



PE Funding

Evaluation Form for Ullesthorpe



Department
for Education



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><u>Indicator 1:</u></p> <ul style="list-style-type: none"> Staff successfully implemented the REAL PE scheme. Staff trained and embedded the lesson structure: warm up, skill and review. How to teach elements of physical literacy which is embedded in the REAL PE scheme including; social, cognitive, creative, physical, fitness cogs <p><u>Indicator 2:</u></p> <ul style="list-style-type: none"> All children consistently received two hours of physical activity per week. Initiatives like Move It March, and inclusive games were well attended. <p><u>Indicator 3:</u></p> <ul style="list-style-type: none"> Newsletters to celebrate achievements and promote events. Clear communication with parents regarding competitions, fostering positive family engagement. <p><u>Indicator 4:</u></p> <ul style="list-style-type: none"> Significant increase in the range of school clubs, including inclusive options for SEN pupils. Use of secondary school venues supported primary-to-secondary transition. Forest School and gymnastics Me in Mind 	<p><u>Indicator 1:</u></p> <p>Teachers' knowledge and skill in teaching differentiated and inclusive PE improved. Less pressure on SEND children to perform in competitive games during lessons. Most of the staff reported enjoying PE more, and lesson pacing improved.</p> <p><u>Indicator 2:</u></p> <p>Children reported feeling they had ample opportunities to be active and felt supported by adults</p> <p><u>Indicator 3:</u></p> <p>The school's PE profile is strong and visible, with high SLT support and an active student leadership model. (Sports Ambassadors)</p> <p><u>Indicator 4:</u></p> <p>Pupils had access to a wide range of inclusive and non-traditional sports experiences. Children shared their enjoyment in the multisport after school club.</p>	<p><u>Indicator 1:</u></p> <p>CPD or plans needed to prepare children for inter school competitions</p> <p><u>Indicator 2:</u></p> <p>60 active minutes – some classes finding it a challenge to embed active breaks between or at the start of other lessons due to time restraint and teaching content of the new CUSP curriculum.</p> <p><u>Indicator 3:</u></p> <p>School Facebook page is still not active. IT issues.</p> <p><u>Indicator 4:</u></p> <p>Swimming gala did not happen due to small school and staffing difficulties.</p>	<p><u>Indicator 1:</u></p> <p>Children voiced they want to play and know the rules of more traditional sporting games. A balance in the curriculum delivery of REAL PE/ physical Literacy and teaching skills of actual sports is needed.</p> <p><u>Indicator 2:</u></p> <p>Active learning across core subjects like Maths and English is not yet consistently integrated.</p> <p><u>Indicator 3:</u></p> <p>Social media reach could be further enhanced to promote PE achievements more widely.</p> <p><u>Indicator 4:</u></p> <p>Non-participation</p>

Review of last year 2023/ 24

<p><u>Indicator 5:</u></p> <ul style="list-style-type: none">• A range of inter-school competitions• After school clubs provided focused practice ahead of some competitions (gymnastics, football)• Me in Mind intervention targeted underrepresented group of children (Social emotional / PP) pairing physical participation and well-being	<p><u>Indicator 5:</u></p> <p>Most Year 5/6 children participated in competitions, and many Year 3/4 students were also involved.</p>	<p><u>Indicator 5:</u></p> <p>Transport to after school events are reliant on parent transportation which restricts some children's participation (PP, working families)</p>	<p><u>Indicator 5:</u></p> <p>Pupil participation tracker shows non participating pupils. (PP)</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
<p>To develop high-quality PE teaching through leadership, CPD, and school-wide collaboration (Key Indicator 1) Additionally, to support staff well-being and encourage active lifestyles among adults within the school, contributing to a whole-school approach and positive role modeling.</p> <p>To engage all pupils in regular physical activity using universal physical activity programmes and active travel (Key Indicator 2)</p> <p>Using Student Leadership/Student Voice to raise the profile of PE as a tool for whole-school improvement (Key Indicator 3) To empower students by giving them leadership roles and a voice in shaping PE and school sports, making them active contributors to a healthier school environment. To focus on increasing physical activity during unstructured times and fostering leadership among older pupils. Additionally, promoting mental well-being through the 5 Ways to Well-being, particularly emphasizing "Being Active" to boost emotional literacy and resilience.</p> <p>To provide a more inclusive and varied experience of different sports and activities, with a particular emphasis on engaging less active students at school (Key Indicator 4).</p>	<p>Key Indicator 1-The PE lead to engage in professional development through local network meetings. A staff-wide PE survey to be conducted to inform future planning and development. Staff CPD based on gaps in knowledge and confidence delivering PE informed by the survey results. Additionally, a staff member will undergo training as Staff Well-being Ambassadors to promote physical activity and workplace health, culminating in a school action plan.</p> <p>Key Indicator 2-To engage in the Move It March programme, which will provide each child with a physical activity tracker, offer milestone-based rewards for physical activity completed (Bronze, Silver, Gold, Platinum).To engage with Active Travel programmes in October and Bike Week in June.</p> <p>Key Indicator 3- Four students from Years 5 and 6 will be trained as Sports Ambassadors to help lead a School Sport Organising Crew alongside staff. Additionally, 20 students will be trained as Playground Leaders to run active games for KS1 pupils, with support from the South Leicestershire School Sports Partnership (SLSSP). Four Well-being Ambassadors from Years 5 and 6 will promote the 5 ways to well-being and create a peer support action plan. Pupils in Years 3 and 6 will complete the National Koboca survey to share their views on sports, leadership, and well-being to inform future planning.</p> <p>Key indicator 3 and 4 - Fifteen EYFS/KS1 pupils with poor fundamental movements to take part in a 6-week Big Moves intervention, led by an SLSSP coach and school staff, with physical development and academic progress measured through assessments. A 5-week Aspiration Active programme for a group of selected pupils, led by SLSSP, offers pupil-chosen activities like yoga and dodgeball, ending with a celebration at a local leisure centre for targeted students from local schools and community providers. The school will implement the SPARX programme with 10 weeks of sessions for less active KS1 pupils.</p>

