



The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

**Griffin Primary School
2024-2025**

Commissioned by



Department
for Education

Created by



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 requirement

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?
Upskilling teaching and support staff to deliver PE lessons which are well-sequenced and allow pupils to build on prior learning and skills – through use of Sports Coach and introduction of coaching model.	PE protocol developed and introduced. Teaching staff engaged well in using the protocol and asked questions of the Sports Coach to support understanding and development. Teaching staff appear more confident in delivering parts of PE lessons, and whole PE lessons.	Sustaining number of pupils accessing after-school clubs during a half term.	Although some clubs were well-attended, some started with full numbers but dwindled during a half-term; or had inconsistent numbers attending each week.
Providing opportunities to increase subject knowledge in PE through CPD led by specialists.	Hull KR silver package enabled a different year group each half term to access a sport or activity led by coaches provided by Hull KR who followed a sequence of learning. Use of different coaches enhanced knowledge of pupils and teachers, and provided additional ideas for activities to develop skills in these activities/sports.	Arrange an opportunity for pupils to attend a live sporting event.	Year 3 pupils visited Craven Park and took part in the Captain's Run with Hull KR during the school day. A Year 4 cricket team visited Headingley to take part in the final of a competition. Tickets were offered for a T20 match, but this was logistically impossible to stay for due to a time delay between the end of the competition and the start of the match.
Achieving the School Games Mark.	Working towards the School Games Mark has enhanced the provision available for pupils including a focus on inclusivity through PE lessons, after-school clubs and interventions.	Create a sustainable Sports Ambassador pupil team	Pupils were keen to be Sports Ambassadors but due to separate playtimes and lunchtimes, this has been hard to manage to be sustainable.
Broaden the sports and activities that pupils access through after-school activities.	Throughout the year, the options of sports available for after-school clubs have changed each term linked to time of year, competitions and pupil interest. Uptake has been positive but not always sustained through the half term.		

Intended actions for 2024/25

What are your plans for 2024-25? Intent	How are you going to action and achieve these plans? Implementation
Continue to upskill teaching and support staff to deliver PE lessons which are well-sequenced and allow pupils to build on prior learning and skills – through use of Sports Coach.	Coaching model embedded for a sequence of PE lessons led by Sports Coach. Development of assessment for learning during PE lessons. Sports Coach leads small-group interventions during PE lessons later in the sequence.
Provide opportunities to increase subject knowledge in PE through CPD led by specialists.	Use coaching model as a form of weekly CPD for teaching staff. Identify CPD opportunities for Sports Coach, PE subject leader and wider staff through Hull Active Schools, Hull KR etc. Identify staff requiring further CPD.
Maintain the gold School Games Mark.	Review gold criteria for School Games Mark termly. Submit evidence in Summer Term to maintain gold award.
Increase opportunity for physical exercise beyond the PE lessons: <ul style="list-style-type: none"> - Relaunch the Daily Mile. - Introduce scooters to promote physical activity in a different way. 	Relaunch Daily Mile including weekly prize for class with most miles achieved. Purchase scooters and helmets and create a scooter track. Timetable use of scooters for each class at playtimes/lunchtimes across a week.
Continue to broaden the sports and activities that pupils' access through after-school clubs; and increase the amount of pupils attending these.	Identify other sports and activities to be run as after-school clubs. Explore Hull KR options for after-school clubs. Explore options from other external organisations for after-school clubs.
School teams to take part in competitions arranged through Hull Active Schools (HAS) for an increasingly wide range of sports and activities	Continue to sign school teams up for competitions in a range of sports as available.
Develop the role of sports ambassadors.	Relaunch the role of sports ambassadors. Appoint sports ambassadors. Train sports ambassadors to lead activities with small groups of pupils at playtimes and lunchtimes.
Arrange an opportunity for pupils to watch a live sporting event e.g. football, rugby.	Work with local sports clubs e.g. Hull KR, Hull FC and Hull City to identify an opportunity for pupils to watch a live rugby or football match.

Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How do you know? What evidence do you have or expect to have?
<ul style="list-style-type: none"> • Teachers and/or support staff become confident and proficient in delivering a sequence of PE lessons to develop pupil knowledge and skills across a range of sports. • Coaching model continues for a sequence of PE lessons led by Sports Coach initially. • Development of assessment for learning during PE lessons. • Sports Coach leads small-group interventions during PE lessons later in the sequence to address skills and application gaps. • Increase in pupils achieving end points in different sports/activities taught via PE lessons. • Pupils continue to take part in different sports across the years at school and join out-of-school groups to further their participation; and support other pupils to increase their skills in a range of sports. • Increase in pupils representing the school in out-of-school activities and competitions; and in a wider range of sports and activities. • Pupils show higher levels of engagement in PE lessons and physical activity sessions e.g. daily mile, scooter sessions, playtimes and lunchtimes. • Pupils develop a love of sport and attending sporting events – eventually becoming lifelong fans. 	<ul style="list-style-type: none"> • Observations of PE lessons. • Staff voice and questionnaires – feedback about coaching model. • Assessment for learning. • Pupil voice and questionnaires – feedback about PE lessons, after-school clubs, opportunities for physical activity. • Analysis of pupils attending after-school clubs and taking part in competitions. • Pupil engagement in, and enjoyment of, PE lessons, after-school clubs and other physical activities. • Pupil engagement in, and enjoyment of, sport and interest in sporting events.

Actual impact/sustainability and supporting evidence

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