

Buxton Junior School

**PE Funding
Evaluation Form 2024/25**

Commissioned by



**Department
for Education**

Created by



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?
Introduction of Get Set 4 PE Scheme has given staff more confidence to teach PE.	Staff have commented on how easy it is to follow and the scheme follows a good progression of skills. Children enjoy PE lessons which has led to children joining sports clubs outside school.	We didn't introduce the assessment tool of the new scheme as planned, as we felt it was unnecessary. We will focus on 'Inclusion during PE' this year.	We felt it was unnecessary to use and staff were adapting plans to suit the needs of children from lesson to lesson without it being formally logged.
Teach Active Maths and English resources introduced to make lessons more active.	Resources used to make Maths more active and increase the number of active hours. When interviewed the children were very positive about the active sessions and enjoyed them and they said they helped them to remember the key skills. The year group resources made it easier for staff to deliver the outdoor lessons.	Active English resources not used as much.	Conversations with staff and children.
Trim Trail replacement and playground equipment.	Increased the number of active minutes at playtimes and during		

Review of last year 2023/24

<p>Outdoor learning program for Year 4, 5 and 6</p>	<p>active breaks.</p> <p>Increased number of active minutes during the school day. More pupils met their daily activity goal and staff reported an increase in the children's teamwork, resilience, creativity, organisation, confidence and practical skills.</p>		
<p>Provision of free after-school sports clubs.</p>	<p>More children met their daily physical activity goal and more children were encouraged to take part in PE and Sport Activities outside school hours. Excellent response from children and parents to the participation of our dancers in the Making Space Show at Buxton Opera House. It raised self-esteem and confidence of the children involved. The free nature of these clubs ensures our PP children are given equal opportunities to take part in extra curricular sporting activities.</p>	<p>Due to available provision the dance and multi-sports clubs were on the same day and hall space could not be shared if wet – this influenced uptake.</p>	<p>This had an effect on uptake and we will try to ensure the clubs are on separate days.</p>

Review of last year 2023/24

<p>Extra staffing for residential trip to White Hall.</p>	<p>Children with additional needs were able to access all the activities and all pupils developed valuable organisational, teamwork and personal development skills which they utilised in other areas of the curriculum. Parents value the outdoor learning at school.</p>		
<p>PE lead and PE teacher attended CPD events to increase own skills and fed back to staff.</p>	<p>PE lead remained up to date with current best practice in pe and gained skills in dance to pass to teachers and compliment the Get Set 4 PE Scheme.</p>	<p>Staff requested more individualised ideas for inclusion.</p>	<p>Inclusion will be a PE CPD focus next year.</p>
<p>We increased participation at and attended more sports competitions with a focus on raising the participation of PP and SEND children.</p>	<p>There were more targeted SEND and PP events during the school year and we were able to arrange and attend more whole year group and class festivals and competitions. This increased the participation levels across all year groups. 80% of Year 3 children and all year 4, 5 and 6 children took part in at least one inter-school</p>		

Review of last year 2023/24

competition, festival or coaching/taster session and all children took part in inter-school competition. (Improved from only two year groups maximum participation last year).
SEND 89% (increased from 79% the previous year) of children attended an inter-school competition or festival
PP 87% (increased from 80% the previous year) of children who attended an inter-school competition or festival.
Greater participation has led to more children joining sports clubs outside school and parents have recognised the benefit in their children's confidence from the sporting opportunities their children have had.

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>Embed new PE scheme to increase the confidence of staff to deliver PE lessons with a particular focus on increasing the use of the knowledge organisers to develop vocabulary and PE knowledge.</p>	<p>Staff meetings to update and train staff and monitoring of lessons.</p>
<p>Ensure PE lead and staff are up to date with new PE initiatives and up to date information.</p>	<p>Purchase Bronze PE Advisor Package and PE lead to attend termly meetings.</p>
<p>Increase staff skills to teach cricket.</p>	<p>Work alongside a Derbyshire cricket coach to develop staff skills to teach cricket and raise the profile of the sport and encourage children to join cricket programs outside school.</p>
<p>To increase staff knowledge and understanding of how to make PE more inclusive for our children.</p>	<p>PE lead to take part in online training and background reading to develop staff knowledge about supporting individual pupils to access PE lessons.</p>
<p>Continue to purchase resources to deliver PE curriculum, outdoor curriculum learning and to provide playground activities to encourage pupils to be more active at playtimes including a contribution towards renewing playground lines to include a fitness trail.</p>	<p>Audit current PE equipment needs including resources needed to deliver inclusive lessons. Renew line markings on the playground to provide an additional fitness course for active break and playtime resources to increase the number of active minutes of our children. School council to choose the design.</p>

Intended actions for 2024/25

Encourage active travel.

We will take part in an 'Active Travel Week' during Wild Week when the profile of travelling to school will be raised and classes will log their travel method. Year 6 children will take part in the 'Bikeability' Scheme to encourage children to travel to school safely by bike.

