



# PE Funding Evaluation Form

Commissioned by



Department  
for Education



## Review of 2023-24

### Using the PE and sport premium

Any use of the PE and sport premium must be in accordance with the terms outlined in the conditions of grant document. This means schools must use the PE and sport premium to:

- Build capacity and capability in the school and make sure that improvements made to the quality of PE, sport and physical activity provision now are sustainable and will benefit pupils joining the school in future.
- Develop or add to the PE, sport, and physical activity that the school provides.

### Effective ways to spend the premium

It is important that schools make the most effective use of the premium. To best achieve this, spending should focus on making improvements in five key areas, to assist in:

- Increasing confidence, knowledge, and skills of all staff in teaching PE and sporting activities.
- Increasing engagement of all pupils in regular physical activity and sporting activities.
- Raising the profile of PE and sport across the school, to support whole school improvement.
- Offer a broader and more equal experience of a range of sports and physical activities to all pupils.
- Increasing participation in competitive sport.

These may be achieved by:

- Embedding physical activity into the school day by encouraging active travel to and from school and having active break times.
- Providing targeted activities or support to involve and encourage the least active children.
- Helping to provide equal access for all pupils to the range of sports and physical activities that the school offers.
- Providing continued professional development (CPD) for all staff.

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- Providing extra-curricular opportunities for children to enable them to access other sporting activities or specialist sport instruction.
- Providing top-up swimming and water safety lessons for those pupils that do not meet national curriculum requirements after they have completed core swimming and water safety lessons.
- Providing specialist support to help children with additional needs to access and participate fully in PE lessons.
- Entering local school competitions and holding inter-house competitions in the school to encourage participation.

### **Continuing professional development**

Achieving sustainable outcomes is key to any spending of the PE and sport premium. CPD is essential to help ensure that the quality of the teaching of high-quality PE, sport and physical activity in a school is sustainable. Schools should prioritise spending the PE and sport premium on it. This includes providing staff with:

- Professional development.
- Mentoring and support.
- Appropriate training.
- Access to external resources.

It is acceptable to engage the expertise of external coaches to provide teachers with the confidence and necessary skills to be able to deliver high-quality PE and sport.

Schools should monitor and assess the effectiveness of the CPD being provided to make sure that it is up to standard.

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Every school has the autonomy to draft their own employment contracts. This may include specific expectations for their staff and teachers like:

- Offering extra-curricular sporting activities.
- Supporting pupil competition outside of core school hours.

Schools can decide to use PE and sport premium funding to pay for overtime if teaching staff are operating outside of their teaching contract. This may be, for example, to:

- Offer CPD for staff.
- Offer additional extra-curricular sporting activities and physical activities.
- Support pupils in competition.

### **Transport costs**

Schools should not be using the PE and sport premium to pay for transport associated with meeting the minimum requirements of the national curriculum or, for academies, the existing PE curriculum. This would include travel to swimming lessons, travel to outdoor adventure activities or other sports or activities the school was providing access to during the school day.

Schools can use the PE and sport premium to:

- Fund transport costs to top-up swimming sessions.
- Participate in competitive events (either during or outside the school day).
- Travel to extra-curricular opportunities to enable children access to other sporting activities or specialist sport instruction.

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Action	Intended Outcome	Impact	Evaluation	Cost
<p>Throughout the year we provide pupils with a range of additional sporting / physical experiences; these include but are not limited to; Airtime, Mags on Ramps, Climbing, Roller Skating / Blading, Bradley Woods.</p>	<p>Pupils will actively engage in a wide range of physical activities to promote healthy lifestyles and exercise.</p>	<p>Throughout the school year, there were, on average, three additional experiences available for pupils to take part in. Two per week for pupils based at the secondary site, and one per week for pupils based at the primary site. Engagement from the pupils taking part in these activities was incredibly positive throughout the year.</p>	<p>This proved to be a successful strategy to encourage pupils to take in more active sporting / physical experiences. That we linked the activities to our Behavior for Learning Policy, to encourage improved behaviour and engagement in lessons, was also a very positive outcome.</p>	<p>£3,117</p>
<p>Transport to facilitate the additional sporting / physical experiences, staffing for trips includes:</p> <ul style="list-style-type: none"> <li>• KS2 Lead (RB)</li> <li>• BfL Lead (AR)</li> <li>• BfL Mentor (MP)</li> </ul>	<p>Pupils will be actively supported in order to encourage them to engage in activities provided by the Academy throughout the school year.</p>	<p>Unlike the pupils in the secondary phase of the Academy – who are largely very independent and able to take part in activities which can go beyond the ‘normal’ school day. The primary aged pupils need support with this. The ability to provide additional transport, to encourage greater levels of participation, was certainly a worthwhile endeavor to support the Key Stage 2</p>	<p>This strategy proved to be a successful one for the Academy. We were able to support the majority of our primary aged pupils to take part in experiences which they otherwise would not have been able to, due to travel restrictions beyond our control.</p>	<p>£5,255</p>

