

Physical Education, School Sport and Physical Activity at Lakeside Primary Academy 2024-25



PE Funding Evaluation Form

- It is intended that this template should be used as 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.

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>We wanted to ensure that all teachers are delivering high quality PE in lessons. We therefore used a sports specialist to model and then team teach with class teachers throughout the whole year. This enabled all teachers to receive high quality CPD training within the context of our own school environment and individual class needs.</p> <p>We wanted as many children attending sports clubs after school to fulfill the 60 minutes of active time guidelines. We used the sports specialist to provide free clubs throughout the whole year to engage as many children as possible in sports they wanted to do (Taken from Kaboca survey)</p>	<p>Lesson observations demonstrate staff's increased confidence and knowledge.</p> <p>Feedback from staff.</p> <p><i>J.W "I have found seeing the progression of skills the most beneficial aspect of this CPD with Simon."</i></p> <p><i>K.B "It's been really helpful to see how to adapt lessons and activities based on different activities. More scaffolding for children who couldn't master skills was great to see and very beneficial for my own development."</i></p> <p><i>D.W "I received a shorter amount of CPD due to swimming lessons, however, it was great to see Simon use the approach of minimal input and constant activity where there children were working harder than he was."</i></p> <p>We have been able to offer a wide range of after school sports clubs this year (9 clubs run by the sports coach.) 128 children have accessed a club run by the sports coach throughout the year.) 73 children have attended the free club this year that has been run by the sports specialist.</p>	<p>Our buy-in to the 'Scrap Shed Scheme' was a great resource for our younger children and promoted great use of physical development, both gross and fine motor. However, the scheme tied us into a 3 year payment commitment and this is not sustainable for the future.</p> <p>Whilst the sports specialist was a great asset and provided us with high quality CPD throughout the year, the cost did impact on our sports premium funding budget quite heavily.</p>	<p>Finance reports show how much was spent on scrap shed resources over 3 years.</p> <p>Due to large cost of sports specialist, less money was then available for enhancing other key indicators.</p>

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>To ensure that high quality PE lessons are consistently delivered by following a clear and varied programme of lessons that focus on the development of fundamental movement skills.</p> <p>To ensure that all pupils, especially those with SEN, are active on average for 60 minutes a day. Playtimes will engage children to be active.</p> <p>To give children positive experiences of sport and movement therefore creating a lifelong love of sport. In turn, this will contribute to healthier life choices and make a positive impact on their overall wellbeing throughout their life.</p> <p>Sports Coach is going to spend time training up some playleaders so we can use in them to lead games and promote activity at playtimes.</p>	<p>Set up and inform teachers about our new programme 'Beyond the Physical' and arrange for them to present their programme to teachers directly.</p> <p>Ensure that teachers have access to a clear and cohort curriculum map that is tailored to our own school needs.</p> <p>Check current resources children have access to and update these if needed. Gain staff feedback to discover what further equipment is needed to ensure that all children have positive active experiences.</p> <p>Liaise with local clubs and offer after school clubs for all year groups from 1 to 6.</p> <p>Check playtime equipment and replenish where needed.</p> <p>Source activities that expose pupils to a broader range of sports.</p> <p>Sports Coach is going to research and produce a morning's worth of playleader training and deliver to a group of children.</p>

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?
<ul style="list-style-type: none"> - PE lessons will follow a clear curriculum map where lessons will focus on the development of fundamental movement skills and the mastery of skills rather than a sport specific focus. - Children will be active throughout the day and will have the opportunity to use equipment that enhances their active choices at playtimes and within lessons. - Children with SEN will have more opportunities to use physical activities to regulate their own emotions. - More children will be able to access sports clubs throughout the year. - Girls only football sessions will promote girls sport and encourage participation from a young age. - Playtimes will have more choice as playleaders will be leading games and prompting a positive associated with sports. 	<ul style="list-style-type: none"> - Lesson observations and monitoring. - Staff voice and feedback on the new scheme. - Pupil voice. - Pupil attainment information at the end of a unit and whole child holistic outcomes. - After school club registers or participation figures.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> - Through lesson observations, it was clearly evident that teachers have a clear direction and bank of ideas to use in order to teach fundamental movement skills. Children were moving more and lessons were flowing well because children understood expectations and staff who were spoken to were happy with the focus on fundamental movement skills. - The introduction of physical development resources tailored for children with SEN has enabled them to further their own physical development in a safe and supportive environment. These resources have also played a vital role in helping them regulate their emotions and remain engaged and actively stimulated throughout the day. - Due to giving opportunities for girls only football sessions, our KS2 uptake improved ever so slightly, with 28% of KS2 girls joining in. That is a 1% improvement from last year. However, this year, we also offered the girls only session to our KS1 girls, with 33% joining in with the sessions. 	<ul style="list-style-type: none"> - Observations through teacher tracker. - Discussions with staff. With regards to using 'Beyond the Physical' programme, feedback from staff is that they find the simple progressions useful and can get lessons moving quickly because children know what they are doing, therefore allowing mastery of skills. 1005 of teachers who used the scheme say that their confidence and competence in teaching PE has improved since the beginning of September. - Pupil voice. Playleader training: <div style="margin-left: 40px;"> <i>ES "It was really fun."</i> <i>GG "It was good because we got a sheet to tell us ideas."</i> <i>TH "It made us feel grown up and we had fun."</i> <i>LD "I was looking forward to teaching the little ones...Especially banana tig, that was fun."</i> <i>RE "We haven't really been able to do it."</i> </div>