Continue to provide a 5 week program of Outdoor Learning for Year 4, 5 and 6 (in addition to the 10 week program of Forest School for Year 3).

As part of our internal CPD provision, staff and TAs will work alongside our Forest School Lead to plan and implement structured outdoor curriculum lessons.

Residential trip to White Hall.

Pupils - to take part in a 3 day residential visit and experience a wider range of adventurous activities, which will develop organisational, team work and personal development skills. Additional staff will accompany our children that need support with inclusion when taking part in the activities.

Continue our provision of free after-school sports clubs to ensure PP children have equal access to extra-curricular activities.

Pupils – participation in sport will increase and lead to children seeking opportunities to take part in more sport outside school.

To increase participation and attend more sports competitions with a particular focus on raising the participation of PP and SEND children.

Use the new competitions tracker on Get Set 4 PE to ensure as many children as possible are given the opportunities to take part in competitive sport and festivals. Work with our local cluster sports provider to arrange more whole year group and class competitions and festivals and continue to attend specific events for SEND and PP children. This will include the provision of staff and transport.

Pay subscription to HPSSP

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?
Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	<p>Impact evidence:</p> <ul style="list-style-type: none"> • Review of our PE subject action plan termly. • Conversations and staff meetings with staff to judge impact of current scheme on lessons. • Interview children about enjoyment of lessons. • Interview children about engagement in PE lessons as part of improvement of inclusion in PE. • Observe lessons to judge the impact of the new PE scheme on teaching and learning. <p>Sustainability Evidence:</p> <ul style="list-style-type: none"> • Staff CPD logs and resource banks. • Mentoring systems or team-teaching models. • Use of Get Set 4 PE scheme of work that remains in school.
The engagement of all pupils in regular physical activity	<p>Impact Evidence:</p> <ul style="list-style-type: none"> • PE timetables and lesson tracking. • Observe active break/lunchtime initiatives. • Pupil voice surveys showing enjoyment. • Impact reports as part of Inclusive PE CPD – ‘pupil voice’. <p>Sustainability Evidence:</p> <ul style="list-style-type: none"> • Play leaders trained to run activities. • Purchasing equipment for active play and purchase of

Expected impact and sustainability will be achieved

The profile of PE and sport is raised across the school as a tool for whole school improvement

fitness trail line markings.

- Embedding daily activity routines – active breaks and outdoor learning programmes.

Impact Evidence:

- Newsletters, school website and social media showcasing PE events.
- Assembly presentations and celebration notice board.
- Attendance at sports clubs and events tracked using Get Set 4 PE.

Sustainability Evidence:

- Establishing annual outdoor learning traditions e.g. Wild Week.
- Teachers trained to incorporate more outdoor learning into curriculum lessons.
- Creating play leaders among pupils.
- Staff CPD and staff meeting to maintain enthusiasm and visibility of PE.

Broader experience of a range of sports and activities offered to all pupils.

Impact Evidence:

- Club registers and record of attendance on Get Set 4 PE showing range of activities.
- Pupil feedback on new experiences.
- Photos of enrichment sessions.

Sustainability Evidence:

- Upskilling staff to deliver new sports.

Expected impact and sustainability will be achieved

Increased participation in competitive sport.

- Building partnerships with local clubs or coaches.
- Purchasing reusable equipment for new activities.

Impact Evidence:

- Competition logs on Get Set 4 PE.
- Certificates, medals and awards for sports day and competitions.
- Pupil voice reflections and children's reports in Sports Crew Newsletter.

Sustainability Evidence:

- Establishing regular competitions and festivals in conjunction with our local cluster organiser and School Games Organiser.
- Joining local school sports partnership.
- Training staff to run tournaments eg Quick Cricket/Quad Kids.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Impact evidence:</p> <ul style="list-style-type: none"> • PE subject action plan has been reviewed termly and followed effectively to improve use of vocabulary in lessons (observed by PE lead in lessons), Inclusive PE training and individual pupil voice and ideas for inclusion fed back to staff and impact analysed as part of report and study. • Conversations and staff meetings with staff to judge the impact of the current scheme on lessons have all been positive and staff report on ease of use, increased confidence in delivering lessons and an improved effect on the learning and ability of children in PE lesson. e.g. Year 6 tennis unit – at the end of the unit all children were able to take part in structured competitive games of tennis using correct tennis scoring. • All children interviewed during Inclusive PE Pupil Interviews said that they enjoyed PE lessons and they were given an opportunity to say what was important to them in a lesson to ensure inclusivity. Findings were fed back to staff who implemented what had been said and children were interviewed again about their positive experiences during subsequent lessons and at PE events and competitions.

Actual impact/sustainability and supporting evidence

The engagement of all pupils in regular physical activity

Sustainability Evidence:

- Staff worked alongside a cricket coach from Derbyshire Cricket Club to learn how to teach a unit of cricket the following year.
- Continued support from PE lead to share information and good practice from PE cluster meetings to continue to improve provision.
- Use of effective Get Set 4 PE scheme of work.

