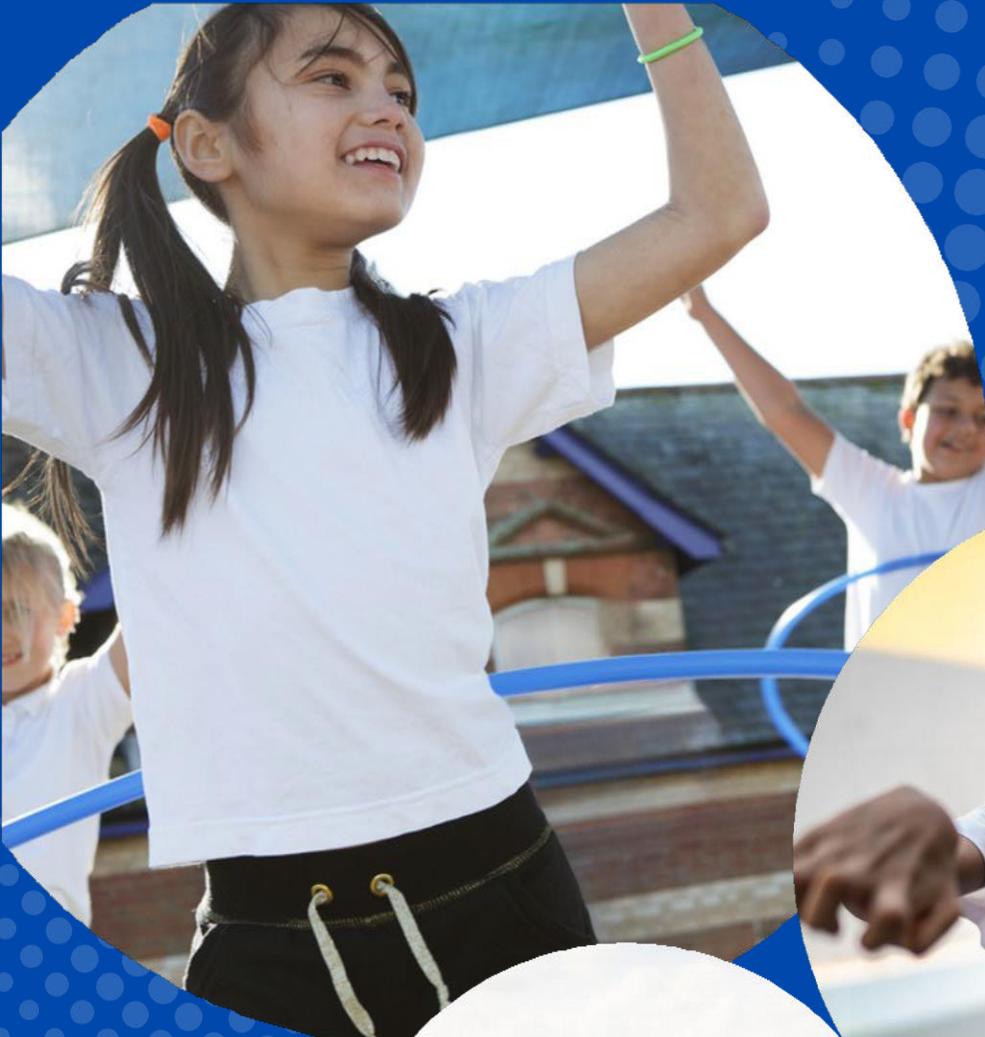


# PE Funding Evaluation Form 2024/25



Commissioned by



Department  
for Education



Images courtesy of Youth Sport Trust

This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

**The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).**



The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not

necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2025.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

## Review of last year's spend and key achievements (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
To ensure all children are participating in more than 1 hour a week of high quality PE by focusing on teacher training.	CPD delivered by CSSP on 30 active minutes and mini-PE sessions. Two sessions now embedded in the curriculum.	For 2024/25, some of our focuses will be:
To ensure that all pupils will be active on average 60 minutes a day, 7 days a week.	CPD provided by CSSP lead. Timetable produced by MH for yard activities. Playleader training given for KS1.	Continue to off staff CPD so that 100% of staff feel confident to enjoy delivering high quality Physical Education. In particular gymnastics. This will also ensure a continued increase in pupil attainment and enjoyment of PE.
Increase the number and range of activities and clubs on offer. Increase number of children participating in clubs.	Through pupil voice we have widened our offer of girls sports as clubs had been dominated by boys. Attendance and take-up of sports clubs tracked. <b>72%</b> of children in KS2 accessing extra-curricula provision.	Provide even more opportunities for pupils to get active in school to ensure as many pupils as possible can achieve 30 active minutes.
Raise the profile of PE and sport across the school, to support whole school improvement by focusing on celebrating PE.	Newsletter and sports bulletin board updated weekly. Events shared on school website and twitter. Website photos and details of events were new for 23/24.	Continue to develop our extra-curricular provision.
Increase the number of pupils participating in an increased range of competitive opportunities.	<b>100%</b> of children from Reception – Y6 offered the opportunity to attend a competition or festival out of school to experience representing the school. <b>1 child</b> from the whole school refused to access this opportunity.	To replace broken equipment necessary for delivery of curriculum – basketball/netball hoops.
Embed new PE curriculum through training on complete PE and assess delivery through consultation with staff.	Staff responded positively to new planning and curriculum, reporting ease of lessons to deliver and resources available.	
To assess pupil's experiences of PE through pupil voice survey.	Pupil voice shows positive feelings for PE, with <b>100%</b> of children expressing enjoyment of PE lessons and <b>75%</b> strongly enjoying PE lessons.	

## Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Review active 30 minutes provision.	Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity  pupils – as they will take part.	Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.  Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.  School able to maintain or improve School Games Mark.	Potentially, £1000 costs for additional coaches to support lunchtime sessions.  Can this be done through lunchtime supervisors or break time? To be discussed with staff and new HT.
Replace broken equipment	KS2 children, teachers for lessons, MFC staff	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport. – basketball and netball competitions to train for.	Basketball/netball hoop broken in Sum2 23/24. This equipment needs to be replaced in some form to ensure ongoing provision of PE curriculum.	£1000
CPD for teachers.	Primary generalist teachers.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.  Key indicator 5: Increased participation in competitive sport.	Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE. Gymnastics training for complete PE training offered to all staff.	<£500 Ongoing CPD provided by dance/MFC not including.

## Key achievements 2024-2025

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
<p><b>Sporting participation</b></p> <p>Reception, Y1, Y4, Y5 and Y6 - in these year groups <b>100%</b> of children were offered the chance to participate in an out of school sporting opportunity with nearly all taking up the opportunity.</p> <p>Reception attended 2 events as a whole year group.</p> <p>All of Y4 attended quad kids.</p>	<p><b>Key Indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p> <p><b>Key Indicator 5:</b> Increased participation in competitive sport</p> <p>This participation in sport is important for pupils for many reasons: it creates lasting memories of primary school; increases their confidence to try new sports; and may foster a love of physical activity. Our aim is for all children to leave Chandlers Ridge with physical literacy. Physical literacy in physical education (PE) refers to developing students' motivation, confidence, physical competence, knowledge, and understanding to be active and value physical activity throughout their lives.</p>	<p>The Y2 festival was cancelled meaning that year group could not go out to represent the school.</p> <p>1 child in Y6 refused and 1 child in Y5 refused to attend something.</p> <p>Y3 is an area that has been underserved this year. Budgeting constraints has prevented us from taking children to the Reacitiv8 festivals that would usually fill in these gaps. From Y3 <b>54%</b> attended an event.</p>

**Active playtimes.**

We used some money to replace broken netball equipment.

We have upgraded our playground with new basketball nets and football goals.

The basketball nets have been more enjoyable for children at break times than the previous netball posts as the backboard makes it easier to score.

The football goals on the playground are hugely popular with both boys and girls during break times and are used heavily.

This has increased our engagement in active playtimes in UKS2.

91% of children in our pupil voice survey said their playtimes were active.

This has increased from 75% across the school last year.

We have seen an increase in UKS2 of participation of girls in active playtimes. From a Y6 project with our SGO we saw 8/10 girls on the project become more active at playtimes and consistently achieve 30 minutes of daily activity.

We have plans to develop our playground further to make zoning more clear and be better able to direct children to areas of activity.

There is an increase in resources to facilitate playground games that can be used across the school resultant from our participation in the active playtimes project with our SGO.

<p><b>School Games Mark Award</b></p> <p>We have achieved the Platinum award this year. This represents an improvement on our gold award that we held for four years.</p> <p>To achieve platinum we worked on a project to increase physical activity with a group of Y6 girls. As PE lead I gained insight as to how my perception of why children may be inactive may not match their perception: things I believe to be in place, may not necessarily be known by the children. I found that the girls needed to be reminded of the opportunities that were available to them regularly.</p> <p>In addition, we found that socialising was a high priority for the girls and that being active also had to incorporate ways of being social.</p> <p>My SGO provided training and games to support the girls in being more active during breaks.</p>	<p>Over the course of the school year we looked at reasons why the girls were inactive:</p> <ul style="list-style-type: none"> <li>Perceived lack of opportunities.</li> <li>Behaviour of boys.</li> <li>Lack of equipment.</li> <li>Lack of knowledge for games to play.</li> </ul> <p>By addressing these issues, even if as PE lead I disagreed with the group, we were able to increase the girls physical activity from 0 minutes to at least 15 minutes or more per day.</p> <p>We found particular success using the playground games from our SGO Andy Tennyson as well as finding a way to have girls only football on the timetable for when they wanted to play.</p>	<p>Although we did not consistently achieve 30 active minutes per day for the girls, they were more active than previously and their pupil voice feedback became more positive over the course of the year.</p> <p>MH to roll out the playground games across KS1 and KS2 from September. This could be 1 per week? MH to discuss with school leadership on what this will look like.</p>
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## Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

*Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study*

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	94%	<i>48/51 children achieved the aim of swimming 25 meters. Of the 3 that did not achieve this, 1 refused to attend the swimming sessions and two were unable to make sufficient progress across the two week block.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	94%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>94%</p>	<p><i>48/51 children were able to achieve this. Although three children did not achieve the swimming goal, all children in UKS2 received land based education on safe self-rescue and all were able to perform elements of the safe self-rescue requirements in the pool e.g. climb out unaided.</i></p>
<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>Yes/No</p>	<p>The national average for primary school swimming data indicates that about 71% of Year 7 pupils (typically age 11-12) can swim 25 meters unaided, according to Swim England. However, this figure masks inequalities, with only 41% of children from the least affluent families achieving this standard compared to 84% from the most affluent, according to another Swim England report. Furthermore, it's estimated that around 28% of children leave primary school unable to swim the recommended 25 meters, according to Swim England. Chandlers Ridge achieves higher than this.</p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	<p>MH provided instructional videos and PowerPoints to the staff responsible for taking the children swimming in Y5/6. This explained in more detail the requirements for safe self rescue.</p>