



# PE Funding Evaluation Form

Commissioned by



Department  
for Education



# Review of last year 2023/24

What went well?	How do you know?	What didn't go well?	How do you know?
<p>Children throughout the school from Y1 to Y6 have engaged with a range of extra-curricular festivals and excel tournaments, including Football, Dodgeball, Table Tennis, Basketball, Tennis, Tag Rugby, Hockey</p> <p>School achieved Gold school games award</p> <p>School trained 4 PE Ambassadors who led PE activity clubs for younger children throughout the school at break times</p>	<p>School calendar, Evolve trip planner shows the number of sporting activities attended by the school and participants.</p> <p>Certificate awarded by external body.</p> <p>Pupil interview and increased activity observed at break and lunch times.</p>	<p>Active Travel- Worked well during duration of Active travel month, but did not continue. Proportion of children still driving to school</p> <p>Well-being ambassadors impact on children around school.</p>	<p>Active travel charts from each class. Evidence outside of school during drop off and pick up.</p> <p>Ambassadors received training and carried out some planned activities, but pupil voice suggests more activities could be planned</p>

# Intended actions for 2024/25

What are your plans for 2024/25	How are you going to action and achieve these plans?
<p><b><u>To develop high-quality PE teaching through leadership, CPD, and school-wide collaboration (Key Indicator 1)</u></b></p> <p>Additionally, to support staff well-being and encourage active lifestyles among adults within the school, contributing to a whole-school approach and positive role modeling.</p> <p><b><u>To engage all pupils in regular physical activity using universal physical activity programmes and active travel (Key Indicator 2)</u></b></p> <p><b><u>Using Student Leadership/Student Voice to raise the profile of PE as a tool for whole-school improvement (Key Indicator 3)</u></b></p> <p>To empower students by giving them leadership roles and a voice in shaping PE and school sports, making them active contributors to a healthier school environment. To focus on increasing physical activity during unstructured times and fostering leadership among older pupils. Additionally, promoting mental well-being through the 5 Ways to Well-being, particularly emphasizing "Being Active" to boost emotional literacy and resilience.</p>	<p><b>Key Indicator 1</b>-The PE lead to engage in professional development through <b>local network meetings and conferences</b>, sharing key insights with staff during INSET and meetings. A <b>staff-wide PE survey</b> to be conducted to inform future planning and development. Staff CPD based on <b>gaps in knowledge and confidence delivering PE</b> informed by the survey results. Additionally, two staff members will undergo training as <b>Staff Well-being Ambassadors</b> to promote physical activity and workplace health, culminating in a school action plan.</p> <p><b>Key Indicator 2</b>-To engage in the <b>Move It March</b> programme which will provide each child with a physical activity tracker, offer milestone-based rewards for physical activity completed (Bronze, Silver, Gold, Platinum).To engage with <b>Active Travel</b> programmes in October and throughout the year using Wow tracker.</p> <p><b>Key Indicator 3</b>- Four students from Years 5 and 6 will be trained as <b>Sports Ambassadors</b> to help lead a School Sport Organising Crew alongside staff. Additionally, 20 students will be trained as <b>Playground Leaders</b> to run active games for KS1 pupils, with support from the South Leicestershire School Sports Partnership (SLSSP). Four <b>Well-being Ambassadors</b> from Years 5 and 6 will promote the 5 ways to well-being and create a peer support action plan. Pupils in Years 3 and 6 will complete the National <b>Koboca</b> survey to share their views on sports, leadership, and well-being to inform future planning.</p>

