

# 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 2024/25.
- 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 2024/25

**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?
The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school	<p>There was a big focus on promoting pupil participation, and encouragement, to undertake 30 minutes of activity a day.</p> <p>There was a focus on promoting leadership skills in sport and encouraging children to engage in additional physical activity to their normal PE lessons. 25 children were selected from Year 6 to be trained as ‘Play Leaders’ to facilitate a different sport’s activity each lunch time for children in Years 1 – 4 using provided equipment. This was completed on a rota basis, 5 Year 6 children, each lunchtime. Children were trained by SSCO as part of GVTSSP membership fee and training took place in September 2024.</p> <p>To assess the impact of this on children’s views on physical activity, monitoring was undertaken in the form of a ‘Pupil View’, which identified that nearly all children are ‘enjoying joining in with play leader activity’.</p> <p>In the autumn term, there was at least 1 free club offered for year 1-6 both before and after school to remove any cost barriers and ensure that all children could have the opportunity to access an additional physical activity.</p> <p>Through detailed monitoring, it was found that participation in clubs had increased across each term for most year groups across 2024/25 with the whole year results below:</p> <ul style="list-style-type: none"><li>- Year 6 – 46% of pupils attended at least one club across the whole year.</li><li>- Year 5 – 55% of pupils attended at least one club across the whole year.</li><li>- Year 4 – 55% of pupils attended at least one club across the whole year.</li><li>- Year 3 – 46% of pupils attended at least one club across the whole year.</li></ul>

## Review of last year 2024/25

- Year 2 – 40% of pupils attended at least one club across the whole year.
- Year 1 – 34% of pupils attended at least one club across the whole year.

Overall, out of the 324 children registered at school (excluding EYFS) in this academic year, 149 children (46%) attended a sporting club at school.

This tracking also extending to both pupil premium and SEN children to again ensure each child had the opportunity to attend a school club.

- 32/61 (52%) of pupil premium children.
- 21/52 (40%) of SEN children.

Another focus area within this area was engaging, and promoting, sport and additional physical activity amongst older girls. 'This girl can club' was made available to this targeted group of pupils and staff were encourage to lead one session each, promoting a range of sports and skills. Through monitoring, there were a clear number of positive impacts on this group of pupils:

- Increased confidence.
- 13 girls had joined 'This girl can' club from Phase 3.
- Increased sporting opportunities following club attendance and an increase in joining other clubs on offer.

Swimming data for 2024-25:

Y3 Swimming 25m+ = 29/56 (52%)

Y6 Swimming 25m+ = 50/59 (85%)

Y3 Gold (Water Safety Award) = 29/56 (52%)

Y6 Gold (Water Safety Award) = 46/59 (78%)

In the Spring Term, there was a focus on targeted pupils, who were identified to be less engaged in sport and activity, to further promote pupil participation and encouragement to undertake 30 minutes of activity a day. There was an emphasis on making these clubs enjoyable and fun. Year 3 and 4 pupils were

## Review of last year 2024/25

	<p>identified and targeted for spring term and Year 5 and 6 pupils were identified and targeted for summer term.</p> <p>Positive outcomes found were:</p> <ul style="list-style-type: none"> <li>- An Increase activity levels from all pupils.</li> <li>- It encouraged all pupils to try new activities and engaged parents/families too by signing up for other clubs on offer.</li> </ul> <p>Finally, during staff CPD meetings, there was a focus on further promoting an additional 30 minutes of active time within the school day. A range of physical activities for staff to choose from, under the umbrella of 'Active Abbot's' time, were shared to demonstrate and encourage 30 minutes to be included Across each year group timetables, to raise physical activity times.</p> <p>In partnership with the JRSO officers, there has been a big promotion on increasing walking to school, to further raise physical activity before and after school. All year groups were encouraged to take part in 'Walking to school week' and keep this up once this week had commenced. There was also a competition to further engage pupils and promote the benefits of an 'active lifestyle'.</p>
The profile of Physical Education, School Sport and Physical Activity being raised across the school as a tool for whole school improvement	<p>In partnership with the local Leisure Centre, a free pupil premium club was offered after school for one day a week over the course of Autumn Term, targeting children from Years 3 - 6. The focus of the club was to raise the profile of sports and physical activity amongst this particular group of pupils, which would also fulfill the grant requirements of the Leisure Centre's cost.</p> <p>Monitoring of the club conducted on the first terms completion identified: 82% of pupils (9/11) felt happy either very often or all of the time; 91% of pupils (10/11) enjoyed the company of others very often or all of the time; and 82% of pupils (9/11) enjoyed chatting to their peers either very often or all of the time.</p> <p>A case study for one of the children produced the following statements:</p> <ul style="list-style-type: none"> <li>- "I haven't completed a club before because I didn't feel confident and hadn't tried sports before."</li> </ul>



## Review of last year 2024/25

- "I love sports now."
- "I want to attend more sports clubs."
- "I didn't realise but I'm very good at football."

