



Flamstead Village School

PE Funding Evaluation Form

2024 - 2025

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

What went well?	How do you know?	What didn't go well?	How do you know?
<p>Staff feel more confident in planning and delivering PE lessons to their own class.</p> <p>Challenge Sport and the PE lead have offered support and guidance.</p>	<p>Staff report that they feel more confident and a greater range of sports seen across PE lessons. The introduction of Staff PE kits made staff feel more professional and good role models.</p> <p>All key skills for each age are being taught at the correct time. The focus is on skills which are built upon year by year Positive comments from families at school that the profile of PE has been raised</p> <p>Children are more physically active throughout the week – in PE lessons and other lessons which are taught in a physical way outdoors</p> <p>Good lesson observations internally and by external coaches delivering Get Set PE lessons.</p>	<p>The teaching of gymnastics has improved but still an area here staff feel the least knowledgeable. Increased training would have advantageous and will be planned for next academic year.</p> <p>Not all staff using the assessment tool for Get Set for PE for every unit</p>	<p>Feedback from staff</p> <p>Assessment documents online</p>
<p>We increased pupil participation in external sports events raising interest and enjoyment for all pupils including those pupils with SEND.</p>	<p>We had a successful visit from a Paralympian who completed a range of circuit training exercises with all pupils. There was a hula hooping workshop for all pupils and staff. Pupils participated in 'World Games Day' at a local venue. Pupils took part in a mini marathon in school. Pupils indicated they were encouraged to sustain long term physical participation in activities they enjoyed during visits and workshops.</p>	<p>More promotion of sport across the school needs to be seen through displays in the hall and in other areas of school.</p>	<p>Minimal PE displays across the school</p>
<p>The outdoor environment and outdoor learning areas have been greatly improved and led to more physical activity.</p>	<p>Pupils engaging more with previously under used outdoor areas and increased planning for outdoor activities. It has all been very positive. Areas will improve once more established and maintenance of the areas reviewed.</p>	<p>No established school football team as yet. Barriers to this are small cohort of pupils in each age range and expertise in the current staff to provide football training although new kit was purchased.</p>	<p>Limited friendly matches between local schools have taken place externally.</p>
<p>The Early Years outdoor environment has had a significant impact on how the area is used and what skills the children are developing their gross motor skills and their core strength.</p>	<p>100% of pupils gained the ELG for gross motor skills. 93% of pupils gained the Early Learning Goal for fine motor skills aided by outdoor activities which increased core strength and readiness for fine motor and writing based activities. Increased use of outdoor areas and higher enjoyment. Resources include new bikes and trikes.</p>		

Review of last year 2023/24

<p>The introduction of equipment at lunchtimes on the playground increased use of small equipment and use of new basketball nets.</p>	<p>Increased participation in outdoor activities during free lunchtime sessions. School Council involved in surveying children for equipment preferences led to children using equipment of choice.</p>		
<p>More children are walking, scooting and cycling to school.</p>	<p>More children scooting and cycling to school, especially in summer months. New cycle and scooter racks requested by school families to meet demand. Good uptake of Bikeability training offered to Year 5 and Year 6 pupils with pupils achieving level 1 and level 2.</p>		



