



Greenfield Primary School PE Funding Evaluation Form



Commissioned by



Department
for Education

Created by



Greenfield Sports Premium 2024-25

The government provides additional funding to improve the provision of physical education (PE) and sport in primary schools. This funding is provided jointly by the Departments for Education, Health and Culture, Media and Sport and is allocated directly to primary schools to achieve the DfE's vision for Primary PE and Sport Premium that:

All pupils leaving primary school will be physically literate and have the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport. The funding is ring-fenced and therefore can only be spent on the provision of PE and sport in schools.

The funding has been provided to ensure impact against the following objective: To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasize that the focus of spending must lead to long lasting impact against the vision that will live on well beyond the Primary PE and Sport Premium funding. It is expected that schools will see an improvement against the following 5 key indicators:

1. The engagement of all pupils in regular physical activity – *the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school*
2. *The profile of PE and sport is raised across the school as a tool for whole school improvement*
3. *Increased confidence, knowledge and skills of all staff in teaching PE and sport*
4. *Broader experience of a range of sports and activities offered to all pupils*
5. *Increased participation in competitive sport*

Funding for schools will be calculated by reference to the number of primary-aged pupils in years 1-6 as recorded in the annual schools' census in January 2021.

In 2020-21 the DfE doubled the funding, so schools with 17 or more eligible pupils receive £16,000 and an additional payment of £10 per pupil. Schools must spend the additional funding on improving their provision of PE and sport, but they will have freedom to choose how they do this.

We believe that quality PE and school sport impacts on the whole school. We aim for our PE and school sport provision so that our pupils can develop and demonstrate the following personal qualities to their full potential:

- A strong desire to learn and make progress
- High levels of dedication, attendance and involvement in the school
- High levels of commitment and attainment
- Positive behaviour such as politeness, respect and helpfulness

- High levels of enthusiasm and fulfilment
- A strong desire to get involved, which derives from a sense of belonging and inclusion
- An understanding and appreciation of benefits of taking part in physical activity and maintaining a healthy lifestyle

PE Physical:

- Contribute to the physical, academic, social, cultural and emotional development of our pupils – it develops the whole child
- Improves health and well-being
- Promotes positive attitudes
- Benefits all young people whilst also giving those pupils with greatest opportunities to achieve the highest standards

PE Academic:

- Opportunities for pupils to be creative
- Helps improve concentration
- Develops commitment and self-discipline and encourages pupils to think in different ways in creative and competitive activities

PE Social:

- Allows pupils to learn to work and socialise with different children
- Improves ability to communicate, allows individual pupils to meet challenges as an individual, in groups and in teams
- Allows leadership potential to develop, introduces activities that the children may enjoy in the future, improves behaviour

PE Cultural:

- Introduces our pupils to the rich cultural heritage of sport, exercise and dance, allows pupils to learn to work with, learn about and socialise with all races and cultures

PE Emotional:

- Develops confidence, provides opportunities to be competitive and to face different challenges
- Enhances self-esteem and affects how young people feel (I can't becomes I can)

PE Moral:

- Teaches the right principles (distinguishing right from wrong)
- Promotes fair and honest behaviour
- Promotes behaviour based on ethical values, principles and rules

PE Spiritual:

- Supports the formation of pupils as people with feelings, ideas, intuitions, emotions, opinions and beliefs
- Fosters lively, enquiring and reflective spirits in pupils

2024-25 EXPENDITURE

EXPENDITURE	COST
CPD	
External training courses	1250
Upskilling staff for swimming	550
Internal learning and development	2375
Inter-schools development	925
Online training	250
External coaches supporting confidence and competence	3513
TOTAL CPD	8863
INTERNAL ACTIVITIES	
Internal school based extra-curricular opportunities	475
Internal sports competitions	255
Internal equipment and resources	798
Internal use of education platforms and resources	445
	1973
EXTERNAL ACTIVITIES	
School Games organizer network	855
Coaching staff	9788
	10643
ALLOCATION	21250
TOTAL SPEND	21479