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		children so that they could more readily engage in new experiences.		
<p>Bespoke Continuing Professional Development for staff who deliver PE lessons, courses attended included Badminton, Cricket, Football, Dodgeball and Sports First Aid.</p> <p>Training then cascaded by attendee, to all other staff who deliver PE at KS2.</p>	<p>The staff team will develop their knowledge and skills when delivering a wider range of sports / sporting activities during PE lessons and after-school clubs.</p>	<p>The two specialist PE teachers based at the secondary site went on several courses to develop / enhance their knowledge of additional sports. Consequently, this resulted in the range of sports being offered to pupils during PE lessons being expanded. New knowledge / skills were then cascaded to the Key Stage 2 team so they could also broaden the offer to primary aged pupils.</p>	<p>This approach most certainly supported the Continuing Professional Development of our PE teaching time. Their ability to deliver even more skilled and specialist teaching certainly benefited the pupils at the Academy. This approach will be continued in the new 2024-25 school year.</p>	£1,265
<p>Purchase of a range of new PE / sports equipment for use during lessons and at break / lunch times at the primary provision. The equipment purchased includes Basketballs, Footballs, Badminton Sets, Javelins, Boxing, Lacrosse sets, Croquet sets,</p>	<p>Pupils will be fully able to experience a wider range of sports / sporting activities which are well resourced and therefore promote positive pupil engagement.</p>	<p>As our average occupancy has increased over recent years, and the range of sports being taught in lessons, we have had to purchase a significant amount of new equipment. This new equipment has supported pupils to engage in lessons positively and take a</p>	<p>The ability to continually improve the quality of resources used in PE lessons and at social times is certainly a welcome one. As could be expected in an Alternative Provision setting, the equipment we have, does get used quite 'robustly' by pupils; being able to ensure</p>	£1,759

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<p>Dodgeballs, Table Tennis sets, Tag Rugby Packs, and Playtime Packs – Giant Draughts &amp; Dominoes.</p>		<p>more active part in the PE curriculum. Much of the equipment bought has also been to support pupils being more active during recreational times in the school day – particularly at Key Stage 2.</p>	<p>that this key area of the curriculum is well resourced all year round is advantageous.</p>	
<p>Specialist support for the Key Stage 2 team from our PE specialist at the main site – LD. Support includes planning and preparation with primary teachers, delivering / modelling lessons at Key Stage 2 lessons.</p>	<p>The ‘offer’ to pupils at the primary provision of the Academy will be much improved compared to previous years. Staff will benefit from training cascaded by our lead PE teacher.</p>	<p>The capacity to have the time and resources for the lead PE teacher to be based at the Key Sage 2 provision on a regular basis, so that he can support the continuing professional development of the primary team has been very positive. Having the lead at Key Stage 2, modeling best practice, and how to teach new skills to the younger pupils has been invaluable.</p>	<p>This aspect of our strategy has been effective in sharing good practice among the staff team. The ability to allow staff to actively learn from one another, to improve their skills, and consequently improve the quality of teaching and learning in PE is empowering for all involved.</p>	<p>£4,049</p>
			<p>Total Primary PE / Sport Spending</p>	<p>£15,445</p>

