

PE Funding Evaluation Form

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?
<p>Inter competitions and festivals Children from both KS1 and KS2 took part in inter sporting competitions which were divided into three categories Excel, Develop and Inspire. Excel provides opportunities for young people who aspire towards further progression and success in sport and physical activity; either as an individual or as part of a team, through competition structure, talent pathways and performance pathways and helping children understand what they can do to further improve their skills.</p> <p>Develop targets inequalities, giving young people opportunities to learn and develop character such as confidence, self-belief, determination and resilience and giving everyone a chance through the support and learning delivered. These events also focus on improving their skills in a fun, safe, supportive environment that has key values at its core and encourages a</p>	<p>Children were selected for a national competition for parallel athletics.</p> <p>The basketball team reached the East Leicester finals.</p> <p>Pupil questionnaires after each event show that they both enjoyed themselves and would want to take part in future events.</p> <p>Pupils involvement with physical activity improved</p> <p>Pupil's participation in clubs, competitions and festivals are tracked so that children who are not being physically active or have not been given the opportunity to represent the school in a festival or competition will be targeted. This has ensured a high number of pupils have taken part to develop their skills and enjoyment</p>	<p>Playleaders and MDSAs were trained by the Inspire Together team to deliver sports clubs at lunchtime. The training and resources provided were excellent and gave us the tools we needed to carry out further sports clubs at lunchtime. The intended outcome was for a minimum of 2 extra clubs a week to be delivered.</p>	<p>Initially the MDSA's and the playleaders were able to deliver sessions over a few weeks. However, due to some lunchtime supervisors moving on to other things there was not enough staff to support the delivery of the clubs on a regular basis.</p>

Review of last year 2023/24

<p>lifelong love of movement. Inspire encourages young people to engage, participate and learn through fun sport, physical activity and healthy opportunities that interest and excite them. Developing fundamental & physical skills, acquiring lifelong learning and promoting social and emotional wellbeing.</p>	<p>234 children out of 248 KS2 children took part in a school Sports club</p>		
<p>Lunchtime activities/clubs</p>	<p>The Yr6 girls took part on the football league and had the opportunity to compete against other schools and then used the club to work on areas for improvement. They reached the semi-final in the league and inspired Yr5 girls to sign-up to a new lunchtime club.</p>		
<p>Yr5/6 Lunchtime Girl's football Yr6 Children from this club participated in a football league with other primary schools across Leicester.</p>	<p>Children attending were able to build confidence in their own abilities in an activity selected by them to encourage participation in physical activity and exercise It was also an opportunity for them to apply and develop substantive and disciplinary knowledge to an unfamiliar sport. These children will be tracked to</p>		
<p>Lunchtime intervention clubs Children who were identified as not taking part in clubs from our pupil participation grid were interviewed to determine the barriers that might be affecting their attendance. For example one group of girls were reluctant because they were nervous about their performance in front of others and their</p>			

Review of last year 2023/24

<p>ability to take part in certain sports. They were therefore given the opportunity to select a sport that they might enjoy that they could attend together. They selected ultimate frisbee. After the first session they were interviewed again and they expressed reasons why they did not enjoy it. For this reason, they were asked to try again with another sport and they agreed and chose dodgeball. They enjoyed it so much they asked for it to continue into a second half term. Due to the success, this process will be repeated this year.</p>	<p>see if they continue to attend clubs this academic year.</p>		
<p>Staff CPD Staff were asked to attend 'Inspire Together' develop events with children from their phase which are inter-school festivals based on different sports. The main focus for each is one of the school games values such as respect and determination. As well as supervising, the staff were asked to use their time for CPD so that they could deliver their own intra-school session back at school. Those children that attended were selected to lead the different activities. Members of staff from the same year group, who did not attend the festival, were then also trained to deliver the same or similar</p>	<p>A Yr5 Dodgeball intra development event was led by the playleaders and member of staff. A Yr3 Tag rugby development event was led by Yr3 children who attended the event and the class teacher.</p>		

Review of last year 2023/24

<p>event the following year.</p> <p>Staff received a training session to support their delivery of high, quality PE sessions. The first aim was to help the staff to gain a deeper understanding of the real PE scheme and how skills were mapped progressively from Reception to year 6. Expectations for each year group were explained and shown visually so that they would be able to adapt sessions more appropriately to meet the needs of each and every pupil. Having an understanding of what the children had been taught previously and the level of progression moving forwards supported staff in making decisions of what to deliver and how best to adapt activities to both support and challenge pupils. The second focus was helping the staff to understand how to make teaching the substantive knowledge clearer throughout their lessons so that the children are clear on what the skill means and how best to perform it.</p> <p>Whole staff training on orienteering Outdoor adventurous activities were not</p>	<p>Observations show that the Real PE resources are being used more effectively to adapt lesson to ensure all children make progress in each lesson.</p> <p>Pupil voice shows that more children are able to articulate the 'WHAT' and 'HOW' for the skills that they are developing.</p> <p>Staff delivered the orienteering sessions to their year group during the Summer term.</p>		
--	--	--	--

Review of last year 2023/24

being taught across the school. Therefore, an appropriate scheme was chosen to ensure progression from Yr1 to Yr6 and added to the school's curriculum map. Staff then received in-school training from the creator of the scheme to ensure it would be taught effectively. Every year group was taught their unit for the first time this year

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>Playground leader training In school training – Training materials developed by ‘Inspire’ The school sports organising committee will be selected and trained to deliver lunchtime clubs to both KS2 and KS1 children. They will increase the opportunities the pupils have across the school to take part on physical activity. The school sports organising committee will also help to organise and deliver intra-school competitions based on their role eg practical leader, media, health and wellbeing. These events provide pupils with opportunities to apply the learning behavior skills and the fundamental skills they have developed in PE lessons.</p> <p>Enhanced playleader training Playleaders will receive further training to develop their confidence and ability to run high quality physical activity sessions across the school during lunchtimes and support staff during intra-competitions. They will take a lead role by explaining and teaching the children how to complete the activities successfully.</p>	<p>DAY 1 Virtual Leadership Programme/Training www.leicestercityssp.org.uk Leadership Tab Yr5/6 – All 8 children (four Yr5 and four Yr6) Workshop 1 (11:00-12:00/ 1:00-3:00) 3 hours Workshop 2 – (11:00-12:00) = One Yr5 and one Yr6 3 – (1:00 – 2:00) One Yr5 and one Yr6 4 – 2:00 – 3:15) One Yr5 and one Yr6</p> <p>DAY 2 Virtual Leadership Programme/Training www.leicestercityssp.org.uk Finalise activities led by leaders Organise resources for leaders to run lunchtime clubs</p> <p>£220</p> <p>Inspire team – to lead the enhanced training 17.3.25</p> <p>£370</p>

