

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



Review of last year 2023/24

What went well?	How do you know?	What didn't go well?	How do you know?
Development of Leadership Skills: 20 Year 5/6 pupils trained as Active Play Heroes, leading activities during breaks.	Staff observations and pupil feedback confirmed improved leadership and organisation among participants.	Limited Inclusivity in Extracurricular Opportunities: Some pupil groups, including disadvantaged pupils, were underrepresented.	Analysis of club attendance revealed low participation from these groups.
Success in SEND Sports Participation: SEND pupils engaged actively, achieving notable outcomes, such as gold in a Panathlon competition.	Event records and achievement data confirmed active participation and success.	Tracking Impact of Activities: Limited monitoring of long-term outcomes from extracurricular and lunchtime activities.	Last year's report has a lack of structured impact evaluation methods.
North Solihull Sport Buy-in Engagement: Extensive opportunities for all children to participate in competitive and non-competitive events, ensuring inclusivity.	Last year's report highlights the "engage, develop, compete" model and mentions all abilities being represented in events.	Limited teacher involvement in competitions due to our Sports Coach leading on this area of work.	Last year's report indicates plans to increase teacher participation in future competitions. We are currently in the process of working through our vision for PE and with this ensuring our vision is shared with all key stakeholders.

Intended Actions for 2024/25

Total Grant received £19,500

What are your plans for 2024/25	How are you going to action and achieve these plans?
Intent	Implementation
1. North Solihull Sport Partnership Membership & Participation Key Indicator: Increasing participation in competitive sports. Key Indicator: Increasing staff confidence, knowledge, and skills in teaching PE. Cost: Membership £2,650.00	1. North Solihull Sport Partnership Membership Impact Group: Whole school (Years 1-6). Implementation: Sport Lead Corinne will communicate with SGO about which events we would like to attend. Corinne will also collate the participants on the Absolute Education platform to showcase the number of pupils that have had the chance to represent Windy Arbor Across the academic year. - PE Lead to organise Staff CPD for Dance, all staff to attend ahead of the delivery of Dance in Spring 2. - Attendance at Solihull PE Lead conferences 3 across the academic year.
2. Primary PE Planning Subscription Key Indicator: Increasing staff confidence, knowledge, and skills in teaching PE. Cost: £395.00	2. Primary PE Planning Subscription Impact Group: All staff delivering PE and experiences of pupils. Implementation: Teachers use the pre-built lesson plans to structure their lessons, ensuring consistency across year groups. Use assessment tools provided by the subscription to track pupil progress and inform future planning.
3. Cheerleading Afterschool Club Key Indicator: Increasing engagement of pupils in regular physical activity. Cost: £165.00	3. Cheerleading Afterschool Club Impact Group: Pupils from Years 3-6. Implementation: Personal development lead to work with providers from the School sport partnership cheerleading provider to ensure the provision continues beyond the 6 weeks of provision leading into the festival.
4. Staff CPD Based on Confidence Audit Key Indicator: Increasing staff confidence, knowledge, and skills in teaching PE. Cost: £5,525	4. Staff CPD Based on Confidence Audit Impact Group: Staff identified as least confident in delivering PE. Implementation: A staff audit will identify confidence levels across all elements of PE. CPD sessions will be tailored and delivered through the North Solihull Sport Partnership and external providers. Staff will be supported with modelling and co-delivery where needed.