The pupil premium focus club continued through spring term and will also continue from autumn term 2025 with the cost being covered by the school in the second half term.

To further raise the profile of PE across the school, sport's ambassadors from across every year group have continued to be promoted. The Sports Ambassadors display also further promotes the role they do across the school to help promote engagement in sports and physical activity. Each Ambassador is voted for by their peers and through meetings, pupils contribute to changes and improvements for PE and sport in our school. As part of the role, they provide stickers, which relate to the sport's values (effort, teamwork, determination, honesty, respect and passion), to help promote each value amongst their peers. They also further promote PE, in Phase 3, by giving out the sports bag for a new child to take home each week and complete a set of challenges over the weekend.

Through these elements, there has continued to be a drastic improvement in pupil behavior and attitudes in PE as identified through regular monitoring of the subject.

The Ambassadors and Sports Leaders, as discussed previously, continue to be seen as positive role models throughout school and these pupils also have the opportunity to leave Abbot's Hall with leadership skills, experience of working with younger children, as in previous years.

Finally, the School continues to follow advice/ guidelines set out for funding spend, to raise physical activity level initiative etc

Increased confidence, knowledge and skills of all staff in teaching PE and sport

2 x PE lessons happen in each year group weekly, using the scheme GetSet4PE, which mean skills and sports are progressive across all year groups. This scheme uses the concept of a spiral curriculum where children will access the same sports in older years to progress their skills.

## Review of last year 2024/25

	<p>There is also the continued use of the 'Non-Doer' lanyards for those not taking part in the physical aspect of the lesson so that they can still be involved with the PE curriculum.</p> <p>Through the use of the GetSet4PE scheme of work, the Long-term PE curriculum plan was carefully selected so that the PE curriculum was covered across all year groups and so that it provided full coverage to fulfil National Curriculum outcomes both in KS1 and KS2. The units of work were taught in half termly blocks, allowing for a greater breath of activities, sports and skills to be delivered throughout the academic year.</p> <p>PE timetabling and area allocation was planned and provided for all staff and in doing so, this supported the delivery of the unit of work being taught, ensuring no lessons were missed.</p> <p>During the course of the year, the PE teacher worked with different members of staff to help provide individual CPD and upskill teachers in the delivery of PE.</p> <ul style="list-style-type: none"> <li>- 10 staff members during Autumn Term.</li> <li>- 10 staff members during Spring Term.</li> </ul> <p>Following a Staff survey in Spring term 2025, it identified that staff felt they had improved their subject knowledge with the support of the PE Specialist teacher.</p> <p>To further upskill staff, the GetSet4PE scheme of work was used as a CPD tool as it has access relevant courses, which offered further support in the teaching of this subject.</p>
Broader experience of a range of sports and activities offered to all pupils	<p>To promote a range of sports and activities for pupils, Active Week was used to facilitate taster sessions, provided by GVTSSP, for pupils. Year 5 pupils took part in archery sessions whilst Year 6 pupils were given the opportunity to try parkour sessions. During the spring term, pupils from Years 5 and 6 were also given the opportunity to have a taster of UV dodgeball, with pupils feeding back that they found the sessions 'amazing' and 'so much fun'.</p>