Intended actions for 2024/25

<p>Playleaders writing reports for the intra competitions</p> <p>To raise the profile of PESSPA across the school, the playleaders will be asked to write a report about the intra-class competitions that they have helped to organise and deliver.</p>	<p>The Autumn intra-class competition report will be written by the PE coordinator using the photos and notes that the playleaders take during the event. This can then be used as a template for future sports reports written by the playleaders.</p> <p>£136.10</p>
<p>Sport's clubs led by outside agencies</p> <p>The children will have the opportunity to be physically active beyond the curriculum and to develop their overall fitness levels.</p> <p>Yr6 Monday Lunchtime Girl's football/ Yr5 girl's football</p> <p>Yr6 Children from this club will have the opportunity to participate in a football league with other primary schools across Leicester. In the Summer Term intervention children identified on the pupil participation grid will be prioritised for this club.</p> <p>Yr5/6 Monday Lunchtime Boy's football//Yr5 boy's football</p> <p>Yr6 Children from this club will have the opportunity to participate in a football league with other primary schools across Leicester. In the Summer Term intervention children identified on the pupil participation grid will be prioritised for this club.</p> <p>Tuesday Lunchtime Yr5, 4 and 3 Ninja warrior club//Yr5 football girls and boys</p> <p>Each class of children will be given a range of sports clubs to choose from to offer a broader and more equal experience of a range of sports and physical activities.</p> <p>Wednesday Lunchtime Intervention clubs x 2 Summer Term</p>	<p>Yr6 boys and girls who attended the lunchtime football club the previous year will be asked if they would like to attend this year's club and take part in the inter-school football league.</p> <p>The rest of the year group will also be asked but if there are not enough spaces they will be put on a reserve list so that they get the opportunity later in the year.</p> <p>Children in years 5, 4 and 3 will vote for the sport that they would like to take part in during lunchtimes. The ones with the most votes will be selected to ensure that the school is providing the right clubs to motivate children to join and be physically active. Children will be rotated so that all pupils who would like to take part get the opportunity. Staff will also be asked to encourage children who they think might benefit from the clubs on offer.</p> <p>The children who take part in afterschool sports clubs and/or lunchtime clubs will be added to the pupil participation register. Those children who have not been involved in any sports clubs will be interviewed to determine any barriers that might be affecting their attendance. These barriers will then be addressed and the solutions put forward to the children to see if they would be more encouraged to be involved. Lunchtime clubs will then be provided for these children eg If it is due to a lack of confidence or about being with their friends as some pupils in previous years have suggested then smaller bespoke clubs will be provided.</p>

Intended actions for 2024/25

<p>In the Summer Term intervention children (those who have not attended a sports club) identified on the pupil participation grid will have clubs provided for their needs.</p>	<p>Breakfast club children will be given a selection of sports to choose from that are not taught during their PE lessons. Through pupil voice a chosen sport will be agreed to maximise the number of children who would like to attend.</p>
<p>Breakfast club Archery A breakfast club will be provided with a focus on sports not included as part of curriculum PE lessons.</p>	<p>Total £4478.98</p>
<p>Subscribe to the Inspire together membership – competitions, training, health and well-being interventions Competition and Events ‘Inspire Together’ now use three key delivery themes as focus areas in competitions which fit with the school’s vision. They are as follows: INSPIRE, DEVELOP, EXCEL</p> <p>Children will be selected to attend these competitions and festivals throughout the year. Staff will be selected to attend the events based on CPD needs, fulfilling the vision of the PE action plan and the year group attending.</p>	<p>Complete the ‘intention to engage’ form to show which competitions, festivals and intervention sessions we need to sign-up for based on the needs of the school, staff and pupils.</p> <p>Use the pupil participation grid to identify children who are SEND, PP and those who have not had a chance to represent the school. They will be selected to attend the Inspire and Develop festivals.</p> <p>Certain staff will be asked to attend certain ‘Develop’ events. Those teachers who have not had the opportunity to observe the delivery of a ‘Develop’ event or who have a particular interest in the focus sport will be selected.</p> <p>For the Excel events children will be selected based on progress made in PE lessons for a particular sport, demonstrating positive learning behaviours towards both themselves and their teammates and showing an interest in a particular sport. The pupil participation grid will also be used to help determine which pupils to invite. See the list of events below</p> <p>£2719.42</p>
<p>Inspire Yr3/4 Back To school</p>	<p>Develop Yr3/4 Tennis / Passion</p>
<p>Excel KS2 Cross Country Competition</p>	<p>Excel Yr5 and Yr6 Hockey</p>
<p>Inspire Yr5/6 Back to School</p>	<p>Excel Year 5/6 Girls Cricket</p>
<p>Excel Yr5/6 Sportshall athletics</p>	<p>Excel KS2 SEND Boccia Final</p>
<p>Develop KS2 Table Cricket and Polybat SEND Festival</p>	<p>Excel Yr5/6 Mixed Cricket</p>
<p>Develop Yr5 festival/ Friendship</p>	<p>Excel 4/5/6 Athletics</p>
<p>KS2 SEND Boccia Excel</p>	<p>Inspire KS1 festival.</p>

Intended actions for 2024/25

	The Year 5 playleaders attended the event to support with the delivery
Develop Yr3 Personal Best Festival / Determination	Excel Parallel Athletics
Excel New Age Kurling KS2	Excel Girls and Boys Football League
Excel Yr5/6 Basketball	Excel Yr3 Tag rugby sessions with Leicester Tigers Followed by inter school festival
Excel Parallel Sportshall athletics	
Leicester City Let girls play session	
Excel Girl's and boy's football league	
KS2 Intra-school competitions	
Excel Intra KS2 Dodgeball competition Yr5 and Yr6	Excel Intra KS2 Basketball competition Yr3 and Yr4
Excel Intra KS2 Dodgeball competition Yr3 and Yr4	Excel Intra KS2 football competition Yr5 and Yr6
Excel Intra KS2 Basketball competition Yr5 and Yr6	Excel Intra KS2 football competition Yr3 and Yr4
	Total £3791.10
<p>Whole school Sport's Day – Include archery station</p> <p>Hold a whole school games day at the end of every year. Invite parents so it is a community event where sport at Linden is demonstrated following 'Inspire Together's' delivery theme of Excel. It is a chance for children to take part in an intra-school competition both individually and as part of a team and try an unfamiliar sport for the first time or show progression if they attend the breakfast club.</p>	<p>All children from Nursery to Yr6 will take part in individual running races.</p> <p>Reception to Yr6 will also take part in a variety of team events which they will rotate around. The children from each class will be in 4 teams. One of these events will be archery. A coach from Superstar Sports, who has led the breakfast club archery sessions, will deliver this activity.</p> <p>A staff meeting will be held to explain the format of the races and team events and a booklet provided to explain the format of the entire day. The children will then get the opportunity in their own classes to practice the events to build their confidence, knowledge and understanding of what is expected.</p> <p>The archery station will be organised through Superstar sport as they will be delivering the Breakfast club archery sessions. The format of the team activities will be explained.</p> <p>£180</p>

Intended actions for 2024/25

<p>Yr3 Tag rugby sessions with Leicester Tigers followed by inter school festival</p> <p>Yr3 children are to receive 3 training sessions with representatives from the Leicester Tigers to learn and develop skills needed to play Tag-rugby, culminating in an Inter School Competition.</p>	<p>Organise for the two Year 3 classes to receive three tag-rugby sessions each delivered by Leicester Tigers representatives.</p> <p>Select pupils to attend the inter-school competition based on progress, enthusiasm for the sport and the pupil participation grid.</p> <p>£300</p>
<p>Introducing new sports within the local community Bowls club/ Tennis courts at Evington Park</p> <p>Children from Yr5 are to attend the local bowl's club and tennis courts and develop the necessary skills and understanding to be able to play in small intra competitions. In the morning one class will be split in half so that one group will attend the bowls session and the other group will attend the tennis session. They will then swap over. In the afternoon this will be repeated with the other Year 5 class.</p>	<p>Arrange the event details with the Year 5 teachers as they will supervise the visit. Contact will be made with Jen Gadsby who is the Head of East Midlands Parks- We Do Tennis and Min Ingram who is one of the organisers at Evington Bowls club to arrange the details for the session.</p> <p>£220</p>
<p>Swimming intervention sessions</p> <p>During Yr5 and Yr6 swimming sessions, children who will benefit from further intervention to help them to meet age-related expectations by the end of Yr6 are to be identified.</p>	<p>The swimming teachers will assess the children in their sessions and provide staff with regular progress data. From this information and through observation, staff will select the children who require further swimming support. They will be allocated 8 more swimming sessions.</p> <p>£3067.20</p>
<p>Inspire Together 'Health and Well being Balanceability' KS1 Yr2 10 week programme</p> <p>The blocks of sessions will be made up of Balanceability, developing balance bike riding and core balance skills.</p>	<p>Two coaches will be booked to deliver 2 sessions within a two hour time slot for 10 weeks of delivery.</p> <p>£1000</p>
<p>Staff training</p>	
<p>Real PE membership/ training Lesson structure, Assessment, Learning Nutrition, Real PE training</p>	<p>There will be three sessions of training. The first will focus on establishing a clear, lesson structure to ensure consistency across the school so that children are able to make links between lessons and</p>

