

PE Funding Evaluation Form

Longshaw Primary Academy 2024/25

Commissioned by



Department
for Education

Created by



Images courtesy of Youth Sport Trust

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?
OPAL - work with an OPAL mentor and establishment of a play team to identify priorities for developing play. PE Display – celebrates the variety of sporting activities that pupils take part in across the school. Coaching – PE teacher ensured high quality teaching and physical development of pupils across the school. Bikeability – Pupils completed road cycling training Y5/6 Residential – Pupils that attended took part in a range of outdoor pursuit activities including water based activities. Y4 Swimming - two week blocks, twice a year.	OPAL - working party established & action plan is in place. Student Engagement: Good engagement in PE classes. Feedback: Positive feedback from pupils, parents, and staff about the clubs and events pupils have taken part in. Attendance: Pupils enjoy coming to school – whole school attendance in line with National averages. Good uptake of pupils attending the Y5/6 residential (inc. pupils with SEND). Inclusivity: Greater involvement from diverse student groups, especially in initiatives like the girls' football teams. Safety Awareness– Pupils show greater awareness of how to stay safe when cycling / taking part in adventurous activities. Increased numbers of pupils riding their bikes to school. Character Education– Pupils taking part in activities overcame fears (Y5/6 residential) tried new activities and displayed leadership qualities / team building skills Swimming certificates – pupils made good progress and felt proud of their achievements.	OPAL – Project was slow to get off to a start due to changes in OPAL staffing and availability of dates to meet with OPAL co-ordinator. Playground lunchtime equipment is still limited to rota of activities. Lower Participation: in some activities / clubs or programs had low student turnout. Equipment Issues: Problems with the new PE equipment, such as durability or suitability for the students' needs. Scheduling Conflicts: Difficulties in coordinating after-school sports activities with students' other commitments. Staff Training: Coach only employed for one day a week – staff training limited to days that coach worked.	OPAL – Project delayed. Outdoor play not as far along as would have liked. Participation Data: Attendance and participation rates in various activities and programs. Observation & Pupil Feedback: Though there is a range of playground equipment and activities available for the children to access at lunchtimes, it does not yet spark the interest or imagination of all pupils. Some aspects of play are more dominated by specific groups of children than others e.g. Football.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Introduction of new PE Scheme – Get Set 4 PE To ensure that the quality of PE taught across the school is effective. Upgrading Equipment / Resources: Purchase new PE equipment to support the teaching of the new PE curriculum. OPAL– Promoting Active Playtimes: Provide diverse and inclusive playtime activities and resources to engage all pupils in purposeful play and encourage regular physical exercise. Residential for Y6 and Yr5: Pupils to have the opportunity to engage with a wide range of sports and adventurous activities. Positive impact on the development of personal & social skills e.g. communication, self-esteem, confidence and teamwork etc. WFSSN Membership – Renewal of membership. Children to take part in a variety of Sports Partnership sport events and competitions.	Get Set 4 PE: Align the Get Set 4 PE scheme with the school’s long-term plan and integrate it into the PE curriculum. Provide training sessions for PE staff to effectively implement the scheme. PE Equipment / Resources: Evaluate the current equipment and identify what new equipment is needed. Purchase / source diverse and inclusive playtime and PE equipment. Establish a maintenance schedule to ensure equipment remains in good condition. OPAL – Action plan to develop outdoor play regularly reviewed to ensure robustness of improvement to outdoor play. Parent / pupil staff questionnaires feed into development plans and help inform next steps. Working group undertake all OPAL meetings with OPAL lead to review progress and plan next steps. Y5/6 Residential: Coordinate with Kingswood to schedule the outdoor adventure program. Select & prepare students for participation in the residential. WFSSN Membership: Ensure the membership with WFSSN is renewed and maintained.

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?
Enhanced Physical Education Quality: - Quality curriculum and resources ensure that pupils receive a good standard of physical education taught by class teachers. - Teachers are confident to teach PE through the Get Set 4 PE curriculum n& teaching resources. Increased Physical Activity: - More pupils engage in regular physical exercise with diverse playtime equipment and provision. - Encourage children to engage in more outdoor play. Improved Equipment and Facilities: - Access to new and better PE equipment supports the teaching of PE. - Enhanced learning experiences and improved physical skills. Safety: - Pupils gain knowledge about healthy risk taking and do so with increased confidence. - Encourages safe adventurous and creative play. Children know how to keep themselves safe and are confident in their play. Collaboration / Teamwork / Friendship Building: - Greater opportunities for play enables Reception, KS1 & KS2 pupils to play together. Behaviour incident logs are positively impacted. - Pupils engage in purposeful, imaginative play. Helps develop language and communication; build self-esteem and confidence. Celebration of Achievements: - Recognition of pupils' athletic accomplishments through assemblies. - Boosts morale and encourages continued participation in sports. Positive Impact on Attendance: - Pupils enjoy coming to school – attendance is positively impacted and PA reduced.	Surveys and Feedback Forms - Collect feedback from students, parents, and staff. Participation Data - Track attendance and participation rates in PE classes, after-school activities, and special programs. Observation and Anecdotal Records - Teachers and staff observe student behaviour and engagement during activities. OPAL Working Party - Conduct discussions with small groups of students, parents, and staff. Behavioural Changes - All pupils actively engage in play - increase in pupils' physical activity levels. Behaviour Incident Reports - Fewer lunchtime incidents recorded. Student Achievement Records - Document and celebrate student achievements in sports assemblies and events. Program Evaluations - Regularly evaluate the effectiveness of each initiative. Attendance data - Pupils enjoy coming to school and look forward to play / lunchtimes. - Reduction in PA.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?