

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



Images courtesy of Youth Sport Trust

Review of last year's spend and key achievements (2024/2025)

Impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Membership into the South Leicestershire School Sport & Physical Activity Model 2024 – 2025. Cost - £2700	Full access to a comprehensive range of inter-school competitions (including inclusion events). Health and Wellbeing package includes initiatives such as: • Big moves – TA to be trained (sustainability) • Inclusive club – designed to get SEND children more active through modified activities. (TA to be trained) • Aspiration Active – a club specifically targeted at less active children in Year 5/6 with the intention of creating a lasting legacy with continued participation in physical activity. • Well-being ambassador training for children and staff. • Sports ambassador training. • Playground Leader training. Engaging the least active children. Increased participation in competitive sport. <i>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE</i> Sustainability- Staff attending the training shared the resources with all teaching staff.	GOLD School Games Mark achieved in recognition of the sports engagement throughout the academic year. The profile of PE and sport raised across the school as a tool for whole-school improvement. Increased participation and success in competitive sport. Sparx/inclusive clubs ran with subsequent data. Big moves - 100% of children made an improvement in the movements by week 6, (when compared with the same movement in week 1), with an average improvement of 5 moves compared to week 1. Aspiration Active projects gave 10 Year 5/6 children an opportunity to participate in alternative physical activity with local instructors, further strengthening links with community and providing lasting legacy.

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 a day, of which 30 minutes should be in school

Key Indicator 5-Increased participation in competitive sport.

Investment and continued implementation of PE Passport Scheme of learning Cost - £699	Teachers have a comprehensive resource of active age appropriate lesson plans; a means of assessing pupil progress and participation. The subject leader is able to track standards across the school using the assessment data inputted and the supporting videos to evidence. This is enabling greater insight into standards in PE across the school. The profile of PE and sport being raised across the school as a tool for whole school improvement. <i>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE</i> <i>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 a day, of which 30 minutes should be in school.</i> <i>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</i> <i>Key Indicator 4: Broader experience of a range of sports and activities offered to pupils.</i>	Teacher CPD had given increased confidence and competence in the delivery of PE lessons. Consistency of quality first teaching across the school and assessment and monitoring. Assessment and monitoring will continue to be used to identify needs for intervention and further CPD requirements for teachers.
---	---	---

Resources and equipment: Cost £1519.65 Ensuring that all sports taught within the curriculum are fully resourced. Supporting the school environment.	Greater access to resources for children – particularly linked to the sharing of resources between children not being advocated by AfPE. Improved outcomes for pupils. Raising the profile of sport at Old Mill. A broader experience of a range of sporting activities. Improved provision for targeted SEN children. <i>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE.</i> <i>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 a day, of which 30 minutes should be in school.</i> <i>Key Indicator 4-A broader experience of a range of sporting activities.</i>	Targeted increase in resources for PE to support implementation of effective PE lessons. Each child has access to their own equipment, making lessons easier to structure. All pupils have access to top quality PE provision. PE provision is more inclusive and greater opportunities for SEN children.
---	---	---

Sports coaches at lunchtime Cost - £7920 All children have access to inclusive games at lunchtime to encourage active participation throughout the year	A self-sustaining programme designed to encourage more daily active minutes for all children. Improved physical literacy among children, especially those less active, within a controlled game setting. <i>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 a day, of which 30 minutes should be in school.</i> <i>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</i>	Increased participation in physical activity, encouraging physical activity on a daily basis Children are more physically literate.
Forest School sessions ran by qualified Forest School Leader Cost - £3537.65	Half-termly Forest School lessons (OAA) led by qualified Forest School leader. Delivery of regular Outdoor Adventurous Activities, designed to broaden experience of activities offered to our pupils. <i>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 a day, of which 30 minutes</i>	Forest School sessions promote self-belief, confidence and emotional well-being. Encourages a healthy lifestyle and improves personal and social development.

	<i>should be in school.</i> <i>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</i> <i>Key Indicator 4-A broader experience of a range of sporting activities.</i>	
Top-up Swimming intervention £2863.70	Top-up swimming sessions for Year 5/6 children, raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. <i>Key Indicator 2: The engagement of all pupils in regular physical activity - provides sustainable legacy. - every child should leave primary school able to swim.</i> <i>Key Indicator 4-A broader experience of a range of sporting activities.</i>	Top-up Swimming is an intervention designed to provide additional help to those pupils who may be struggling to learn to swim, or who would benefit from extra support to meet the minimum swimming and water safety criteria, enabling every child to achieve the Key Stage 2 standard in swimming at primary school.
Sports Premium Budget Overview - 2024/25 Income - £19,240 Expenditure - £19,240		