Intended actions for 2024/25

Real PE supports teachers with their delivery of PE lessons. This ensures that all children are developing fundamental skills and learning behaviours that will support them in making greater progress in all areas of sport and develop a love of physical activity. Based on the PE action plan, staff training needs have been identified to determine the type and the level of support needed from the Real PE team. Further CPD needs to be carried out to ensure that a consistent structure is followed through the school to help children to make links between lessons and units, accurate assessment is taking place and staff's confidence, knowledge and skills are developed further leading to the delivery of high-quality PE lessons across the school.

New members of staff have become familiar with the scheme and had meetings to show them how to use it and the resources effectively. However, after a term these staff felt that although they were gaining confidence and becoming more knowledgeable they would like further support/training to confirm that they were following the structure that had been outlined in previous training and using the scheme correctly to help all pupils make progress.

Inspire Together led staff meeting – Inclusivity in PE

A training session will take place to help staff to understand how they can adapt lessons further to meet the needs of all learners. This will ensure that the School Sport and Physical Activity Offer is SEND Inclusive. The outcomes of the session will be

- Evidencing the need for SEND inclusive provision.
- Establishing the desired outcomes for SEND participants.
- Defining the terminology used in SEND sport.
- Introducing the Inclusive Spectrum & understanding the elements within it.
- Utilising the STEP model to support the design and adaptation of activities.
- Sharing of useful

units of work. The second will focus on further developing staff's understanding of how to use the online Assessment Wheel tool to record pupil progress and introducing the Learning Nutrition framework. The third will be training on the Real PE scheme of work for staff who are new to the school. Therefore, a Real PE specialist will carry out a model lesson with the staff's own classes so that they can see first-hand how the session is led, the questions that are asked and how the resources are used. This will be bespoke training as a discussion will be had with the leader to explain previous training the staff have had and current expectations for lessons regarding their structure so they can plan the model lesson appropriately. Time will be made available after the session to answer any questions the staff may have.

This training will be mapped out over the course of the year to ensure that new strategies and understanding are embedded to have the desired impact.

£565

Dan Hewins will lead the session – Inspire Together Manager SGO Lead Organisation Leicester Lead Inclusion School Leicester, Leicestershire & Rutland.

A discussion will take place with Dan prior to the training to ensure the session is adapted for the context of the school. An outline of the current PE provision will be provided and an overview of the SEND training the staff have attended. This will help the staff to embed the new strategies into their lessons as examples will be given throughout which link directly to the Real PE scheme that they use.

Cost is part of that Inspire membership

Intended actions for 2024/25

resources and tools.	
<p>Big Moves training follow-up meeting</p> <p>The EYFS coordinator and KS1 coordinator attended Big Moves training the previous year and they need to meet together to determine how it can be implemented effectively. Big Moves is an intervention program designed to enhance physical development in young children, significantly impacting their overall learning and behaviour in the Early Years Stage (EYFS). The Big Moves intervention programme was developed to support children in mainstream schools by improving their physical development. It focuses on essential sensory and motor skills that are foundational for learning and overall success in school. The program is based on the understanding of how the brain develops in early childhood and emphasises the importance of movement in this process.</p>	<p>The Phase leaders will have a morning together to discuss the training and decide how they will identify pupils who would benefit from the sessions and then how and when the sessions would take place. This will be fed back to the PE coordinator and then after any further changes the programme will begin 25/26.</p> <p>£272.20</p>
<p>Chance to Shine cricket training</p> <p>The course is to provide training for a member of staff who delivers cricket-based lessons across the school. Understanding how to adapt lessons and what strategies to use to best meet the needs of the pupils will ensure high quality PE lessons so that all children are able to make progress and gain confidence in their ability.</p>	<p>Book the member of staff on the course</p> <p>£220</p>
<p>KS2 staff to attend inter-school Health and Wellbeing events and Develop events Organised by Inspire Together</p> <p>Members of KS2 staff will be invited to attend certain Develop events and competitions run by Inspire Together. This will enable them to run similar intra-school events so that more children will be able to participate in competitions.</p>	<p>Use the 'intention to engage' form to identify Develop events which staff can attend</p> <p>Selection may be based on CPD</p> <ul style="list-style-type: none"> - To observe a specific area of sport - To observe progression / expectation for a particular year group - To observe the organisation of activities for a Development event

Intended actions for 2024/25

	<p>Selection may be based on those who have yet to attend an event</p> <p>Cost part of 'Inspire' membership</p>
<p>PE coordinator planning, assessment and training</p> <p>Develop an action plan to determine how to use Sports Premium funding to meet the needs of the pupils and staff.</p> <p>Map out staff CPD based on research of best practice and an analysis of staff feedback and lesson observations. Decide whether internal or external leaders are needed and organise the training materials accordingly.</p> <p>Track pupil participation across the school to make sure all children have an equal opportunity to access clubs, festivals and competitions during their time at Linden. Analyse the data to determine which children are not attending clubs during the year and create an intervention register so that they can be supported and encouraged to be physically active.</p> <p>Carry out pupil voice to determine children's understanding and enjoyment of clubs and what barriers might exist to stop children attending clubs. Action will then need to be taken to respond the pupil's feedback.</p> <p>Use the pupil participation grid and discussions with class teachers to determine which pupils would benefit most from attending festivals and competitions. Meet with the children to explain what is involved to ensure that they are enthusiastic about representing the school. Discuss the sport and focus depending on whether it is an 'Inspire', 'Develop' or 'Excel' event.</p> <p>Meet with Play leaders and MDSAs to organise lunchtime clubs. A rota needs to be established to determine when and how they will be run and what resources are needed.</p>	<p>Map out dates across the year where time can be taken to carry out the actions. Staff need to be informed so that children can be made available for pupil voice or Play leader training. These actions will also need to be reviewed and updated throughout the year to ensure the action taking place is appropriate and meeting the needs of the staff and pupils.</p> <p>Total = £1980</p>

Intended actions for 2024/25

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?
<p>Playleader training</p> <p>After their training, it will be an opportunity for the children to practise and develop their leadership roles during lunchtimes by organising physical activities for the other pupils.</p> <p>The playleaders will help to run the whole school games day alongside staff and take responsibility for umpiring events and organising children so that they are ready to take part.</p> <p>The playleaders will support staff during intra school competitions taking a lead role to teach children how to complete activities successfully.</p> <p>The Play Leaders are allocated the role of either a practical leader, media crew or health and wellbeing leader and so given further training to develop skills in these areas. They will then have the chance to apply these skills by running the events, taking photos and interviewing children to gain an insight into how pupils viewed the competitions. The responses can then be used to shape future intra-competitions. The report will then be shared and celebrated with the whole school community which will help to raise the profile of sport across the school.</p>	<p>More children will have the opportunity to be physically active during these lunchtime sessions.</p> <p>The playleaders developed their organisation and leadership skills during the year and so were able to take on more responsibility by helping to run the end of year whole school games.</p> <p>Several intra-school games were held throughout the year as teachers had the support of the playleaders. This gave each year group an opportunity to apply the skills and knowledge they had developed in PE lessons to a competition.</p> <p>The Year 6 playleaders are being tracked through to their secondary school where further opportunities will be provided to continue to develop their leadership skills. This pathway is made clear to the children from the start of their training so that they are able to see the long-term vision of the roles they have taken on.</p> <p>The Year 5 playleaders will become Year 6 playleaders. This will enable them to practice their skills further and gain greater confidence when delivering clubs or intra-competitions to other pupils. Also they will be able to support the new Year 5 playleaders next year and model how to run events successfully, interview children and document the competitions which take place.</p>

Expected impact and sustainability will be achieved

Sport's clubs led by outside agencies

Participating in extra physical activity helps to improve mental health and cardiovascular fitness and also contributes to healthy weight status.

