

PE Funding Evaluation Form

Commissioned by



Department
for Education



Review of last year 2023/24 Inskip St. Peter's CE Primary School

What went well?	How do you know?	What didn't go well?	How do you know?
<p>Active Lunchtimes</p> <ul style="list-style-type: none"> • A sports coach is employed to oversee sports skills and active play during lunchtime. Their role includes organising and maintaining equipment, setting up a variety of engaging games and activities, teaching specific skills and encouraging children to participate in physical play including teamwork. • Play Leaders – building confidence and skills to engage younger children in structured activities. They organise and facilitate active games for younger children, helping to promote teamwork, physical activity, and social inclusion during lunch breaks. <p>Swimming Top-Up Lessons</p> <ul style="list-style-type: none"> • Additional swimming lessons provided to ensure all pupils have the opportunity to develop essential water safety and swimming skills <p>CPD for all teachers</p> <ul style="list-style-type: none"> • Inset training for teachers delivered according to need. <p>Use of coaches during 1 of the 2 weekly P.E sessions helps improve confidence and knowledge.</p>	<p>Helps to promote an active and inclusive environment for all pupils. Contribute towards the government recommendation that children and young people should aim for at least 60 minutes of moderate to vigorous physical activity every day.</p> <p>Develops leadership skills and encourages a sense of responsibility among older pupils. Improves Fundamental skills amongst KS1 children.</p> <p>25% of our Year 6 who had moved to us during the couple of years had missed swimming during our normal PE timetable. Because of these top-ups all of our Year 6 passed the national curriculum expectations.</p> <p>Gymnastics scheme of work INSET</p> <p>Good development especially of how to get children to evaluate their own performance against previous times plus constructive</p>	<p>Girls more resistant to joining in lunchtime organized coached activities with these in Key Stage 2, no difference in KS1.</p>	<p>Number of girls attending drops when club is changed to a less familiar discipline.</p>

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<p>Sport Competitions</p> <ul style="list-style-type: none"> • Attending a range of competitions against other small schools. <p>Lancashire PE Passport</p> <p>Good planning and training materials which have impacted our teaching</p>	<p>criticism of others skills.</p> <p>We joined Garstang small school cluster and participated in a range of competitions.</p>	<p>Recording progress is time consuming</p>	<p>PE app not being used optimally</p>
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Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Develop teachers expertise and knowledge in and embed a broader range of sports in our curriculum	Use Lancs PE Passport in order to widen the sports taught, each class has timetabled time with sports coach assisting class teacher with delivering PE lesson to build up teachers subject knowledge
Increased participation of girls in lunchtime physical activities	Ask what sports they want, buy equipment, provide time, space and coaching for these
Maintain surface of our running track to enable year round running use	Secure quotes and work, use daily
Increase number of participants in interschool competitions	Increase the number of competitions through Garstang Small Schools Partnership we attend and enthuse pupils through coaching of these sports in preparation in order for them to feel confident to participate

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?
<p>High-Quality PE Lessons & Teacher Development</p> <ul style="list-style-type: none"> • Impact: Pupils receive consistent, high-quality PE lessons in a broader range of sports. Teachers gain confidence, knowledge and skills in teaching these disciplines. • Intended Impact: Teachers will improve their ability to independently deliver engaging and effective PE lessons covering a wider range of sports, reducing reliance on external coaches. • Sustainability: Over time, teachers will develop the skills to lead high quality PE lessons in these sports without external support, ensuring long-term improvement in PE delivery <p>Increased Engagement by Girls in Physical Activity at Lunchtimes & Playtimes</p> <ul style="list-style-type: none"> • Impact: More girls will be actively engaged during lunchtime coaching sessions, leading to increased physical activity levels and teamwork. • Intended Impact: Pupils are introduced to a wider range of possible playtime physical activities thus increasing range of sports catered for and played, with the role of sport increased across the school. • Sustainability: With this knowledge our trained playleaders will organize activities for and encourage girls to partake in more physical play at playtimes creating a culture of active play, ensuring this approach continues with new cohorts. <p>Maintain Surface of Running Track</p> <ul style="list-style-type: none"> • Impact: Increasing engagement in regular physical activity for those pupils who dislike team sports. 	<p>Pupils and teachers understand the knowledge and skills needed in order to play a broader range of sports</p> <p>Increased engagement of girls in playtime sports</p> <p>Increased engagement of pupils in regular physical activity</p>

Expected impact and sustainability will be achieved

- **Intended Impact:** Offering a more equal experience in sports through enabling running to take place on our track every day throughout the school year.

- **Sustainability:** The track will enable daily running in all weathers for years to come.

Increasing Participation in Competitive Sport

- **Impact:** More pupils undertake rigorous physical activity whilst refining and feeling confident in sport specific skills

- **Intended Impact:** Increased resilience and teamwork

- **Sustainability:** These links we are forging with other small schools, alongside our strong teams will enable us to continue with these competitions

Moor pupils take part in sporting competitions

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>High-Quality PE Lessons & Teacher Development</p> <ul style="list-style-type: none"> • Introduction of a range of new sports including boccia, orienteering, OAA into our curriculum. • Teachers' gaining the knowledge and skills necessary to teach these has resulted in pupils who are confident and successful participants in the sport through demonstrating good sport specific knowledge and skills <p>Increased Engagement by Girls in Physical Activity at Lunchtimes & Playtimes</p> <ul style="list-style-type: none"> • Girls selecting activities/sports in which they'd like to develop their skills • An increase in girls choosing to be coached at lunchtime • Playleaders teaching these activities / sports to younger pupils during playtimes • More girls choosing to play traditional sports such as football at playtimes <p>Maintain Surface of Running Track</p> <ul style="list-style-type: none"> • Pupils running daily rather than not being able to due to large puddles crossing the track in places on rainy days • Pupils continually challenging themselves to increase the number of laps they can run in 10 minutes • A large increase in the number of our KS2 pupils who can run continuously for 10 minutes <p>Increasing Participation in Competitive Sport</p> <ul style="list-style-type: none"> • We have had more pupils volunteer to represent our school in sports than we've ever had 	<p>Assessment data</p> <p>Playtime observations, coaches notes</p> <p>Observations Pupils recording their personal challenges Tally charts</p> <p>Parental permission slips for competitions</p>

Actual impact/sustainability and supporting evidence

- A much wider range of pupils have volunteered
- We've attended competitions in a broad range of sports
- All Key Stage 2 Year groups have provided teams in a range of competitive sports

Registers
Photos
Blogposts
Pupil voice