

# PE 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?
<p>1) Staff have become more confident in the delivery of dance at Oldbury Park.</p> <p>2) Student involvement in leading competitive sport across the year increased.</p> <p>3) All year groups in KS2 participated in intra-school competitions through the Autumn and Summer Terms. The number and variation of clubs across the school increased during the academic year.</p> <p>4) 11 different School Games competitions were entered through the year which was an increase from 7 in the 22/23 academic year.</p> <p>5) 14 new play leaders completed training and have led activities in KS1 and KS2 from Autumn to July. They have also begun work on raising the profile of PE which will continue into the new academic year.</p> <p>6) 60 different Pupil Premium children across the school have accessed paid or free clubs this year.</p>	<p>1) The CPD focused on developing the delivery of lessons using the GetSet4PE program as a tool to aid planning and delivery of good sequences of learning. All staff in school received this CPD and Learning Walks demonstrated a good quality of lesson delivery.</p> <p>2) House Captains led a sequence of competitive events throughout the year including dodgeball, football and cricket. These events resulted in points being awarded and added to the overall points for each house.</p> <p>6) In total, 25 different clubs ran at Oldbury Park this year. This was an increase of 5 new clubs running compared to the previous year.</p>	<p>1) Development of staff confidence and competent across the school within aspects of the curriculum.</p> <p>2) Consistent offer of intra-school sports activities, on a weekly basis, being led by House Captains and Sports Leaders. Compete in an increased number of School Games competitions linked to the delivery of PE sequences being taught within Oldbury Park.</p> <p>3) Swimming- target pupils in Year 6 who have not achieved the appropriate standards from the catch-up sessions in Year 5.</p> <p>4) Inconsistent use of PE students from Worcester University to support PE sessions throughout the school.</p> <p>5) Ensuring all pupils can participate in sporting activities, particularly those coming from disadvantaged backgrounds through the funding of clubs and sporting activities through the year.</p>	<p>2) Limited amount of School Games competitions linked to the delivery of PE sequences being taught within Oldbury Park.</p> <p>3) Percentages for children in year 6 down this year for children able to follow national curriculum objectives for swimming.</p> <p>4) Less than 2 sessions completed through the academic year with year 6 being the only year group to receive this benefit.</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
<ol style="list-style-type: none"> <li>1 Staff/pupil subject knowledge/CPD and vocabulary – specific focus on RESOURCE (CUSP) and pedagogy of RETRIEVAL PRACTICE &amp; MODELLING, plus ADAPTATIONS for all learners.</li> <li>2 The implementation and assessment of the curriculum – monitoring – specific focus on pupils articulating progress &amp; learning using high-quality outcomes in books. Use of substantive concept tracker.</li> <li>3 To gain an understanding of resilience across the subject of PE</li> <li>4 Increase the levels of competitive sport particularly in girls at Oldbury Park.</li> </ol>	<ol style="list-style-type: none"> <li>1 Book scrutiny/lesson observations, Pupil Voice , CPD- through Empower sessions/Sports Games Organiser, Revisit expectations set out for September. Children have regular access to retrieval activities and are building their knowledge. Pupils make links with previous and future learning. Pupils know more, remember more. Adaptions are evident during lessons.</li> <li>2 Book scrutiny, Pupil Voice, Monitoring of curriculum maps, Monitoring of substantive concept tracker, Quality of lessons should be of a ‘Good’ standard. Pupils achieve highly in PE. Depth and breadth of teaching is observed.</li> <li>3 Collect pupil voice and share findings with staff. Monitoring around current coping strategies that may impact resilience. Find research to help form a greater understanding platform of resilience. Lessons will link to the idea of resilience what can we bounce back from across the curriculum.</li> <li>4 Plan dates through the School Games Calendar. Create opportunities for at least each year group in KS2 to participate in one event. Plan intra-school competitions throughout the school. Track opportunities through an Excel spreadsheet/Word document. All year groups participate in at least one event within school. KS2 year groups to participate in at least one external competitive event. Successes are celebrated within whole school and key stage assemblies.</li> </ol>

