

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



PE Funding Evaluation Form –CASTLETHORPE 2024-25 Allocation £16230

- 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?
Continuation of CPD for staff both 1:1 and whole school inset	Staff have said they feel more confident teaching the PE unit that support is given in. They can adapt learning and keep up pace through effective organisation. All staff are now employing the same organisation and groupings of pupils of lessons across the school. Through observation it is clear to see that static time has been reduced lessons. All staff follow the same structure of lessons so there is consistency across the school.	Due to a few staff being part time it meant that not all staff received PE support	Specialist is only available Mon & Tues so part time staff working towards the end of the week do not have opportunity to have CPD
Health and Fitness week – focus Outdoor Challenge. 100% of pupils participated in the week's activities	A whole week of timetabled activities gave the children an opportunity to participate in a variety of different type of physical activities e.g. orienteering, circus skills and caveman training. Children and parents built upon their awareness of the many different activities that are available to them locally, including an extra free tennis session given to us by SSTC.		

Review of last year 2023/24

<p>Play Leader scheme</p>	<p>100% of year 2 pupils were trained to be play leader. Pupils worked in pairs delivering an activity once a week. Each group was given a theme e.g. throwing and catching, target and aiming and a bag of equipment to create their own games at lunchtime to encourage other children to be more active.</p>		
<p>Kingston gym sessions</p>	<p>Pupils enjoyed gym lessons at Kingston gym as evidenced by pupil survey. Children were fully engaged and progress of skills was evident from week 1 to 3 - see photos and video. A marked improvement in confidence when tackling some of the apparatus e.g. high beam and vault.</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>1. Continuing to focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education. Access to MKSSP CPD offer.</p> <p>2. To enhance the delivery of PE by offering an alternative larger space to what is available to use at school</p> <p>3. Employ SSP specialist as consultant to provide support and advice to PE lead to ensure all pupils have access to high quality teaching, opportunities to enhance curriculum learning and to promote PESSPA throughout the whole school and beyond. To offer advice to ensure funding is spent in best way possible to have the greatest impact on the pupils' PESSPA</p> <p>4. Continue to enhance the gymnastics core provision by offering additional opportunity to visit Kingston gym</p> <p>5. Offer all children opportunity to participate in both intra and inter competitive events.</p> <p>6. Continue to engage children in physical activity during lunch times and breaktimes, to aim to achieve more than 30 minutes of activity outside of PE</p>	<p>Quality of teaching and learning in Physical Education will be developed through bespoke staff CPD for all class teachers delivered by MKSSP specialist. Support for PE lead teacher included. Whole staff INSET available to all staff in combination with other schools in the federation. (£2130)</p> <p>Book the Village Hall (£704)</p> <p>PE Lead to schedule meetings with SSP specialist to ensure PESSPA developed throughout the school from curriculum time to lunchtimes and after school to encourage all children to be regularly active. Instant access to specialist advice available via email throughout the year. (£1900)</p> <p>Progression of learning will be greatly enhanced by opportunity to develop skills and confidence at Kingston gym. Pupils to attend 3 sessions at the gym, organised and delivered by MKSSP and gymnastics specialists. Book transport to the gym. (£945 bus + £450 Kingston gym)</p> <p>Intra/Inter festival resources and Sports day resources provided by MKSSP. Access to MKSSP events offer. (£600 includes organisation of Kingston Gym)</p> <p>Playleaders training and resources to be provided by MKSSP specialist. (£175) Follow up questionnaire to be completed by play leaders. Purchase storage tubs for lunchtime equipment (£89.93)</p>

Intended actions for 2024/25

<p>lessons per day.</p> <p>7. To further develop pupil's understanding of the importance health and fitness and encourage a love of physical activity</p> <p>8. To offer children an alternative activity to encourage physical activity that can be pursued at home</p> <p>9. To ensure all play equipment is safe to use</p> <p>10. To improve pupil's gross motor skills through active play</p>	<p>Assemblies to be delivered by MKSSP specialist on an aspect of health and fitness. Whole school focus on health and fitness with a week of activities. Focus on walking and mindfulness to combine with Walk to School week theme. Resources and organisation of week to be supported by MKSSP specialist. Book external coaches to offer an alternative activity for pupils to experience. (£450 + £175)</p> <p>Purchase gardening equipment and planters (£3059.90)</p> <p>Book Universal to carry out annual inspection (£90)</p> <p>Purchase balance bikes and helmets (£341.64) and obstacle course equipment (£3307.20) additional obstacle equipment to complement previous order (£1812.33)</p>
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Impact and sustainability