Review of last year 2024-25

What went well?	How do you know?	What didn't go well?	How do you know?
<p>Updated the PE scheme (Real PE) and promoted this whole school approach to PE and School Sport - providing all staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across the school.</p> <p>Our PE Co-ordinator and our lead HLTA PE support have taken part in local PE Subject Leader meetings. The PE Co-ordinator /HLTA have shared the learning points with all colleagues during staff meetings.</p> <p>More opportunities for pupils to support and lead lunchtime activity sessions.</p> <p>Updates to the Real PE curriculum.</p> <p>The school has continued to maintain the Gold Sports Mark in recognition of year-on-year commitment and improvements to the PE provision throughout the school.</p>	<p>Staff feedback from professional development has been positive and changes to the planning and delivery of lessons are being implemented.</p> <p>All pupils were given the opportunity to engage in regular physical activity whilst in school.</p> <p>The school has seen an increase in the number of pupils participating in PE before / lunch / after school activities. Feedback from pupil / parent questionnaires.</p> <p>The school has increased the number of competitions.</p> <p>All pupils in KS1 and KS2 accessed regular playtime and lunchtime activity on a timetabled basis.</p> <p>PE leaders support lunchtime activities.</p> <p>After the subject leader conference, adaptations were made to lunchtime provision to ensure range of activities linked to and curriculum timetables.</p>	<p>The need for additional time for coaching alongside teachers linked to the summer term planned topics. Implications for budget and this will need to be reviewed for the new academic year.</p>	<p>Implications for staffing and budget.</p>

Review of last year 2024-25

What went well?	How do you know?	What didn't go well?	How do you know?
<p>Provided targeted activities and support to involve and encourage the least active.</p> <p>Pupils and staff showed they value PE, school sports and physical activity within school and they understood the life benefits that this subject area can bring to pupils. Pupils and staff understood that access to physical activity brings with it improvements to both physical and mental health that can help with other aspects of learning within school.</p> <p>Our broad and balanced curriculum gave pupils the opportunity to experience a range of sports and physical activity during the year.</p> <p>The whole school took part in the Move It March project. Each child was given a physical activity tracker to fill out during March 2023.</p> <p>Met the swimming requirements for our Year 6 cohort.</p>	<p>Reports of sports fixtures and competitions were announced in assemblies, the school website, newsletter and social media platforms.</p> <p>The school delivered a successful Aspiration Active project, 5 weeks of activity for less active pupils in year 5/6.</p> <p>Feedback from pupil discussions, % of pupils participating in activities.</p> <p>Positive feedback within pupil and parent questionnaires.</p> <p>Data submitted to the school PE partnership. Certificates and prizes were awarded to children who achieved physical activity milestones.</p> <p>92% of pupils can swim confidently and proficiently over a distance of at least 25 metres.</p> <p>88% can use a range of strokes effectively.</p> <p>92% can perform safe rescue in different water based situations.</p>	<p>Would like to increase participation next year and find additional ways of supporting this.</p>	

Review of last year 2024-25

What went well?	How do you know?	What didn't go well?	How do you know?
<p>Inspired ALL students to get involved in 30 minutes of physical activity during school time and take part in physical activity outside of school.</p> <p>The school trained 4 pupils to become Sports Ambassadors to promote physical activity. The ambassadors formed a school sports organising crew and devised an action plan to promote PE and physical activity in school.</p> <p>The ambassadors took control of a PE and school sport noticeboard. The notice board included the physical activity guidelines infographics.</p> <p>Younger pupils were encouraged to submit pictures of themselves taking part in physical activity and pupils' sporting achievements were included.</p>	<p>We promoted SLSSP holiday resources to all parents and students that inspired children to be active and healthy over the Christmas, Easter and Summer holidays.</p> <p>Sports ambassador training helped pupils to lead sports day events.</p> <p>Pupils received games training and have lead lunchtime activities.</p> <p>Sports notice board celebrates pupils' achievements.</p> <p>Activities shared on Facebook.</p> <p>Sporting achievements also celebrated in assemblies and in school newsletters along with information about activities, sports clubs and fixtures.</p>	<p>Need to find ways of increasing the number of pupils / families accessing the Easter and summer clubs – particularly disadvantaged.</p>	<p>Pupil tracking. We now have new providers who will support the school staff, to improve participation.</p>