## Review of last year 2024/25

	<p>The continuation and review of the PE long term plan, through the GetSet4PE scheme of work, has continued to help ensure that learning builds year on year and has continued to support pupils' progress with the skills and knowledge of PE as they go through each year group. The careful choice of a range of sports, such as handball, yoga, volleyball and golf, has helped ensure pupils are able to develop skills and apply them to new sports. The long-term plan has also helped ensure pupils are able to progress their skills in a sport they have learnt from prior learning.</p> <p>To further support the access and experiences of new sports, via the GetSet4PE scheme, the school invested in a range of new equipment, which also supported children of all abilities (e.g. different density tennis balls). In doing so, it complemented the scheme of work, resulted in higher quality PE lessons being delivered (as evidenced through learning walks) and increased pupil participation (because of more and varied equipment).</p> <p>The use of the PE assessment has ensured that pupils can be identified on an individual basis to monitor whether they are mastering basic skills before developing them further in other sports.</p> <p>During the autumn term, <b>22 Year 5 pupils</b> took part in a Suffolk County Council lead cycling training course 'Bikeability'. All <b>22 pupils passed their Level 1 award and their Level 2 award</b>.</p>
Increased participation in competitive sport	<p>As part of the GVTSSP membership, the school continued to participate in a variety of sporting competitions. This included the 'virtual' events conducted in house throughout the academic year, which were aimed at all children have the opportunity to participate in competitive skills based competitions. This also provided increased opportunities for more represent Abbot's Hall Primary School and contribute to the school's sporting successes.</p> <p>The membership also allowed the continuation of face to face competitions throughout the academic year, which the school had many successes from. These were recognised in the school's celebration assemblies so that pupils could feel a sense of pride and other pupils would feel inspired to sign up competitions and clubs. Entering these competitions also provided an increased opportunity for pupils to compete against pupils of similar ability from local schools, where their skills, developed in lessons, could be put to the test.</p> <p>Through a robust tracking system of competitions, children are identified and monitored on a termly basis as to what competitions they attend, ensuring every child has the opportunity to represent he school if they wish.</p> <ul style="list-style-type: none"> <li>- Year 6 – 100% of pupils attended at least one sporting competition across the whole year.</li> </ul>



## Review of last year 2024/25

- Year 5 - 100% of pupils attended at least one sporting competition across the whole year.
- Year 4 - 100% of pupils attended at least one sporting competition across the whole year.
- Year 3 – 100% of pupils attended at least one sporting competition across the whole year.
- Year 2 - 97% of pupils attended at least one sporting competition across the whole year.
- Year 1 – 100% of pupils attended at least one sporting competition across the whole year (This was lower due to the amount of competitions available for this year group).

Overall, out of the 324 children registered at school in this academic year, 322 (99%) attended a sporting competition or represented the school in a 'virtual competition' provided for the GVTSSP and CET.

This tracking also extending to both pupil premium and SEN children to again ensure each child had the opportunity to represent the school in a competitive competition.

- 59/61 (89.6%) of pupil premium children.
- 52/52 (92.5%) of SEN children.

A 'Pupil View' was undertaken around competitions and events with very positive responses expressed by the children (see monitoring document).

During 'Active Week' there was a focus on promoting healthy competition further by having the children undertake a variety of PE challenges, where they try to beat their own scores. The focus of this was around giving children an opportunity to develop their personal bests and then making self-improvements so they could feel a further sense of achievement when they do so. This was also used as an opportunity to allow children to 'Be The Best They Can Be' by setting their own personal targets.

Finally, this focus on personal best challenges allowed the Sports Ambassadors to further develop their leadership skills by modelling the challenges both via video and in person within their class 'Active Abbot's' time, and collecting the scores of children to report back to the PE Lead on views of these challenges.

## Review of last year 2024/25

What didn't go well?	How do you know?
The profile of Physical Education, School Sport and Physical Activity being raised across the school as a tool for whole school improvement <b><u>(specifically clubs offered by staff)</u></b> .	- Many clubs are offered through the GVTSP by qualified coaches. However, there was a focus on promoting more clubs offered by school staff for pupils. The sign up for this hasn't been as expected this year and the school will look at alternative ways to have more staff running sports clubs such as: shared term clubs etc.

## Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<p>The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</p> <ul style="list-style-type: none"> <li>- Implement 20 Year 6 Play Leaders to increase physical activity options for all pupils at lunch time and develop leadership skills.</li> <li>- Range of clubs offered in response to pupil questionnaire and pupil voice – led by the Sports Ambassadors.</li> <li>- Develop This Girl Can club to promote engagement, enjoyment and participation in physical activity and sport for identified group of older girls in phase 3. Girls to have different roles models leading the club to inspire and motivate movement and enjoyment.</li> <li>- Identify children not engaged or participating in any sports clubs in or out</li> </ul>	<ul style="list-style-type: none"> <li>- Children to be trained by SSCO as part of GVTSSP membership fee. Training on September 2025. All 20 to be trained during the 1:30pm-3pm session.</li> <li>- New kit bag and equipment for the Play Leaders to use.</li> <li>- Continue to provide before school, during lunch and after school clubs for children throughout all year groups by qualified PE teacher.</li> <li>- Encourage teaching staff to lead an extra-curricular club.</li> <li>- Staff across the school asked to take on/lead a This Girl Can session once a term.</li> <li>- Develop This Girl Can display to promote girls in sport throughout the school.</li> <li>- Continue with This Girl Can club to girls in Phase 3 offering new opportunities and sports in a fun and safe environment.</li> <li>- Liaise with SHS for leaders and staff to lead a session.</li> <li>- Children to be identified from each key stage and then invited to the club for a half term.</li> <li>- Range of sports/activities to develop sports values and social skills.</li> </ul>