Intended actions for 2024/25

What are your plans for 2024 / 25?	How are you going to action and achieve these plans?
Intent	Implementation
To ensure staff are sufficiently trained to support pupils through effective teaching and learning and address any requirement in areas of development in PE identified by staff.	Long term planning for PE updated – all units from Get Set for PE Staff introduced to Get Set for PE curriculum as part of staff meeting and familiarised with planning documents and assessments Physical staff meetings for teaching staff in areas of gymnastics and sport led by external coach Training for PE Lead
To give children across the school opportunities to participate in activities and competitions in after-school/ lunchtime clubs and in different venues and against other schools.	Challenge Sport organise competitions our school can participate in Maintain link with PE co-ordinators in Hertfordshire and request timetable of events Sign up for events with School Games Ensure children are given the opportunity to practice these sports prior to events either in lessons or through clubs
To carry out an audit of teaching resources for PE ensuring we have the equipment needed for the Get Set of PE units and that they are of good quality.	PE Lead to carry out review of all units to ascertain equipment needed for each unit New PE equipment to be purchased where necessary.
Teaching resources available to support the teaching of PE.	All PE units to be downloaded onto Staff drive in relevant year group folders
Further increase participation in physical activity during break times and lunchtimes through lunchtime sports clubs and raising the profile of a dedicated MSA to encourage and support pupils and maintain and organise resources	Monitoring of lunchtime activities Increased participation Pupil voice through the School Council
Establishing Y5 pupils as Play Leaders and Games Makers	Established group who are provided with hats, badges and training to support younger pupils and those with identified SEND needs to participate
Extending Bikeability training. Still offering Bikeability training to Year 5 and Year 6 pupils. Extending those pupils who gained L1 and L2 last year and introducing ready to ride sessions for younger pupils.	Book sessions with Hertfordshire trainers and share information with the parent's / carer community. Ensure access for all by supporting families without cycles to access bikes if needed.
Extend our outdoor provision by further developing the outside areas.	Integrate outdoor learning into the weekly timetable. Purchase welly racks to enable pupils to be 'weather ready' and access the physical outdoor environment all year. Introduce new outdoor learning clubs.
Consider the impact of mental health and wellbeing on pupils and how building resilience and mental strength will enable them to access and participate in long term physical exercise and that they will see this as a lifelong benefit to their mental and physical wellbeing.	Introduce a wellbeing and mental health programme to support pupils.
To provide pupils access to swimming lessons with reduced impact on the school timetable.	Research how this can be achieved for the whole school and to support non swimmers.

Expected impact and sustainability will be achieved

What impact / intend impact / sustainability are you expecting?	How will you know? What <u>evidence</u> do you have to expect to have ?
<p>All lessons are at least good Teachers are confident in teaching PE Teachers are able to select the most efficient strategies and equipment. Children can discuss their learning and skills they have learned.</p>	<p>Lesson observations and feedback from internal and external observations Teacher/ coach voice Pupil voice</p>
<p>Children are participating in activities and competitions – at least one per term and every class at least one event per year The school has links in place with nearby schools Children’s enjoyment of the sporting events Pupil motivation and inspiration to want to take part in future sporting activities and competitions</p>	<p>Record of events/ competitions attended Pupil voice Parent voice Pupils signing up to future events Pupil growing confidence taking part in sport against other schools</p>
<p>Plans available to support the teaching of PE. Equipment available – good quantity and quality – for use in lessons</p>	<p>Lessons taught weekly by class teachers and sports coaches without problems with planning and/ or equipment Children able to take part in all lessons</p>
<p>More pupils from each year group being active during break times and accessing weekly lunchtimes sports clubs. MSA to be seen encouraging pupils organising playground activities.</p>	<p>Gaining pupil feedback on levels of enjoyment and participation Monitoring of playground sessions</p>
<p>Play Leaders established and sustainable for each year with Play leaders being involved in training new Play Leaders in subsequent years.</p>	<p>Group established and training complete. Rota in place for support.</p>
<p>Pupils undertaking Bikeability training to become competent cyclists and be able to maintain a routine of cycling to and from school and in free time now and in future years at secondary school.</p>	<p>Evidence of Bikeability registers and courses achieved from Bikeability instructors. New cycle and scooter racks to meet increased demand Pupil voice</p>
<p>Extend our outdoor provision by further developing the outside areas and providing opportunities for SEND pupils ensuring equitable opportunities for all.</p>	<p>Additional outdoor clubs established with pupil registers Additional provision for SEND pupils to access the outdoor environment More outdoor sessions provided in class weekly timetables.</p>
<p>Consider the impact of mental health and wellbeing on pupils and how building resilience and mental strength will enable them to access and participate in long term physical exercise and see this as a lifelong benefit to their mental and physical wellbeing.</p>	<p>A wellbeing and mental health support package in place which increases resilience, physical activity and long term wellbeing provision for all pupils, staff and families.</p>
<p>All pupils increasing their level of water confidence and ability in swimming</p>	<p>Pilot of swimming provision internally in school for swimming access for all and supporting pupils in Y6 to gain their National Curriculum Swimming requirements and water safety with financial support where necessary.</p>