Review of last year 2024-25

What went well?	How do you know?	What didn't go well?	How do you know?
<p>We encouraged active travel to school and took part in an Active Travel Month. During October 2023, students and families were encouraged to walk to school.</p> <p>We focused on embedding Physical Activity and Well-being into the school day. Pupil playground leaders and lunch time supervisors were trained to provide additional activities.</p>	<p>Sports leaders developed this role and we would like to extend this with some work on well-being for the new academic year.</p>	<p>We would like to source additional training for Well-being ambassadors who can support the Sports Ambassadors.</p> <p>Seek to allocate awards to promote physical activity.</p>	
<p>A member of staff from SLSSP delivered a Playground Leader workshop to 20 Year 5/6 students and lunchtime supervisors.</p> <p>We purchased sports equipment to support playtimes.</p> <p>We utilised the some of the SLSSP to Well-being resources to support pupils at different times throughout the year. These included:</p> <p>5 minute videos played during form time (registration). The focus was on mental health, dealing with anxiety, anger and bereavement and relaxation techniques. We used some SLSSP resources to devise some easy ways to implement 5-minute brain and active breaks. The brain and active breaks allowed mental refocus and the opportunity to expel some energy.</p>	<p>The lunch time supervisors put on a range of activities/games. They have created zones to ensure a variety of activities can take place during lunch times. The Playground Leaders put on a lunch time clubs for KS1 children.</p> <p>Good feedback from staff and pupils.</p>	<p>Need to consider the development of this role and refresher training throughout the year.</p> <p>Plan to extend this playground support further for KS2 for the new academic year.</p> <p>Need to increase the use of these throughout the year. The school already has a range of resources that it uses to support pupils, but it is nice to draw on new materials.</p>	

Review of last year 2024-25

What went well?	How do you know?	What didn't go well?	How do you know?
<p>We aimed to increase the number of staff who are active to raise the profile of sport and exercise in school. We have promoted SLSSP's Staff Well-being challenges to all staff.</p> <p>This included Marathon Month challenge where staff had to travel 26.2 active miles during the month. Staff also took part in the Move It March challenge alongside students and a summer holiday activity challenge.</p>	<p>A number of staff did participate but we would like to encourage this further during 2025-26.</p>	<p>Want to increase the number of staff participating in the autumn term 'Steptober' inter-schools competition for staff.</p>	
<p>Our pupils experienced a greater range of sports and activities, as part of our broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport.</p> <p>We promoted the SLSSP parent portal which contains information about local walking routes and fun physical activity videos.</p> <p>Our school took part in the FA's Girls Football week. This included virtual football challenges for girls and a design a football competition. The ideas of the week was to raise the profile of girls football and increase participation.</p>	<p>A range of activities was offered to targeted groups through SLSSP membership.</p> <p>Pupils' questionnaires and subject monitoring shows that pupils thoroughly enjoyed the activities and opportunities offered them.</p> <p>Pupils state that they enjoyed participating in an unfamiliar sport which further increased the pupil's exposure to a broad range of sporting activities.</p>		

Review of last year 2024-25

What went well?	How do you know?	What didn't go well?	How do you know?
<p>We wanted to increase and actively encourage pupils' participation in the school competition. Ensuring competition is for all and not just 'sporty' children.</p> <p>Our subscription to SLSSP provided opportunities for high ability, lower ability, SEND, less active and Pupil Premium pupils. We participated in sports festivals to aid transition to secondary schools. Pupils took part in INSPIRE festivals which are designed to engage targeted pupil and inspire them to be involved in physical activity. These were hosted at Countesthorpe Academy.</p> <p>Sports coaching cover allowed pupils across the school to attend competitions organised by SLSSP.</p>	<p>Sports leaders report an increase in number of pupils participating in sports.</p> <p>School participated in more competitions.</p>	<p>Still seeking to increase participation in-school and out of school.</p>	