## Intended actions for 2025/26

<p>of school and implement an 'Invite Only' Club.</p> <ul style="list-style-type: none"> <li>- Sports Ambassadors to continue with 'Active Abbot's Home Bags'. Sports Ambassadors select a different pupil each week to take home the bag and attempt the challenges. Pupils can do this with their siblings and parents/carers.</li> <li>- To monitor the amount of physical activity and use of 'Active Abbot's Time' across the school and identify areas of improvement.</li> <li>- To partake in Walk to School Week 2025/26 to increase physical activity across all children and families.</li> </ul>	<ul style="list-style-type: none"> <li>- Sports and activities introduced that are new to the pupils.</li> <li>- Each Phase 3 class to have 2 home bags and send home Friday to Monday to raise physical activity at home with children and their families and engagement in sport and PE.</li> <li>- Update and share further brain break and active resources</li> <li>- Share Get Set 4 PE brain breaks during PE staff meeting in Autumn 2025.</li> <li>- Sign up for the Walk to School week across the school.</li> </ul>
<p>The profile of Physical Education, School Sport and Physical Activity being raised across the school as a tool for whole school improvement</p> <ul style="list-style-type: none"> <li>- Election of class Sports Ambassadors in September 2025 to raise profile of PE and sport across school and work with PE team to improve PE vision, ideas and to allow pupil voice.</li> <li>- Elect Sports Leaders for initial training, leading to a weekly club for younger pupils with PE teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Sports Ambassadors to meet regularly with PE coordinators (CA and DP).</li> <li>- Sports Ambassadors to oversee Active Abbot's time and delivery of Active Abbot's Home Bags. Promote Sports Values in class.</li> <li>- Attend Sports Ambassador meetings to suggest ideas of their class.</li> <li>- Children apply via an application to become a Sports Leaders. Training takes place during Autumn Term.</li> </ul>

## Intended actions for 2025/26

<ul style="list-style-type: none"> <li>- Celebrate pupil's success and work within PE and Active Abbot's Time through the School Sport Values – stickers. Sports Ambassadors to nominate pupils for this.</li> <li>- Continue to develop and update the PE subject area of the school website. Provide to staff, parents and pupils a comprehensive source of information and overview of all that is PE and Sport at Abbot's Hall. Provide opportunity to celebrate individual and team success.</li> </ul>	<ul style="list-style-type: none"> <li>- Children to design activities to support and deliver a weekly club for younger children.</li> <li>- Produce/print off a set of School Sports Value stickers for each Sports Ambassador/class.</li> <li>- Regular PE competitions and tournament updates to be added with photos.</li> </ul>
<p><b>Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p> <p><b>Upskill teachers</b></p> <ul style="list-style-type: none"> <li>- Continue to support teaching staff and HLTAs with planning and assessment of Get Set 4 PE program.</li> <li>- Continue to develop staffs' knowledge, understanding and confidence in the delivery of high-quality teaching and learning within PE. Providing pupils with increased quality of teaching and support within their PE curriculum.</li> </ul> <p><b>Staff Meetings (CPD)</b></p>	<ul style="list-style-type: none"> <li>- Identify new staff members and put PE support in place on timetable.</li> <li>- Staff questionnaire- identify staff who would like additional support in PE and any additional needs/issues within the subject – Autumn Term.</li> <li>- Staff to attend PE staff meeting (Autumn 2024) CPD.</li> <li>- Gain further feedback and continue to offer support where needed.</li> </ul> <p>- Staff gymnastics CPD on 1<sup>st</sup> September</p>

## Intended actions for 2025/26

Staff to continually improve practice and provide a broad range of sporting opportunities for children using the Get Set 4 PE scheme and using a range of equipment. Focus on identifying below expected children and ways to ensure progression is made and how to monitor this. Continuing to develop physical activity (Active Abbot's Time) across the curriculum to achieve 30 minutes.

### PE Courses (CPD)

- Send staff on relevant courses through Get Set 4 PE and GVTSSP for new school initiatives and to improve confidence and subject knowledge to ensure high quality PE lessons in school.

