The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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?
• Investing in, and using specific KS1/EYFS equipment in PE	Children making extended progress, for example children using mini basketballs to improve bouncing, rolling and passing skills. Softer balls used across the attack, defense, shoot topic to increase children confidence and ensure fundamental movement skills are being developed without children being worried about balls hitting them. Many other examples available.	On reflection the playleader implementation didn't goes as well as expected. The playleaders were committed and energetic, however through observations it was seen they were not engaging as many KS1 children in physical activities as hoped.	Observations: As the term went on the variety of games became less and football became more prevalent. Reports from staff: Members of playtime staff had communicated that some playleaders were not engaging and using the time to play their own games.
• Investing in versatile basketball hoops for use in PE, and all other play times	Children's love for basketball has increased and being able to adapt the nets for all key stages has had a big impact on the younger age groups. Children engaging with the hoops at break time and lunchtimes consistently.		
• Improving Monday Night Football League hosted by Haseltine	The medals and trophies have taken the league to another level as the league continues to grow in the area. We now have 7 teams competing in the boys and 8 teams competing in the girl's league.		
• Platform cricket coaching	The impact of Platform cricket has been massive at Haseltine, with many children being enthused to continue cricket outside of school for local teams or the Platform cricket hub. The year 4 cricket team came 2nd out of 26 schools in the Platform cricket hub competition.		

Intended actions for 2024/25

What are your plans for 2024/25	How are you going to action and achieve these plans?
Intent	Implementation
Increase knowledge and understanding for all staff using AfPE and YST subscriptions	Sign up for the subscription. Use PE board in PPA room, emails and PE lead to share knowledge/updates on Primary PE.
Invest in new and improved Gymnastics mats.	PE Lead to research best new options for improved mats to suit the Haseltine floor space and gymnastics curriculum in place
Trips and experience days	PE Lead to plan and organise experience days and trips to inspire children to take up new opportunities within sport and exercise. Trip to take basketball club to the O2 arena finals. Dan Magness: Football freestyler to do an assembly and then workshops based around Haseltine value – resilience.
Develop lunchtime leader programme 2nd round	New Lunchtime manager to have more communication with PE Lead to manage Playleaders. Equipment and rotation to be monitored by PE Lead and Lunchtime manager.
Lunchtime competitions: Investing in Trophies, medals and certificates	Summer 2 – Intra competition KS2. Friday volleyball competition run by Playleaders/PE staff and overseen by lunchtime staff. Playleaders to meet with PE lead to decide format and team sizes. Introduced in assembly and started by early June.
Lewisham Sports Partnership competitions	PE Lead to attend termly meetings with LSP to discuss competitions and events for Haseltine children to attend across the year. These will be Intra and Inter competitions. Platform cricket, class teachers and PE Lead to get children ready for competitions that are entered.
Professional athlete event day	Paul Sturgess to attend school (Ex-Professional Basketball Player) Assembly to take place around Pauls' journey to become a professional. PE Lead to produce a rota for classes to take part in workshops across the day with Paul to work on skills based around the importance of practice.
Goal improvement	PE Lead to research new goals that would suit multiple KS. Once decided to order and have maintenance team to put in place on the pitch. Goals to be used for PE/clubs/football league.

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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?
Impacting whole school knowledge and understanding of key areas in PE, Physical activity and School Sport moving forward. Reference area created for bi-monthly Journals. YST's online Audit will enable continual reflection of PE in the school and maintain a clear development direction. Overall results hopefully in Haseltine staff being more confident to deliver/support PE and supporting pupils in extra curricular activities.	PE audit: Staff survey in July/September to gain understanding of impact, gaining feedback from staff across the school.
Raising the standard of gymnastics and movement in the hall PE areas. Agility gym mats ensure children feel safe when performing and allow children to experiment moving onto and off of equipment.	Gain feedback from children throughout the school relating to confidence and safety during gymnastics. PE Lead to communicate with Taekwondo teacher to gain feedback on use of mats. Observations during lessons to understand how children are placing mats and carrying mats safely.
Inspiring children to join clubs outside of school to continue in sport and increase physical activity levels. Children talking about the trip will continue to inspire children to join school clubs and try new sports clubs.	Creating positive memories for children around PE, sport and physical activity. More children wanting to join basketball club and clubs outside of school in the future. Numbers to increase next year 2025/26.
More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Building leadership skills in older pupils. Giving KS2 greater responsibility to organise and run activities.	Observations of numbers of children being engaged by the playleaders to numbers free playing. Current playleaders passing on knowledge and experiences to Yr 5 playleaders for next year. Positive comments from KS1 children and new friendships formed throughout the year.
Investing in the play leader scheme (as above) will ensure the impact is sustainable Engaging more children in competition we hope will build resilience continue to work on soft skills such as team work, communication and problem solving.	Numbers of children wanting to compete in small teams. Number of teams. Hopefully creating a positive and respectful atmosphere around competing, winning and losing.
Impact on the children taking part: responsibility of representing the school. Having a team experience and working for each other has further impact in school day-to-day. Trophies and medals won celebrated in assemblies has a continuous effect on the younger year groups, inspiring the next teams.	How many children there are to choose from that are willing to play in the competitions across the year. Performances during competitions. Placings at the end of the competitions. Already we have won 2 trophies this year in football and basketball (Nov).
Inspiring the next generation to focus on their goals. Understanding that to participate in a sport or hobby that may not be popular is ok. Create display around the event, reflect with children on how the Haseltine Values are linked to the outside world and an athlete's pathway through sport.	Feedback forms from children that took part in the event. Observing the reactions of the children and engagement levels in new sports tried in school. Seeing an increasing number of children practicing their fundamental skills during break times.
PE lead to ensure the goals are at the appropriate size for the sport being played, and year group playing with them. Goals to be put away during holiday periods to ensure they are maintained well.	Feedback from coaches and players that attend the Haseltine football league. Observations of PE lessons.

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?	What **evidence** do you have?
Children have shown greater confidence using the gym equipment, allowing for more creativity, more adaptations with equipment and greater progress using the new matts.	Photographical and video evidence of session outcomes.
3x year 6 are now playing for external basketball clubs. More have been sign posted. Basketball club for next academic year is full.	3x Year 6 students playing for Lewisham basketball team. Basketball clubs numbers continue to be full. Student feedback of the trip was excellent and inspiring.
Impact on the play ground is excellent. Staff feedback on the young leaders has been positive throughout the year. Leaders have shown improved levels of commitment, organization and team work. Year 5 students are already asking to be play leaders next year after speaking/seeing year6 students fulfil their roles this year. Training to commence in September for applicants. More KS1 children active and engaged in activities during lunch times.	Feedback from Play Leaders “really enjoyed the experience…” , “I loved working with younger children…” “I want to work with children in the future…” , “it has been hard sometimes but I have learnt how to deal with different situations…”
This year has seen the most children from across the school competing in competition across the school, in inter school comps. When children come back and stand up in assembly to talk about their experience it inspires more children to take part. Evidenced by the increase in children asking the PE lead to join a team. Children have shown greater resilience during matches.	Registers of children that attended competitions. Final results, winning 4 out 7 inter competitions entered. Sports after school clubs highly attended, with all free sports clubs full. Teams showing greater resilience evidenced by coming back from losing positions which was less frequent in previous years.
Dan Magness football freestyle day encouraged children to be resilient, creative and the importance of practice. Children have been seen using playtimes and lunchtimes practicing their skipping, tennis skills and gymnastics.	Talent show performances. Photographic/video evidence of children not giving up and trying to crat something new using new and existing skills in football, and other sports and disciplines.