

# PE Funding Evaluation Form

Commissioned by



Department  
for Education

Created by





## Intended actions for 2024/3

**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><b>Key Indicator 1</b><br/> <b>Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p> <p>Sports coaches received a package of tailored support by SGO for Coventry East. worked with two members of PE staff for 38 days to develop a high-quality PE curriculum, exclusive to Hollyfast, with clear intentions for learning, links to prior knowledge and a broad range of sport. These sessions included support with long-term planning to ensure a coherent curriculum which develops children's physical, social and emotional wellbeing through a diverse range of sports and physical activities. External support also supported implementation through opportunities for team-teaching and quality assurance by external support.</p> <p>All pupils assigned a leadership role across school. This has included a sports council and play-time buddies. Lunchtime supervisors have received some support in facilitating play at lunch and breaktimes.</p> | <p>Quality assurance of PE teaching by senior leaders showed the curriculum has started to be well-implemented and staff voice with PE teachers demonstrated that they feel more confident with delivery across a range of sports. Review meetings with SGO who has provided further support demonstrated that the quality of PE teaching and pupil outcomes had improved. Across the school, 79% of pupils achieved ARE+.</p> <p>A central register of pupil leadership roles across school shows that children have been allocated these roles. Badges were purchased for children to wear in recognition of this responsibility.</p> | <p>Develop curriculum through further support, focus on adaptive teaching- support and challenge, support through using the step model. Currently, 63% of SEN and 69% of PP children achieve ARE + in PE vs. 84% of pupils who are not SEND and 81% of pupils who are not PP. All pupils who were working 'well below' in PE were either SEND or PP.</p> <p>Learning walks by SLT have shown that whilst pupils have received a role as either a play leader or member of the sports council, further support is required to equip the children with the skills needed to effectively lead opportunities for physical activity for their peers.</p> | <p>Quality assurance by senior leaders.<br/>           Assessment data.</p> <p>Quality assurance by senior leaders.<br/>           Staff voice- feedback from lunchtime supervisors.</p> |

# Intended actions for 2024/4

|   |  |   |  |
|---|--|---|--|
| <p><b>Key Indicator 2</b><br/><b>Engagement of all pupils in regular physical activity</b></p> <p>All pupils receive two PE lessons per week delivered by PE specialists employed by the school. Sessions are taught across an afternoon to ensure that all pupils from EYFS to Year 6 receive a full 2 hours.</p> <p>A range of equipment was purchased to promote pupils' activity during break and lunchtime. This equipment included circus equipment, additional basketball posts and goals have improved the time children are physically active each day.</p>      | <p>Quality assurance of PE lessons found that children were now engaged in two lessons of PE per week. Children now come to school wearing their kit which has increased the length of lessons and children's activity levels.</p> <p>Pupil voice conducted by PE coaches, demonstrated that pupils believed that the lunch and breaktime offer had improved. Pupil voice showed that there was now more equipment available and more activities on offer.</p>                                 | <p>Quality assurance by SLT highlighted concerns around how active pupils are in PE lessons. Pupils should be active for 80% of PE lessons.</p> <p>Further development of break and lunchtime offer to improve the range of sports available to pupils, specifically to target less active groups. PE lead to explore how this can be tracked. Further support for lunchtime supervisors is required to support play leaders and to encourage regular physical activity for those pupils identified as being less active.</p> | <p>Quality assurance by senior leaders and feedback through review meetings with PE consultant.</p> <p>Current systems for tracking have made tracking engagement of all pupils with</p> |
| <p><b>Key Indicator 3</b><br/><b>The profile of PE and sport is raised across the school as a tool for whole school improvement</b></p> <p>Awards from outside of school are shared in Monday assemblies. This has been useful in signposting a range of opportunities for sport outside of schools.</p> <p>All pupils have represented their house in inter-house competitions, including athletics, gymnastics, dance, tennis, badminton and send &amp; return. All children also took part in a personal challenge as part of our application to the School Games.</p> | <p>Children are very eager to share their sporting achievements outside of school in assemblies. GW has also highlighted the successes of our sports teams during assemblies and on social media.</p> <p>Across the year, these have included:<br/>         Year 5 Values dodgeball - 1st<br/>         Sports hall athletics Year 6 - 1st<br/>         Year 4 values dodgeball - 1st and 3<sup>rd</sup><br/>         KS2 HADO - 1st place.<br/>         Primary Rowing- Year 6 - 1st place</p> | <p>Opportunities for whole-school sport events and days have been limited this year. Next year, we would like to investigate aligning a range of inter-house and whole school events with our half-termly value.</p>  | <p>Review of previous academic year by new PE lead and headteacher.</p>  |

