



# St Mary's Bitteswell

## PE Funding



Department  
for Education



# **Evaluation Form**

**Commissioned by**

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## 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.*

**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><b>Wellbeing - training of ambassadors, in school activities to raise awareness</b></p> <p><b>Sports ambassadors - training through SLSSP</b></p> <p><b>Playground leaders - training through SLSSP</b></p> <p><b>Big moves - Autumn 23</b></p>	<p>From pupil voice - Children were more educated and were then more able to support others with lunchtime activities and after school clubs.</p> <p>From pupil voice - Children were more educated and were then more able to support others with lunchtime activities and after school clubs.</p> <p>From pupil voice - Children were more educated and were then more able to support others with lunchtime activities and after school clubs.</p> <p>Children developed a stronger foundational knowledge and strength during the first stages of their education. Developing their balance and core.</p>	<p><b>New PE mats were too big and heavy.</b></p> <p><b>Curriculum coverage and staff confidence</b></p>	<p>Feedback from staff and children</p> <p>From pupil books, studies and reviewing the curriculum we found that there were a few gaps in coverage of skills and children needed more opportunities to develop skills over their years at school. Also, by speaking to staff we found they weren't confident in teaching some elements of PE - which is now being addressed through the new PE scheme.</p>

<b>External Pe provider</b>	Provided expert knowledge and support to staff and delivered subject knowledge and skills in an effective way.		
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What are your plans for 2024/25?	How are you going to take action and achieve these plans?
Intent	Implementation
<p><b><u>To develop high-quality PE teaching through leadership, CPD, and school-wide collaboration (Key Indicator 1)</u></b>                      Additionally, to support staff well-being and encourage active lifestyles among adults within the school, contributing to a whole-school approach and positive role modeling.</p> <p><b><u>To engage all pupils in regular physical activity using universal physical activity programmes and active travel (Key Indicator 2)</u></b></p> <p><b><u>Using Student Leadership/Student Voice to raise the profile of PE as a tool for whole-school improvement (Key Indicator 3)</u></b>                      To empower students by giving them leadership roles and a voice in shaping PE and school sports, making them active contributors to a healthier school environment. To focus on increasing physical activity during unstructured times and fostering leadership among older pupils. Additionally, promoting mental well-being through the 5 Ways to Well-being, particularly emphasizing "Being Active" to boost emotional literacy and resilience.</p> <p><b><u>To provide a more inclusive and varied experience of different sports and activities, with a particular emphasis on engaging less active students at school (Key Indicator 4).</u></b></p>	<p><b>Key Indicator 1-</b>The PE leads to engage in professional development through <b>local network meetings and conferences</b>, sharing key insights with staff during INSET and meetings. Staff CPD based on <b>gaps in knowledge and confidence delivering PE and implementation of a new PE curriculum bought for the year 24/25</b> . Additionally, staff members will undergo training as <b>Staff Well-being Ambassadors</b> to promote physical activity and workplace health, culminating in a school action plan.</p> <p><b>Key Indicator 2-</b>To engage in the <b>Move It March</b> programme which will provide each child with a physical activity tracker, offer milestone-based rewards for physical activity completed (Bronze, Silver, Gold, Platinum).To engage with <b>Active Travel</b> programmes in October.</p> <p><b>Key Indicator 3-</b> Four students from Year 6 will be trained as <b>Sports Ambassadors</b> to help lead a School Sport Organising Crew alongside staff. Additionally, year 5 students will be trained as <b>Playground Leaders</b> to run active games for KS1 pupils, with support from the South Leicestershire School Sports Partnership (SLSSP). Four <b>Well-being Ambassadors</b> from Years 5 and 6 will promote the 5 ways to well-being and create a peer support action plan.</p> <p>Fifteen EYFS/KS1 pupils with poor fundamental movements take part in a 6-week <b>Big Moves</b> intervention, led by an SLSSP coach and school staff, with physical development and academic progress measured through assessments. A 5-week <b>Aspiration Active</b> programme for a group of selected pupils - less active boys - led by SLSSP, offers pupil-chosen activities like yoga and dodgeball, ending with a celebration at a local leisure centre for targeted students from local schools and</p>

**To increase participation in competitive sports and sporting events (Key Indicator 5)**

community providers. Implementing the **Me In Mind** programme which offers 10 weeks of active sessions for Pupil Premium/ disadvantaged KS2 children, using physical activity to explore emotional literacy and the 5 Ways to Well-being. All sessions are supervised by staff.