## 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>1. PE Teaching confidence – Improvement in teacher and support staff’s high quality PE pedagogy</b>            delivery of the PE curriculum, confidence in adaptive teaching and making accurate and informed assessment judgements. Pupils will foster a love and enjoyment of personal and physical development. Intra-leagues - More pupils meeting their daily physical activity goal, more pupils encouraged and interested in taking part in PE and extra-curricular sporting activities.</p> <p><b>2. The implementation and assessment of the curriculum</b>            monitoring – specific focus on pupils articulating progress &amp; learning using high-quality outcomes in books. Use of substantive concept tracker.</p> <p><b>3. To gain an understanding of resilience across the subject of PE</b>            As a school this year each subject leader will be conducting some research surrounding levels of resilience within their area. This research will take the form of</p> <p><b>4. Profile of PE and Competitive Sports for girls is raised</b>            Leads to them fostering and sustaining a love of physical activity and participation in sports throughout primary and secondary school journey.</p> <p><b>5. Worcestershire School Sports Partnership</b>            Recognised for weekly participation in events, increase in numbers of children representing school, pupils develop interest in grass roots club pathways, broader range of coaches hosting clubs within school which introduces children to new sports, key messages and statutory requirements are met, playground leaders are well trained and actively improve the experience of physical activity amongst their peers.</p>	<p>Increase in confidence scores in teacher and whole school PE audits following signposted mentoring, gathering pupil voice, participation numbers in extra-curriculum club offer, decrease in behavior incidents on the playground, increase in children displaying School Game Values, pupils can communicate the difference between physical education, physical activity and extra-curricular, learning walks will show consistency in high quality tea.</p> <p>Establish a baseline by assessing pupils' current physical activity levels, skills, and engagement in PE and sports. Observe pupils during PE lessons and extracurricular activities. Conduct regular assessments of specific skills, such as ball control, running speed, or jumping ability. Encourage pupils to reflect on their own progress and engagement. Gather feedback from parents/guardians on their child's involvement and enjoyment of PE and sports.</p> <p>This year the whole school is forming a strong understanding of resilience factors that underpinned each subject. Through the year each year group have added to a resilience map indicating key indicators of where we can improve as a school to increase participation and enjoyment across the curriculum.</p> <p>Profiling of girls reports, gathering girls’ voice, appointing girl Sports Ambassadors and assigning key roles, increase in numbers attending girls only clubs as they are subject to change in line with their interests, body image and confidence in changing for PE is improved.</p> <p>SGO data, sharing successes and participation on social media, School Games Mark award, increased participation in competitive sport, engagement and equality of experience in regular physical activity (extra-curricular clubs offer and numbers attending).</p>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p><b>1. PE Teaching confidence – Improvement in teacher and support staff’s high quality PE pedagogy</b> Over the course of the year Oldbury Park staff confidence has grown in the delivery of activities which promote physical development. PE sessions being taught are of a higher level (monitoring and pupil voice demonstrated that children are enjoying lessons and can take part in greater amount of physical activity).</p> <p><b>2. The implementation and assessment of the curriculum.</b> Monitoring has been the best form of assessment during the academic year. CPD has supported teachers in their knowledge across the subject and has promoted the variation in lessons across different year groups.</p> <p><b>3. To gain an understanding of resilience across the subject of PE</b> Through the year staff will create a resilience wall of each subject to gain an idea of the potential barriers towards subject and in particular PE. Staff and pupil voice will help to guide further practice and intervention to ensure all children are able to access the statutory PE curriculum standards.</p> <p><b>4. Profile of PE and Competitive Sports for girls is raised</b> School noticeboards. Events promoted Oldbury Observer and social media. Celebration assemblies. Provide leadership opportunities for pupils to engage pupils and to provide ownership of events. Sporting achievements celebrated across social media platforms. We must Continue to partake in competitions for girls throughout the school. Aswell as attend events organised by the School Games Officer and other events.</p> <p><b>5. Worcestershire School Sports Partnership</b></p>	<ol style="list-style-type: none"> <li>1. ECT/RQT PE Day run by School Games Officer. Empower Active CPD sessions given to all teachers throughout the year. Get Set 4 PE programme purchased. Worcester school Partnership supported staff development and opportunities for varied sports with a number of new schools e.g., cricket competitions.</li> <li>2. Greater confidence in delivery of activities which promote physical development. PE sessions being taught are of a higher level (monitoring and pupil voice). Looking forward we will continue to offer opportunities to staff for them to attend courses that aid in their development in teaching PE. We will also continue the CPD sessions in the 24/25 academic year with a focus on upskilling teachers in the delivery of invasion and net ball sequences.</li> <li>3. Resilience wall formed through staff practice, pupil voice and teaching the curriculum. During lessons children have been introduced to key figured within sports and how they demonstrated resilience through their career.</li> <li>4. Pupil voice has provided insights to barriers and challenges that children face within a PE lesson. During the academic year we have introduced a girls football team and a kit to demonstrate our push towards equal access. Fixtures as well as a tournament at West Bromwich Albion provided quality opportunities for some of our girls to engage in sport. Netball intra fixtures also counted for our year 5/6 girls.</li> <li>5. Weekly competitions were run on Friday lunchtimes with pupils throughout KS2 participating in a range of events including basketball, football, cricket, cup stacking, dodgeball and netball). 16 pupils participated in a dance competition where they performed in Redditch theatre. The pupils then</li> </ol>

## Actual impact/sustainability and supporting evidence

### Swimming at Oldbury Park

This year we have continued swimming provision for year 3. This will be an ongoing process with pupils continuing their swimming journey at the beginning of Year 4. Pupils who have not met the standard are then targeted in subsequent year groups. Children are taught by a combination of school staff and paid swimming instructors.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	62%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	42%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	79%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	<b>Yes</b> Like last year, money has been used as catch-up funding for pupils in Years 4 and 5 in the Spring and Summer Terms. This has had a positive impact on the number of pupils leaving Oldbury with the ability to swim confidently.

## Actual impact/sustainability and supporting evidence

Spending Section	Amount Allocated
CPD external courses	£200
Swimming lesson CPD	£100
CPD internal learning and development	£562.48
CPD external coaches supporting confidence and competence	£4302.53
External training courses	£200
Internal extra-curricular	£106.50
Internal sports competitions	£138.22
Top-up swimming lessons	£1760.28
Internal equipment and resource	£11,337.53
Internal membership fees	£526.50
School Games organiser network	£123.85
Other internal sports competitions	£122.11
<b>Total</b>	<b>19,280</b>

Signed off by	
Headteacher:	B Irving
Date:	
Subject Leader:	S Dyer
Date:	
Governor:	K Roberts
Date:	