It provides opportunities for pupils to become physically confident in a way which supports their fitness, health and mental well-being.

The Yr6 girls will take part in the football league and have the opportunity to compete against other schools and apply their skills and understanding of the game. They can then use the club at school to work on areas for improvement ready for the next game

Children attending Tuesday and Wednesday clubs will be able to build confidence in their own abilities in an activity selected by them to encourage participation in physical activity and exercise. It is also an opportunity for them to apply and develop substantive and disciplinary knowledge to an unfamiliar sport.

By tracking pupils' participation in sports clubs, competitions and festivals from Reception to Year 6 it is possible to monitor areas for development across the school. By giving a voice to those children who are not participating, barriers can be identified and action can be taken to ensure that the school is fully inclusive and provides for all children's needs. If issues can be resolve, it will ensure more pupils are developing a love for being physically active and will therefore be more motivated in future to try a wider range of clubs.

The boy's and girl's football teams progressed to division 1 due to their success in the first rounds of the league. The boys then reached the quarter-finals.

Their success inspired more children to want to take part in a football club as both the boys and the girls clubs were full.

220 children out 240 KS2 children took part in a school Sports club

The monitoring programme has ensured a high number of pupils have taken part in a sports club to develop their skills and enjoyment. By interviewing the intervention children, the right action could be taken to resolve issues and the majority of non-participants joined a club in the summer term.

Next year these children will be highlighted on the pupil participation grid to determine whether their motivation is sustained and they join clubs on offer at the beginning of the year.

	BOYS Beginning of year non-participation	BOYS End of year non-participation	GIRLS Beginning of year non-participation	GIRLS End of year non-participation
Year 6	12	2	15	0
Year 5	20	1	14	2
Year 4	12	2	9	6
Year 3	6	3 (2 of them started in March 25)	4	4

KS2	Beginning of year non-participation	End of year non-participation	Number of intervention children who joined club
Children	92	20	72
Boys	50	8	42
Girls	42	12	30
PP	18	5	13
SEND	16	5	11

Expected impact and sustainability will be achieved

Subscribe to the Inspire together membership

Competition and Events

PE lessons provide opportunities for pupils to become physically confident in a way which supports their fitness, health, mental well-being and their understanding of a variety of sports. The opportunities to compete in sport and other activities then help them to build character and help to embed values such as fairness and respect which are encouraged in all areas of the curriculum.

'Inspire Together's' vision is that every young person enjoys being active, so they have the long-term benefits of a healthy, happy, lifestyle. To fulfil this vision, Inspire Together use three key delivery themes as focus areas in competitions which fit with the school's vision.

They are as follows:

INSPIRE, DEVELOP, EXCEL

INSPIRE

These events encourage young people to engage, participate and learn through fun sport, physical activity and healthy opportunities that interest and excite them. The children will have the opportunity to develop their fundamental & physical skills, acquiring lifelong learning. These events also promote social and emotional wellbeing.

Who or what gets you active?

DEVELOP

These events target inequalities, giving young people opportunities to learn and develop character such as confidence, self-belief, determination and resilience and they give everyone a chance through the support and learning delivered. These events also focus on improving their skills in a fun, safe, supportive environment that has key values at its core and encourages a lifelong love of movement.

Enjoy and strive to improve.

After the events and competitions, the children will complete questionnaires to determine whether they have met their purpose and had the desired outcome. If the responses towards the competition and festivals are positive then this will indicate that the children are building their confidence in their own abilities and are keen to have the opportunity to develop their skills further by applying them in competitions.

As there are festivals and competitions with a clear focus on specific groups of children to try to tackle inequalities, it will ensure that the school's sports offer is fully inclusive and that all children are being given equal opportunities to represent their school.

Expected impact and sustainability will be achieved

EXCEL

These competitions provide opportunities for young people who aspire towards further progression and success in sport and physical activity; either as an individual or as part of a team, through competition structure, talent pathways and performance pathways and they help children understand what they can do to further improve their skills.

Be the best that you can be!

Whole school Sport's Day – Include archery station

By holding a whole school games day at the end of the year it is a chance for children to take part in an intra-school competition both individually and as part of a team and try an unfamiliar sport for the first time or show progression if they attend the breakfast club.

Parents and governors are invited so that it is a community event which will help to raise the profile of PE and show a more unfamiliar sport which is on offer during breakfast club.

Yr3 Tag rugby sessions with Leicester Tigers followed by inter school festival

Yr3 children will develop their skills, knowledge and understanding of Tag-rugby by receiving 3 training sessions delivered by experts from the Leicester Tigers. It will also be CPD for staff as they will be able to observe the activities and understand how the skills can be broken down into smaller steps and taught effectively. Certain children will also get the chance to represent their school and apply their skills in a

At the archery station, the children are able to showcase their abilities that have been practiced as part of Breakfast Club, as well as a chance for those who have not attended the club to experience this activity.

As the day is split into two halves involving both team games and individual events it is a chance for every signal child to embed the 'spirit of the games' values' of honesty, determination, teamwork, self-belief, passion and respect. An award is given to the class that demonstrates all 6 across the course of the day to help the children to understand that they are highly valued and an important part of becoming an effective sports person.

The KS1 and KS2 class that achieves the most points for the team rotation activities also receive a trophy.

The teachers will be able to observe the progress that children make during the sessions and then whether these skills are then applied during a competition. The fundamental skills taught and the learning behaviours encouraged are also transferrable to future PE lessons and so teachers will be able to make links between them and a specific sport.

Expected impact and sustainability will be achieved

Tag-rugby competition with children from other schools. A pathway to outside clubs will be shared with the children encouraging physical activity outside of school.

Introducing new sports within the local community

Bowls club/ Tennis courts at Evington Park

Children from Yr5 will be able to develop the necessary skills and understanding to be able to play in small intra competitions for the unfamiliar sport of bowls and for tennis which they are taught during curriculum time.

The Yr5 children will also become aware of what is available in their local area so that they can be physically active outside of school and introduce the facilities to their family.

As bowls is a new sport for the children, they will all have the same starting point and this will increase children's confidence to participate as there will be no preconceptions about each other's ability. The members of the club will help the children to develop the necessary skills to perform successfully and teach them the rules of the game. This will also help to form relationships which will motivate the children to visit the club outside of school hours. Further session times that both children and parents can attend will be given out to motivate the children to continue to participate with this sport.

The children are taught tennis as part of the curriculum so they will be able to apply their own skills and knowledge on actual tennis courts. They will also be taught how to develop their skills further by an experienced coach.

Swimming intervention sessions

The Yr5 and Yr6 children who receive a further 8 weeks of swimming sessions, will close the gap on achieving government expectations by the end of KS2.