Our school plans to participate in the **FA's Girls Football Week** by offering virtual football challenges and a design competition, aiming to raise the profile of girls' football and encourage greater participation among our students.

Pupils will participate in **DEVELOP festivals**, focusing on fun and sport-specific skills for less active students. They will also compete in EXCEL competitions, aimed at the most talented students, based on performance, including events like football, hockey, tennis and swimming.

Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<p><b>Key Indicator 1-</b> Based on our survey, staff confidence in delivering high-quality PE lessons was at 35% in September 2024. We anticipate this will increase to 100% by July 2025. Additionally, lesson observations in July 2024 indicated that 40% of PE lessons met high-quality standards. By July 2025, we aim for 100% of lessons to reach this standard. Sustainability-all staff will feel confident and competent in delivering high quality PE. CPD will continue through local network and SLSSP provision. We aim to have 60% of teachers and staff active-modelling healthy lifestyles-through the Staff Well-being Ambassador programme.</p> <p><b>Key Indicator 2-</b> We anticipate 21 (20% of Pupils) children will actively travel to school benefitting both the environment and their physical well-being. We expect 77 (75% of pupils) children to participate in the Move It March programme. This will promote the CMO Physical Activity Guidelines. Sustainability-the school will continue to engage with the SLSSP to host more universal physical activity projects.</p> <p><b>Key Indicator 3-</b>Daily Lunchtime Physical Activities will be supported by <b>Playground Leaders</b>, organised activity zones, and rotating leaders. This initiative aims to make 20% more KS1 students active, encourage better social interaction, and boost the confidence of student leaders. <b>Sports Ambassador duties</b> will include managing a PE noticeboard, running intra-school events, collecting peer feedback, and leading activities for younger pupils. This is expected to increase engagement in PE and raise the visibility of physical activity initiatives across the school. To sustain this, new student leaders will be trained annually. <b>Well-being Ambassadors</b> will take charge of initiatives such as creating "Worry Boxes," organising daily check-ins like "Mindful Walks," leading activities during Children's Mental Health Week, and coordinating well-being challenges. These efforts aim to foster greater pupil confidence in sharing concerns and heighten awareness of emotional well-being. To sustain this, new student leaders will be trained annually.</p> <p><b>Key Indicator 4-Big Moves Intervention-</b> We will improve fundamental movement skills</p>	<p><b>Key Indicator 1- Improved Teaching Quality:</b> Evidence from observations, surveys, and feedback. <b>Increased Confidence in PE:</b> Changes in self-reported confidence levels from staff surveys. <b>Curriculum Consistency:</b> Consistency in lesson plans, teaching methods, and content delivery across the school. <b>Staff Morale:</b> Using pre- and post-programme surveys to measure changes in morale or engagement.</p> <p><b>Key Indicators 2- Increased Active Travel:</b> Measured through participation data. <b>Sustained Behavioural Change:</b> Evidence from follow-up surveys or informal interviews showing long-term adoption of active travel. <b>Increased Physical Activity:</b> Measured through tracking participation data and feedback from students' <b>Knowledge of Physical Activity Guidelines:</b> Measured by improvements by informal interviews with students.</p> <p><b>Key Indicator 3- Engagement:</b> Track the number of programmes and participation in provision delivered by student leaders. High engagement indicates success in promoting activity and well-being. <b>Impact on Peers:</b> Informal interviews with participants/pupils about the impact of the student leadership programmes. <b>Leadership &amp; Knowledge:</b> Track leadership development and students' knowledge of physical activity and well-being.</p> <p><b>Key Indicator 4-</b> For the <b>Big Moves</b> Intervention, fundamental movement skills and academic progress will be assessed pre- and post-programme using teacher questionnaires, with a comprehensive report provided by SLSSP. A trained and confident staff member will be in place to continue delivery.</p>

**Expected impact and sustainability will be achieved**

and academic outcomes in 15 EYFS/KS1 pupils, with long-term impact sustained through staff training to ensure annual delivery. with long-term impact sustained by staff training to continue delivery annually. We anticipate that 77 (75% of eligible students) will participate in at least one after-school club or competition, an increase from 40 (37%) the previous year. A key focus is increasing engagement among pupils eligible for free school meals, aiming to raise participation from 25% to 50% through improved accessibility and inclusivity. Staff will be trained to sustain the targeted interventions in school.

