

# Nash Mills CofE Primary School 2024/25 PE Funding Evaluation Form

Commissioned by



Department  
for Education

Created by



## Review of last year 2023/24

What went well?	How do you know?	Next Steps
<p>The introduction of a new online tool to support staff in planning for PE lessons that give pupils more opportunities for making progress across the school, together with greater support for teachers to plan activities. This was supported by the introduction of a PE lead teacher, who worked with staff from across the school to help the planning and delivery of some aspects of the PE curriculum.</p>	<p>Lesson visits and observations show that PE is taught well across the school and the curriculum provides clear progression pathways. Where some topics are less well taught or staff feel that they have less confidence, this support will be planned into the next school year's provision.</p> <p>Y1 really enthused by the Dance unit and other areas of the curriculum have been enriched through the use of the planning.</p>	<p>There are still some areas in which staff are not confident or do not feel that the curriculum offers sufficient opportunity.</p>
<p>The development of physical literacy resources and the outdoor environment in Early Years, to support the youngest pupils in developing their motor skills. The purchasing of extra equipment and additional staff training helped to address this.</p>	<p>93% of pupils have achieved the Early Learning Goal for Gross Motor Skills, up from 68% at the start of the year. There is evidence that pupils are accessing these resources much more regularly and are getting more enjoyment from this.</p>	<p>Where provision wasn't as developed previously, we have pupils within our Year 1 and 2 classes who have not developed the skills as we would expect. This has an impact on curriculum access further down the line, for example with longer writing opportunities.</p>
<p>The offer of swimming lessons for every child in the school, with re-teaching of core concepts and skills allowing for progression as pupils move through the school. This opportunity has been creating by having a visiting pool, which comes to the school for a fortnight. Discrete water safety courses run for pupils in older year groups.</p>	<p>As per the data this has had a huge impact on the abilities of the pupils. There has been increased confidence in many children all across the year groups. The data provided is for pupils in Year 6, however we have pupils throughout the school, down to Year 2, who have achieved National Curriculum objectives.</p>	<p>Some pupils have still not achieved the required standard so need further support. In addition, we found that a fortnight was not long enough for some to be able to secure skills, so longer may be needed.</p>
<p>The introduction of Forest School provision enabled pupils to spend more time engaging with the outdoors and being able to spend time outdoors. This has seen greater engagement in outdoor activities, particularly within OAA areas of the PE curriculum.</p>	<p>All pupils get at least 30 minutes' worth of targeted and planned physical activity each day, with an additional 60 minutes twice per week during lessons. Observation and feedback has shown real improvement in engagement.</p>	<p>To further develop opportunities for children to access the outdoors at different times and to exploit this opportunity during break and lunchtimes.</p>

## Intended actions for 2024/25 and expected impact and sustainability

What are your plans for 2024/25? Intent	How are you going to action and achieve these plans? Implementation	What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
<p>To further increase staff awareness, skill and confidence in teaching a range of different areas of the PE curriculum.</p>	<ul style="list-style-type: none"> <li>• Continue using Get Set 4 PE resource to help plan and resource PE lessons across the school.</li> <li>• Provision of Sports lead teacher for the first month of the school year to support new members of staff with the delivery of PE as well as others in areas that they have not yet practiced.</li> <li>• Introduction of a sports coach to work alongside staff for two afternoons per week in order to upskill and demonstrate how to teach certain aspects of the curriculum.</li> <li>• To offer specific staff meetings to which all staff will be invited so that they can learn about supporting pupils in different areas of the PE curriculum and with different sports that may be underrepresented, such as tennis.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased staff confidence and competence in delivering a broader range of PE activities, especially in underrepresented sports like tennis.</li> <li>• Improved lesson quality and pupil engagement through structured planning using Get Set 4 PE.</li> <li>• Upskilling of staff through modelling and co-teaching with a sports coach, leading to more consistent and high-quality PE delivery across the school.</li> <li>• Enhanced inclusivity and curriculum coverage, ensuring all pupils experience a diverse PE offer.</li> <li>• Resources from Get Set 4 PE will remain accessible and embedded in planning, supporting long-term curriculum delivery.</li> <li>• Staff meetings and CPD will build internal capacity, enabling peer-to-peer support and mentoring in future years.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed staff feedback forms and CPD evaluations.</li> <li>• Observation notes and reports from SLT or PE lead.</li> <li>• Pupil voice summaries or quotes.</li> <li>• PE planning documents showing use of Get Set 4 PE.</li> <li>• Registers of staff meeting attendance and CPD logs.</li> </ul>

