none"> 1.) Staff who attended Top Sport events are using the ideas and principles in their PE lessons and are providing training and guidance to other members of staff to ensure inclusivity for SEND learners. 2.) Staff have planned PE lessons with inter-school competition based on the principles they have learned in their sessions 3.) We have achieved Gold School Games Mark and are committed to continuing at this level in order to aspire to achieve Diamond School Games Mark. 4.) Children show independence, confidence and have a greater self-esteem. Parents are grateful that their children have these opportunities. 5.) More girls accept opportunities to participate in football. We entered the girls league but unfortunately did not have enough children to actually participate. One Y6 girl led an assembly to encourage Y5 girls to join the football team. 6.) Lunchtime staff have greater confidence when interacting with the children. Children are more active and their play is well supported.