- PE Leads to attend PE CPD October 2025 to develop subject further

### Broader experience of a range of sports and activities offered to all pupils GVTSSP Membership

- Provides competitive opportunities, workshops, festivals and opportunities for pupils of all ages.
- CPD events through GVTSSP and in the local area.
- Equipment borrowed from the School Sport Partnership library to support PE curriculum.
- Provide new experiences/activities for pupils during Active Week.

### PE Curriculum overviews

- Re-evaluate the effectiveness of the PE curriculum plan, ensuring that

- Termly staff meetings with PE focus to provide CPD opportunities, share good practice, update on government initiatives. and in particular with COVID guidelines.

- PE lead to inform staff of CPD opportunities

- Staff able to book themselves onto courses for necessary CPD through GVTSSP and Get Set 4 PE.

- PE leads to continue to attend termly pyramid meetings for CPD information and opportunities for pupils.
- Continue to attend as many sporting opportunities that are offered through the GVTSSP to allow pupils access to a broader range of sports and activities.
- Introduce pupils to new sports and activities to engage more pupil participation and enjoyment.
- Evaluate effectiveness of previous academic years PE curriculum plan



## Intended actions for 2025/26

<p>all areas of the PE National Curriculum are covered for all key stages throughout the academic year. Provide pupils with a broad coverage with increased opportunities to develop and enhance their learning year on year.</p>	<p>(2024/2025) using Get Set 4 PE.</p> <ul style="list-style-type: none"> <li>- PE Specialist to support and team teach with ALL new staff to the school and with current staff who need support.</li> <li>- PE Specialist to plan, and provide ALL staff with, half termly PE timetable.</li> <li>- Undertake pupil discussions to monitor vocabulary use and knowledge and skills of PE using Get Set 4 PE.</li> <li>- PE leads to monitor progression of PE skills and knowledge across each year group.</li> <li>- PE leads to monitor planning across school.</li> <li>- Use pupil discussion to check understanding of learning.</li> </ul>
<p><b>PE Equipment</b></p> <ul style="list-style-type: none"> <li>- Equipment updated to broaden range of sports that can be taught well in school.</li> </ul> <p><b>Additional PE</b></p>	<ul style="list-style-type: none"> <li>- PE leads to ensure they complete regular audits of PE equipment.</li> <li>- Replenish existing equipment that is lost or broken or deemed unusable to provide pupils with best possible equipment to aid in developing learning.</li> <li>- Purchase equipment to support learning within the PE curriculum.</li> <li>- Purchase equipment to provide opportunities to support current and additional extracurricular sports clubs.</li> </ul>

## Intended actions for 2025/26

<ul style="list-style-type: none"> <li>- Implement PE interventions from PE teachers for more-able groups, PP and vulnerable groups and identified weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>- PE Lead to identify pupil for groups throughout year.</li> <li>- Pupils to complete 6 week interventions.</li> <li>- PE Specialist to use range of sports, skills and equipment to encourage participation and enjoyment through sport.</li> </ul>
<p><b>Increased participation in competitive sport</b></p> <p><b>GVTSSP Membership</b> (read details in previous KI)</p> <p><b>Competitive Opportunities for all through GVTSSP</b></p> <ul style="list-style-type: none"> <li>- Continued opportunities for pupils of all abilities (belong, develop and compete events through GVTSSP).</li> <li>- Pupils are invited to participate in competitive sporting opportunities. This allows pupils to develop their levels of technical and tactical awareness against pupils of similar skill levels.</li> <li>- Virtual 'in-house' events for all pupils to take part in.</li> <li>- Face to face events against other local schools.</li> </ul>	<ul style="list-style-type: none"> <li>- Obtain GVTSSP Membership to access local competitions, tournaments and festivals.</li> <li>- Continue to enter the 'virtual' sporting competitions on offer to allow all pupils in school to take part.</li> <li>- Continue to enter the face to face competitions, tournaments and festivals for all competition levels – belong, develop and compete.</li> <li>- Participate in the new KS1 Festivals introduced this academic year 2024-2025 to allow more pupils to take part and represent the school.</li> <li>- Celebrate participation and results from both virtual and face to face competitions in Proud Assembly with mentions and certificates and medals.</li> </ul>