**Key Indicator 5-** We will provide inclusive sporting events to enhance pupil engagement and development. DEVELOP Festivals is designed to involve less active pupils through enjoyable, skill-based activities. Our goal is to reach 11 pupils (10%) who have not previously participated in school sports. The EXCEL Competitions will provide a challenge for talented students. Our goal is to enter 8 competitions with the participation of 50 pupils.

Overall, we target 85% of KS2 pupils to attend a sports event.  
The school will continue to engage with SLSSP, who provide the competitions and events.

For all other targeted interventions, we will track participation data particularly focusing on among pupils eligible for free school meals

**Key Indicator 5**

For all competitions and events, we will track participation data and use insights from the previous year to target children who have never represented the school at Develop Festivals.

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p><b>Key Indicator 1-</b> Staff confidence in delivering high-quality PE lessons has increased to 100%. Additionally, PE lessons met high-quality standards and 100% of lessons reached high quality standards. Sustainability-all staff feel confident and competent in delivering high quality PE. 60% of teachers and staff are actively-modelling healthy lifestyles-through the Staff Well-being Ambassador programme.</p> <p><b>Key Indicator 2-</b> 20% of Pupils actively traveled to school benefitting both the environment and their physical well-being. 77 (75% of pupils) children participated in the Move It March programme. Sustainability-the school continued to engage with the SLSSP to host more universal physical activity projects.</p> <p><b>Key Indicator 3-</b>Daily Lunchtime Physical Activities has been supported by <b>Playground Leaders</b>, organised activity zones, and rotating leaders. This initiative made 20% more KS1 students active, encouraged better social interaction, and boosted the confidence of student leaders. <b>Sports Ambassador duties</b> managed a PE noticeboard, ran intra-school events, collected peer feedback, and led activities for younger pupils. This increases engagement in PE and raises the visibility of physical activity initiatives across the school.</p> <p><b>Key Indicator 4-Big Moves Intervention-</b> We improved fundamental movement skills and academic outcomes in 15 EYFS/KS1 pupils, with long-term impact sustained through staff training to ensure annual delivery. with long-term impact sustained by staff training to continue delivery annually. We have achieved 77 (75% of eligible students) participating in</p>	<p><b>Key Indicator 1- Improved Teaching Quality:</b> Evidence from observations, surveys, and feedback. <b>Increased Confidence in PE:</b> Changes in self-reported confidence levels from staff surveys. <b>Curriculum Consistency:</b> Consistency in lesson plans, teaching methods, and content delivery across the school. <b>Staff Morale:</b> Using pre- and post-programme surveys to measure changes in morale or engagement.</p> <p><b>Key Indicators 2- Increased Active Travel:</b> Measured through participation data. <b>Sustained Behavioural Change:</b> Evidence from follow-up surveys or informal interviews showing long-term adoption of active travel. <b>Increased Physical Activity:</b> Measured through tracking participation data and feedback from students'</p> <p><b>Key Indicator 3- Engagement:</b> We Tracked the number of programmes and participation in provision delivered by student leaders. High engagement indicates success in promoting activity and well-being.</p> <p><b>Leadership &amp; Knowledge:</b> Track leadership development and students' knowledge of physical activity and well-being. <b>Data-Driven Refinement:</b> Use feedback from surveys to adapt programmes. Continuous improvement based on feedback.</p> <p><b>Key Indicator 4-</b> For the <b>Big Moves</b> Intervention, fundamental movement skills and academic progress was assessed pre- and post-programme using teacher questionnaires, with a comprehensive report provided by SLSSP. A trained and confident staff member has been placed to continue delivery. For all other targeted interventions, we will track participation data particularly focusing on among pupils eligible for free school meals.</p>

## Actual impact/sustainability and supporting evidence

at least one after-school club or competition, an increase from 40 (37%) the previous year. We increased engagement among pupils eligible for free school meals, raised participation to 50% through improved accessibility and inclusivity. Staff have been trained to sustain the targeted interventions in school.

**Key Indicator 5-** We provided inclusive sporting events to enhance pupil engagement and development. DEVELOP Festivals was designed to involve less active pupils through enjoyable, skill-based activities. 11 pupils (10%) who have not previously participated in school sports participated. The EXCEL Competitions provided a challenge for talented students. WE entered 8 competitions with the participation of 50 pupils. Overall, 85% of KS2 pupils attend a sports event.

### **Key Indicator 5**

For all competitions and events, we tracked participation data and used insights from the previous year to target children who have never represented the school at Develop Festivals.