# Expected impact and sustainability will be achieved

<h2>What impact/ intended impact/ sustainability are you expecting?</h2>	<h2>How will you know? What evidence do you have or expect to have?</h2>
<p><b>Key Indicator 1-</b> Based on our survey, staff confidence in delivering high-quality PE lessons was at 80% in September 2024. We anticipate this will increase to 100% by July 2025. Additionally, lesson observations in July 2024 indicated that 100% of PE lessons met high-quality standards. By July 2025, we aim to continue to reach this standard. Sustainability-all staff will feel confident and competent in delivering high quality PE. CPD will continue through local network and SLSSP provision.</p> <p>We aim to have 50% of teachers active-modelling healthy lifestyles-through the Staff Well-being Ambassador programme.</p> <p><b>Key Indicator 2-</b> We anticipate 200 (80% of Pupils) children will actively travel to school benefitting both the environment and their physical well-being. We expect 224 (90% of pupils) children to participate in the Move It March programme. This will promote the CMO Physical Activity Guidelines. Sustainability-the school will continue to engage with the SLSSP to host more universal physical activity projects.</p> <p><b>Key Indicator 3-</b>Daily Lunchtime Physical Activities will be supported by <b>Playground Leaders</b>, organised activity zones, and rotating leaders. This initiative aims to make 40% more EYFS and KS1 students active, encourage better social interaction, and boost the confidence of student leaders. <b>Sports Ambassador duties</b> will include managing a PE noticeboard, running intra-school events, collecting peer feedback, and leading activities for younger pupils. This is expected to increase engagement in PE and raise the visibility of physical activity initiatives across the school. To sustain this, new student leaders can be trained annually. <b>Well-being Ambassadors</b> will take charge of initiatives such as creating "Worry Boxes," organizing daily check-ins like "Mindful Walks," leading activities during Children's Mental Health Week, and coordinating well-being challenges. These efforts aim to foster greater pupil confidence in sharing concerns and heighten awareness of emotional well-being. To sustain this, new student leaders can be trained annually. The <b>data</b> to collect feedback on sports, leadership, and well-being, providing valuable insights to guide the future planning of sports and well-being initiatives. The survey can be conducted annually, with findings used to refine and improve the programme each year.</p>	<p><b>Key Indicator 1- Improved Teaching Quality:</b> Evidence from observations, surveys, and feedback. <b>Increased Confidence in PE:</b> Changes in self-reported confidence levels from staff surveys. <b>Curriculum Consistency:</b> Consistency in lesson plans, teaching methods, and content delivery across the school.</p> <p><b>Staff Morale:</b> Using pre- and post-programme surveys to measure changes in morale or engagement. <b>Modelling Healthy Lifestyles for Pupils:</b> Observations or informal feedback from students (such as noting changes in their engagement with physical activities or comments about staff role models) could show if staff are effectively modelling the desired behaviours.</p> <p><b>Key Indicators 2- Increased Active Travel:</b> Measured through participation data. <b>Sustained Behavioural Change:</b> Evidence from follow-up surveys or informal interviews showing long-term adoption of active travel. <b>Increased Physical Activity:</b> Measured through tracking participation data and feedback from students' <b>Knowledge of Physical Activity Guidelines:</b> Measured by improvements by informal interviews with students. <b>School-wide Impact:</b> Feedback from teachers and students about a potential shift in the school's overall attitude toward physical activity.</p> <p><b>Key Indicator 3- Engagement:</b> Track the number of programmes and participation in provision delivered by student leaders. High engagement indicates success in promoting activity and well-being.</p> <p><b>Impact on Peers:</b> Informal interviews with participants/pupils about the impact of the student leadership programmes.</p> <p><b>Leadership &amp; Knowledge:</b> Track leadership development and students' knowledge of physical activity and well-being.</p> <p><b>Data-Driven Refinement:</b> Use feedback from surveys to adapt programmes. Continuous improvement based on feedback.</p>

## Actual impact/sustainability and supporting evidence

What impact/ sustainability have you seen?	What evidence do you have?
<p><b>Key Indicator 1-</b> Based on a staff survey at the end of the year, 100% of teachers felt confident delivering the PE curriculum using the Rising Stars Champions Scheme of Work. All PE sessions observed were of a high quality.</p> <p>Sessions delivered by coaching company were of a high standard.</p> <p>Staff are beginning to engage with Well-being programme and took part in the Move It March programme. Staff achieved 3<sup>rd</sup> place within Leicestershire.</p> <p>2 hours of PE continues to be taught for all children.</p> <p><b>Key Indicator 2-</b> 80% of children actively travelled to school during the months of March, April and May.</p> <p>80% of children engaged with the Move It March programme. Ridgeway, despite winning the Area competition for the last 3 years, finished in 2<sup>nd</sup> place. Children were motivated by the programme and are keen to regain the title next year!</p> <p>Children throughout the school from Y1 to Y6 have engaged with a range of extra-curricular festivals and excel tournaments, including Football, Dodgeball, Table Tennis, Basketball, Tennis, Tag Rugby, Hockey</p> <p><b>Key Indicator 3-</b> 20 Year 5 children completed their Playground leaders training. Daily sessions take place in KS1 and EYFS. On average, 7-10 children attend each session , each day.</p> <p>KS1 and EYFS children re physically more active as a result.</p> <p>5 sports ambassadors were trained and lead lunchtime cubs with younger children. In addition to this, they promote active lifestyles through leading assemblies. They supported all of KS1 when they visited the local secondary school for an area mini-Olympics event.</p> <p>Playground leaders and ambassadors continue enjoy their annual training from LSLSSP.</p> <p>Well-Being ambassadors received annual training from LSLSSSP alongside the Staff well-being ambassador. They have introduced “Worry Boxes” and lead the Mental Health week in school. These activities need to be built on and developed. Currently Mindful walks taking place successfully in UKS2. but could be developed across the school.</p>	<p><b>Key Indicator 1-</b> End of year survey 100% of staff felt confident. Learning walk observations.</p> <p>School timetables.</p> <p>Move It March data</p> <p><b>Key Indicator 2-</b> Wow Tracker Data. Data obtained from working in partnership as a trial school for Active travel in Leicestershire schools.</p> <p>Move It March Data which was submitted to LSLSSP.</p> <p><b>Key Indicator 3-</b> Pupil voice. Observation of Playground leader sessions.</p> <p>School assemblies.</p> <p>Lunchtime club observations/timetable.</p> <p>Inter-house athletics. Mini-Olympics. Ridgeway Roundup newsletters.</p> <p>Annual training delivered by LSLSSP</p> <p>Well-being ambassadors received annual training.</p> <p>Assembly schedule.</p>