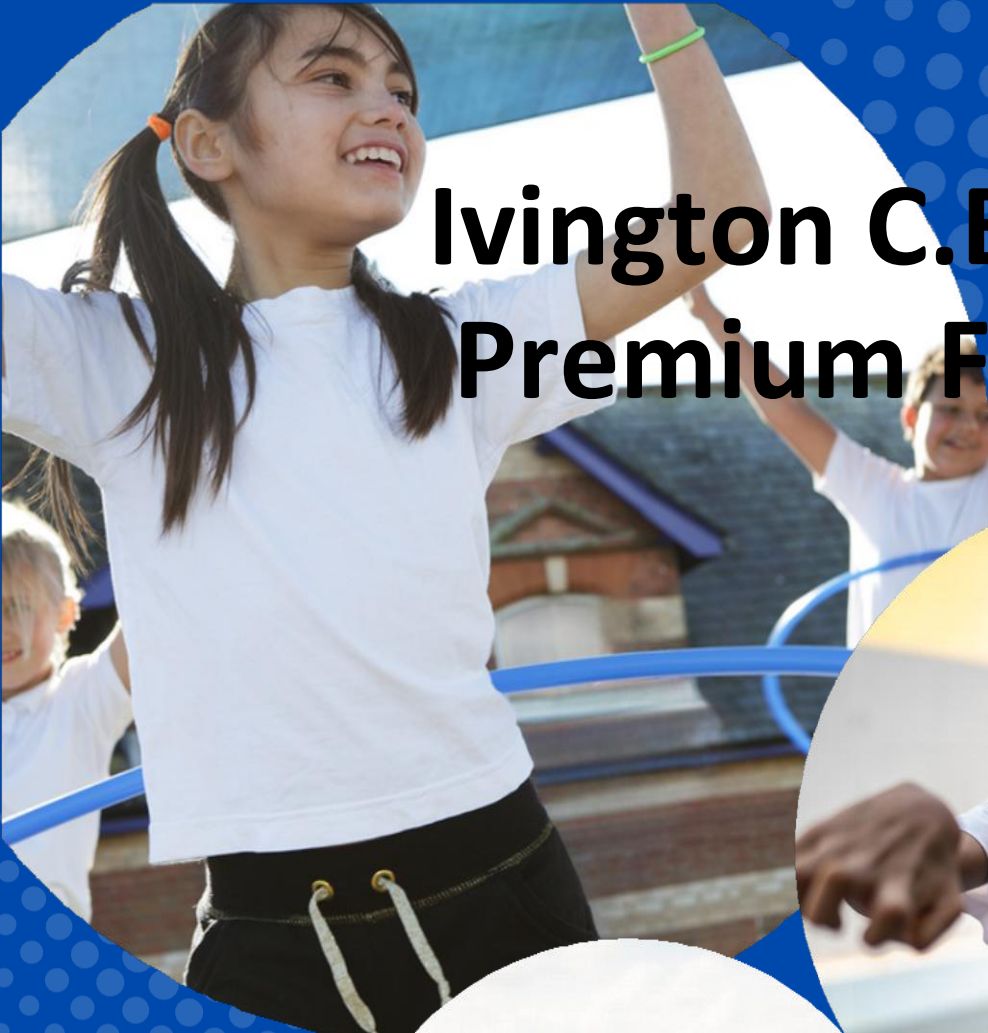


Ivington C.E. Primary School Sports Premium Funding Evaluation Form



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

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?
Staff CPD by using external coaches	Staff are now well-equipped and knowledgeable about how to teach P.E.	Pupil voice	The variety of responses did not provide much more understanding of the limits to participation in some demographics.
Providing pupils with more opportunities to have access to extra-curricular activities	More clubs ran with greater variety, as well as external activities such as climbing and roller skating.	Playground leaders	This fizzled out and leaders became less willing to run activities at break times.
Pupils were physically active more often.	The range of equipment available at break times, as well as the improved use of afternoon break times and more active lessons such as Forest School.	Intra-school competitions	Due to flooding and the poor state of our field, many proposed fixtures had to be rescheduled or cancelled.

Intended actions for 2024/25

What are your plans for 2024/255	How are you going to action and achieve these plans	Cost
Intent	Implementation	
To ensure children will hit the government target of at least 60 minutes of activity per day.	To order equipment for use at break times, lunch times and after-school clubs.	£3000
To have a broader experience of a range of sports and activities offered to all pupils.	To provide children with opportunities for external clubs and participation in less-mainstream sports.	£2990
Increased participation in competitive sport.	Entries to competitions and transport to the competition.	£3000
Increased confidence, knowledge, and skills of all staff in teaching PE and sport	To continue to monitor and discuss with staff about the implementation of PrimaryPEPlanning. To send two members of staff on PE-specific training. To provide updates in staff meetings for all staff members.	£3000
Profile of PE and sport is raised across the school as a tool for whole-school improvement	To provide pupils with opportunities to raise their independence, confidence, motivation and self-esteem e.g. Forest School.	£5000

