

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



Images courtesy of Youth Sport Trust

Review of last year 2024/25

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?
We aimed to provide children across both key stages with the opportunity to participate in a sporting competition whether in school or against children from another school. Children have continued to participate and compete in a wide range of sporting events which have been available to both KS1 and KS2. These have occurred both in school, e.g. sports day, badminton competition, etc, and out of school through accessing the Sports Partnership. These events have then been celebrated in school assemblies and on our school social media pages too. Social media is a tool which we have implemented effectively to raise the profile of Sport and PE whilst sharing and celebrating sporting achievements within the community. The majority of competitions which have been	As a school we have attended and competed in a wide range of sporting competitions. Competitions have included; girls football, netball, quad athletics, rounders, dodgeball and sports hall athletics. We have also provided children with a range of opportunities which they may not have previously had access to, e.g. paddle sports, orienteering and a climbing wall session too. Competitions have been timetabled and then extra curricular clubs provided at lunchtimes and at the end of the school day to provide children with the skills to successfully compete in these competitions. Children have successfully competed in a range of events with varying levels of success. Social media has been a tool used to raise the	Children have had access to a wide range/variety of sporting competitions. Where this has provided a broad range of opportunities and experiences for children, results received from the competitions could be improved. Therefore, it may be beneficial to review the extra curricular provision on offer to ensure that there are opportunities for focus on specific sports and skillsets to further develop sporting skills long term. This would potentially support the children in becoming more competitive when entering these tournaments/competitions, etc.	Results from competitions could be improved. This is evident from the results achieved when competing against local schools.

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accessed have been provided by the School Sports Partnership and we have ensured that there has been a wide range of sporting events attended to ensure children have been able to access a range of sports.	profile of PE and sports across the school. This has also encouraged further community engagement. Children regularly have the opportunity to celebrate sporting achievements as part of our weekly celebration assembly. This is also shared on social media too.	At Strike Lane we aim to be inclusive in all opportunities and experiences provided to the children. We would like to further enhance and develop additional opportunities for further promote and share inclusive provision for all children.	Work alongside the Schools Sports Partnership lead to explore what enhancements could be implemented to further provide enrichment opportunities which continue to be inclusive and equitable to all whilst also raising understanding of diversity within our communities.
A well planned timetable of events coinciding with the curriculum PE for all has widened the offer of activities for all children in Strike Lane.	Teachers successfully implement the teaching of PE using the Lancashire PE Passport scheme to support planning.	CPD has been provided to staff to support with the implementation of Forest School and My Happy Minds. An area where CPD provision could be further enhanced is to support teachers in effectively delivering the PE curriculum.	Work alongside the School Sports Partnership to identify CPD opportunities to further enhance sporting provision at Strike Lane whilst also reviewing staff confidence and expertise to identify who can lead on professional development.
Strike Lane offers an extensive termly timetable of sporting events which provides all children with a range of sporting activities and experiences to participate in.	Teacher Assessment of the PE curriculum shows that 88% of children in Key Stage 1 and 2 achieved the year group expected standard in PE with 24.6% of children assessed as demonstrating greater depth too.	CPD will be further enhanced with greater clarity of the training needs of staff through a rigorous monitoring process.	CPD will be further enhanced with greater clarity of the training needs of staff through a rigorous monitoring process.
The extra curricular clubs are delivered by teachers and teaching assistants who demonstrate a particular area of confidence and/or expertise. Where necessary, external coaches are utilised too, e.g. cheerleading.	There is a wider variety of sports and activities that have been provided to present greater opportunities for all children to participate.	The logistical planning of the swimming sessions could be improved to maximize curriculum time. The location and timing of swimming lessons could be more efficient. Currently, the time needed within the timetable totals to over 2.5 hours including travel time due to location of the swimming pool and allotted time provided.	Review of swimming logistics, e.g. available swimming sessions and transport.
These extra curricular activities are provided to children at lunchtime and at after school too. Play Leaders are utilised to deliver high quality, structured sporting activities at lunchtimes.	There continues to be a positive level of participation in extra-curricular clubs. <i>See below for a breakdown of participation by term.</i>		
We have ensured that the clubs provided have met	In total, across the academic year, 455 children have attended a club across the 6 half terms.		