Teachers will play a supervisory role as the sessions are run by outside agencies. Therefore, they will have more opportunities to observe pupils and talk to them about their engagement with the session. They will be able to see the progress made by pupils as they have time and expert support to encourage them to make changes to improve their performance.

At the start of the next academic year the children will be asked if they attended any of the bowls sessions or hired the tennis courts over the summer to see if the activities had a long-term effect.

The swimming teachers will track the children's progress and assess them against specific skills and requirements. This will be used to determine how many intervention children are able to perform at the expected level.

Expected impact and sustainability will be achieved

Inspire Together 'Health and Well being Balanceability' KS1 Yr2 10 week programme

Balanceability combines unique ergonomic balance bikes with a schedule of fun activities that build confidence, spatial awareness and dynamic balance skills enabling young children to cycle without ever needing stabilisers. A balance bike is a lightweight, pedal-less child's bike that facilitates balance and propulsion helping children to develop the necessary skills to then move onto learning how to ride a pedal bike. By carrying out the activities safely in school, it will encourage children to practise further outside of school so that they are becoming more physically active. The skills are also transferrable to other PE lessons which will help them to become more successful building their enthusiasm and enjoyment.

Teachers will be able to observe and track the children's confidence and overall performance each week. A lot of the skills developed and practiced over the 10 weeks such as balancing, teamwork, perseverance, spatial awareness amongst others will be also be utilised in other PE lessons and across the curriculum. When teachers assess their pupils in PE lessons, they will be able to observe the progress the children make in terms of their ability to carry out balancing tasks. They will also assess learning behaviours including the children's ability to work effectively as part of a team and their own attitude towards PE lessons. By talking to the pupils and observing them it will be possible to determine whether the confidence and resilience gained during balanceability has transferred to other PE lessons.

Expected impact and sustainability will be achieved

Staff training

Real PE membership/training

Lesson structure

The staff are familiar with the school's chosen scheme of work but the children are not always able to make links and apply their skills, knowledge and understanding between lessons, units and year groups. Therefore, CPD is needed to outline a clear structure for each lesson and how the scheme of work should be used to deliver the structure. This will bring about consistency across the school. Lessons need to be delivered establishing a clear pathway of progression which is shared effectively so that children know what skill is being taught and how to perform it successfully. This will enable the children to understand how the fundamental movement skills are developed progressively from lesson to lesson and from one year group to the next and how to apply them when lessons focus on a specific sport.

PE assessment and learning nutrition

Staff will receive further training on using an online assessment tool. This will allow staff to identify pupils who are exceeding expectations and those who are working towards so that lessons are adapted accordingly to meet every child's needs. The following year, teachers will have access to the assessment data for their new class which will allow them to plan and adapt lessons so that progress continues to be made and areas for development are addressed. The PE coordinator will have access to the data across the school. Therefore, trends and patterns can be analysed to determine whether units need to be given greater focus or whether further training needs to be provided. The Learning Nutrition framework will be introduced to help the staff begin to understand how to gradually shift more responsibility towards the children so that they themselves independently seek out challenge and make positive choices to make greater progress.

Observations of lessons will help to establish if the lesson structure and questioning is being used consistently from Reception through to Year 6.

Pupil voice will show whether the children are more able to articulate:

- the fundamental skills and the learning behaviour for a lesson and explain what they mean. WHAT
- how to perform the skills successfully HOW
- which sports the fundamental movement skills can be applied to and how

Assessment wheels can be accessed for each class to determine whether the data has been added correctly.

Next year, lessons will be observed to see whether any adaptation has occurred based on the classes end of year assessment and the Learning Nutrition framework.

Expected impact and sustainability will be achieved

Real PE training

After observing the model lesson, new staff will be able to identify their own strengths and areas for development and decide whether further training is needed. This will help them to have the relevant skills and knowledge to confidently teach PE in a structured way. Having time after the observation to discuss any questions that may have arisen will help to further build their confidence with teaching PE.

Feedback from the staff will help establish if teachers feel more confident and whether questions they had have been answered. Videos of lessons will show if the lesson structure and resources are being used effectively to help the children have a clear understanding of what skills they are learning and how to perform them successfully.

Expected impact and sustainability will be achieved

Inspire Together led staff meeting – Inclusivity in PE

The expected impact will be that this training session will ensure that the School Sport and Physical Activity Offer is SEND Inclusive. Teachers will become more knowledgeable about the ways in which lessons can be adapted so the all learners are challenged and able to make progress. By gaining an understanding of the inclusion spectrum and the STEP model, staff will be able to have the confidence to make better choices so that the children feel successful in every lesson.

Big Moves – follow-up meeting

The Phase leaders will establish a way to determine which children would benefit from the programme and a timetable for how and when the sessions will be run. This will then mean that Big Moves can begin during the 25/26 academic year to support young children to enhance physical development, significantly impacting their overall learning and behaviour in the Early Years Stage (EYFS).

Physical Development: The program aims to enhance gross and fine motor skills through targeted movement activities. This includes improving children's ability to follow instructions, better posture, and increased determination.

Cognitive and Social Skills: By engaging in physical play, children also develop emotional and social skills, language, and cognitive abilities, which are crucial for their overall development.

Assessment and Progress Tracking: The program includes movement assessments to determine children's progress and tailor interventions accordingly. This helps educators identify specific needs and measure improvements over time

Lesson observations will be used to identify whether the strategies outlined have been implemented or whether additional training is needed to develop teacher's professional development further.

An assessment will be carried out to identify children who struggle with physical development and need extra time to focus on essential movements that every child needs before progressing to finer motor skills for learning in the classroom. A timetable will be mapped out to show how Big Moves will be organised within the school.

Expected impact and sustainability will be achieved

Chance to Shine cricket training

The course is to provide training for a member of staff who delivers cricket-based lessons across the school. Understanding how to adapt lessons and what strategies to use to best meet the needs of the pupils will ensure high quality PE lessons so that all children are able to make progress and gain confidence in their ability.

KS2 staff to attend inter-school Health and Wellbeing events and Develop events Organised by Inspire Together

This an opportunity for staff to be able to see their class performing alongside children of a similar age where the focus is on one of the 'spirit of the games' values rather than winning. They will be able to assess the children's skills and identify strengths and areas for development when they return to school.

The staff can also see how events are organised and see and hear professionals supporting children in order to develop their own skills and knowledge.

The format of these events can then be adapted and delivered in school by members of staff who attend these events allowing more children to participate.

Lesson plans will be adapted appropriately based on the strategies outlined in the course.

Children will take part in the activities with greater confidence as they are designed to help them achieve greater levels of success.

The members of KS2 staff are invited to attend certain events will run similar intra-school competitions during the year so that more children will be able to participate.

The Playleaders will support them in leading the different activities.

Expected impact and sustainability will be achieved

PE coordinator planning, assessment and training

By developing a clear action plan to determine how to use the Sports Premium funding will ensure that the money is used effectively with a long-term view to bringing about change and improvement across the school to meet the needs of the pupils and staff. The School Games Mark criteria will also be considered when making decisions. The Mark rewards schools for their commitment to the development of competition, PE leadership and school sports across the school and into the community. Therefore the Gold criteria needs to help shape the way the funding is used as well.

Mapping out staff CPD based on research of best practice and an analysis of staff feedback and lesson observations will ensure that it addresses areas for development effectively.

Tracking pupil participation across the school makes sure all children have an equal opportunity to access clubs, festivals and competitions during their time at Linden. Data analysis will accurately determine which children are not attending clubs during the year so that an intervention register can be created. This will mean that those children can be supported and encouraged to be physically active.

