

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



POLEHAMPTON CE JUNIOR SCHOOL

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.

POLEHAMPTON CE JUNIOR SCHOOL

At Polehampton Church of England Infant and Junior Schools, our vision is "Let your light shine" (Matthew 5:16). Jesus reminded us in Matthew's gospel that we are lights for the world. As we seek to follow him, we can share his light with others and change the world. Supported by our school values of gratitude, friendship, perseverance, forgiveness, honesty and compassion, we seek to help pupils make positive choices in all they do. We follow our Christian values to enable everyone in our school community to let their light shine. At Polehampton Church of England Infant and Junior Schools, we want all our pupils to be able to let their light shine, regardless of their background. With this in mind, our vision is to use the PE and Sports Premium Grant to enhance PE for all pupils, including for those with additional needs, so that we can all let our light shine.

This is particularly applicable for PE, where pupils are able to develop core skills for future years in the following broad ways:

- Develop core foundations for sport provision.
- Develop an enjoyment of healthy living and understanding how to live a healthy life.
- Develop core skills in how to interact with others, play as part of a team, develop resilience to challenge/failure and learn how to enjoy and manage success, so that pupils can let their light shine in all aspects of their sporting and active movement lives.

Polehampton CE Infant School has also recently renewed its focus as an Active Movement school, and uses this to promote a reduction in inactivity within the classroom.

Our values of **gratitude, perseverance, honesty, friendship, tolerance and compassion** can be seen throughout our PE lessons and wider sports offer. Through these values, we provide a happy, exciting and encouraging environment where children can flourish and develop as individuals. We offer a challenging, broad and relevant curriculum that enables all children (regardless of their background, faith, race, ability or gender) to do their best and achieve well.

Our Values	Impact on the Sports Premium Spending
Gratitude	We show gratitude for the opportunities that we have in our area for sports, with local events, the Junior School's swimming pool, TKAT events and enrichment activities within our school.
Perseverance	Children are encouraged to challenge themselves in a range of activities which are accurately assessed with next steps provided. This ensures that there is continual growth in physical, mental and social development helping the child to be the best they can.
Honesty	This value ensures we can act as good sportspeople by following the rules and showing respect for the referee, rules, their teammates, opposition and traditions of the sport or activity. It is essential we are always honest when participating in school sports and fitness, so that we can become stronger and healthier.
Forgiveness	This value is especially important in sports, as pupils will make sporting errors as they learn new skills. Our pupils offer forgiveness to others when things don't go right, so that we can learn from this, and grow and develop.
Compassion	Many pupils will not be of a similar skill level at a certain sport, for example. Showing our school value of compassion allows us to think about how we can help others to enjoy an activity in a different way and still participate in a meaningful way.
Friendship	Teamwork is a key part of PE, and how we can work together to participate in an active and healthy lifestyle is a powerful driver for us.

School:	PJU
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Grant Income (£):	18,340
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Expenditure:

CPD	Additional information (what exactly are you spending within this area?)	£
External training courses		
Upskilling staff to deliver swimming lessons		
Internal learning and development		
Inter-school development sessions	OPAL	5000
Online training / resource development		
External coaches supporting confidence and competence	Additional adult support to enhance PE lesson provision (QTS teacher)	13200
Internal Activities	Additional information (what exactly are you spending within this area?)	
School based extra-curricular opportunities	Additional lunchtime staffing for activities	2732
Internal sports competitions		
Top-up swimming lessons or broadening aquatic opportunities for pupils		
Active travel		
Equipment and resource		
Membership fees		
Use of educational platforms and resources		
External Activities	Additional information (what exactly are you spending within this area?)	
Activities organised by School Games organiser network		
Other inter-school sports competitions		
External coaching staff		
TOTAL AMOUNT SPENT		20932
Under/Overspend?		2592

Review of previous year (2024-2025)

Area	What went well?	How do you know?	What didn't go well?	How do you know?
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> <p>Re-launch Active Movement school work.</p> <p>Additional swim coach (bi-weekly lessons)</p>	<p>More pupils active for more in-class parts of the day.</p> <p>Additional opportunities for the pupils to meet swimming expectations.</p>	<p>Lesson observations, pupil voice.</p> <p>Lesson observations, pupil voice, staff voice, swimming data.</p>	<p>The Active Walk and other elements were not so easy to introduce.</p> <p>N/A – this was successful as we have our own pool.</p>	<p>Feedback from staff who felt it was affecting learning.</p> <p>N/A</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Engagement in a range of sporting activities via the Trust and other local partners. This is designed to support the organization and delivery of these events, which will have a PPG and SEND focus for some events.</p> <p>Year 6 House & Vice Captains run Sports Day, Swimming Gala and other inter-house competitions</p>	<p>Range of pupils with SEND/PPG have benefitted from additional activities and opportunities to be active. This is part of a trust-wide engagement plan.</p> <p>Year 6 House & Vice Captains gained knowledge of event organisation and leadership</p>	<p>Event uptake, photo evidence, attendance at the events.</p> <p>Pupil voice, event data.</p>	<p>Again, only a limited amount of pupils could attend.</p> <p>Changes in staffing meant the pupil leadership was harder to maintain.</p>	<p>Uptake analysis.</p> <p>Feedback from staff.</p>

