PE Funding Evaluation Form

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Commissioned by

Department for Education

Created by

association for Physical Education

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.

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Cunningham Hill Junior School PE and Sports Premium Plan 2024 - 2025

An Overview of PE and Sports at Cunningham Hill Junior School.	PE and Sport has always played a large part in the life of Cunningham Hill Junior School, both within and outside the curriculum. With a focus of 'Awe and Wonder', staff use every opportunity to encourage children to be fully active within and beyond the curriculum. Our staff have run a variety of extra-curricular sports/fitness-based clubs, and together with coaches from outside sporting associations, and our Year 6 play leaders, this ensured that all our children, whatever their need or ability, had the opportunity to participate in an extra-curricular club each term. The school entered a number of Inter-School competitions, covering a wide range of sports. Intra sport for all continued to be a focus through end of PE unit tournaments and whole school initiatives, with another engaging Sports Week of activities delivered in the summer term. We continued to secure links with more external sports clubs/teams and many of our pupils are now involved in sports outside of school - some at elite level. The PE curriculum was broad and had a structured programme of progression in all areas, with a uniform system of assessment. The school remains well-resourced with PE equipment for every area of the curriculum. The school is successfully in the process of implementing the OPAL Primary Programme that we hope will continue to positively improve behaviour, improve well-being and impact development of physical and social key skills. The school currently continues to hold the Platinum School Games Award which we have now been awarded for the sixth consecutive year, as well as being recognised for our ongoing commitment and achievements in the School Games programme.

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?
Subject Leadership and Teaching of an enjoyable, diverse and challenging PE curriculum across the school.	All children had access to high quality PE provision for 2 PE lessons a week, where they were able to improve their skill and fitness levels across a variety of sports.	Active playtimes improved due to the increase in available equipment, player leaders and Year 6 led clubs. However, not all children were engaging with these active opportunities.	Pupil and staff voice. Communication with other teaching and support staff. Pupil activity and wellbeing survey.
Staff received a robust training and development programme upskilling through weekly interactions (planning, team teaching and assessing) with PE Lead and through sporting workshops run by outside organisations.	Teacher confidence and competence improved. More staff felt able to lead PE sessions and were more actively and effectively engaged in teaching, as their subject knowledge and pedagogy of PE improved. Newer teachers received focused support and continued to gain experience in teaching curriculum areas. The improved quality of PE teaching again impacted positively on learning, enjoyment and extension of subject areas. This was evident through teachers leading on topics that they had team taught in the past. Teaching was of a high standard, with clear modelling and appropriate scaffolding to offer opportunities for all to succeed. Teachers, fluently and expertly gave feedback throughout the topic, were confident in the use of equipment and resources and children made expected or more than expected progress in these topics.	Not all staff reported feeling confident and competent in delivering high quality PE in all curriculum areas. Despite a record number of competitive inter-school opportunities, not all children had the chance to represent the school in a sporting capacity.	Staff voice, meetings with individual teachers, verbal feedback. Parent feedback, Parent forum, pupil feedback.
A wide range of extra-curricular clubs were delivered by teachers, external coaches and our Year 6 play-leaders.	All children, whatever their need or ability, joined an extra-curricular club per term and had the opportunity to participate more widely. 100% of our children took part in an extra-curricular club per term. We continued to see more children join clubs outside school as a direct result of school		

Review of last year 2023/24

	sport, some competing at elite level.		
Opportunities for inter-school competition for all year groups.	Children were given the opportunity to represent the school and compete against other schools in both competitive and non-competitive events. 68% of our children represented the school in A, B and C teams or individually in 11 different sports. The school took part in 6 Level 2 School Games events last academic year as well as multiple St Albans Primary Schools' Sports Association events covering 5 different sports. Friendly matches organised with local schools have proven a great opportunity for children to represent the school without the pressure of a competitive setting.		
Opportunities for intra-school competition for all year groups.	All children competed in inter house sports events and end of unit tournaments and competitions.		
Opportunities for SEND and Pupil Premium children.	SEND and Pupil Premium children given opportunities to take part in extra-curricular clubs, local Sports Festivals and OAA opportunities.		
All children had experience of activities not available at school during both day and residential trips, as well as further OAA opportunities.	Chill Outs (Outdoor learning opportunities – twice termly held by each year group) included some forest school activities, Orienteering for each year group with mapped progression, residential and day trips for each year group that included OAA activities building both physical strength, wellbeing and confidence.		