Impact Evidence:

- PE timetables and lesson tracking by PE lead show that all children are taking part in 2 hours of PE a week.
- PE lead has observed all teachers delivering structured activities as part of our afternoon active break initiative which has increased the number of minutes children are active. The new fitness trail is also being used for quick movement breaks in between and in the middle of lessons.
- Pupil voice surveys used to choose playground equipment and playground leaders trained to deliver activities at lunchtimes to other pupils.
- Impact report written from pupil voice interviews to show the positive impact of responding to pupil voice when planning and delivering inclusive PE lessons.
- Staff have taken part in internal CPD with our Forest School leader to plan and deliver our curriculum through outdoor learning.

Actual impact/sustainability and supporting evidence

The profile of PE and sport is raised across the school as a tool for whole school improvement

- Staff are teaching active lessons in all areas of the curriculum and these have been show cased through our Facebook page and PE Newsletters.

Sustainability Evidence:

- Play leaders trained to run activities.
- Playground equipment purchased for active play and purchase of fitness trail line markings to improve number of active minutes of our pupils.
- Daily activity routines are embedded within our school day – active breaks, active lessons and outdoor learning programmes.

Impact Evidence:

- Termly newsletters, school website, school PE noticeboard and social media regularly showcases PE events.
- Year 6 incorporated a curriculum carnival dance within their 'Notting Hill Carnival Parent Showcase Event'.
- Assembly presentations of certificates and medals/ Sports Day celebration assembly of sporting achievements and the School Games Values.
- When surveyed all parents who responded said that their child spoke to them about outdoor learning.

Actual impact/sustainability and supporting evidence

Broader experience of a range of sports and activities offered to all pupils.

3. Outdoor Learning

All our children have been getting outdoors and learning outside on a regular basis, particularly during Wild Week. The children really enjoy it and clearly get a lot out of it but we would like to know if the children talk about this at home. (0 point)



Sustainability Evidence:

- Establishing annual outdoor learning and PE Showcase traditions e.g. Wild Week, Notting Hill Carnival Dance
- Teachers trained to incorporate more outdoor learning into curriculum lessons.
- Creating play leaders among pupils.
- Staff CPD and staff meetings to maintain enthusiasm and visibility of PE.

Impact Evidence:

- Club registers and record of attendance on Get Set 4 PE show a wider range of activities available this year including 'Derbyshire Forest Games', extra provision for Year 4 and 5 children to attend 'Quad Kids' Events, Year 4 all attended a bench ball event and opportunities for all Year 6 children to take part in competitive games at the local secondary school.
- Attendance at school sports clubs and events tracked using

Actual impact/sustainability and supporting evidence

Increased participation in competitive sport.

Get Set 4 PE 36% overall attendance 40% of PP children (who were our target group) and 37% of SEND children.

- Attendance at clubs and sports groups outside school 77%
- All children were able to attend White Hall Residential and developed valuable organisational, teamwork and personal development skills. Staff reported that these had a positive impact on classroom learning.
- Pupil feedback on new experiences were very positive – all children interviewed enjoyed their experiences at the organised festivals and competitions and there were some significant improvements in the confidence levels and social engagement of individual pupils especially after the ‘Derbyshire Forest Games’ event.
- Photos of all events shared on school Facebook site and School PE Newsletter.

Sustainability Evidence:

- Upskilling staff to deliver new sports.
- Building partnerships with local clubs, coaches and secondary school.
- Purchasing reusable equipment for new activities such as orienteering markers and Inclusive PE equipment.

Impact Evidence:

- Competition logs on Get Set 4 PE show that we have attended more competitions and festival this year.
- Percentage of children who have attended an inter-school

Actual impact/sustainability and supporting evidence

competition or festival – 88%. 100% of year 4,5 and 6 have attended but there have not been as many opportunities for Year 3. Year 3 will be our focus next year.

- 89% of SEND children have attended an inter-school competition or festival.
- 100% of PP children have attended an inter-school competition or festival - this was our focus this year and has increased from 87% last year.
- We have awarded certificates, medals and awards for sports day and competitions.
- Pupil voice reflections and children's reports in Sports Crew Newsletter demonstrate the positive effect that PE has on our children. The children have commented on feeling reluctant to attend competitions or trying new sports but then taking part and enjoying so much that they join an out of school club. Year 6 children who were reluctant to take part in competitive sport were witnessed catching people out at the cricket event and one child took 3 wickets in one over – both examples of positive experiences of PE. A child in Year 3 who finds it difficult to participate in competitive PE and doesn't like to lose said that in cricket games he didn't mind losing because he was having so much fun and then went on to join an out of school cricket club and told me proudly that he had taken his first wicket.

Sustainability Evidence:

Actual impact/sustainability and supporting evidence

- Establishing regular competitions and festivals in conjunction with our local cluster organiser and School Games Organiser.
- Joining our local school sports partnership.
- Training staff to run tournaments/events eg Quick Cricket/Quad Kids.