

24/25 Academic year plan and 23/24 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 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

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.E. curriculum reviewed and amendments made by P.E lead and curriculum lead. These were shared and activities modelled during a whole school INSET day. P.E. equipment was audited and new equipment purchased to ensure P.E. curriculum could be delivered with the required equipment. Our experienced sports coach has been available for observation by teaching staff during PPA for support. 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. Subscription to Complete P.E. used by staff to plan lessons and assess for learning. Weekly additional sessions of forest school for targeted SEN children and year groups across the school year - staff to observe Forest school lead during these sessions.	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. 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. Following the complete PE scheme builds both the confidence and competence of staff, allowing pupils to access high-quality PE lessons. 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. 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. Sports Leaders have developed personal skills that allow them to organise, deliver and control a game with their younger peers.	Increase internal competitive sports participation.	There were some inter-house sporting events but not as many as we'd have liked.

Review of last year 2023

PE co-ordinator and AHT were part of a PE network group which ensured we were aware of recent changes and received advice and support through AFPE membership. Continue this provision and allow co-ordinator time to support. Sports Leaders from years 4, 5 and 6 attended a Play Leaders course led by Sandwell School Games organisers. 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 20 competitive inter -school events including dodgeball, rugby, cricket, netball and football Exploration days for every child (one day per term). The range of extra-curricular opportunities included a range of sporting and physical activities for children in KS1 & 2, often activities that they may not have selected themselves or ever had an opportunity to participate in. Skipping Initiative across school has been embedded. We held a 'skip-a-thon' during the autumn term and 3 x weekly timetabled skipping slots have been added to each year group timetable. In addition to the School Games Programme, 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. Exploration days and extra curricular clubs continue to	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 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 Cricket. 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. All children have skipping co-ordination skills and increased fitness. As a result of this increased participation, Old Park achieved The Gold Level School Games Mark (an increase on last year's Silver) 9 schools participated, for some it was the first time they had played netball competitively as a school. We were supported by WGA (local secondary) and their young leaders inspired the younger children by officiating over the football tournament games. 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. There were 35 team offsite sporting visits and competitions where 60% of our PP children participated.		
--	---	--	--

Review of last year 2023

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 martial arts, archery and outdoor team building activities .

40% of our sporting club across the last academic year were taken by PP children.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
• Develop staff confidence knowledge and skills • Confident staff teaching a wide ranging, progressive curriculum. • Increase use of Astro and field outdoor spaces for PE 1 & 2 • Ensure the lunch activity offer is of quality and is consistent. • Develop more children as play leaders and enhance the ambassador role. • Maintain increased participation in off site sporting competitions and experiences.	Support for teaching staff to continue particularly in sports where staff are less confident (Dance, netball). Teaching staff to deliver their PE units, monitoring will inform CPD. Continue to train new staff to access and maximise the complete PE system (PE lead) and maintain membership. Resources to be purchased and located in storage nearer to the Astro to ensure equipment and outdoor space is utilised Train further play leaders Continue to train new lunch staff and raise expectations of activity. Continue to maximise outdoor learning opportunities within the curriculum and re-new resources for play. Maintain increased participation in inter school sports across KS1 & 2 in 24/25 Develop the 'active break' sessions further to include throwing and catching skills and overall health and fitness. Make explicit links to physical and mental health. Continue to embed and build upon this success into the academic year 24/25. Academic Year 24/25 we plan 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. Sign up to school games annual SLA to participate in their Black Country school offer. Commit to financing transport to these events.

Intended actions for 2024/25

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?
● 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.	● 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.

Actual impact/sustainability and supporting evidence

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.