



Oak Green School PE & Sports Premium Funding Evaluation Form 2024-2025

Commissioned by



Department
for Education

Completed by Chris Palmer, PE Lead



Images courtesy of Youth Sport Trust

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.

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?
<p>Increased number of swim trained school staff. This allowed for children during swimming lessons to receive additional support.</p> <p>CPD of PE staff including gymnastics.</p> <p>PE team subject knowledge developed though the completion of the AfPE Lvl 5 PE Specialism course. Knowledge gained from the course used to appraise current curriculum, develop school policy, curricular and extra-curricular PESSPA.</p> <p>Subscription to School Sports Partnerships (SSPs) increased the number of competitive and participation events.</p> <p>Increased uptake to PA clubs of 'free school meals' children.</p>	<p>Each of the three swimming instructors had one member of staff trained in school swimming supporting them. This allowed for more children to progress – see swimming data 23/24 evaluation.</p> <p>PE staff upskilled to support their delivery of curriculum gymnastics. Observations carried out during gymnastics was deemed as good or outstanding.</p> <p>New documentation in line with the new DfE/Ofsted guidance on PE to incorporate a broad and balanced curriculum offering. PE HLTA using qualification to develop the PESSPA offering within EYFS.</p> <p>Attendance of events such as handball, volleyball, visual and hearing impairment events in addition to more traditional events such as football.</p> <p>Register evidence showed an increased uptake of extra-curricular after school clubs.</p>	<p>Community engagement with 'at home' learning tools, activities and initiatives was low.</p> <p>Didn't start the PESSPA as a tool to support maths intervention programme.</p> <p>Although improvements were made with access to PA during playtimes – specifically on the school field, playground play engagement was low.</p>	<p>Roll out of real Play and BURSTS provided low numbers of uptake with a handful of families accessing resources for at home use. During 2025 a roll out of updated 'at home' programme will be carried out.</p> <p>Due to time constraints of existing staff, resources like Tagtiv8 weren't able to be rolled out. Additional staffing for January 2025 should allow for this programme to be launched.</p> <p>Due to areas of playground requiring attention, the available space for children to play has been dramatically reduced. Therefore restrictions of possible games and activities led to lower levels of PA activity during these times.</p>

Intended actions for 2024/2025

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> • To upskill school staff – including new PE Teaching Assistant to increase the amount of PA during break and lunchtimes. • Increase the school/club links networks – providing opportunities sports pathways outside of school. • Increase the portfolio of school sports available. • Staff CPD for EY Motor Screening Programme roll out during 2024/25 academic year. • Staff CPD for the delivery of sport specific first aid. • Provide competition opportunities for pupils at Oak Green. • Increase the scope for Drumba as a tool to increase PE and PA for SEND and outdoor learning. • Raise the accessibility of school extra-curricular offerings. • Improve the pupil attainment in school swimming. 	<ul style="list-style-type: none"> • Staff CPD for PESSPA programmes: Slam Jam (Basketball) £200 and Drumba (dance) – included in £7539 package, swim support teacher courses £740. • Invite representatives from local sports clubs to showcase their sport and lead lessons/clubs e.g. Aylesbury hockey £157.50, JR Sports Group £600 • Purchase equipment for hockey £1453.28, pickleball £106.95, football goals £459.99, shin pads £109.90, netball £431.31, basketball £711.62, sports day equipment £98.97 • Staff CPD on AfPE EY Motor Screening Programme and purchasing of new equipment to allow for roll out of baseline and intervention programme during autumn 2 term £349. • Arrange for professional development course for those directly responsible for leading PESSPA at Oak Green School £400. • Subscription to School Sports Partnerships for access to CPD and competition calendars including SEND. £2205 • Purchase of additional Drumba drumming pads/stands for use in ARP and outdoor classroom (included in Drumba package spend above). • Provide subsidized and free extra-curricular offerings all year £4817 • Y6 top up swimming lessons £1134

Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?

