

PE Funding Action Plan 24/25

Commissioned by



Department
for Education

Created by



Images courtesy of Youth Sport Trust

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?
<ul style="list-style-type: none"> • Deliver lunchtime sports sessions activities for all pupils. • Purchasing of new equipment. • PLD for teachers • Introduced sports leaders • Provide additional extra-curricular sports/activities. • Provide additional sporting festivals and competitive opportunities for all pupils 	<ul style="list-style-type: none"> • We have successfully implemented a consistent termly lunchtime activity timetable, providing all pupils with a broad and enriching programme of activities, including intra-school competitions and personal challenges. This has been well-received by the students. • Pupils now have access to a variety of sporting equipment, enabling a range of sporting activities. • Staff have demonstrated increased confidence and competence in delivering PE. • Sports leaders have effectively supported physical activity during lunchtimes, contributing to a more active and engaged student body. • There has been a notable increase in pupil participation levels in physical activity within the school, as evidenced by the 23/24 data. Pupils are experiencing new sports and physical activities, with clear exit routes into the local community. 	<ul style="list-style-type: none"> • Swimming Attainment: Despite our efforts, a significant number of pupils did not achieve the national curriculum standards in swimming and safe water rescue. This indicates a need for more focused and intensive swimming lessons to ensure all students gain essential water safety skills. • Consistency of High-Quality PE: There were inconsistencies in the delivery of high-quality PE across different year groups. • Engagement in Physical Activity: While there was an increase in pupil participation in physical activity, the engagement levels were not consistent across all year groups. Some pupils, particularly those in the targeted focus groups such as SEND and girls, did not participate as actively as expected. 	<ul style="list-style-type: none"> • Swimming Attainment: The end-of-year assessments revealed that a significant number of pupils did not meet the national curriculum standards in swimming and safe water rescue. • Consistency of High-Quality PE: Feedback from teachers and classroom observations indicated that there were inconsistencies in the delivery of high-quality PE lessons. • Engagement in Physical Activity: Participation data collected throughout the year showed that engagement levels in physical activity were not consistent across all year groups. Attendance records for extra-curricular activities and feedback from pupils indicated that some groups, particularly SEND and girls, were less active than expected. This data highlighted the need for more inclusive and engaging physical activity opportunities.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>To ensure all children participate in two hours of high-quality PE each week, we will continue to focus on teacher training. This will ensure that all teachers are confident and enjoy teaching high-quality physical education.</p> <p>To ensure that all pupils are active for an average of 60 minutes a day, seven days a week, we will focus on in-school opportunities and monitor external physical activity. We have allocated £1,500 towards equipment to support this initiative. Additionally, we will develop sports leaders to support activity levels during lunchtimes.</p> <p>We will ensure all pupils can access competition in school through regular intra-school competitions, as well as inter-school competitions against other schools. Competition formats will reflect the needs of pupils. We have allocated £3,830 towards King Edwards Sport Partnership (KESSP) membership to support this.</p> <p>We aim to provide additional swimming lessons for pupils who have not yet achieved the national curriculum standards in swimming and safe water rescue, ensuring all students gain essential water safety skills. We have allocated an initial £7,000 towards this, with an additional £7,000 for top-up swimming lessons.</p> <p>To ensure all staff are confident in delivering PE lessons using the new PE scheme, we have allocated £400 for the scheme of work. Additionally, there will be £5000 allocated to CPD for selected teachers to further improve their confidence and aid extra-curricular clubs at lunchtime or at the end of the day</p> <p>Furthermore, we will focus on providing extracurricular and competitive opportunities specifically for girls and SEND pupils. This will include tailored activities and competitions to ensure these groups are actively engaged and have equal opportunities to participate in physical activities.</p>	<ul style="list-style-type: none"> • The quality of teaching and learning in Physical Education will be developed through bespoke staff CPD for all class teachers, including support for the PE leader. • PE resources will be updated to enable high-quality teaching to take place. • We will increase the number and range of activities and clubs on offer and implement a new extra-curricular timetable. • Provision for physical activity at lunchtime will be developed by increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors and Year 6 playleaders. Equipment and resources will be purchased for the facilitation of activity with playleaders and independent active play. • House competitions within classes will be arranged to take place at the end of each unit to celebrate learning. • All UKS2 pupils will represent the school through school games competitions and competitions hosted here against other local primary schools. The format will change based on pupil needs as outlined in the competition format. • We will use a temporary pool to provide top-up lessons for pupils who haven't met national curriculum outcomes, utilizing Swimming England's School Charter resources, staff development, and specialist instructors. • Specific extracurricular activities and competitions will be designed to cater to the interests and needs of girls and SEND pupils, ensuring inclusive participation.

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"> • Improved teacher confidence and competence in delivering PE lessons, leading to enhanced pupil engagement and learning outcomes. • Increased pupil participation in physical activities, leading to improved physical health and well-being. • Enhanced pupil engagement in competitive sports, fostering teamwork, resilience, and a sense of achievement. • Improved swimming attainment and water safety skills among pupils, ensuring they are equipped with essential life skills. • Enhanced teacher confidence and competence in delivering PE lessons, leading to improved pupil engagement and learning outcomes. • Increased pupil motivation and interest in sports, fostering a lifelong love for physical activity. • Increased participation and engagement among girls and SEND pupils, promoting inclusivity and equal opportunities in physical activities. 	<ul style="list-style-type: none"> • Teacher feedback forms, lesson observations, and pupil voice surveys. • Activity trackers, pupil participation records, and feedback from sports leaders. • Competition participation trackers, pupil feedback, and competition results. • Swimming assessment records, pupil progress reports, and feedback from instructors. • Teacher feedback forms, lesson observations, and pupil voice surveys. • Pupil feedback, attendance trackers for the event, and post-event surveys. • Participation records, feedback from pupils and staff, and monitoring of targeted engagement levels.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Add impact here.	Add evidence here.