Actual impact/sustainability and supporting evidence

What impact / sustainability have you seen?	What <u>evidence</u> do you have ?
<p>Lessons are being taught every week by class teachers and sports coaches competently and confidently. This will build year on year and provide a good level of sustainable PE teaching. Children are able to talk about what sports they are learning, the skills they have gained and what they enjoy. Teachers now feel more competent in delivering gymnastic lessons. There is a clear progression of skills for children throughout the school. The PE Lead is more confident and knowledgeable in how impact can be made in PE long term.</p>	<p>Increased teacher confidence and competence in teaching PE lessons from staff feedback. Lesson observations with improved lesson quality Teacher voice Pupil voice evidence Evidence of two staff meetings run by external coaches to upskill staff CPD log and staff meeting attendance Course for PE lead from the National College on Leading PE</p>
<p>School Clubs Multi-sports, Cheerleading Cross Country, Netball Events attended Year 5/6 girls Tag Rugby November 2024 Cross Country KS2 January 2025 KS2 Cross Country February 2025 Quick-sticks Hockey March 2025 Year 5/6 Tag Rugby 25th March 2025 Year 3/4 Tag Rugby June 2025 Exposure to Inspirational sports sessions Skipping workshops for all pupils Judoka Paralympian visit and circuit training Dance workshops Cricket sessions with local cricket club for all children and parent / child session after school</p>	<p>Record of events participated in each club Pupil voice Parent voice Evidence of pupils signing up to future events Pupil growing confidence taking part in sport against other schools and pupils who may not have previously chosen to participate in sport being inspired to join in and 'have a go' through 'aspire and engage' events. After School Activities and Clubs for disadvantaged children provided free of charge Children showing more interest in particular physical activities after events. For example, more children choosing to skip in the playground and some children joining local cricket club sessions outside of school after the cricket workshops.</p>
<p>The correct equipment is available for every lesson and has been replaced if/ when needed to ensure successful and competent teaching of each unit of 'Get Set PE'</p>	<p>Audit information Invoices for equipment purchased Pupil voice</p>
<p>There is now a dedicated MSA responsible for active engagement in the playground to ensure participation is accessible for all pupils</p>	<p>Paid MSA dedicated to outdoor physical activities – rota provided Audit of accessible small equipment Games resources and activity ideas folder</p>
<p>Play leaders are now established and the scheme has been reviewed and enhanced in preparation for consecutive years. The impact has been in the ongoing increase in participation</p>	<p>Play leader register and training notes Caps and badge purchased Displays in school</p>

Actual impact/sustainability and supporting evidence

<p>of all children in physical activity during break and lunch times. This enhances peer to peer support and mentoring for future year groups.</p>	<p>Monitoring of playground routines and active involvement</p>
<p>Bikeability courses were successfully run for the second year for pupils in Y5 and Y6. Children who previously gained level 1 and 2 were able to progress onto level 3. The introduction of beginner's bike sessions in which parents / carers were invited to was also successful.</p>	<p>Bikeability registers and awards New cycle and scooter racks installed in order to provide increased incentive and encouragement to actively travel to school have been well received by pupils and parents / carers are well used on a daily basis.</p>
<p>The Outdoor Environment has been developed further and made more accessible or all children, particularly those with SEND.</p>	<p>Gardening Club established External Outdoor provision provider employed to work with SEND children both on and off site. Reports from the 'Changing leaves' provider indicate a positive impact on pupils.</p>
<p>My Happy Mind has been implemented for all pupils across the school with very positive impact in terms of resilience and understanding of how mental and physical wellbeing are closely linked.</p>	<p>Termly Impact Report from My Happy Mind shows teachers feel there has been a positive impact and that children are able to show more mental resilience which will support pupil's ability to use this mental resilience in sports and physical exercise, particularly for pupils who are our least active children.</p>
<p>Swimming lessons were provided via a mobile pool school for all pupils from Nursery to Y6 over a 3-week period in which all children swam each day at the end of the Summer Term was a positive experience. SEND pupils and non-swimmers were accommodated in single or smaller groups to ensure accessibility for all. 96% of parents / carers agreed their child had enjoyed the swimming lessons Assessments show that almost all children had an increase in their water confidence or swimming ability through the access to daily lessons.</p>	<p>Registers and assessments for all pupils from YN to Y6 Parental survey was strongly supportive. 96% strongly agreed and 8% agreed the provision of the pool had been good 96% said they would like the pool booked again for next year to sustain progress. Swimming lessons funded for pupils requiring additional assistance and not achieving National Curriculum levels. Of 16 Y6 pupils 9 (56%) could swim competently for 25m. Of the 7 children (44%) not achieving this 5 of them could swim 20m completely and 2 were non swimmers at the start of the swimming sessions and were able to swim 5m at the end of the swimming sessions.</p>