Intended actions for 2025-26

Plans for 2024-25		How are we going to action and achieve these plans		
Intent	Implementation	What impact/extended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?	
<p>Continue to increase the number of pupils who are accessing sports provision within school and out of school.</p> <p>Sports to include: football, girls' football, basketball, cross country, dodgeball, gymnastics, netball, athletics, table tennis, swimming, cricket, inclusive activities.</p>	<p>SLSSP timetable supports the school's PE action plan.</p> <p>Additional opportunities planned in to up-skill pupils in advance of competitions, include to increase participation of pupils and to make the events as inclusive as possible.</p>	<p>Year-on-year increase in pupils accessing a variety of sports and our monitoring show that more children sustain their involvement with these activities and more pupils participate in clubs in and out of school.</p> <p>Pupils are keen to represent the school within a broader range of activities and competitions.</p>	<p>Increased number of pupils participating in school and competitions.</p> <p>More pupils participate in a variety of posts activities at lunch.</p> <p>SLSSP calendar of competitions and festivals inspires pupils to develop physical / sports skills.</p> <p>More pupils are able to talk with confidence and enthusiasm about their participation in sport.</p>	
<p>Continue to develop the role of sports ambassadors and sports leaders.</p>	<p>Training provided within school and as part of the SLSSP.</p> <p>Training to be delivered termly and a rota of playground activities.</p>	<p>Continue to raise the profile of sport within the school day and to promote out -of-school sport and competitions.</p> <p>Sports leaders have a higher profile within school assemblies and newsletters / website to parents.</p> <p>Sports leaders act as role models and begin to train up new leaders during the summer term.</p>	<p>Increase participation at lunchtimes</p> <p>Increased participation within competitions and activities</p> <p>Increased participation at our sports clubs.</p> <p>Feedback via pupil / parent questionnaires.</p>	

Intended actions for 2025-26

Plans for 2025-26		How are we going to action and achieve these plans		
Intent	Implementation	What impact/extended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?	
Selection and training of wellbeing ambassadors to promote the 5 ways to well-being and internet safety.	<p>Internal and external training during autumn – spring terms.</p> <p>Pupils are involved in assemblies and mental health activities / anti-bullying from the spring term.</p>	<p>Pupils to engage pupil voice and use pupils' leaders to promote a healthy and active lifestyle to their peers.</p>	Pupils see this as important part of participating in school life and contributing to school.	
EYFS and KS1 staff continue with Big Moves activities to support pupils who lack fundamental movement skills.	<p>Targeted pupils identified via EYFS staff and PE HLTA lead (trained in the programme).</p>	<p>Increased confidence and skills with pupils making improvement of movements within the programme.</p> <p>Pupils experience a broader range of sports and activities.</p>	<p>Pupil assessments</p> <p>Feedback from PE HLTS</p> <p>Pupils are keen to participate in lunchtime activities and involvement in the school's sports provision.</p>	

Intended actions for 2025-26

Plans for 2025-26		How are we going to action and achieve these plans		
Intent	Implementation	What impact/extended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?	
Continue to review the curriculum, based on professional development, so that we continue to improve the quality of instruction, modelling, development of skills, improved vocabulary.	See PE curriculum action plan.	Curriculum action plan identifies that the professional development of skills is not just dependent on school competition timetables, but ensure progression and development of skills throughout the school year for all year groups, as well as providing opportunities for pupils to revisit previous learning and vocabulary.		
The school participates in PE aspiration events for year 5 / 6 pupils as well as participation in inclusive sports activities to target SEND / disadvantaged pupils.	SLSSP as well as sport links with Countesthorpe college to promote PE within feeder schools.	Increased confidence, knowledge skills developing for all groups of pupils which leads to greater participation of pupils.	Discussion with pupils and impact within SEND reviews. New activities and links with Countesthorpe college will be fed into school / lunchtime activities.	