- More staff trained will increase the numbers of children who are physically active through teacher and young leader activities, including lunchtime and after school.
- School/club links will allow for children to receive high quality learning opportunities directly from sport specialists – thus improving their skills and possible pathway to playing more outside of school hours and/or representing the school.
- Staff CPD on AfPE EY Motor Screening Programme and purchasing of new equipment to allow for roll out of baseline and intervention programme. Data obtained from the screening to be used to determine suitable gross motor interventions during spring and summer terms. Screening to continue into next EYFS cohort in September 2025.
- All Oak Green School children taking part in PESSPA opportunities on and off site will have staff who are more confident when delivering sports in the knowledge that they have gained high quality learning suitable for primary school PESSPA.
- Additional opportunities for children to represent the school in participation and competitive formats – including SEND, girl specific and new to the school sports e.g. hockey, table cricket, squash.
- Drumba subscription will include additional equipment and CPD of ARP staff to launch drumba as part of their timetabling, to build stamina, mobility, rhythm and coordination. Extra-curricular offerings to incorporate parents during 'showcase' sessions.
- Specialist sport specific equipment will see and increase number of children taking part in club offerings new to the school e.g. hockey and pickleball. A continued inclusion of these extra-curricular sports is expected to extend into the taught PE curriculum into 2025/26 and beyond.

How will you know? What **evidence** do you have or expect to have?

- School club registers will provide evidence for those taking part in clubs, the PE curriculum floor book will evidence activities within curriculum time through photographs and pupil voice (images will not be shared as part of evidence).
- Numbers of children accessing the clubs and any children representing the school can be evidenced thorough registers of both clubs and sporting trips/invites. Children taking up club pathway links to be shared by the club contacts.
- Data gathers from screening, interventions logs and progress tracking used to inform future interventions and shared with keyworker staff.
- Certification for all who attend course.
- Attendance data for all events attended, including those children within the SEND competition calendar.
- Register figures of children accessing Drumba during lunchtime, after school, pupil voice and feedback from Drumba in-house performances to parents/carers.
- Inclusion of new sports in the school's enrichment offering documents and factored into PE curriculum mapping for 2025-26 academic year.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?

1. To upskill school staff – including new PE Teaching Assistant – to increase the amount of physical activity during break and lunchtimes

- Increased activity levels among pupils during unstructured times, improving fitness and concentration.
- Positive behaviour management, as structured activities can reduce incidents and promote teamwork.
- Greater pupil engagement, particularly among less active or reluctant children.
- Professional growth for staff through targeted training and confidence in leading activities.

2. Increase the school/club links networks – providing opportunities and sports pathways outside of school

- Expanded opportunities for pupils to pursue sports beyond school, enhancing talent development.
- Community engagement strengthens, fostering a culture of sport and health.
- Smooth transitions to external clubs for gifted/talented pupils, maintaining motivation.
- Improved pupil aspirations, particularly for those interested in competitive sport.

3. Increase the portfolio of school sports available

- More inclusive offer – appeals to a wider range of pupils, including those not interested in traditional sports.
- Promotes skill development across diverse areas (e.g., coordination, balance, agility).
- Boosts participation, especially among girls, SEND pupils, and less active children.
- Encourages lifelong habits by exposing children to a broader range of activities.

4. Staff CPD for EY Motor Screening Programme roll out during 2024/25 academic year

- Early identification of motor development delays, allowing for timely interventions.
- Supports classroom readiness – improved fine and gross motor skills help with writing, focus, and independence.
- Enhances staff understanding of physical development milestones and appropriate responses.
- Boosts EYFS outcomes, particularly in physical development and personal/social skills.

5. Staff CPD for the delivery of sport-specific first aid

- Improved safety during PE lessons and sports events, with quicker, more appropriate responses to injuries.
- Staff confidence increases, leading to more robust planning and risk-taking in lessons.
- Parental reassurance that health and safety are prioritised in school sport.
- School compliance with updated health and safety standards for sports delivery.

