

25/26 Academic year plan and 24/25 evaluation



Department
for Education



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 2024/25
- 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.

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>P.E. curriculum reviewed and amendments made by P.E. lead and curriculum lead. These were shared and activities modelled during staff meetings time. P.E. equipment was audited and new equipment purchased to ensure P.E. curriculum could be delivered with the required equipment.</p> <p>All year groups were actively involved in sports led activities during the lunch hour. Lunch staff were proactive in encouraging increased activity and participation and activities were tailored to suit the needs and likes of the children. Lunchtime supervisors received training in engaging pupils in physical activities during lunchtimes.</p> <p>Subscription to Complete P.E. used by staff to plan lessons and assess for learning.</p> <p>Weekly additional sessions of forest school / outdoor learning for targeted SEN children and year groups across the school year - staff to observe Outdoor learning lead during these sessions.</p> <p>PE co-ordinator is part of a PE network group which ensured we were aware of recent changes and received</p>	<p>The profile of PE and school sport has been raised across the school. Teachers' confidence in knowledge and skills of all staff in teaching PE and sport.</p> <p>Improved fitness levels for pupils. Children participated in paired and group activity, increased skill levels (hand eye coordination, speed & accuracy, invasion games tactics etc.). Increased adult supervision and focus improved behaviour.</p> <p>Following the complete PE scheme builds both the confidence and competence of staff, allowing pupils to access high-quality PE lessons.</p> <p>Outdoor learning opportunities allow children to apply our core values and skills in different contexts. The opportunity to get outdoors supports many of our high need SEND children to meet their individual next step targets.</p> <p>Training allows the PE lead to regularly review our PE offer, which provides the pupils with an exciting, flexible journey developing confidence, competence and life-long learning.</p> <p>Children compete in a variety of events, across all key stages, to increase resilience, perseverance, motivation, respect and participation. The children are proud to represent the school at both</p>	<p>Increase internal competitive sports participation.</p>	<p>There were some inter-house sporting events but not as many as we'd have liked.</p>

<p>advice and support through AFPE membership. Continue this provision and allow co-ordinator time to support.</p> <p>Success at competitive sport has been a strength of the school this year through the School Games Programme. Across the year teams of pupils took part in 23 competitive inter -school events including dodgeball, rugby, cricket, netball and football.</p> <p>The Skipping Initiative across school has been embedded. This has been developed to include three afternoon short-burst activity sessions (One skipping, one throwing and catching skills and one fitness session). All these sessions are timetabled for each year group.</p> <p>Old Park was also able to organise and host inter school sporting tournaments for the Wednesbury Learning Community. These included both boys and girls football as well as an inter school Netball Event.</p> <p>Exploration days and extra curricular clubs continue to be a key strength of the school. Through our termly Exploration Day programme, pupils across key stages 1 and 2 were able to experience a broader range of sports and activities including Yoga, tri-golf and forest school outdoor and adventurous activities.</p> <p>The astro space is fully utilised for PE and lunch time sessions across school. It provides an all-weather surface used by all year groups for games related PE</p>	<p>cross school and inter-school levels (house). Pupils from Year 5 and 6 qualified for the Black country finals in Netball, Tag Rugby, Athletics and mixed Cricket.</p> <p>The Y5/6 football team reached a national 7-aside finals tournament.</p> <p>Children participate in new sports, some also have an opportunity to represent the school in cross school competitions. Others have taken these experiences and joined clubs and continued their participation outside of the school. These talents are shared in assembly each week where we celebrate Old Park's Sporting Superstar.</p> <p>All children have skipping co-ordination skills and increased fitness.</p> <p>We were supported by WGA (local secondary) and their young leaders inspired the younger children by officiating over the football tournament games.</p> <p>Across the year, many more pupils were provided with the opportunity to experience a physical activity outside of the PE curriculum and something that they may not have considered themselves. These activities led to many children then joining local sporting clubs outside of school.</p> <p>There were 35 team offsite sporting visits and competitions. 35% of our sporting club places across the last academic year were taken by PP children.</p> <p>The children participated in case fitness competition where each class wore activity tracking watches and competed against other classes.</p>		
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sessions as well as further space for after-school sports clubs.			
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What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none">• Develop staff confidence knowledge and skills• Increase inclusivity and access to PE for all pupils, especially those who are currently less involved (SEND, girls, less active children)• Train and utilise Young Play Leaders to encourage more active play during lunch and break times• Maintain increased participation in clubs and off-site sporting competitions and experiences. Arrange for new experiences.• to increase the number of times classes go out to forest school with more focused and planned sessions, using a wider variety of skills and resources	<p>Support for teaching staff to continue particularly in sports where staff are less confident. Continue to train new staff to access and maximise the complete PE system (PE lead) and maintain membership.</p> <p>Resources to be purchased and located in storage nearer to the Astro to ensure equipment and outdoor space are utilised</p> <p>Train further play leaders (Year 5 pupils). Source and provide CPD for LSAs on active and purposeful play.</p> <p>Continue to train new lunch staff and raise expectations of activity.</p> <p>Continue to maximise outdoor learning opportunities within the curriculum and renew resources for play.</p> <p>Maintain increased participation in inter-school sports across KS1 & 2 in 25/26 with a specific focus on SEND pupils and ensuring they have a full opportunity to participate.</p> <p>Source CPD for staff around adaptation of PE sessions to ensure full inclusivity for SEND pupils.</p> <p>To host termly intra school competitive events as well as across schools. In our intra events children will compete to earn points for their house teams.</p> <p>Sign up to School Games annual SLA to participate in their Black Country school offer. Commit to financing transport to these events.</p> <p>Increase the number of forest sessions children experience throughout the academic year, both in and out of curriculum time.</p>