## Intended actions for 2024/5

|   |   |   |  |
|---|---|---|--|
| <p><b>Key Indicator 4</b><br/> <b>Broader experience of a range of sports and activities offered to all pupils</b></p> <p>Range of extra-curricular clubs led by school staff and external providers. Staff incentive to lead a club has improved the range which are provided. This academic year, during each term over 12 different sports clubs were delivered, including yoga, boys and girls football, tennis, gymnastics, dance and summer sports.</p>                                     | <p>Primary Rowing C. Finals- 8th place<br/>         Competition 4 u Rowing- 1st place<br/>         Competition 4 u Rowing C. Finals- 6th place<br/>         Competition 4 u Archery year 5- 3rd<br/>         Road to Miami HADO - Year 6- 2<sup>nd</sup><br/>         Find Paris orienteering. Year 4 - 5<sup>th</sup> place<br/>         Tag Rugby - 10 children, 4th and 3rd place.<br/>         Football Boys. League and cup winners.</p> <p>Registers of pupils attending showed that 45.6% of pupils in KS2 took part in an afterschool sports club in Summer 2. This is a significant increase on the previous year.</p> | <p>Current systems do not allow for sufficiently rigorous tracking of participation of PP and SEND pupils in extra-curricular activities. We would like to increase this across the next academic year through using more rigorous systems to track engagement.</p> | <p>Extra-curricular club register and school records.</p>  |
| <p><b>Key Indicator 5</b><br/> <b>Increased participation in competitive sport</b></p> <p>Last year, Hollyfast achieved the Gold school games mark which provides PE, school sport and physical activity opportunities that have positive impact for <b>all</b> young people.</p> <p>Funding from the sport premium also allowed us to purchase membership into the school games. Our membership allowed many children to represent Hollyfast in competitive sport across this academic year.</p> | <p>We took part in all events and all Year 6 children were able to access a competitive event.</p>  | <p>Current systems do not allow for sufficiently rigorous tracking of participation in competitive sport by PP and SEND.</p> <p>20.1% of children in KS2 accessed a competitive sport competition. We would like to improve on this in the next academic year.</p>  | <p>Pupil and parent voice which has highlighted that the number of sports-related trips is limited/ the same children are selected and opportunities are not always equal.</p> |

## Intended actions for 2024/6

| What are your plans for 2024/25?  | How are you going to action and achieve these plans?   |
|---|--|
| Intent  | Implementation   |
| <p><b>Key Indicator 1</b><br/> <b>Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p> <p>PE consultant to work with newly appointed PE lead and PE coaches to:</p> <ul style="list-style-type: none"> <li>- Continue to develop the Hollyfast curriculum to ensure that all pupils receive high-quality PE teaching with clear intentions for learning, links to prior knowledge and progression of skills through a diverse range of sports and physical activities.</li> <li>- Embed assessment for learning strategies to support PE teachers' confidence with adapting teaching to provide support and stretch (STEP model).</li> <li>- Staff confidence with teaching high-quality PE increases.</li> </ul> <p><b>Key Indicator 2</b><br/> <b>Engagement of all pupils in regular physical activity</b></p> <ul style="list-style-type: none"> <li>- To ensure that all pupils are active for a minimum of 60 minutes per day and receive 2 hours of PE per week.</li> <li>- SEND and PP pupils' activity levels are closely monitored in a register and additional opportunities are signposted.</li> <li>- Develop the provision for break and lunchtime to promote pupil engagement and activity.</li> </ul> | <ul style="list-style-type: none"> <li>- NGO/ consultant to work with PE team to develop PE curriculum and delivery. 3.5 days strategic support with new PE lead and 6.5 days to support PE teaching staff with improving delivery.</li> <li>- PE staff to attend any available NGB CPD- PE strategic leader to identify opportunities through NGBs such as the FA.</li> <li>- Opportunities for PE teaching staff to observe best practice in other settings where curriculum is developed and established.</li> <li>- PE strategic leader to complete quality assurance of PE teaching with SENDCO to develop staff confidence with adaptive teaching to support and challenge pupils.</li> <li>- PE staff and strategic lead to meet each week to review. PE staff to complete professional learning based on the Early Career Framework (ECF) to support delivery.</li> <li>- PE strategic lead to attend AfPE conference and PE staff member to complete the Level 5 PE Primary Specialist Course.</li> <li>- PE staff to provide support to lunchtime supervisors to build confidence with engaging children in physical activity. Purchase resources such as activity cards to support this.</li> </ul> <ul style="list-style-type: none"> <li>- PE consultant to support PE staff in developing pedagogy so that children's activity in lessons increases to 80% minimum.</li> <li>- Launch OPAL during the Summer Term- leading to <i>'better, more active and creative playtimes can mean happier and healthier children, and having happier, healthier, more active children usually results in a more positive attitude to learning in school, with more effective classroom lessons, less staff time spent resolving unnecessary behavioural problems, fewer playtime accidents, happier staff and a healthier attitude to life.'</i> School will receive a package of support from OPAL to support effective implementation.</li> <li>- PE staff to lead a range of sports activities at break and lunch time during directed time.</li> </ul> |