What impact/intended impact/sustainability are you expecting to see or have seen?	How will you know? What evidence do you have or expect to have?
<p>1. Staff 1:1 teaching support provided for staff, this included a recently qualified ECT teacher. Staff able to deliver the unit of work they have had support in with confidence and understand how to challenge and support pupils. Staff to use skills learnt and apply to other areas when teaching PE. Training also included whole staff inset on Teaching PE to SEND children</p> <p>2. The Village Hall space was used for the delivery of Gym and Dance units of work. The additional space allowed the children more room to move, improve skills and create sequences. The opportunity to use the village Hall in wet weather ensured that the children were able to continue with their PE rather than adaptations having to be made when using the small classrooms at school.</p> <p>3. Support and advice for PE lead led to Children having access to a broad and balanced curriculum. Teachers able to teach from progressive and engaging plans to keep children motivated. Resources available to staff have helped increase levels of physical activity. Parents are kept informed of activities completed by children via parent mail. PE Lead had meetings with SSP specialist to ensure PESSPA developed throughout the school from curriculum time to lunchtimes and after school to encourage all children to be regularly active.</p>	<p>Throughout the support Staff will move from observation of specialist to delivering the lesson with support from specialist. Evidence of staff development will be gathered through feedback and discussion with specialist to help improve confidence, pace and structure of lessons. Lead teacher observed ECT teacher and noted her confidence when teaching PE. She knows how to implement a range of strategies to keep children engaged and motivated. The pace of lessons has increased and with good organization of equipment and resources prior to the lesson. Lead teacher felt she was able to apply skills previously learnt to teach the dance unit of work with confidence and was able to adapt learning where necessary. Pupil enjoyment and engagement will be monitored. Use of iPad to film/photograph pupil progress. After SEND training staff were able to implement ideas shared during the session from specialist and teaching staff from other schools. Staff now feel they can amend lessons to ensure all children have access to the whole PE curriculum and have a variety of equipment as standard available for all lessons.</p> <p>Gymnastic skills learnt were evident when visiting Kingston gym, where the children were able to perform skills at different heights on the apparatus. Progression of skills was observed by teachers and attainment recorded on assessment sheets. Use of the Village Hall also allowed for SEN children to have access to the lesson as well as having space for a time out area where the children could still be a part of the PE lesson</p> <ul style="list-style-type: none"> • PE LTP reviewed and amended • Planning from SSP • Equipment audit and orders • Meetings and resources sent from SSP specialist

Impact and sustainability

4. Pupils enjoyed gym lessons at Kingston gym. Children were fully engaged, and progress of skills was evident from week 1 to 3. A marked improvement in confidence when tackling some of the apparatus e.g. high beam and vault
5. 100% children participated in inter and intra competition. This included festivals and sports day. The children developed resilience and determination.
6. Year 2 play leaders developed confidence. They demonstrated leadership skills providing safe and engaging activities to improve physical activity levels at lunchtime. Each group created activities based on a theme e.g. Target Throwing, Fun fitness etc.
7. Health and Fitness week combined with Walk to school week. During the week the children experienced a variety of physical fitness from local providers, cricket session from Stony Cricket club, where children learnt catching, bowling, fielding and batting skills. A local tennis coach from Castlethorpe came to deliver skills in striking, net games. A local PT instructor delivered a gentle, mindfulness session with both and parents and children, which was very well attended. We had a couple of parents give talks on different challenges which they have taken part in – London Marathon and Iron Man Challenge
8. We had a visit from the Urban Farm in Wolverton. The representative told the children about the benefits of growing vegetables to our mental health – fresh air, teamwork, exercise. The children then tasted a variety of fresh produce. After the presentation, the children took part in gardening activities, digging, planting and watering. They created a vegetable patch which will be sustained during the whole year, in addition, the children have been looking after their individual gardening

- Pupil survey
- Photos
- Teacher observation and assessment

- Photos
- Teacher observation
- Results

100% of year 2 pupils trained to be play leaders. All pupils ran sessions over a term with many wanting to continue into another term. Feedback from MDS was positive. Year 2 were able to create activities suitable for the pupils participating and worked hard to differentiate them to make them easier or harder so all could be included. Observation of pupils at lunchtime showed high levels of engagement with the activities. With some pupils returning each week for their favourite session.

- Pupil and Parental feedback
- Activities helped to raise awareness of the clubs on offer in the local environment, which many of the children felt they would be interested in attending.
- Many parents felt they would like to take up a family session with her.
- Many of the children walk to school, but it helped to reinforce why we do this. This inspired the children to bring in their sporting awards and taking part in some park runs
- Photos
- Observation of teachers and coaches

Many parents expressed that the children were being more active in the gardens at home. Enjoyment and engagement of pupils was clear as they participated in the activities. For many of the children this was the first time they had tasted certain vegetables, and many of them liked them.

Impact and sustainability

trays, watering, weeding etc.

9. Equipment safe for children to use and therefore increased the opportunity to participate in physical activity at break and lunch times.

10. Both balance bikes and obstacle course equipment helped encourage both physical and cognitive development. Gross motor skills were improved as children had to balance, jump and climb across equipment. They enjoyed creating and developing different routes by moving each piece of equipment around.

Equipment passed safety check. Observation of children at lunchtime by MDS and TA's showed that the equipment was popular and well used by the children.

- Photos
- MDS and Teacher observation
- Feedback from pupils

