



**PE Funding**

**Evaluation Form**

**Dean Valley Primary School**



Commissioned by



Department  
for Education

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>* <a href="http://crosscurricularorienteering.co.uk">Cross-Curricular Orienteering</a> (<a href="http://crosscurricularorienteering.co.uk">crosscurricularorienteering.co.uk</a>) package allowed all staff in school to gain skills in teaching orienteering and use the resource to keep children active in their learning. 100% of children used this course weekly through sessions taught by the HLTA.</p> <p>100% of year 3 and 4 pupils, including those with SEND, participated in the dance festival at Macclesfield academy, which is part of a transition program encouraging participation in PE and school sports. Specialist dance teachers were hired to develop dance CPD for teachers and prepare the children for the festivals. Equipment purchased to allow the children to celebrate their success at the event.</p> <p>*Specialist sport coaches in girls rugby and girls football were hired to reduce the gender gap.</p> <p>*Girls football made significant progress with 43% of girls in year 5/6 and 25% of y3/4 girls participated in girls football at Macc Town Football Club competitive tournament.</p> <p>*As a result of a clear progression of skills across KS1 and KS2 and 100% of children participating in PE and school sport with the help of adult support and adaptations where necessary, pupil attainment shows 83% of KS1 and 78% of KS2 achieving ARE.</p> <p>*100% of pupils achieve an average of 60 minutes a day 7 days a week. Lunchtime clubs have been a huge success with high levels of participation.</p> <p>*The school has achieved platinum SGA for the 23-24 academic year.</p> <p>*100% of year 2, 5 and 6 have experienced leading school games at intra school level.</p>	<ul style="list-style-type: none"> <li>• Staff evaluations after Inset and twilight.</li> <li>• Learning walks and observations.</li> <li>• Videos and images of competitions and festivals.</li> <li>• School Spider forms and surveys.</li> <li>• Attendance registers.</li> <li>• Curriculum audit was completed through the lens of gender equity/ equality.</li> <li>• Pupil voice.</li> <li>• The children were interviewed for ESFA governors to review the impact of our commitment to school sport and gender equality so they could see the work been complete in primary schools.</li> <li>• Sonar Assessment tool ARE summative report.</li> <li>•</li> <li>• Effective monitoring of physical activity levels both in and outside of school enabled us to identify the need to create new ways to engage pupils in physical activity.</li> <li>• This is evidenced through additional opportunities for all pupils to engage in physical activity at lunchtime alongside monitoring how active pupils are outside of school, we now know that</li> </ul>	<ul style="list-style-type: none"> <li>• It is great that the orienteering course is in place and the resources are readily available to staff. Ensuring staff use it weekly for sensory breaks, fit in 15 and during other sessions in the curriculum is the next area of development.</li> <li>• Not all pupils are active for 60 minutes a day 7 days a week. How can we encourage other groups to make this accessible for all? What other sports could we participate in and develop?</li> <li>• Continue to develop our competition provision.</li> <li>• Behavior in PE lessons need to improve to be consistent with the behavior in classrooms and therefore improve the outcomes even more by making it more enjoyable for all.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meeting in the Autumn term provided this feedback and from general day to day observations.</li> <li>• There are still 10% of our pupils that are not active for 60 minutes a day, 7 days a week based on data captured linked to in and outside of school physical activity.</li> <li>• Learning walks and observations</li> </ul>

## 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"> <li>To ensure all children are participating in two hours a week of high-quality PE by continuing to focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.</li> <li>To ensure that all pupils will be active on average 60 minutes a day, 7 days a week. This will include focusing on in school opportunities and monitoring external physical activity.</li> <li>Ensure all pupils can access competition in school through regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. See school games offer.</li> </ul>	<ul style="list-style-type: none"> <li>Quality of teaching and learning in Physical Education will be developed through bespoke staff CPD on Complete PE for all class teachers, regularly throughout the term. Support for PE leader included.</li> <li>Ensure Complete PE annual membership is paid to ensure teachers can access HQ planning and supporting resources.</li> <li>PE resources updated to enable HQ teaching to take place following the curriculum path designed using complete PE.</li> <li>Increase the number and range of activities and clubs on offer (Pupil Led Games using active in mind champions and sports ambassadors, Foursquare monitors.)</li> <li>Implementation of new extra-curricular timetable.</li> <li>Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors and year 6 playleaders.</li> <li>Equipment and resources to be purchased for facilitation of activity with playleaders and independent active play.</li> <li>Use leadership ideas from Complete PE.</li> <li>Manchester City festivals and tournaments attended by every year group at some point through the academic year.</li> <li>Alternative Sports Day to be attended and pupils (least active) to develop and lead a club for table cricket.</li> <li>Arrange house competition within classes to take place at the end of each unit to celebrate learning.</li> <li>Arrange all UKS2 to represent school through school games competitions and competition hosted here against other local primary schools. Format to change based on pupil needs see competition format.</li> </ul>

## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<ul style="list-style-type: none"> <li>Staff Confidence in July 2024 shows that 25% of teachers feel confident in teaching all areas of PE. We hope to increase this to at least 85% by Summer 2025.</li> <li>September, Lesson observation feedback showed that 80% of lessons were 'high quality'. By July 2025 we predict that all teachers will have been trained and that 100% of all lessons being delivered will be 'high quality'.</li> <li>Pupil voice data in September 2024 shows that 85% of pupils feel that PE is always fun. By July 2025, we predict that this will increase to 100%.</li> <li>Pupil attainment data in July 2024 showed that 83% of KS1 and 76% of KS2 achieving ARE.</li> <li>By July 2025, we predict that 95% of FS, 95% of KS1 and 95% of KS2 will achieve ARE.</li> <li>Sustainability: Staff will all be confident and competent. Continued CPD can come from sharing good practice in school and using Complete PE.</li> <li>By July 2024, only 5% of the school we active for 60 minutes a day, 7 days a week. We aim to drive this to 100% by July 2025 through the addition of new lunch and extra curricular opportunities.</li> <li>We are aiming for 30% of pupils to be active at lunchtime through new active in mind champions, sports ambassadors and four-square monitors.</li> <li>By July 2025, we predict this to increase KS1 and KS2 participation in extra curricular to 15% through the addition of new clubs, sports coaches and festival drives.</li> <li>Through the introduction of new competitions and formats we predict KS1 inter house competitions to increase to 100% by July 2025.</li> <li>Through new KS2 competitions and opportunities we expect participation in interhouse competitions to increase to 100% by July 2025.</li> </ul>	<ul style="list-style-type: none"> <li>Staff confidence surveys and personal development plans.</li> <li>Lesson observation information and next steps collated on staff.</li> <li>Pupil voice surveys focused on PE, PA and School sport.</li> <li>Pupil attainment information aligned to our scheme of work and whole child holistic outcomes.</li> <li>External physical activity trackers outlining the amount of activity pupils' access outside of school. Use of school survey / survey monkey.</li> <li>Extra curricular timetable and participation data available on class database.</li> <li>Lunchtime participation data, alongside lunchtime activity plan.</li> <li>Data for all physical activity level tracked on Complete PE's PA assessment will be implemented by the summer term 2025 with the hope to embed in the next academic year.</li> <li>Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day.</li> <li>Competition calendar and register of participants.</li> <li>Cross curricular orienteering competitions to be entered and used by sports leads.</li> </ul>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
Add impact here.	Add evidence here.