Intended actions for 2024/25

To increase participation in competitive sports and sporting events (Key Indicator 5)

Our school plans to participate in the inter school girls football competition. Pupils will participate in DEVELOP festivals, focusing on fun and sport-specific skills for less active students, with events like. They will also compete in EXCEL competitions, aimed at the most talented students, based on performance, including events like.

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?
<p>Key Indicator 1- Improved Teaching Quality: Evidence from observations, surveys, and feedback. Increased confidence in PE: Changes in self-reported confidence levels from staff surveys. Curriculum Consistency: Consistency in lesson plans, teaching methods, and content delivery across the school. Staff Morale: Using pre- and post-programme surveys to measure changes in morale or engagement. Modelling Healthy Lifestyles for Pupils: Observations or informal feedback from students (such as noting changes in their engagement with physical activities or comments about staff role models) could show if staff are effectively modelling the desired behaviours.</p> <p>Key Indicators 2 - Increased Active Travel: Measured through participation data. Sustained Behavioral Change: Evidence from follow-up surveys or informal interviews showing long-term adoption of active travel. Increased Physical Activity: Measured through tracking participation data and feedback from students. Knowledge of Physical Activity Guidelines: Measured by improvements by informal interviews with students. School-wide Impact: Feedback from teachers and students about a potential shift in the school's overall attitude toward physical activity.</p> <p>Key Indicator 3 - Engagement: Track the number of programmes and participation in provision delivered by student leaders. High engagement indicates success in promoting activity and well-being. Impact on Peers: Informal interviews with participants/pupils about the impact of the student leadership programmes. Leadership & Knowledge: Track leadership development and students' knowledge of physical activity and well-being. Data-Driven Refinement: Use feedback from surveys (e.g., Koboca) to adapt programmes. Continuous improvement based on feedback.</p>	<p>Key Indicator 1 – Majority of staff feel confident teaching PE. Through surveys find out what training is required for staff e.g. teaching the skills of certain sports</p> <p>Key Indicator 2 – We anticipate 50% of children will actively travel to school benefitting both the environment and their physical well-being. We expect 50% of children to participate in the Move It March programme. This will promote the CMO Physical Activity Guidelines. Sustainability – the school will continue to engage with the SLSSP to host more universal physical activity projects.</p> <p>Key Indicator 3 – Daily Lunchtime Physical Activities will be supported by;</p> <p>Playground Leaders, organised activity zones, and rotating leaders. This initiative aims to make more KS1 students active, encourage better social interaction, and boost the confidence of student leaders.</p> <p>Sports Ambassador duties will include a school assembly, running intra-school events, collecting peer feedback, and leading activities for younger pupils. This is expected to increase engagement in PE and raise the visibility of physical activity initiatives across the school. To sustain this, new student leaders can be trained annually.</p> <p>Well-being Ambassadors will take charge of initiatives such as creating "Worry Boxes," organising daily check-ins like "Mindfulness walks," leading activities during Children's Mental Health Week, and coordinating well-being challenges. These efforts aim to foster greater pupil confidence in sharing concerns and heighten awareness of emotional well-being. To sustain this, new student leaders can be trained annually.</p> <p>The National Koboca Survey will collect feedback on sports, leadership, and well-being, providing valuable insights to guide the future planning of sports and well-being initiatives. The survey can be conducted annually, with findings used to refine and improve the programme each year.</p>