Pupil voice to determine children's understanding and enjoyment of clubs and what barriers might exist to stop children attending clubs will ensure the right action is taken to support more children. This may mean organising clubs at different times, or focusing on different sports to resolve any issues discussed.

The pupil participation grid and discussions with class teachers will help to determine which pupils would benefit most from attending festivals and competitions. A follow-up meeting with the children to explain what is involved will ensure that they are enthusiastic about representing the school.

Meetings with with Play leaders and MDSAs will take place to organise lunchtime clubs. A rota be established to determine when and how they will be run so that more children can be physically active during lunchtimes.

The expected impact for each of the planned actions is outlined throughout this section. They will be analysed during the course of the year and adapted where necessary if changes have taken place.

We will also apply for the School Games Mark aspiring to achieve Gold. If this is achieved it would be the 5th Gold the school has been awarded and so the Platinum award would then become available. This would be evidence that the way the Sports Premium funding has been allocated has had the desired impact.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Playleader training</p> <p>More children had the opportunity to be physically active during these lunchtime sessions.</p> <p>The playleaders developed their organisation and leadership skills during the year and so were able to take on more responsibility by helping to run the end of year whole school games. They were then able to support with the writing of a final report to share the sporting achievements of different classes with the school community.</p> <p>Several intra-school games were held throughout the year as teachers had the support of the playleaders. This gave each year group an opportunity to apply the skills and knowledge they had developed in PE lessons to a competition or festival.</p> <p>The Year 6 playleaders are being tracked through to their secondary school where further opportunities will be provided to continue to develop their leadership skills. This pathway is made clear to the children from the start of their training so that they are able to see the long-term vision of the roles they have taken on.</p> <p>The Year 6 playleaders began their playleader training in Year 5. This enabled them to practice their skills further and gain greater confidence when delivering clubs or intra-competitions to other pupils. Also they were able to support the new Year 5 playleaders by modelling how to run events successfully, interview children and document the competitions which took place.</p>	<ul style="list-style-type: none"> • Analysis of the school's monitoring programme shows that 220 out of 240 KS2 children took part in lunchtime clubs. • Teacher feedback after intra-school competitions was very positive and found that the playleaders helped with the smooth running of the event. • Intra-competition report outlining the activities that took place, photos and quotes from the pupils taking part. • Observations of the playleaders organising and carrying out of lunchtime clubs • Observations of the Playleaders supporting the delivery of the Whole School Games Day. They organised children so they knew where to go for their events, umpired events and recorded results. • The Year 5 playleaders were invited to support the delivery of an East Leicester KS1 inspire festival. Observation of the pupils showed that they were able to apply the skills, knowledge and understanding on a much larger scale by successfully supporting children from different schools to complete activities and feel a sense of achievement. <p>Key indicator 1: Increasing the confidence, knowledge and skills of all staff in teaching PE and sporting activities (Playleaders)</p> <p>Key indicator 2 -Increasing the engagement of all pupils in regular physical activity and sporting activities</p> <p>Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement.</p> <p>Key indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils.</p>

Actual impact/sustainability and supporting evidence

Sport's clubs led by outside agencies

The Yr6 girls took part in the football league and had the opportunity to compete against other schools and apply their skills and understanding of the game. They then used the club at school to work on areas for improvement ready for the next game. Performances of the team and individual players were discussed with the coach so that each training session was geared to meeting the needs of the pupils.

Children attending Tuesday and Wednesday clubs were able to build confidence in their own abilities in an activity selected by them to encourage participation in physical activity and exercise. It was also an opportunity for them to apply and develop substantive and disciplinary knowledge to an unfamiliar sport.

By tracking pupils' participation in sports clubs, competitions and festivals from Reception to Year 6 it was possible to monitor areas for development across the school. By giving a voice to those children who were not participating, barriers were identified and action was taken to ensure that the school is fully inclusive and provides for all children's needs. As certain issues were able to be resolved, it ensured more pupils had the opportunity to develop a love for being physically active and will therefore be more motivated in future to try a wider range of clubs.

- The boy's and girl's football teams progressed to division 1 due to their success in the first rounds of the league. The boys then reached the quarter-finals.
- Their success inspired more children to want to take part in a football club as both the boys and the girls clubs were full.
- The monitoring programme has ensured a high number of pupils have taken part in a sports club to develop their skills and enjoyment. 220 children out of 240 KS2 children took part in a school Sports club
- 72 out of the 92 non-participating children at the beginning of the year joined a sport's club. Next year these children will be highlighted on the pupil participation grid to determine whether their motivation is sustained and they join clubs on offer at the beginning of the year.

	BOYS Beginning of year non-participation	BOYS End of year non-participation	GIRLS Beginning of year non-participation	GIRLS End of year non-participation
Year 6	12	2	15	0
Year 5	20	1	14	2
Year 4	12	2	9	6
Year 3	6	3 (2 of them started in March 25)	4	4

KS2	Beginning of year non-participation	End of year non-participation	Number of intervention children who joined club
Children	92	20	72
Boys	50	8	42
Girls	42	12	30
PP	18	5	13
SEND	16	5	11

Key indicators 2 and 4

Actual impact/sustainability and supporting evidence

Subscribe to the Inspire together membership

Competition and Events

PE lessons provide opportunities for pupils to become physically confident in a way which supports their fitness, health, mental well-being and their understanding of a variety of sports. They also focus on developing learning behaviours to help children to respond positively when facing challenges and towards each other during competitions. The opportunities to compete in sport and other activities then helped them to build character and help to embed values such as fairness and respect.

'Inspire Together's' vision is that every young person enjoys being active, so they have the long-term benefits of a healthy, happy, lifestyle. To fulfil this vision, Inspire Together use three key delivery themes as focus areas in competitions which fit with the school's vision.

They are as follows:

INSPIRE

These events did encourage our pupils to engage, participate and learn through fun sport, physical activity and healthy opportunities that interested and excited them.

The children had plenty of opportunities to develop their fundamental & physical skills, acquiring lifelong learning. This was with the support of the Inspire team and secondary school play leaders. These events also promoted emotional wellbeing as the main goal was not to win but geared towards developing their enthusiasm for sport in a caring and supportive environment. As the children were also performing alongside children from other schools it also developed their social skills.

Who or what gets you active?

DEVELOP

These events targeted inequalities, giving young people opportunities to learn and develop character such as confidence, self-belief, determination and resilience and they gave everyone a chance through the support and learning delivered. These events also focused on improving their skills in a fun, safe, supportive environment

- After the events and competitions, the children completed questionnaires to determine whether they had met their purpose and had the desired outcome. In almost all cases the children responded positively and were often surprised how much better the event had been compared to their initial expectations and how much better they performed showing an improvement in their confidence levels. Most children almost said that they would like to take part again demonstrating that the events had excited them and that they are developing their enthusiasm for physical activity.
- Observations showed that the children responded positively towards the activities and competitions by enthusiastically taking part.
- Observations showed the development of social skills between their own group by discussing how to complete tasks and with children from other schools as certain pupils actively chose to go and be part of a mixed team.
- The pupils received the 'Spirit of the Games' award several times during the year as the children demonstrated the core values of determination, passion, respect, honesty, self-belief and teamwork.
- The SEND children won the boccia competition and went on to represent the school at the Leicester finals
- The list of competitions and festivals the children attended which highlights the types of events, the range of sports and the groups of children that were selected.
- Report on the intra-competitions

Key indicator 2: Increasing the engagement of all pupils in regular physical activity and sporting activities.

Key indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils.

Key indicator 5: Increasing participation in competitive sport.