## Intended actions for 2025/26

### Intra-competitions within school and Personal Best development for each pupil

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| <ul style="list-style-type: none"><li>- House vs house competitions once a term.</li><li>- Personal Best challenges.</li></ul> | <ul style="list-style-type: none"><li>- Raise opportunities for intra- school competitions throughout the school. Ensure all recorded by staff.</li><li>- Increase personal best (BTBTYCB) through the Sports Ambassadors and Sport Leaders challenges.</li></ul> |
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## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<p>Continue to train Year 6 Play Leaders to develop leadership skills and to increase participation and physical activity at lunchtime. (SSCO booked to train new Play Leaders in September 2024)</p> <p>Year 6 pupils to apply to become a Sports Leader every September. (New group every academic year.) The selected pupils will become Sports Leaders and continue to sustain the leadership development at AH.</p> <p>Continue to provide extracurricular clubs (before school, at lunchtime and after school).</p> <p>Continue to run This Girl Can Club to promote girls/women in sport. Encourage participation and enjoyment of sport for Phase 3 girls. (Link made with SHS to have a group of Yr 9/10 girls to come in and lead some sessions to promote participation in sport. Continue to work with the high school.)</p> <p>Use the bags again in 2025/2026 to encourage activity at home with parents/families. Continue to push the 30/30 mins of activity at school and at home. In school, continue to partake in the daily mile and brain breaks. (Use Get Set 4 PE updated brain breaks in 2025-2026.)</p> <p>Walk to School Week successfully implemented. SEE CA.</p> <p>Sports Ambassadors to be selected each academic year from classes across Y1-Y6.</p> <p>School Sports Values to be embedded into PE and Active Abbot's Time. Stickers to be awarded to those showing a sports value. Sports Values to be on display in all</p>	<p>Play leaders are engaging younger children in purposeful active play. Young leaders continue to offer activities for future academic years.</p> <p>Active lunchtimes with playleader and adult led activities.</p> <p>All children across the school have access to an extra-curricular activities ensuring the disadvantaged have equal access.</p> <p>Club offer increases to allow more children to engage in a before or after school club or a lunchtime club.</p> <p>(Pupil Voice, surveys, observation of before and after school clubs and lunchtime clubs)</p> <p>Pupils are achieving or exceeding their daily activity quota. (Pupil voice and survey)</p> <p>Lesson planning and delivery to be monitored as being of a high standard. (Planning scrutiny)</p> <p>Physical activity to maintain its high profile across the school. Increased numbers walking, scooting or biking to school. (Tracking grid)</p> <p>Pupils to continue to promote importance of physical activity and link to Rights Respecting School Award. (Application forms for all perspective ambassadors)</p>

## Expected impact and sustainability will be achieved

<p>classrooms.</p> <p>Continue to regularly update the PE part of the school website to keep parents and pupils informed.</p> <p>Continue to circulate provision and support in place for teaching PE.</p> <p>Continue to give staff a chance for feedback and to ask for help by using questionnaires.</p> <p>Continue to keep staff up to date on all matters PE. Use staff meetings and Phase meetings.</p> <p>Continue to assess staff needs and provide appropriate CPD / team teaching.</p> <p>Disseminate any new information to all staff or those needed.</p> <p>Continue to let staff know of relevant training/courses through Get Set 4 PE and the GVTSSP.</p> <p>Continue to reassess PE curriculum to look for new sports and opportunities to try to expand PE provision further.</p> <p>Continue to implement PE interventions to help progression, enjoyment, experience of PE and sport and participation.</p> <p>Use of PE and Sport Premium funding to continue to obtain membership to local competitions, tournaments and festivals organised by GVTSSP.</p> <p>Continue to remain members of the GVTSSP and attend meetings to ensure money is being maximized and all opportunities are being taken for our children.</p> <p>Continue to provide pupils with both virtual and face to face competitions to increase</p>	<p>PE section of the school website and Facebook page promotes school participation and links to out of school physical activities are promoted and shared weekly with parents.</p> <p>Team teaching / CPD Lesson observations PE learning walks Staff PE voice questionnaires Staff Meeting slot(s) used to upskill staff Data Analysis School Games Mark – Gold / Platinum.</p> <p>Memberships to School Games Participation in inter-school events, fixtures and activities Pupil PE voice questionnaires Photos from events/activities Newsletter items featuring participation and successes Certificates of participation Data analysis of club participation.</p>
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## Expected impact and sustainability will be achieved

participation for all in competitive sport.

Continue to set personal best challenges to be done in Active Abbot's time.

PE section of the school website and Facebook page promotes school participation and links to out of school physical activities are promoted and shared weekly with parents.



## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?