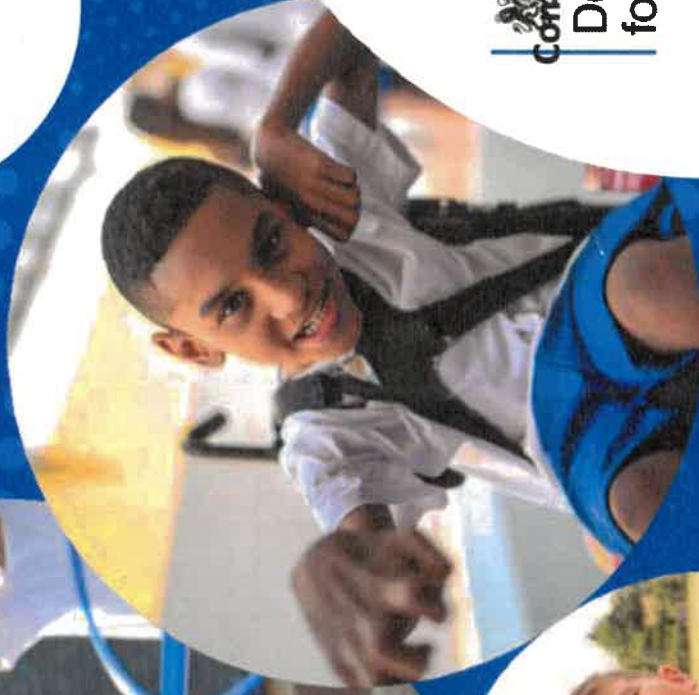




PE Funding Evaluation Form 2024 - 2025

 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.

FUNDING RECEIVED BY MIDDLESTONE MOOR PRIMARY ACADEMY FOR ACADEMIC YEAR 2024 – 2025 = £18050

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?
- After school provision - Sports Week - OAA delivery for children from Reception to Year 6.	After school clubs are offered free of charge to all pupils allowing all children to access them and engage in physical activity when they may not have that opportunity outside of school. The range of clubs offers children the opportunity to try different sports and expose them to sports they may not have considered playing before. Club attendance is tracked and monitored for each club. Children are able to request new clubs and sports can be changed if attendance is low or drops to ensure they always run at capacity. Sports Week survey sent to parents. 66 responses with 97% of parents saying that their child enjoyed the Sports Week and an overall rating of 4.65 out of 5. Impact of OAA delivery included in termly reports to governors. Children work on skills including teamwork, collaboration, respect, empathy, resilience and listening. All children from Reception to Year 6 received a half term of delivery from Thrills and Skills for life. Delivery is also linked to the OAA section of the National Curriculum. Staff and children comment at the end of units that their core skill set has improved.	- Cluster staff CPD sessions - Playground leaders	- Attendance wasn't mandatory which meant that it wasn't given priority. Subject lead attended training and then distributed resources and feedback to staff. - Training wasn't able to take place until Spring term which then meant that the equipment was limited to begin with due to weather and then engagement became difficult.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
• To engage more children in a range of sports increasing the amount of active daily minutes. • To allow children to try a range of sports they may not otherwise try. • To continue with specialized OAA delivery for all children from Reception to Year 6. • To promote team sports within the school and locality. • To develop staff CPD. • To develop the EYFS curriculum linked to story. • To encourage positive mental health and educate children with the science linked to positive and negative mental health.	• Run a range of after school clubs 4 nights per week as well as a lunchtime club 1 day a week and train playground leaders in the Autumn term so they are able to run playground provision all year. We will also run BLAST sessions for 30 minutes weekly to increase high intensity activity to all classes. • Sports week to include taster sessions of a range of sports as well as a cricket coaching block to be delivered to Year 4 – 6 through the 'A chance to shine' project. • To form a boy's and girl's football team and join a local league. • To make CPD mandatory and for staff to attend cluster sessions that are aimed at their Key Stage. • Embed Move with Max scheme within Reception. 6 week teaching block to support staff with delivery as well as a CPD course for EYFS lead and also a celebration festival. • Year 5 and 6 pupils to participate in a wellbeing project linked to mental health.

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?
- Increased activity from children in all year groups. After school clubs will remain to be free of charge next academic year ensuring that all children have the opportunity to engage in physical activity through school. - Children participating in new sports and joining local clubs. - Children to continue to develop their communication, resilience, teamwork and empathy. - Success in the leagues joined, including attendance at an inter school World Cup event. - Increased attendance at staff CPD sessions which will then improve teaching and learning in lessons. - Developed curriculum for Reception ensuring that fundamental movement skills are taught well and linked to story to encourage engagement. - Increased positive mental health amongst Year 5 and 6 pupils who can then set up a well-being group for children in Key Stage 2 to access when needed.	- Registers to show attendance of BLAST sessions and after school provision. Participation will be analysed and split into PP, SEN, Boys, Girls and Year group. - Termly PE and sport newsletter to be produced to share achievements of children attending local clubs. - Feedback from staff and children. Feedback from parent survey linked to the OAA Day. - Fixtures and results table. - Attendance of CPD recorded. Lesson observations completed and recorded. - Number of children achieving the developmental EYFS goal in physical movement increasing from previous years. - Participation logs from training.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
• Increased activity from children in all year groups. • Children participating in new sports and joining local clubs. • Children to continue to develop their communication, resilience, teamwork and empathy. • Success in the leagues joined, including attendance at an inter school World Cup event. • Increased attendance at staff CPD sessions which will then improve teaching and learning in lessons. • Developed curriculum for Reception ensuring that fundamental movement skills are taught well and linked to story to encourage engagement. • Increased positive mental health amongst Year 5 and 6 pupils who can then set up a well-being group for children in Key Stage 2 to access when needed.	• Registers to show attendance of BLAST sessions and after school provision. Participation will be analysed and split into PP, SEN, Boys, Girls and Year group. • Termly PE and sport newsletter to be produced to share achievements of children attending local clubs. • Feedback from staff and children. Feedback from parent survey linked to the OAA Day. • Fixtures and results table. • Attendance of CPD recorded. Lesson observations completed and recorded. • EYFS data. • Participation logs from training.

J C (31/7/25)
Chair of Governors