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?
<ul style="list-style-type: none"> ● Increased staff confidence and competence in delivering PE lessons. ● Consistent delivery of high-quality PE across all year groups. ● Enhanced utilisation of outdoor spaces and equipment during PE lessons and extracurricular activities. ● Enhanced utilisation of outdoor spaces and equipment during PE lessons and extracurricular activities. ● Increased engagement in physical activities during break times. ● Increased engagement in physical activities during break times, with peer-led initiatives encouraging participation among all children. ● Enhanced physical and mental well-being through increased outdoor activity. ● Improved physical skills and awareness of health benefits among children. ● Increased motivation and engagement in PE through friendly competition. ● Broader exposure to competitive sports and improved teamwork skills among children. 	<ul style="list-style-type: none"> ● Utilise lesson observations and feedback forms to assess the effectiveness of CPD and identify further training needs. ● Regular check-ins and feedback sessions to evaluate staff utilisation of the system. ● Monitoring: Track the frequency of equipment use and gather feedback from staff on resource accessibility. ● Track the frequency of equipment use and gather feedback from staff on resource accessibility. ● Evaluate the effectiveness of play leaders through observations and feedback from both staff and children regarding the impact on playtime activities and overall engagement. ● Assess the impact of outdoor learning on children's engagement and physical health through surveys and observations. ● Record participation rates and gather feedback from children on their experiences in these events. ● Track participation levels and outcomes from inter-school competitions.

Impact/sustainability/evidence

At Old Park Primary, we have made significant strides in enhancing the impact and sustainability of our sports programme. Staff confidence and competence in delivering PE lessons is high, supported by lesson observations and feedback forms that assess the effectiveness of our continuous professional development (CPD) and identify further training needs. This has led to consistent delivery of high-quality PE across all year groups, reinforced by regular check-ins and feedback sessions that evaluate staff utilisation of our systems.

We have enhanced the use of outdoor spaces and equipment during PE lessons and extracurricular activities, with monitoring in place to track the frequency of equipment use and gather feedback from staff regarding resource accessibility. This has resulted in increased engagement in physical activities during break times, driven by peer-led initiatives that encourage participation among all children. The effectiveness of our play leaders is evaluated through observations and feedback from both staff and children, highlighting the positive impact on playtime activities and overall engagement.

Our Year 5 sports leaders have taken on significant roles, supporting young leadership in two Black Country Games cross-school events. This initiative has not only enhanced physical and mental well-being through increased outdoor activity but has also improved children's physical skills and awareness of health benefits. We assess the impact of outdoor learning on children's engagement and physical health through surveys and observations.

Furthermore, we have fostered increased motivation and engagement in PE through friendly competition, providing broader exposure to competitive sports and improving teamwork skills among children. Our school reached four Black Country finals events in cricket, tag rugby, netball, and athletics, and we successfully hosted three cross-school events for netball, football, and multi-skills. We also participated in events designed for children with SEND or disabilities, ensuring inclusivity in our sports programme. Participation rates are recorded, and we gather feedback from children on their experiences in these events, utilising Moki bands to track individual activity levels. This comprehensive approach ensures that our sports initiatives are impactful and sustainable, promoting a culture of health and well-being throughout the school community.