## Intended actions for 2024/26 and expected impact and sustainability

<p>To further develop the role of the PE subject leader in school, providing further training and experiences.</p>	<ul style="list-style-type: none"> <li>• Attendance and engagement with local clusters –to be part of the local steering group for PE provision, with associated release time.</li> <li>• To participate in the county Sports Conference and local cluster meetings to develop awareness of key issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced leadership capacity in PE, enabling the subject leader to drive strategic improvements across the school.</li> <li>• Greater awareness of local and national priorities in PE through engagement with clusters and conferences.</li> <li>• Improved networking and collaboration, allowing the school to benefit from shared best practices and joint initiatives.</li> <li>• Stronger representation of Nash Mills CofE Primary in local PE decision-making and planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflections and action points discussed after each cluster meeting.</li> <li>• Evidence of strategic planning and curriculum development influenced by external engagement.</li> <li>• Staff feedback on internal CPD led by the PE subject leader.</li> <li>• Increased participation in inter-school events and competitions.</li> </ul>
<p>To further increase engagement in the local sports network offer, enabling pupils to take part in a greater number of events and competitions to experience working with other schools.</p>	<ul style="list-style-type: none"> <li>• To ensure that we are active members of the DSSN.</li> <li>• To ensure that each class takes part in a number of varied events throughout the year, including those that require multiple teams and an aspire and engage focus.</li> <li>• To provide funding for access to these activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Broader participation in competitive and inclusive sports events, giving all pupils the opportunity to represent the school.</li> <li>• Improved teamwork, resilience, and social skills through collaboration with peers from other schools.</li> <li>• Raised aspirations and motivation for physical activity, particularly among less active pupils through “aspire and engage” events.</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking the number and variety of events attended by each class.</li> <li>• Monitoring participation rates, including data on gender, SEND, and disadvantaged pupils.</li> <li>• Gathering pupil voice feedback on their experiences and enjoyment.</li> </ul>

## Intended actions for 2024/27 and expected impact and sustainability

<p>To develop the provision for promoting and improving pupils' motor skill development within EYFS and into Key Stage 1, particularly in Year 1, where pupils' skills are underdeveloped.</p>	<ul style="list-style-type: none"> <li>• Research and introduce an active learning-themed curriculum model, similar to that in Reception, which will allow pupils to develop their skills.</li> <li>• To purchase resources which will promote this.</li> <li>• To then develop provision for Year 2 pupils.</li> <li>• To develop snack time provision in EYFS to better develop pupils motor skills through cutting and pouring activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved gross and fine motor skills in EYFS and Year 1 pupils, particularly those who have entered Key Stage 1 with underdeveloped physical abilities.</li> <li>• Smoother transition from EYFS to KS1, with continuity in active learning approaches that support physical development.</li> <li>• Increased engagement and physical confidence among younger pupils through purposeful movement-based learning.</li> <li>• Early identification and support for pupils with motor skill development needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline and follow-up assessments of pupils' physical development using EYFS and KS1 frameworks.</li> <li>• Observations of pupil engagement and skill progression during active learning sessions.</li> <li>• Feedback from staff on the effectiveness of the new curriculum model and resources.</li> <li>• Monitoring of transition outcomes from Reception to Year 1 and Year 1 to Year 2.</li> </ul>
<p>To consider ways to strengthen how technology can be used to record progress in PE and to develop pupil skill further.</p>	<ul style="list-style-type: none"> <li>• To purchase iPads to be used in PE lessons which can help to record pupil achievement and be used to help pupils to see how they can develop further.</li> <li>• To train staff in this approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced pupil self-assessment and reflection, as pupils can view recordings of their performance and identify areas for improvement.</li> <li>• Improved formative assessment by staff, using video evidence to track progress over time and tailor feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feedback on the usefulness of iPads for assessment and teaching.</li> <li>• Pupil voice on how video feedback supports their learning and confidence.</li> <li>• Review of recorded footage to assess progression in skills over time.</li> </ul>

## Intended actions for 2024/28 and expected impact and sustainability

<p>To increase participation in particular areas of PE for under-represented groups.</p>	<ul style="list-style-type: none"> <li>• To introduce a girls football club and lunchtime provision to support girls to play football more easily.</li> <li>• To introduce football for pupils lower down the school, especially those who would not otherwise take part.</li> <li>• To introduce specific Forest School and outdoor learning sessions for our learners who are waiting for a space in SLD provision to ensure that they are being supported to be physically active.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing regular lunchtime and after-school clubs will embed inclusive sport into the school culture.</li> <li>• Staff trained in Forest School and inclusive PE approaches will be able to continue provision year-on-year.</li> <li>• Positive experiences and role models will encourage ongoing participation and peer encouragement.</li> <li>• Resources and structures put in place (e.g. timetables, equipment, staffing) will support long-term delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking participation data by gender, age, and SEND/disadvantaged status.</li> <li>• Pupil voice feedback on enjoyment, confidence, and sense of inclusion.</li> <li>• Observations of engagement and behaviour during sessions.</li> <li>• Club registers</li> </ul>
<p>To further develop opportunities for pupils to be able to swim and not to be anxious or worried about swimming.</p> <p>For older pupils, to develop their skills to also include water safety and rescue techniques.</p>	<ul style="list-style-type: none"> <li>• To extend our swimming pool hire to three weeks, with all pupils having access, including our Nursery and the pupils awaiting SLD provision.</li> <li>• To develop the water safety and rescue sessions offered.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased confidence and reduced anxiety around swimming for all pupils, especially those with limited prior experience.</li> <li>• Improved swimming proficiency across all years.</li> <li>• Enhanced water safety awareness and rescue skills for older pupils, equipping them with life-saving knowledge and confidence.</li> <li>• Inclusive access to swimming for pupils awaiting SLD provision, ensuring equitable opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking swimming attainment data, including distance swum, stroke development, and water safety knowledge.</li> <li>• Pupil voice feedback on confidence and enjoyment before and after sessions.</li> <li>• Staff observations of pupil engagement and progress.</li> </ul>