<p>Daily fruit snack provision</p>	<p>experience. Positive response from community on how well run these events were.</p> <p>Continued healthy snack provision at break-times helped low-income families and raising awareness to children to importance of healthy diet.</p>	<p>Surveys, reports from staff, CPOMS instances of hunger reduced.</p>	<p>Difficult to manage equity effectively without some pupils standing out.</p>	<p>Pupil voice.</p>
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Director of Sport to lead and teach PE (including upskilling staff during PE sessions).</p>	<p>All pupils across the school taught by DoS, with staff upskilled. Provided key strategic oversight of PE.</p>	<p>Lesson observations, timetables, plans, pupil and staff voice.</p>	<p>Some lost time where DoS could not teach (i.e. in the morning).</p>	<p>Timetable analysis.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Director of Sport to lead and teach clubs to support pupils.</p> <p>Reading Primary Stars CPD and teaching support in Y5 in summer term with.</p>	<p>Additional clubs organised and run had a significant benefit for key, targeted pupils.</p> <p>Improved opportunities for pupils, as well as support for staff CPD (link with Key Indicator 3)</p>	<p>Uptake, observations, monitoring and analysis.</p> <p>Pupil uptake numbers.</p>	<p>TKAT events meant that sometimes these could not always run.</p> <p>This was very effective, although costly.</p>	<p>Feedback from staff.</p> <p>Feedback from staff.</p>
<p>Swimming</p> <p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>96% met this.</p>	<p>Swimming teacher analysis and data.</p>	<p>Not as many pupils achieved as we would have liked.</p>	<p>Feedback from staff.</p>

<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>66% met this.</p>	<p>Swimming teacher analysis and data.</p>		
<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>75% met this.</p>	<p>Swimming teacher analysis and data.</p>		

Intended outcomes for upcoming year (2025-2026)

What are your plans? (Intent)	How are you going to action / . achieve these plans? (Implementation)	What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
Introduce OPAL playtimes to increase purposeful engagement at playtimes	Purchasing into the OPAL scheme with two other schools in the trust to ensure impact and sustainability.	Increased physical activity, improved behaviour at playtimes, more inclusive play opportunities, reduced lunchtime incidents, and enhanced pupil wellbeing. Long-term change in outdoor provision and culture.	Behaviour logs, pupil voice surveys, staff feedback, reduction in behaviour incidents, OPAL baseline and progress assessments, regular photographic and observational evidence.
Additional adult support to enhance PE lesson provision (QTS trained teacher, 2 days per week)	Employing a trained PE specialist or additional adult to team-teach with class teachers to improve quality and consistency of PE.	Improved teacher confidence, knowledge, and skill in delivering high-quality PE. Better pupil outcomes in PE. Upskilled staff means sustainable impact beyond the funding year.	Lesson observations, teacher feedback, staff audit of confidence, pupil outcomes in PE (skills progression), planning scrutiny.
Additional lunchtime staffing for activities	Recruiting and training lunchtime play leaders or sports coaches to deliver structured, inclusive activities during lunch break.	Increased physical activity levels and participation for all, especially less active children. Improved cooperation, teamwork and behaviour. Embeds a culture of active play and self-led sport.	Activity logs, pupil voice (especially targeted groups), staff observations, behaviour logs, visual evidence (photos/videos), reduction in playground incidents.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>The 2024–2025 PE and Sport Premium has supported sustainable improvements across all key indicators. The re-launch of the Active Movement programme has laid the foundation for long-term change in daily activity habits and reduced sedentary behaviour in the classroom. The continued use of additional TA support during lunchtimes has enhanced purposeful physical activity and supported social development, particularly for our PPG and SEND pupils.</p>	<ul style="list-style-type: none"> • Pupil and staff feedback following participation in sporting events and PE lessons has been overwhelmingly positive, with children reporting increased confidence and enjoyment. • Behaviour logs and pupil voice surveys indicate improved engagement and behaviour during playtimes due to structured lunchtime activity and the introduction of Active Movement. • Staff confidence audits and lesson observations demonstrate clear improvement in subject knowledge and lesson quality, directly linked to CPD and coaching from the Director of Sport. • Participation tracking shows increased access to and uptake of clubs and events by all pupils, particularly those from disadvantaged backgrounds. <p>These outcomes indicate the PE premium has been used not only to improve provision but to embed approaches and build staff capacity that will support physical activity, wellbeing and skill development in the years ahead.</p>
<p>The employment of a Director of Sport has significantly upskilled staff, improving the quality and consistency of PE delivery across the school. This investment is sustainable, as staff confidence and planning skills have improved and will continue to benefit pupils beyond the funding period. Wider pupil engagement in PE and sport, including targeted participation in Trust-led and local events, has raised the profile of sport across the school and promoted inclusion.</p>	