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a broad range of interests and skills sets and we have aimed to make all our clubs as inclusive as possibly.

71.9% of club attendees were girls.

Term	Boys	Girls	Total	% Boys	% Girls
Autumn Term 1	10	64	74	13.5%	86.5%
Autumn Term 2	23	64	87	26.4%	73.6%
Spring 1	24	54	78	30.8%	69.2%
Spring 2	34	57	91	37.4%	62.6%
Summer 1	21	42	63	33.3%	66.7%
Summer 2	24	38	62	38.7%	61.3%

Lunchtime Play Leaders have been provided with the relevant CPD to be able to offer sporting provision and structured physical activities.

Play leaders effectively lead and run sporting and physical extra-curricular activities.

Children therefore have a wide range of opportunities and experiences that they can access at lunchtimes led by trained play leaders.

Play Leaders have been provided with the CPD and support to feel confident and able to successfully deliver such provision.

Our young leaders have also been encouraged to encourage pupil engagement too. Playground PALS and prefects have been utilised to lead activities.

The attitudes and cooperation of the children was identified during the moderation/inspection process as part of our successful application of the Gold Behaviour Quality Mark.

Play leaders have led sessions for Hockey, Golf, Rounders, Boys and Girls football amongst others.

All children across all key stages have accessed Forest School Provision led by a fully trained Forest School Lead.

Throughout the academic year, all children have accessed Forest School provision led by a trained Forest School lead.

The children have access to an improved Forest School area with additional resources utilised

All teaching staff have accompanied Forest

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effectively to meet the needs and requirements of a Forest School curriculum.	School sessions as part of their own CPD.		
The Forest School lead professional has delivered Forest School sessions for other schools. For example, it has been used to support year 6 children from schools within the local cluster as part of their transition to high school.	Within the curriculum, monitoring has shown that the use of meaningful outdoor provision has been included within the wider curriculum across all year groups. Feedback from staff from other provisions have shared information stating the positive impact that the Forest School provision has had on supporting children with transitioning to high school successfully. All children have access to a greater range of Forest School Resources and an updated Forest School area.		
At Strike Lane we continued to focus on health and wellbeing and how we can support children to develop skills such as fairness, respect and resilience.	All children have weekly access to a My Happy Minds session which supports developing knowledge and awareness of mental health and wellbeing.		
My Happy Minds Program has been successfully implemented within the Strike Lane Curriculum.	Staff have been trained and supported to deliver high quality My Happy Mind Sessions.		
All children access a weekly My Happy Mind session which focuses on positive mental health and wellbeing.	Feedback from staff and pupil surveys through My Happy Mind have highlighted the positive impact of the program.		
This has also been supplemented by assemblies linking to learning behaviours.	Children are accessing extra-curricular clubs which support positive mental health.		
Teachers have been provided with CPD opportunities to support them in developing their understanding of			