Key priorities and Planning 2025-2026

Intent	Implementation
<u>Using Student Leadership/Student Voice to raise the profile of PE as a tool for whole-school improvement (Key Indicator 3)</u> To empower students by giving them leadership roles and a voice in shaping PE and school sports, making them active contributors to a healthier school environment. To focus on increasing physical activity during unstructured times and fostering leadership among older pupils. Additionally, promoting mental well-being through the 5 Ways to Well-being, particularly emphasizing "Being Active" to boost emotional literacy and resilience. <u>To develop high-quality PE teaching through leadership, CPD, and school-wide collaboration (Key Indicator 1)</u> Additionally, to support staff well-being and encourage active lifestyles among adults within the school, contributing to a whole-school approach and positive role modeling. <u>To provide a more inclusive and varied experience of different sports and activities, with a particular emphasis on engaging less active students at school (Key Indicator 4).</u>	Four students from Years 6 will be trained as Sports Ambassadors to help lead School Sport alongside staff. Additionally, twenty students will be trained as Playground Leaders to run active games for KS1 pupils, with support from the South Leicestershire School Sports Partnership (SLSSP). Four Well-being Ambassadors from Years 5 and 6 will promote the 5 ways to well-being and create a peer support action plan. Pupils in Years 3 and 6 will complete the National Koboca survey to share their views on sports, leadership, and well-being to inform future planning. The PE lead to engage in professional development through local network meetings and conferences, sharing key insights with staff during INSET and meetings. A staff-wide PE survey to be conducted to inform future planning and development. Staff CPD based on gaps in knowledge and confidence delivering PE informed by the survey results. Additionally, staff member will undergo training as Staff Well-being Ambassador to promote physical activity and workplace health, culminating in a school action plan. Targeted EYFS/KS1 pupils with poor fundamental movements to take part in a 6-week Big Moves intervention, led by an SLSSP coach and school staff, with physical development and academic progress measured through assessments. A 5-week Aspiration Active programme for a group of selected UKS2 pupils, led by local coach. Implement the SPARX programme, with 10 weeks of sessions for less active or confident pupils. All sessions are supervised by staff.

Expected Impact and Sustainability 2025-2026

Impact/Sustainability Expected	Expected Evidence
Key Indicator 3-Daily Lunchtime Physical Activities will be supported by Playground Leaders, organised activity zones, and rotating leaders. This initiative aims to make 20% more KS1 students active, encourage better social interaction, and boost the confidence of student leaders. Sports Ambassador duties will work alongside PE lead, collecting peer feedback, and leading activities for younger pupils. This is expected to increase engagement in PE and raise the visibility of physical activity initiatives across the school. To sustain this, new student leaders can be trained annually. Well-being Ambassadors will take charge of initiatives such as creating "Worry Boxes," organizing daily check-ins like "Mindful Walks," leading activities during Children's Mental Health Week, and coordinating well-being challenges. These efforts aim to foster greater pupil confidence in sharing concerns and heighten awareness of emotional well-being. To sustain this, new student leaders can be trained annually. Key Indicator 4- Intervention- In Big Moves, we will improve fundamental movement skills and academic outcomes in selected EYFS/KS1 pupils, with long-term impact sustained through staff training to ensure annual delivery. We anticipate that 75% of eligible students will participate in at least one after-school club. A key focus is increasing engagement among pupils eligible for free school meals, aiming to raise participation from 25% through improved accessibility and inclusivity. Staff will be trained to sustain the targeted interventions in school. Key Indicator 1- Based on our survey, staff confidence in delivering high-quality PE lessons was at 70% in June 2025. We anticipate this will increase to 100% by July 2026. Sustainability-all staff will feel confident and competent in delivering high quality PE. CPD will continue through local network and SLSSP provision. We aim to have teachers active-modelling healthy lifestyles-through the Staff Well-being Ambassador programme.	Key Indicator 3- Engagement: Track the number of programmes and participation in provision delivered by student leaders. High engagement indicates success in promoting activity and well-being. Impact on Peers: Informal interviews with participants/pupils about the impact of the student leadership programmes. Leadership & Knowledge: Track leadership development and students' knowledge of physical activity and well-being. Key Indicator 4- For the Big Moves Intervention, fundamental movement skills and academic progress will be assessed pre- and post-programme using teacher questionnaires, with a comprehensive report provided by SLSSP. A trained and confident staff member will be in place to continue delivery. For all other targeted interventions, we will track participation data particularly focussing on among pupils eligible for free school meals Key Indicator 1- Improved Teaching Quality: Evidence from observations, surveys, and feedback. Changes in self-reported confidence levels from staff surveys. Consistency in lesson plans, teaching methods, and content delivery across the school. Staff Morale: Using surveys to measure changes in morale or engagement. Modelling Healthy Lifestyles for Pupils: Observations or informal feedback from students could show if staff are effectively modelling the desired behaviours.

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>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	92%
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	92%

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	92%
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?	Yes/No
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No

Signed off by:

Head Teacher:	Mrs Alison Smith-Stewart
Subject Leader or the individual responsible for the Primary PE and sport premium:	Mr P Butler (PE Leader)
Governor:	Mrs Zoe Bodman
Date:	19.6.2025