



PE Funding Evaluation Form

Woodlea Primary School 24-25

In addition to DfE online form submission

Commissioned by



Department
for Education

Created by



Review of last year 2023-24

What went well?	How do you know?	What didn't go well?	How do you know?
The purchase of new playground equipment (balls, bats and other equipment) to fulfil the intent to increase the amount of physical activity outside the two PE hours. The employment of additional staff at lunchtime to be able to offer a wider range of physical activities. This included being able to zone areas of play spaces so that children had a greater range of options. Some children know and play a wide range of playground games, increasing good social communication and interaction skills and further developing active playtimes.	Observations of children and pupil/staff voice show that some children are more active at playtime using the new equipment. Some children are trying activities they have not accessed before, such as hoola hooping.	Change in lunchtime staffing has meant that some staff who have received training are no longer at the school, or were on leave when the training occurred. There is a range in confidence levels to support children at playtime. A large number of KS2 children still prefer to play football or nothing at all, rather than other activities on offer, so some children are not accessing the additional exercise as planned. Although not part of the grant spending, it has been observed that children using the trim trail that we have on the playground tend to stay and hang onto in a favourite section, rather than move along it as intended.	Observations of children and pupil voice.
Teachers who worked at Woodlea last year became more confident to teach the knowledge and skills needed for the new sporting activities ensuring children's learning and the development of fundamental skills is excellent.	PE curriculum was enhanced through improved teaching.	Not all current staff benefitted from sports training, as some staff are new/others left. Gymnastics training was not able to take place.	Skills audit.
Supporting children and families walking to school through a range of strategies throughout the year, including • Walk to school week and activities • Free reflective items for all children promoting safe walking to school	An increase in the number of children walking, riding and scootering to school, as identified in weekly surveys by our Junior Road Safety Officers.	There is still work to be done to drive this even further.	JRSO weekly observations and surveys.

Review of last year 2023-24

School to engage with the school travel planning team and all walk to school			
The encouragement of children to share their sporting achievements outside of school.	There has been some increase in the number of children who have spoken about their achievements outside of school in Celebration Assembly, with further children feeling comfortable to share this to a smaller audience in class.	Not all children are comfortable to share, so we don't always have a full picture of sporting achievements.	Issue is that we rely on parents telling us. This could be celebrated in the newsletter instead for children who find a large audience too much.
The continued development of the dance club after school. This has promoted a more active lifestyle and gives some children opportunities for activities they cannot afford/access.	Sessions have been running with increased uptake.	There is still work to be done to drive this even further, particularly for those children who would be unable to access private dance lessons due to financial reasons.	Analysis of club uptake.

Intended actions for 2024-25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
1. To provide continued professional development for all staff to increase their confidence, knowledge and skills to teach PE and other sporting activities.	Use the grant to provide CPD for teachers, HLTA and support staff in core skills, in person and webinars (such as National College and The PE and Sports Hub) and to pay for overtime for staff to attend courses. £3660. Mentoring system to be set up for staff to support each other (free).
2. To raise the profile of PE and sport across the school and increasing engagement of all pupils in regular physical activity and sport.	External coaches for enrichment days for sports not in our curriculum. School Council to be provided with funding to organize £3000. Dance workshops linked to key celebrations/festivals. £1000 Identified how active pupils are through online pupil questionnaires, one taken at the start of the academic year, and one taken at the end of the academic year to effectively monitor and demonstrate the impact of spending (free). Build and develop active links and clear pathways to sport, physical activity and leisure providers in the local community, for example sport clubs, leisure centres, youth centres and signpost these in the school newsletter and assemblies. Where possible arrange for the provider to deliver free taster sessions (free). Increase the range of sports offered before and after school, by school staff and external providers beyond those taught in PE lessons (provide any necessary training for staff to run clubs, pay overtime for school staff and fees for external providers). Consider offering a club before school, which will also impact positively on academic performance and improve punctuality and attendance. Overtime for staff to run sports clubs before and after school. £2000

Intended actions for 2024-25

3. Ensure that all children meet the national curriculum requirements for swimming and water safety	Provide top up swimming/water safety lessons for those pupils that do not meet the national curriculum requirements of swimming competently, confidently and proficiently over a distance of at least 25 metres; using a range of strokes effectively (such as front crawl, backstroke and breaststroke); perform, a safe self-rescue in different water-based situations, after they have completed core swimming and water safety lessons. £1000.
4. Increase participation in competitive sport	Offer a wider range of clubs for team sports, with an aim to play on the school team in school competitions, or new sports that pupils won't access in the curriculum. Provide opportunities for all children to challenge themselves through both intra and inter school sport, where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the experience rather than the outcome (free). Create an extensive sports calendar with local sports partnerships and Trust-wide sports competitions. Ensure that no group is disproportionately represented, and all children are given the chance across the year to take part in different events and represent the school (free).
5. To increase the activity levels of all children at playtime and lunchtime.	Opal play times training for staff and equipment. £7000

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
All staff (teaching and support) demonstrate an increase in their confidence, knowledge and skills to teach PE and other sporting activities.	Lesson drop ins, skills audit and staff surveys at the beginning and end of the year show that staff are more confident and their PE skills and knowledge have improved.
The profile of PE and sport across the school has been raised and there is a significant increase in the engagement of all pupils in regular physical activity and sport, especially the least active, which is sustained. The children have experienced a wider range of sports than the basic curriculum offer in PE lessons, including different types of dance. The School Council have used funding to organise pupil voice experience days linked to physical activity. Staff have a clear picture of how active pupils are through online pupil questionnaires, one taken at the start of the academic year, and one taken at the end of the academic year to effectively monitor and demonstrate the impact of spending. Strong and sustained links have been formed and clear pathways highlighted to parents and carers for sport, physical activity and leisure providers in the local community, for example sport clubs, leisure centres, youth centres and signpost these in the school newsletter and assemblies. There has been an increase in the range of sports offered before and after school, by school staff and external providers beyond those taught in PE lessons.	Pupil voice shows that PE is viewed positively by an increased number of children. Photos and videos of externally run sport sessions and feedback after these show that PE is viewed more positively. Newsletters for evidence of information signposted to parents. Registers for clubs show the increase in sports on offer and increase in numbers taking part.
All children in year 6 will leave Woodlea able to swim competently, confidently and proficiently over a distance of at least 25 metres; with 80% using a range of strokes effectively (such as front crawl, backstroke and breaststroke); all can perform, a safe self-rescue in different water-based situations.	Assessments at the end of swimming sessions in Y6 show that all children can swim at least 25 metres.
Woodlea children have shown an increased participation in competitive sport Stronger links have been formed with other UNICAT Trust schools for competitions.	Registers of participation and newsletters.
All children show sustained levels of physical activity at playtime and lunchtime. Staff have completed initial training for OPAL, with the remainder paid for to take place next term due to some staffing changes.	Playtime observations and pupil voice show increased and sustained physical activity.