## Intended actions for 2024/7

### Key Indicator 3

**The profile of PE and sport is raised across the school as a tool for whole school improvement**

- Further develop a range of inter-house and whole school events with our half-termly value. Develop the personal challenge aspect of the School Games.
- Opportunities for children to watch competitive sport when these are made available.
- Celebrate sporting success achieved both in school and out of school.
- Apply for the AfPE quality mark as an opportunity for self-review.
- To raise the children's aspirations to achieve and motivate through purchasing certificates, stickers, medals and other rewards/incentives will be purchased to award children's sporting success.

### Key Indicator 4

**Broader experience of a range of sports and activities offered to all pupils**

- Play leaders and Sports Council members to complete the Playmaker Award, with PE coaching staff and lunchtime supervisors included and involved in this.
- Purchase PE equipment and storage for use at break and lunchtimes to support the activity levels of pupils. Purchase barriers to separate playgrounds into zones to promote physical activity and engagement.
- PE staff to lead interventions for SEND pupils- confidence basketball, sensory circuits.
  
- Respect and Courage- Spring- whole-school PE bootcamp sessions. Mini-Warriors to deliver a bootcamp session for Years 1-6 and a staff team building session across a values week starting with an assembly and rewards purchased for individuals and classes who have exemplified values.
- Collaboration and Perseverance-Summer- Work with an external agency to provide an experience for children linked to these values in the summer term/ athlete visit.
- PE staff to support Sport Monitors in leading digital challenges which will be posted on social media, linked to focus value for each half term.
- Publicise sporting success on social media platforms, website and during assemblies.
- PE strategic lead to apply for the AfPE quality mark, which:
  - Ensures rigour and sustainability in the planning, monitoring and continuous development of high quality PESSPA
  - Recognises and celebrates outstanding practice and innovation in PESSPA so that the school 'stands out from the crowd'
  - Provides evidence of whole school improvement

## Intended actions for 2024/8

- Develop the range of extracurricular activities which are available to pupils and target these towards less active groups in school.
- Provide further opportunities for all pupils to experience a range of sports and activities as part of the Hollyfast promise.

### **Key Indicator 5**

#### **Increased participation in competitive sport**

- All children represent Hollyfast at a competitive fixture or event at least once every two years across KS2.
- Achieve the gold School Games mark for the next academic year, where participation in competitive sport is a requirement.
- Signpost opportunities for children to join sports clubs outside of school on the newsletter and social media as appropriate.

- PE staff both lead extra-curricular clubs each evening after school and one day a week is allocated for fixtures.
- Mobile swimming pool- mobile pool will be at school for 2 weeks and during this time, in addition to curriculum swimming and top-up, all children in KS2 will have the opportunity to have a fun session whilst they are assessed.
- Bikeability- subsidise completion of the Bikeability award for a year group to 'equip children with this vital life skill- where pupils not only learn to cycle, but they also gain independence, social skills and a sense of wellbeing'.
- PE strategic leader to liaise with office to review the range of clubs which are currently offered by HF staff and external providers to encourage a broader range.
- Systems in place to track participation in competitive sport and extra-curricular clubs to ensure fair access and meet target of once every two years for each child, across KS2.
- Continue to achieve sporting success through participation in competitions.
- One day after school each week will continue to be allocated for sports coaches to allow for children to take part in competitive fixtures.