## Actual impact/sustainability and supporting evidence

Target	What impact/sustainability have you seen?	What evidence do you have?
To further increase staff awareness, skill and confidence in teaching a range of different areas of the PE curriculum.	<p>Staff report increased confidence in delivering a wider range of PE activities. Use of Get Set 4 PE is embedded in planning. Coaching model has built sustainable staff capacity however some gaps do remain and other staff would like support. This can be considered in next year's provision.</p> <p>Staff report good progress of pupils in PE and fewer barriers to pupils accessing learning alongside their peers.</p>	Staff feedback forms, lesson observations, planning scrutiny, CPD logs, staff meetings to discuss and compare provision.
To further develop the role of the PE subject leader in school.	Subject leader is more confident in leading PE, sharing updates from cluster meetings and conferences. Greater strategic oversight of PE provision, which has been used to plan for greater implementation of some areas of the curriculum, for example during Sports Week.	Meeting notes, CPD records, staff meeting agendas, PE development plans.
To further increase engagement in the local sports network offer, enabling pupils to take part in a greater number of events and competitions to experience working with other schools.	Pupils across all year groups have participated in a wider range of events and the school is working towards at least the Gold School Games Mark to recognize this. There have been some events to which we have sent up to 3 teams, showing a range of skills and abilities. Our boys won the local Aspire and Develop league. We have seen increased confidence and teamwork observed as well as stronger links with local schools.	Event registers, pupil voice, photos, DSSN correspondence, staff reflections.
To develop the provision for promoting and improving pupils' motor skill development within EYFS and into Key Stage 1, particularly in Year 1, where pupils' skills are underdeveloped.	<p>Active learning model introduced in Year 1 which has greatly supported focus and concentration of some pupils in class. Compared with the same point last year, there is now a greater ability for pupils to write at length, partly supported by greater dexterity due to the skills developed.</p> <p>Pupils show improved coordination and confidence. Staff more aware of developmental needs.</p>	Baseline and follow-up assessments, planning documents, photos, staff feedback.
To consider ways to strengthen how technology can be used to record progress in PE and to develop pupil skill further.	<p>iPads used to support pupil reflection. These have been used throughout the school to better record and map the progression in PE.</p> <p>The impact of this has been less than in other areas, so the focus will continue, with CPD provided next year to better support staff to make the most of this method of delivery and reflection within lessons.</p>	Video samples, staff training logs, pupil feedback, lesson plans.

## Actual impact/sustainability and supporting evidence

<p>To increase participation in particular areas of PE for under-represented groups.</p>	<p>Girls' football club has run throughout the school, with 15 girls attending on average each week. This also led to a group requesting specific time to play football during break and lunchtimes when they felt that the boys tended to dominate play. This was put into place. We were also able to enter a girls team into the local aspire and develop girls football competition, with them winning a number of their games.</p> <p>The Forest School sessions have increased engagement among targeted pupils and they have shown enjoyment of this. The more inclusive provision across the school has allowed learning to be more tailored for some, with pupils being able to access learning at different times of the day if not with their classes due to the sensory demand this places upon them.</p>	<p>Club registers, pupil voice, photos, case studies, Forest School records.</p>
<p>To further develop opportunities for pupils to be able to swim and not to be anxious or worried about swimming.</p> <p>For older pupils, to develop their skills to also include water safety and rescue techniques.</p>	<p>Extended swimming access has improved confidence and reduced anxiety. We saw more pupils happy to go into the water when compared with last year and more pupils making good progress. 78% pupils in Year 6 are now water able, with those pupils being able to also access training in water safety and rescue through the school's offer.</p> <p>More pupils in Year 4 and 5 who did not pass last year (our target is pupils to pass in Year 3), have now also had booster sessions and are making better progress towards the target.</p>	<p>Swimming assessment data, pupil feedback, pool hire records, staff observations.</p>