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?
To ensure children will hit the government target of at least 60 minutes of activity per day.	There will be more children in clubs throughout both Key Stages. Children will demonstrate more excitement and participation in physical activity throughout the day e.g. afternoon break. More children will be active at play time. Behaviour may become better in class as some children will be properly utilising their break time. Some children with Individual Education Plans or EHCP's will be encouraged and seen to be having more active 'brain breaks' as part of their adapted timetable.
Increased confidence, knowledge, and skills of all staff in teaching PE and sport	A 'Staff Voice' will show greater levels of confidence. Observations and discussions will indicate a greater level of knowledge and skill to teach P.E. lessons. Children's enjoyment and progress will be increased as tracked by using PrimaryPEPlanning.
Profile of PE and sport is raised across the school as a tool for whole-school improvement	Children who participate in activities will demonstrate higher levels of confidence and resilience. They may even discuss comparisons with their class teacher e.g. 'I need to be confident like I was when I ...'. More children will choose to participate in active play during their free time and brain breaks emphasising that when they are given a choice, they prefer to be active. Teachers will try to implement active learning where possible e.g. using the playground, field and Forest School area to teach a lesson, rather than just in the classroom.
To have a broader experience of a range of sports and activities offered to all pupils.	Sports clubs become more generalised so that the staff teaching them are more versatile to pupil demand rather than sport specific clubs. The school is equipped with equipment so that a broader range of activities can be conducted.
Increased participation in competitive sport.	More pupils will volunteer to participate in competitive sport, dropping our threshold to involve more Lower Key Stage Two children. More children may join clubs outside of school and talk about their positive experiences of PE and sport. Inter-school competitions

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen? (NOW)	What evidence do you have?
Members of staff are more confident at teaching PE and Sport.	Members of staff who have been focused upon in the past year e.g. KH and HH are more confident at doing their own PE lessons as well as leading after-school clubs and active lessons. Other members of staff are able to lead P.E. confidently and effectively with enjoyment and participation at the heart of their lessons.
More pupils are active for at least 60 minutes daily.	Most/all pupils are active for 10 minutes before school, 15 minutes at break time, 30 minutes at lunch time and 10 minutes as an afternoon break (movement/brain break). This is in part due to the changing ethos of the school towards active learning as well as the implementation of better equipment that is more widely available for all pupils.
More pupils are joining clubs, especially Girls and Pupil Premium children.	The number of pupils participating in clubs has increased with a greater percentage of those in clubs from Pupil Premium or Girls.
Pupils are participating more confidently in PE lessons.	Staff are more able to adapt lessons to particular children whether that be due to SEND, illness or attainment, so that all pupils can have a greater chance of success.

Actual impact/sustainability and supporting evidence

Category	Specific Area	Example	Your spend	Autumn (£)	Spring (£)	Summer (£)	Yearly (£)
CPD	External training courses	PE conference or external provider training	1,719.00	1,719.00	0.00	0.00	1,719.00
	upskilling staff to deliver swimming lessons	Swim England course for staff	0.00	0.00	0.00	0.00	0.00
	Internal learning and development	Staff PE twilight sessions	0.00	0.00	0.00	0.00	0.00
	Inter-school development sessions	Joint training with local schools	0.00	0.00	0.00	0.00	0.00
	Online training/resource development	Webinars or modules completed online	875.00	875.00	0.00	0.00	875.00
	External Coaches supporting confidence and competence	Upskilling teachers by team teaching in PE	0.00	0.00	0.00	0.00	0.00
	Total CPD Spend			2,594.00	2,594.00	0.00	0.00
Internal Activities	School-based extra-curricular clubs	Lunchtime or after-school clubs	0.00	0.00	0.00	0.00	0.00
	Internal sports competitions	Sports day, house tournaments	0.00	0.00	0.00	0.00	0.00
	Top-up swimming/broadening aquatic opportunities	Targeted swimming for Year 6	1,102.98	0.00	0.00	1,102.98	1,102.98
	Active travel initiatives	Walk to school campaign	0.00	0.00	0.00	0.00	0.00
	Equipment and resources	PE equipment: balls, nets, bibs	4,762.58	62.50	2,735.13	1,964.95	4,762.58
	Membership fees	afPE, YST, Stride	0.00	0.00	0.00	0.00	0.00
	Educational platforms and resources	Digital curriculum resources/PrimaryPEPlanning	995.00	0.00	0.00	995.00	995.00
Total Internal Spend			6,860.56	62.50	2,735.13	4,062.93	6,860.56
External Activities	Organised by SGOs	Festivals, workshops, or CPD by SGO	260.00	0.00	260.00	0.00	260.00
	Other inter-school sports competitions	Competitions organised by SGO	1,512.03	1,000.00	30.00	482.03	1,512.03
	External coaching staff	Hired coaches for specific sports	4,599.36	690.00	0.00	3,909.36	4,599.36
	Total External Spend		6,371.39	1,690.00	290.00	4,391.39	6,371.39
Overall Totals	Total Funding Received	(Insert total from DfE)	16,990.00	9,911.00	7,079.00		16,990.00
	Total PE & Sport Premium Spend		15,825.95	4,346.50	3,025.13	8,454.32	15,825.95
	Total Remaining						1,164.05