## Expected impact and sustainability will be achieved

| What impact/intended impact/sustainability are you expecting?  | How will you know? What <b>evidence</b> do you have or expect to have?   |
|--|--|
| <p><b>Key Indicator 1</b><br/> <b>Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p> <ul style="list-style-type: none"> <li>- The Hollyfast curriculum to ensure that all pupils receive high-quality PE teaching with clear intentions for learning, links to prior knowledge and progression of skills through a diverse range of sports and physical activities.</li> <li>- Assessment for learning strategies to support PE teachers' confidence with adapting teaching to provide support and stretch (STEP model).</li> <li>- Staff confidence with teaching high-quality PE increases.</li> </ul> | <ul style="list-style-type: none"> <li>- Assessment data- increase in pupils reaching ARE+ in PE.</li> <li>- Staff voice demonstrates an improvement in confidence, particularly around adaptive teaching and knowledge of this.</li> <li>- Quality assurance of PE teaching by PE consultant and strategic lead.</li> </ul> |
| <p><b>Key Indicator 2</b><br/> <b>Engagement of all pupils in regular physical activity</b></p> <ul style="list-style-type: none"> <li>- All pupils are active for a minimum of 60 minutes per day and receive 2 hours of PE per week.</li> <li>- SEND and PP pupils' activity levels increase.</li> <li>- Develop the provision for break and lunchtime to promote pupil engagement and activity.</li> </ul>  | <ul style="list-style-type: none"> <li>- Pupil voice- feedback on improved breaktime and lunchtime provision.</li> <li>- Inclusion register and data.</li> <li>- Quality assurance by strategic lead.</li> </ul>   |
| <p><b>Key Indicator 3</b><br/> <b>The profile of PE and sport is raised across the school as a tool for whole school improvement</b></p> <ul style="list-style-type: none"> <li>- Further develop a range of inter-house and whole school events with our half-termly value. Develop the personal challenge aspect of the School Games.</li> <li>- Opportunities for children to watch competitive sport when these are made available- children feedback that they feel inspired through these.</li> </ul>  | <ul style="list-style-type: none"> <li>- Assessment data from the personal challenge.</li> <li>- Data from in-school monitoring systems to track participation in inter-house events.</li> <li>- Self-review through AfPE quality mark provides clear and actionable feedback on</li> </ul>                                  |

## Expected impact and sustainability will be achieved

- Apply for the AfPE quality mark as an opportunity for self-review.
- To raise the children's aspirations to achieve and motivate through purchasing certificates, stickers, medals and other rewards/incentives will be purchased to award children's sporting success.

### **Key Indicator 4**

#### **Broader experience of a range of sports and activities offered to all pupils**

- Develop the range of extracurricular activities which are available to pupils and target these towards less active groups in school. More children will take part in our extra-curricular program.
- Provide further opportunities for all pupils to experience a range of sports and activities as part of the Hollyfast promise.

### **Key Indicator 5**

#### **Increased participation in competitive sport**

- All children represent Hollyfast at a competitive fixture or event at least once every two years across KS2.
- Achieve the gold School Games mark for the next academic year, where participation in competitive sport is a requirement.
- Signpost opportunities for children to join sports clubs outside of school on the newsletter and social media as appropriate.

how to enhance provision further.

- Extra-curricular register.
- Pupil voice.

- Inclusion register which tracks participation in competitive sport.
- Pupil and parent voice.

## Actual impact/sustainability and supporting evidence

| What <b>impact/sustainability</b> have you seen? | What <b>evidence</b> do you have? |
|--|-----------------------------------|
|  |                                   |

## Actual impact/sustainability and supporting evidence

|                     |            |
|---------------------|------------|
| <b>Total Spend:</b> | £21,237.00 |
|---------------------|------------|

| <b>Signed</b>   |          | <b>Date</b> |
|-----------------|----------|-------------|
| Headteacher:    | G Watson | 18.11.24    |
| Subject Leader: | T Morris | 18.11.24    |
| Governor:       | S Thomas | 18.11.24    |