## Intended actions for 2024-25

What are our plans for 2024-25?	How are we going to action and achieve these plans?
<ul style="list-style-type: none"> <li>• Intent</li> <li>• To continue to offer a wide range of additional sporting / physical activities to pupils, beyond the scope of our everyday PE lessons.</li> <li>• To continue to support the staff who deliver PE in the Academy, by allowing them to take part in more external courses to broaden their knowledge and skills in a wider range of sports / activities.</li> <li>• To continue to actively invest in PE / sporting equipment in the Academy, to ensure that pupils understand and appreciate that this is an area of the curriculum which is important.</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation</li> <li>• For the start of each term, a calendar of additional sporting / physical activities will be established.</li> <li>• The calendar will be populated by Admin. Team with support from the two Assistant Headteachers.</li> <li>• The calendar will be displayed throughout the Academy so that pupils know what experiences are taking place throughout each term.</li> <li>• The two PE teachers based at the secondary site will be supported in taking part in external specialist courses on a wider range of sporting activities.</li> <li>• This training will then be cascaded to all other staff who deliver PE, most notably the staff at the primary site of the Academy.</li> <li>• We will actively encourage the staff taking part in external CPD to consider sports which can be introduced at the Academy which will encourage better female participation in PE lessons and other activities we offer.</li> <li>• We will support the PE leads in ensuring that all PE lessons delivered are well resources with equipment / resources that are in good condition.</li> <li>• Staff will be supported to improve / encourage better engagement in active options for pupils during recreational times at the Academy.</li> </ul>



## Expected impact and sustainability achieved

What impact / sustainability are we expecting?	How will we know? What evidence do you have or expect to have?
<ul style="list-style-type: none"> <li>• Our approach to the use of the PE Premium has always been based on ensuring that we have a sustainable model in place.</li> <li>• The focus on developing staff skills and knowledge is an inherent part of our approach to sustainable improvement.</li> <li>• We fully expect our approach, as detailed in our Intent, to support pupils to be provided with a wide range of fun and engaging sporting / physical experiences. many of which are likely not available to them in their 'everyday' lives.</li> <li>• Pupils will most certainly benefit from an 'active' curriculum offer which truly does promote healthier lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>• We will be able to demonstrate the impact of our approach for the coming year in a number of ways:</li> <li>• We will have a calendar for the full year which shows the offer available to pupils.</li> <li>• We will be able to detail how many pupils have taken part in additional physical activities throughout the year.</li> <li>• We will be able to demonstrate how many sporting activities with other settings have been provided for pupils to take part in.</li> <li>• Through our Learning Walks program we will be able to demonstrate the positive impact of the COPD our staff take part in, and the purchase of new / improve equipment.</li> </ul>

## Actual impact / sustainability and supporting

What impact / sustainability have we seen?	What evidence do we have?
<ul style="list-style-type: none"> <li>• We have already seen a notable impact in terms of staff continuing professional development; this is most evident in the curriculum offer within PE being revised for the start of the 2024-25 school year, both for primary and secondary aged pupils.</li> <li>• Staff are clearly more confident in delivering a wider range of sports / sporting activities to pupils in the Academy, consequently the PE curriculum offer is broader and less focused on a small number of traditional sports.</li> <li>• The broader curriculum will, in time, encourage greater participation in PE from some cohorts who historically have been reluctant to engage in PE lessons.</li> <li>• The introduction of a wide range of additional activities last year really did promote positive engagement – across the Academy. With this offer now being tied into our Behaviour for Learning system and rewards budget it will be sustainable moving forward.</li> <li>• Within the Key Stage 2 setting, due to the introduction of a wide range of resources to be used at break and lunch times, we have seen increased take up in pupils wanting to go outside at social times. Consequently, this has seen improved relationships between pupils as they develop their communication and social skills.</li> </ul>	<ul style="list-style-type: none"> <li>• The number of pupils refusing to attend / engage in PE lessons has reduced in the past two years. Historically this was a common occurrence from our female pupils, whilst still not where we would like it to be, female engagement in PE lessons has improved.</li> <li>• Pupil numbers engaging in our additional activities program are very strong; the vast majority of these activities are fully attended, typically there are reserve lists in place for these activities due to high pupil ‘buy-in’.</li> <li>• Our curriculum offer is improved when compared to previous years, new sports are being introduced by the teaching team, in an effort to promote improved engagement from all cohorts.</li> <li>• The data yielded by Class Charts clearly demonstrates that there has been significant improvement in behaviour for learning, particularly at the secondary site. This is most certainly influenced by our introduction of additional physical activities within the BfL Policy.</li> <li>• Pupils at Key Stage 2 are slowly but surely developing their social skills, in no small part due to them being actively encouraged to play a wider range of sports, and to learn key skills such as teamwork, communication and resilience. The notable reduction in Behavior Incidents at KS2 demonstrates this effectively.</li> </ul>