Review of last year 2023/24

Top up swimming lessons held at an external venue using trained swimming instructors.	Swimming lessons were attended by all children in year 3 as well as children that were yet to achieve their 25m in years 4, 5 and 6. By the end of the year, 88% of year 6 students were proficient in swimming competently and confidently over a distance of at least 25m and 100% were able to perform safe self-rescue in different water based situations.		

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
High quality teaching and learning To ensure all children are participating in 2 hours a week of high-quality PE by continuing to focus on impactful teacher training to improve confidence, competence and subject knowledge. Enable the provision of a truly differentiated curriculum, which challenges the more able and nurtures those who find the subject difficult.	The standard and quality of PE teaching will continue to be improved and developed throughout the school through valuable bespoke staff training and support opportunities. Teachers will work with specialist PE teacher, being actively involved in the delivery, planning and assessment of their class PE curriculum.
'Awe and Wonder' opportunities Increase engagement of pupils in regular 'awe and wonder' physical activity. In turn positively influence the wellbeing and behavioral regulation of pupils during break/lunch times.	Emphasis school wide in creating 'awe and wonder' across the curriculum. Introduce OPAL program to increase student's engagement in physical activities during playtimes and lunchtimes. Further training of Year 6 club leaders and play leaders. Each year group will have access to specialist workshops/sports events.
Outdoor and Active learning – 60 active minutes Provide opportunities for outdoor and active learning. Ensuring all pupils will be active on average 60 minutes a day.	Chill Outs to be completed by every year group for 1 and ½ days per term (regardless of weather). Daily lessons conducted outside where possible, and where the lesson suits. Subject leaders to encourage outdoor learning in their subject where it enhances their curriculum. Resources to support teachers with providing active lesson breaks.
Extra-Curricular Opportunities All children will continue to attend at least one extra-curricular club per term. Children will have the opportunity to participate in a wider range of specialist clubs, run by external coaches. Children to have experience of OAA activities not available at school during both day and residential trips.	All staff will deliver a variety of extra-curricular clubs. Year 6 Young Leaders will receive training and assist in the running of lunchtime clubs. The school will continue to offer facilities to external clubs and coaches, creating valuable community club links. Free places will be offered to our Pupil Premium children, nominated by the school. We will encourage our children to develop their sporting potential by attending these clubs outside of school and to access activities on residential trips.

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Intended actions for 2024/25

Inter School Sport Further increase the number of children given the opportunity to participate in inter school competitive events. These may be organised by the School Sports Partnership "School Games", St Albans Sports Association and sports leagues, or other sporting organisations.	The school will continue to be actively involved in the local Sports Partnership and will continue to support other sporting organisations who are offering competitive opportunities to our children. The PE Lead will attend network meetings and co-ordinate events with school staff. Friendly fixtures will be organised with other schools to obtain B and C team / friendly fixtures to extend competition to more of our children. Use of school minibus to transport those children whose parents are not able to provide transport. Liaise with local SGO's to enter sporting festivals and events for children across all 4 year groups.
Intra School Sport Ensure all pupils access competitive opportunities in school. Competition formats will meet the needs of all pupils following School Games 'leadership and learning' pyramid.	Throughout the year, different inter-house and intra-school competitions will be organised involving all children. Year 6 Young Leaders will be trained to help with/organise these events.
Swimming Additional top-up Swimming lessons arranged to provide all our children with the opportunity to leave the school in Year 6 able to swim 25 metres and perform safe self-rescue.	All Year 3 children will receive a term of swimming instruction by qualified swimming instructors. Those who still cannot swim in year 3&4 as well as 5&6 will continue to receive one term of instruction respectively to help them meet the criteria.