Actual impact/sustainability and supporting evidence

that had key values at its core and encourages a lifelong love of movement. Staff who attended these events then ran a similar festival back at school for the entire year group. The children who had attended the event were asked to support with the delivery alongside playleaders. This further helped to build their confidence as they knew how to perform well in each of the activities and how to support their peers.

Enjoy and strive to improve.

EXCEL

These competitions provided opportunities for pupils who aspire towards further progression and success in sport and physical activity; either as an individual or as part of a team, through competition structure, talent pathways and performance pathways and they helped children understand what they can do to further improve their skills. As the children had the opportunity to perform against other schools their skills, knowledge and understanding about specific sports were tested helping them to identify their own strengths and areas for development.

Be the best that you can be!

Actual impact/sustainability and supporting evidence

Whole school Sport's Day – Include archery station

By holding a whole school games day at the end of the year it was a chance for children to take part in an intra-school competition both individually and as part of a team and try an unfamiliar sport for the first time or show progression if they attended the breakfast club.

Parents and governors were invited so that it was a community event which helped to raise the profile of PE and show a more unfamiliar sport which is on offer during breakfast club.

- At the archery station, certain children were able to showcase their abilities that have been practiced as part of Breakfast Club. This gave parents a chance to see the progress that had been made
- For those pupils who had not attended breakfast club it was an opportunity to try out an unfamiliar sport. All of these children began at the same level and use and develop skills that they had not tried before. Observations and discussions with the children showed that they were very enthusiastic to take part and were keen to practice during this part of the rotation.
- As the day was split into two halves involving both team games and individual events it was a chance for every signal child to embed the 'spirit of the games' values' of honesty, determination, teamwork, self-belief, passion and respect. These values were clearly on show throughout the day. An award was given to the class that demonstrated all 6 across the course of the day which helped the children to understand that these values are highly valued and an important part of becoming an effective sports person.

Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement.

Key indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils.

Key indicator 5: Increasing participation in competitive sport.

Actual impact/sustainability and supporting evidence

Yr3 Tag rugby sessions with Leicester Tigers followed by inter school festival

Yr3 children developed their skills, knowledge and understanding of Tag-rugby by receiving 3 training sessions delivered by experts from the Leicester Tigers. It provided CPD for staff as they were able to observe the activities and understand how the skills can be broken down into smaller steps and taught effectively. Certain children from Yr3 represented their school and began to apply their skills in a Tag-rugby competition with children from other schools. Children were encouraged to make links between the skills they learnt for Tag-rugby and Real PE lessons where appropriate.

Introducing new sports within the local community Bowls club/ Tennis courts at Evington Park

Children from Yr5 were able to develop the necessary skills and understanding to be able to play in small intra competitions for the unfamiliar sport of bowls. They listened well to the volunteers and after a few games were able to confidently score and follow the rules more independently. Future session times that both children and parents could attend were given out to motivate the children to continue to participate with this sport.

The children also enthusiastically took part in the tennis session and were able to apply the skills taught at school to a full-sized tennis court and net.

The Yr5 children also became aware of what is available in their local area so that they can be physically active outside of school.

Children responded enthusiastically during the sessions and were very focused. The teachers fed back that all children made progress with their throwing and catching and their understanding of the rules of Tag-rugby. This will give them greater confidence in Year 4 when Rugby is taught as one of PE units.

Teachers played a supervisory role as the sessions were run by outside agencies. Therefore, they had more opportunities to observe pupils and talk to them about their engagement with the session. Both teachers reported that all of the children made progress as they had time and expert support in small groups to encourage them to make changes to improve their performance. The volunteers modelled how to stand, hold and roll the bowls towards the jack. They helped the children to understand how the weight inside caused the bowl to swerve as it progressed towards the jack.

At the start of the next academic year the children will be asked if they attended any of the bowls sessions or hired the tennis courts over the summer to see if the activities had a long-term effect. 1 child has already fed back to their teacher that they have attended another session of bowls outside of school.

Key indicator 2 -Increasing the engagement of all pupils in regular physical activity and sporting activities

Key indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils.

Key indicator 5: Increasing participation in competitive sport.

Actual impact/sustainability and supporting evidence

Swimming intervention sessions

The Yr6 children who received a further 8 weeks of swimming sessions, closed the gap on achieving government expectations by the end of KS2. Some of the children were able to make further progress and meet government expectations.

The progress reports from the swimming pool shows that all Yr5 intervention children were able to achieve more of the outcomes for the specific award they were working toward or they made further progress and moved on to a higher award. This will enable them to start their swimming sessions at a higher level next year and therefore have the time to practice and demonstrate the requirements necessary to meet government expectations.

The swimming teachers tracked the children's progress and assessed them against specific skills and requirements. This information was used to determine how many intervention children are now able to perform at the expected level.

See results below

Yr6 BEFORE INTERVENTION

What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25m?

38%

What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?

38%

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?

70%

Yr6 AFTER INTERVENTION

What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25m?

45%

What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?

45%

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?

75%

Actual impact/sustainability and supporting evidence

Yr5 BEFORE INTERVENTION

What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25m?

31%

What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?

31%

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?

52%

Yr5 AFTER INTERVENTION to support them closing the gap to enable them to meet Yr6 expectations next year

What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25m?

38%

What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?

38%

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?

59%

Key indicator 2 -Increasing the engagement of all pupils in regular physical activity and sporting activities

Key indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils.

Actual impact/sustainability and supporting evidence

Inspire Together 'Health and Well being Balanceability' KS1 Yr2 10 week programme

The Inspire member who led the sessions, assessed the children's progress over the course of the 10 weeks. Jen Gadsby (Health & Wellbeing Officer) wrote a report and made the following comments at the end.

'We were really impressed with the progression the two classes made on the bikes. All the children improved their skills and were able to ride balance bikes independently by the end of the 10 weeks. It was also great to see all of the children having a go on pedal bikes throughout the sessions with many of them learning how to ride them. Thankyou to the teachers support in the sessions, they were really supportive with the children and worked with the coaches.'

Teachers were able to observe and track the children's confidence and overall performance each week and fed back that many of the skills were transferable to other PE lessons that they taught. Balancing, teamwork, perseverance, spatial awareness amongst others were utilised in other PE lessons and across the curriculum. They observed the children's confidence and self-esteem grow each week. The teachers also observed the leaders and supported the children in these sessions and so were able to see how specific skills were broken down and taught developing their own understanding.

Staff questionnaires

Jen Gadsby's report

Skill: Propel and steer the cycle

- After completing the Initial Assessment, 34% of students were beginning to learn how to propel the bike, 57% were developing the skill and 9% had already secured the skill.
- However, on week 10, 100% of children were secured in propelling and steering the cycle. This is an improvement of 66% compared to week 1.
- 100% of children made an improvement of skills by week 10.

Assessment Criteria	No. that Improved
Stepping	100%
Static balance	100%
Jumping	100%
Negotiating space	100%
Fine motor skills	100%
Special awareness	100%
Picking up cycle	100%
Walk with and steer the cycle	100%
Get on and sit on the cycle	100%
Gliding	100%
Stopping	100%
Steer whilst gliding	83%
breaking	100%

Key indicator 1 -Increasing the confidence, knowledge and skills of all staff in teaching PE and sporting activities.

Key indicator 2 -Increasing the engagement of all pupils in regular physical activity and sporting activities

Key indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils.

Actual impact/sustainability and supporting evidence

Staff training

Real PE membership/training

Lesson structure

The staff are now following a clear structure for each lesson and using the scheme of work's resources to support them. Consistency is now more established across the school and teacher's confidence has improved. The children are gaining in confidence when questioned about the aim of the lesson by explaining the skill that is being taught and how to perform it successfully. They are also more able to make links with the fundamental movement skills and how they can be applied to specific sports.