6. Provide competition opportunities for pupils at Oak Green

- Fosters resilience and teamwork, improving social and emotional skills.
- Motivates pupils to set goals and strive for achievement.
- Promotes school spirit and inclusion, especially if opportunities include a wide range of pupils (not just high performers).
- Supports PE curriculum goals by providing real-life application of learned skills.

7. Increase the scope for Drumba as a tool to increase PE and PA for SEND and outdoor learning

- Accessible physical activity for SEND pupils, promoting inclusion and engagement.
- Cross-curricular potential, linking music, rhythm, and physical development.
- Boosts confidence and self-expression, especially for pupils with communication challenges.
- Encourages outdoor learning, supporting wellbeing and physical literacy.

8. Raise the accessibility of school extra-curricular offerings

- Reduces barriers (e.g., cost, transport, confidence) so all pupils can participate.
- Promotes equity, especially for disadvantaged pupils.
- Improves pupil wellbeing and sense of belonging through social engagement.
- Widens talent identification, offering platforms for hidden abilities to emerge.

9. Improve pupil attainment in school swimming

- Meets national curriculum standards, ensuring pupils leave primary school water-safe.
- Builds confidence and life skills, especially important for pupils from non-swimming backgrounds.

What evidence do you have?

1. Upskilling Staff (PE TA and Break/Lunchtime PA)

- Staff training logs and CPD certificates
- Pupil participation data during breaks/lunchtimes (activity trackers)
- Observations or photos/videos of structured activities
- Behaviour incident reports showing reductions during active times

2. Increasing School/Club Links

- List of partnerships or club contacts (e.g. flyers, emails)
- Pupil sign-up numbers to external clubs
- Emails from clubs informing school of pupils joining a club or progressing into pathways
- Club visits, assemblies, or joint events

3. Increasing the Portfolio of School Sports

- PE curriculum overview showing diverse sports offered
- Registers from new clubs or taster sessions
- Pupil surveys about preferred/new sports
- Photos, videos, and newsletters showcasing variety

4. CPD for EY Motor Screening Programme

- CPD attendance logs and training materials
- Baseline and follow-up motor screening data
- Individual pupil progress
- Lesson plans and interventions based on screening results

5. Sport-Specific First Aid Training

- Staff certification records
- Incident reports showing outcomes or reduced escalation
- Policy updates or risk assessments reflecting training

6. Competition Opportunities

- Competition registers and team lists
- Photographs, match reports, or results displays
- Pupil voice: reflections or feedback
- Certificates, medals, or awards
- Evidence of inclusion (e.g. B teams, SEND-inclusive events)

7. Expanding Drumba for SEND & Outdoor Learning

- Participation data for SEND pupils
- Pupil/parent/staff feedback (especially from SEND groups)
- Observation notes showing engagement and impact
- Videos/photos showing inclusive participation

8. Accessibility of Extra-Curricular Offerings

- Registers of clubs with PP/SEND/disadvantaged data
- Club promotional materials targeting specific groups
- Feedback surveys (pupil and parent)
- Case studies showing increased participation or confidence

9. Improving School Swimming Attainment

- Swimming assessment data (e.g. % achieving 25m, safe rescue skills)
- Intervention records for non-swimmers or catch-up sessions
- Swimming provider reports or session notes

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	63.73% of Year 6 July 2025 Funding was used to provide children showing potential to achieve the end of year expectations for swimming. Of the 29 children invited, 19 of these could swim 25 metres.	Of the children in year 6, 33 didn't meet the end of year expectations, with 19 remaining as non-swimmers. Despite many of the children being provided with 3 terms of swimming across 2 years, they still struggled to swim unaided.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	67.03% of Year 6 July 2025 66 of 92 swimmers were capable of swimming 10 or more metres using front and back strokes.	Breast stroke was only proficient to those who spent at least a half term capable of swimming 25 metres. Therefore, this was only achieved by a 21 swimming across a distance of 5 metres or more.
3. Perform safe self-rescue in different water-based situations	90.10% of Year 6 July 2025 All children are taught how to carry out self-rescue during swimming pool lessons.	Not all children could evidence this due to factors like SEND, poor attendance or late school admissions.