Expected impact and sustainability that will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What **evidence** do you have or expect to have?
All staff to feel more confident and competent in delivering high quality PE, with an improved subject knowledge.	Staff Meetings, observations, team teaching opportunities, staff feedback.
Children to receive high quality and engaging PE lessons, making good progress in all areas of the curriculum.	Staff Meetings, observations, team teaching opportunities, staff feedback, pupil voice, and assessments.
To continue to raise the profile of PE across the school and in our local community.	Staff and pupil voices, parent feedback and conversations with community club links.
Increased engagement of pupils in regular physical activity resulting in a minimum of 60 active minutes per day.	Pupil voice, pupil survey.
Regular 'awe and wonder' opportunities. Positively influencing the wellbeing and behavioral regulation of pupils during break/lunch times. Children to have more physically active playtimes and lunchtimes.	Feedback from Teachers, support staff and MSA's. Observations. Sports Extravaganza information. Implementation and feedback on OPAL programme.
To continue to ensure that all children take part in at least one extra-curricular club and activity per term. Staff and Year 6 leaders to feel confident in delivering engaging clubs for younger years. SEN and pupil premium children to be able to access club offer.	Examination and analysis of club lists across school. Pupil voice.
All pupils access competitive intra-sport opportunities in school. More of our children taking part in competitive inter-school opportunities across all year groups.	Analysis of sports fixtures, competitions, sports events and sports festivals. Discussions with SGO
Provide all our children with the opportunity to swim 25 metres and perform safe self-rescue.	Staff feedback, pupil feedback, discussions with and assessments from swim instructors.

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?	What **evidence** do you have?
Teachers are more confident in planning, teaching and assessing different areas of the PE curriculum due to coaching and CPD provided by PE specialist teacher/Subject Leader. This will continue next academic year with additional CPD opportunities and scheduled co-teaching lessons.	CPD literature provided, Staff Voice/questionnaire, Co-teaching opportunities as well as opportunities for staff to observe Subject Leader. Staff meetings/insets held.
All our children received high quality and engaging PE lessons and made good progress across all areas of the curriculum. This will continue to be a focus for the next academic year.	Subject Leader observations, team-teaching opportunities, pupil voice, Subject Leadership analysis of planning and differentiation, pupil assessment, SEND provision provided, CPD literature.
Profile of PE across our school community has improved. We have seen the introduction of more sports clubs and activities offered, as well as our Sports Day, Sports Extravaganza, Chill Outs and the additional 'WOW' days that are organised throughout the school year. Raising the profile of PE will continue to be a focus next academic year.	Staff and pupil voices, parent feedback/parent workshops and conversations with community club links. Planning of subject leader, governor notes, pictures uploaded to See Saw and Instagram.
Children are engaging in more physically active playtimes and lunchtimes. OPAL programme has been introduced and children beginning to take part in zoned areas of play. Assemblies have been introduced to teach children how to be safe and to understand acceptable play on the school grounds. Elements of the programme to continue to be introduced over the next 2 years.	Senior Leadership, Curriculum Lead and Play Leader team working with OPAL specialist teacher in implementing the scheme across the Infant and Junior Schools. Observations and pupil voice, assemblies
Children are regularly taking part in outdoor, physical activities that are linked to other subject areas as a whole school focus of 'awe and wonder'. This will continue next academic year.	Observations, lesson plans, photos uploaded to See Saw and Instagram, subject leader feedback.
100% of our children continue to take part in at least one extra-curricular club and activity per term, with many children taking part in two or more clubs. Teachers are providing free clubs to ensure that all pupils can access a range of clubs that meet many interests. External Clubs are required to provide one free space that is given to a Pupil Premium child. Club engagement and Pupil Premium placements to continue. Year 6 leaders trained in delivering a wide range of clubs for younger children.	Club enrolment being monitored by subject leader. External and internal clubs available have increased since previous year. External clubs will continue to have a mandatory place for Pupil Premium children for the next academic year. Inclusive opportunities for girls and pupils with SEND. Year 6 club leader feedback.

Actual impact/sustainability and supporting evidence

Children enjoyed a healthy sense of competition, particularly during our sports festival and sports day activities. All pupils accessed competitive intra-sport opportunities throughout the academic year. More of our children took part in competitive inter-school opportunities across all year groups, an increase of 9% in UKS2 and 27% in LKS2 across 12 different sports.	Analysis of sports fixtures, competitions, sports events and sports festivals as well as intra-school events/competitions. Discussions with SGO. Pictures on Instagram.
Additional top-up Swimming lessons arranged to provide all our children with the opportunity to leave the school in Year 6 able to swim 25 metres and perform safe self-rescue. All Year 3 children received a term of swimming instruction by qualified swimming instructors. Those who still could not swim in year 3&4 as well as 5&6 continued to receive one term of instruction respectively to help them meet the criteria. 72% of our children left year 6 able to swim 25 metres using a range of different strokes. 90% were able to perform safe self-rescue.	Staff feedback, pupil feedback, discussions with and assessments from swim instructors.