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successfully delivering My Happy Minds and how they can support the mental health and wellbeing of children. For example, CPD linked to developing a whole school Trauma informed approach. Additional extra curricular clubs, such as Wellbeing Club, are utilised to further support children develop their knowledge and awareness of mental health and wellbeing. An increased number of children have met the National Requirements for Swimming and Water Safety.	Areas in school have been developed to create breakout spaces for children to regulate. Regulation stations and resources have been developed and accessed in all classrooms. Strike Lane achieved the Gold Behaviour Quality Mark. The report referenced that 'consistent and embedded practice was having a positive impact on children's behaviour and learning'. <u>2024</u> 74% of children could competently, confidently and proficiently swim a distance of at least 25 meters. 71% of children could use a range of strokes effectively. 74% of children could perform safe self-rescue in different water based situations. <u>2025</u> 90% of children could competently, confidently and proficiently swim a distance of at least 25 meters. 73% of children could use a range of strokes effectively. 77% of children could perform safe self-rescue in different water based situations.		
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Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
Provide opportunities for children across all key stages to participate in a sporting event (internal and external) (increase participation in a competitive sport). Provide a broad range of sporting opportunities and experiences on offer to all children, e.g. through quality curriculum delivery, the extra-curricular clubs on offer or/and the effective use of Play Leaders. (increase engagement of all pupils in regular physical activity and sport / offer a broader and more equal experience of a range of sports and physical activities to all pupils) To develop CPD opportunities to enhance the overall quality of the teaching of PE and to support in developing and utilising staff confidence and expertise to successfully deliver a range of sporting opportunities. Where necessary, CPD will be provided to teachers, teaching assistants and/or Play Leaders. (increase staff's confidence, knowledge and skills in teaching PE and sport) To increase and recognise sporting achievements within school and the local community and celebrate the talents and achievements of our children (raising the profile of PE and sport across the school to improve whole school improvement).	Children will have the opportunity to participate in a sporting competition (KS1 and KS2) whether in school or against other schools, e.g. within the School Sports Partnership. Links will continue to be in place with the Sports Partnership who's offer continues to provide a calendar of sporting events. These events will be matched to the extra-curricular clubs on offer to support children in developing the relevant skills to participate, be confident and thrive within a sporting environment. A wide range of extra-curricular clubs are to be planned on a termly basis which cater for the interests and skills of our children. Staff confidence and expertise will be utilised to ensure a high level of provision on offer and where appropriate external coaches will be employed to lead extra-curricular sessions too. Regular review of club participation will ensure that clubs provided remain engaging and beneficial to the needs and interests of our children. Links will continue to be in place with leaders from within the School Sports Partnership to ensure high quality provision is in place and to explore how we can enhance diversity within the curriculum to further provide a broad, inclusive and equitable sporting offer. Continued monitoring will identify training needs and areas for development and will inform future CPD. CPD will be accessed through a range of subject leader meetings within the Endeavour Learning trust as well as through the School Sports Partnership. Endeavour Learning Trust are also developing a self-led CPD program which may provide relevant CPD too. Play Leaders will continue to provide a wide range of sporting opportunities additional to

Intended actions for 2025/26

the curriculum, e.g. at lunchtimes. Play Leaders will continue to be provided with the relevant CPD to ensure that they are equipped with the skills and knowledge to provide enhanced physical activities and opportunities for our children.

Sporting success will continue to be recognised and celebrated at Strike Lane. The talents of our children will be recognised during celebration assemblies whilst social media will continue to be a tool which we utilise to not only celebrate sporting success but raise the profile of PE and sport across the curriculum.

Expected impact and sustainability will be

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
There will be an increasing engagement of ALL pupils in regular physical activity and sport with an increasing participation in competitive sport. Staff will have improved confidence, skills and knowledge when teaching PE and leading sporting activities. This will be supported by CPD which will be planned linked to the needs and confidence of staff. The profile of PE and sport across the school will be raised. All children will be provided with/offered a broad, inclusive and equitable experience of a range of sports and physical activities, e.g. those delivered by Play Leaders.	Analysis of participation and engagement of sporting activities including extra-curricular clubs and competition participation will demonstrate positive levels of pupil engagement. Curriculum monitoring will ensure that children are provided with high levels of quality teaching and sporting opportunities relevant to the needs of our children. Curriculum data analysis will evaluate the attainment and progress of children in PE. Subject Leaders and SLT will monitor the impact of CPD; continuing to identify strengths, areas of expertise and areas for development/support. Leaders from the School Sports Partnership will provide external judgements/support to identify strengths and further areas for development. Endeavour Learning Trust Subject Leader Meetings will be used to moderate self-evaluation against the actions. Online, self-led CPD will be accessed where relevant and needed. Increased community engagement will be reviewed, e.g. on social media engagement, etc.

Actual impact/sustainability and supporting

What impact/sustainability have you seen?	What evidence do you have?