PE assessment and learning nutrition

Staff received further training on using an online assessment tool to help them to assess skills accurately and then be able to record it. As this is still a new process, staff have developed their confidence using the tool to record the data. Next year, staff will be able to see the data and respond to it making sure the children in their class are challenged and making progress.

The PE coordinator now has access to the data across the school for the last year. Trends and patterns will be analysed next year to determine whether units need to be given greater focus or whether further training needs to be provided.

Real PE training

After observing the model lesson, new staff were able to identify their own strengths and areas for development. No further training is needed on how to use the scheme and resources. They have the relevant skills and knowledge to confidently teach PE in a structured way. The staff found the question and answer session very useful to resolve any queries that they had.

Staff were asked to video the first half of their PE lesson. Therefore, the structure of the lesson could be observed and analysed to determine strengths and areas for improvement. This information will then be used to determine CPD for the next academic year. Children's responses to questioning showed a clearer understanding of the skills being taught and how they could be applied.

Assessment wheels for each class show that accurate data has been recorded for each of the PE units and learning behaviours. Observations and the videos of lessons show where specific children have been identified, it matches the recorded assessment.

Videos of their lessons show clearly that the structure outlined in a previous training session and in the modelled lesson is being followed and the scheme itself is being taught effectively so that the children are clearer on the skills they are focusing on in a session and how to perform them successfully.

Key indicator 1 -Increasing the confidence, knowledge and skills of all staff in teaching PE and sporting activities

Actual impact/sustainability and supporting evidence

Inspire Together led staff meeting – Inclusivity in PE

Teachers have become more knowledgeable about the ways in which lessons can be adapted and are beginning to implement the strategies where appropriate to support the children. The inclusion spectrum and the STEP model, can be applied to many of the lessons within the scheme, although it is not always necessary as the lesson outline and resources available for some lessons already meet the needs of the pupils for that session.

Videos of lessons show that all children are engaged and taking part in the activities. Some have included the STEP model system where children may have different equipment or are carrying out the coloured task most appropriate to support their needs rather than just moving onto the next activity.

Key indicator 1 -Increasing the confidence, knowledge and skills of all staff in teaching PE and sporting activities.

Big Moves – follow-up meeting

The Phase leaders understand how to use the Big Moves movement assessment to identify children who would benefit from the programme. They began to create a timetable of when and how the sessions would take place but due to changes in the timetable and staff more work needs to be done to create an effective system that can be put in place. This will be established early in Autumn Term whilst EYFS children settle into their classes. Then the programme will be rolled out to support children by improving their physical development. By focusing on essential sensory and motor skills it will have an impact on their overall success in school as they are foundational for learning.

A plan has been proposed but further changes need to be made in order for Big Moves to run successfully. During the Autumn Term of the 25/26 academic year the programme will be completed and rolled out and the staff who will deliver the programme will be trained so that each year children can benefit.

Physical Development: The program aims to enhance gross and fine motor skills through targeted movement activities. This includes improving children’s ability to follow instructions, better posture, and increased determination.

Cognitive and Social Skills: By engaging in physical play, children also develop emotional and social skills, language, and cognitive abilities, which are crucial for their overall development.

Assessment and Progress Tracking: The program includes movement assessments to determine children’s progress and tailor interventions accordingly. This helps educators identify specific needs and measure improvements over time

Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Key indicator 2 -Increasing the engagement of all pupils in regular physical activity and sporting activities

Actual impact/sustainability and supporting evidence

Chance to Shine cricket training

The course provided training for a member of staff who delivers cricket-based lessons across the school. It gave him further insight into different types of activities that could be used to teach specific skills and the rules of the game. They also showed how they could be adapted to make them more or less challenging to support the needs of all pupils. By having this broader view of the types of activities that could be used and teaching them to the children it allowed the pupils to make progress and gain confidence in their ability.

Lesson plan activities have been adapted to incorporate some of the strategies outlined on the course and new activities from a digital resource that was provided have been added where appropriate. This has enabled to children to engage with greater focus and enthusiasm as the activities challenge them at their own level. At breaktimes and lunchtimes children have been observed playing cricket independently practicing the skills taught and some parents have fed back that their children have now joined cricket clubs outside of school.

Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Key indicator 2 -Increasing the engagement of all pupils in regular physical activity and sporting activities

KS2 staff to attend inter-school Health and Wellbeing events and Develop events Organised by Inspire Together

Staff were able to see their class performing alongside children of a similar age where the focus was on one of the 'spirit of the games' values rather than winning. They were able to assess the children's skills and identify strengths and areas for development when they returned to school.

Intra-school events were planned and carried out for different year groups. The Playleaders also took the time to learn how to run the activities they were asked to lead.

The staff also observed how the events were organised and saw and heard professionals supporting children developing their own skills and knowledge. This gave them the confidence to then run an intra-school event back at school which involved the entire year group. Those that attended the event were able to support with the delivery and took on a lead role to ensure the activities ran smoothly. The playleaders also supported the teacher with the delivery of the event, got pupil feedback and took photos which will help with the planning and delivery another year.

Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Key indicator 2 -Increasing the engagement of all pupils in regular physical activity and sporting activities

Actual impact/sustainability and supporting evidence

PE coordinator planning, assessing and training

A clear action plan was developed to determine how to use the Sports Premium funding to bring about change and improvement that is sustainable to meet the needs of the pupils and staff. The School Games Mark criteria was also considered when making decisions.

Staff CPD based on research of best practice and an analysis of staff feedback and lesson observations was delivered. (See above for impact)

Pupil participation across the school was tracked and continually updated to make sure all children have an equal opportunity to access clubs, festivals and competitions during their time at Linden. Analysis of the data to determine which children were not attending clubs during the year was used to create an intervention register so that they could be supported and encouraged to be physically active. (See above for impact)

Pupil voice helped to determine children's understanding and enjoyment of clubs and what barriers existed to stop children attending clubs. Action was then taken to respond the pupil's feedback. This involved allowing the children to select the sport and, in some cases, choose to be part of a smaller club with their friends to help build their confidence. (See above for impact)

Meetings took place with Play leaders and MDSAs to organise lunchtime clubs. A rota was established to determine when and how the clubs would be run and what resources were needed to encourage more pupils to be physically active.

The pupil participation grid, performance in PE lessons and discussions with class teachers helped to determine which pupils would benefit most from attending festivals and competitions. Meetings took place with the children to explain what was involved to ensure that they were enthusiastic about representing the school.

The school achieved the Platinum award after receiving the Gold award for 5 years. The Platinum statement our case study related to was:

Demonstrate how you are engaging those young people that need it the most in the School Games and evidence how you know they are benefiting.

The purpose/intent was that each child's participation in all physical activity is tracked from Reception through to Year 6 to ensure equality, in that all pupils have a chance to represent the school, and to determine if any children are not benefitting from the variety of sports clubs on offer during the school day. Breakfast, lunch and after school sports clubs offer further opportunities to nurture, develop and stretch pupils' talents and interests and as a school we want to ensure that all pupils are given the chance to experience this. The participation grid highlighted those children who had not yet been actively involved and became our target group so that we could support them to engage with physical activities.

Overall the number of children taking part in clubs increased as there was a reduction in the number of barriers the pupils were facing. (See above for impact)

The evidence for each of these planned actions is outlined above in this section.

Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Key indicator 2 -Increasing the engagement of all pupils in regular physical activity and sporting activities

Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement.

Key indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils.

Key indicator 5: Increasing participation in competitive sport.

Actual impact/sustainability and supporting evidence