Expected impact and sustainability will be

Key Indicator 4

For the **Big Moves** Intervention, fundamental movement skills and academic progress will be assessed pre- and post-programme using teacher questionnaires, with a comprehensive report provided by SLSSP. A trained and confident staff member will be in place to continue delivery.

For all other targeted interventions, we will track participation data particularly focussing on among pupils eligible for free school meals.

Key Indicator 5-

For all competitions and events, we will track participation data and use insights from the previous year to target children who have never represented the school at Develop Festivals.

Key Indicator 4 -

Big Moves Intervention - We will improve fundamental movement skills and academic outcomes in **15** EYFS/KS1 pupils, with long-term impact sustained through staff training to ensure annual delivery. with long-term impact sustained by staff training to continue delivery annually.

We anticipate that **50%** will participate in at least one after-school club.

Key Indicator 5 -

We will provide inclusive sporting events to enhance pupil engagement and development. DEVELOP Festivals are designed to involve less active pupils through enjoyable, skill-based activities.

The EXCEL Competitions will provide a challenge for talented students.

Overall, we target **80%** of KS2 pupils to attend a sports event.

The school will continue to engage with SLSSP, who provide the competitions and events.

Actual impact/sustainability and supporting

What impact/sustainability have you seen?	What evidence do you have?
<p><u>Key Indicator 1:</u></p> <ul style="list-style-type: none"> • Ongoing training via local networks and SLSSP. • Survey-driven CPD ensures relevance (Google Forms) indicate further CDP support <p><u>Key Indicator 2:</u></p> <ul style="list-style-type: none"> • School committed to repeating Move It March and Active Travel annually. • Endeavor to engage children in 60 active minutes using trained Sporting Ambassadors <p><u>Key Indicator 3:</u></p> <ul style="list-style-type: none"> • Annual recruitment and training of Sports and Well-being Ambassadors. <p><u>Key Indicator 4:</u></p> <ul style="list-style-type: none"> • Staff trained to continue programmes like Big Moves. • Forest School for EYFS and Year 6 • Weekly lunchtime coaches to engage SEND children in physical activity • Emphasis on both elite and developmental pathways. 	<p><u>Key Indicator 1:</u></p> <ul style="list-style-type: none"> • 100% of staff feel confident teaching the Real PE curriculum. • 50% of staff have trialled the Complete PE scheme, enabling them to teach the skills of different sports. These teachers reported feeling more confident teaching sports such as Badminton and Gymnastics. • New staff member confidence raised in teaching Badminton Yr 3 /4 after observing/team teaching with SLSSP coach <p><u>Key Indicator 2:</u></p> <ul style="list-style-type: none"> • Over 50% of the school participated in Move it March. Year 1/ 2 overall winners receiving trophy. • Sporting Ambassadors involving more children in lunchtime sporting activities for both KS1 and 2 for the duration of at least 30 minutes (skipping elephant football, obstacle races) • Additional playtime skipping challenge 10-15mins <p><u>Key Indicator 3:</u></p> <ul style="list-style-type: none"> • Use of the national Koboca survey for annual feedback and planning. • Daily activities supported by student leaders and structured zones. <p><u>Key Indicator 4:</u></p> <ul style="list-style-type: none"> • Participation tracker shows of children 80% were involved in either an after school club or inter school competitions in KS2. • Development pathways including Year 3 and 4 children attending Tag Rugby event at Countesthorpe and Dodgeball at Lutterworth College Children who were unable to attend an after school club have been targeted for participation in Forest School and end of term after school netball (mostley girls and this is what they wanted to do) 83% of FSM children have participated in either an inter-school school sporting event, Forest School or Big Moves. The other two joined the school late in the year.

Actual impact/sustainability and supporting

Key Indicator 5:

- Continued participation in SLSSP events.
- Ensure a mix of gender for equal opportunities

Key Indicator 5:

- 76% of Year 6 took part in inter school events.
- 82% Year of year 5/ 6
- We celebrated reaching the regional finals of the area girls football tournament.
- Mixed teams in other events (football netball dodgeball)