5. Sport Badges and Certificates • Key Indicator: Raising the profile of PE and sport across the school, to support whole-school improvement Cost: £778.11	5. Staff CPD Based on Confidence Audit • Impact Group: Pupils from years 1-6 • Implementation: A structured reward system will recognise effort, resilience, and achievement. Awards will be celebrated in assemblies and on displays. Pupil feedback will be collected to assess motivational impact.
6. Sports Equipment • Key Indicator: Engagement of all pupils in regular physical activity Cost: £1612.29	6. Staff CPD Based on Confidence Audit • Impact Group: Pupils from years 1-6 • Implementation: New equipment will be purchased to support PE lessons, clubs, and structured play. Equipment will be maintained and reviewed each term to ensure it meets curriculum and club needs.
7. PE and School Sport Level 3 • Key Indicator: Increased confidence, knowledge, and skills of all staff in teaching PE and sport Cost: £616.55	7. PE and School Sport Level 3 • Impact Group: Pupils from years 1-6 • Implementation: The school's Sports Lead will complete the Level 3 Certificate in Supporting the Delivery of PE and School Sport. This qualification will strengthen leadership of PE across the school, improve lesson quality, and support sustainability by developing in-house expertise to guide and mentor other staff.
8. Top up Swimming & Transport • Key Indicator: Broader experience of a range of sports and activities offered to all pupils Cost: £832.25	8. Top up Swimming & Transport • Impact Group: Year 6 – non or less confident swimmers • Implementation: Year 6 pupils who have not met national swimming expectations will be offered additional sessions. Transport will be arranged to facilitate access. Data will be tracked to measure improvement.
9. Cross Curricular Orienteering • Key Indicator: Broader experience of a range of sports and activities offered to all pupils Cost: £3718	9. Cross Curricular Orienteering • Impact Group: Year 6 – non or less confident swimmers • Implementation: An outdoor orienteering course will be installed and embedded into the PE and wider curriculum. Staff training will support delivery in multiple subjects, with long-term use planned in schemes of work.
10. Playground Markings • Key Indicator: Engagement of all pupils in regular physical activity Cost: £2900	10. Playground Markings • Impact Group: Pupils from reception – Year 6 Implementation: Markings will support structured play, active breaks, and curriculum-linked activities. Midday supervisors and staff will be supported to use the space effectively through informal training.

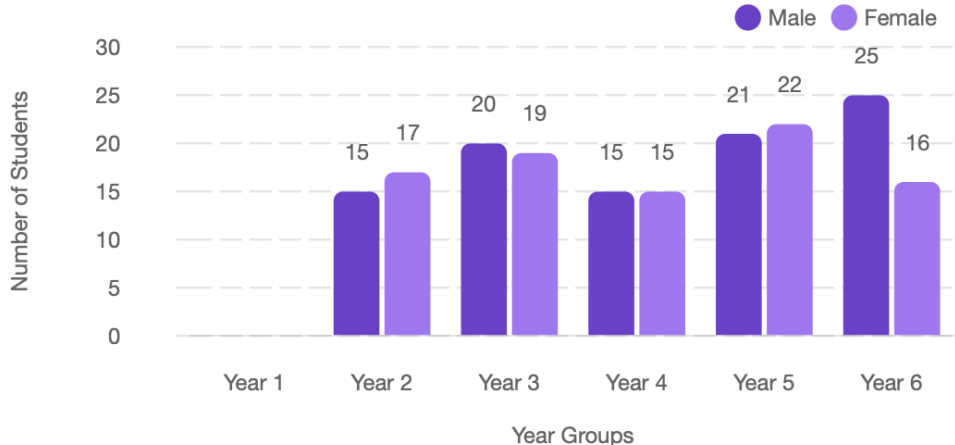
Expected impact and sustainability will be achieved?

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
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1. North Solihull Sport Partnership Membership & Participation - Increased participation in competitive sport across all year groups. - Development of staff confidence in delivering PE (particularly Dance). - Embedding regular CPD and event access as a sustained annual offer.	- Absolute Education data showing representation across year groups. - Event attendance logs.
2. Primary PE Planning Subscription - More consistent and high-quality lesson delivery across staff. - Increased teacher confidence in planning and assessing PE. - Sustainable bank of resources available year-on-year.	PE lead lesson drop-ins and planning reviews.
3. Cheerleading Afterschool Club - Increased activity levels and engagement for targeted pupils. - Builds on festival experiences and offers long-term interest in dance.	- Club registers - Pupil voice feedback
4. Staff CPD Based on Confidence Audit - Improved staff knowledge, confidence, and independence in PE delivery. - Reduced reliance on external providers in the long term. - Sustainable development through modelling and co-delivery.	- Staff audits before and after CPD sessions. - Observation and evaluation of PE lessons.
5. Sport Badges and Certificates - Raised profile of PE across school. - Increased motivation through recognition of effort, resilience, and improvement. - Sustainable culture of praise and celebration.	- Pupil feedback on assemblies and recognition. - Number of pupils receiving awards. - Staff nominations and use of criteria.

6. Sports Equipment • Improved access to high-quality PE and active play. • Greater variety and engagement in activities. • Ongoing use through maintained and replenished equipment	• Staff and pupil feedback on resource quality.
7. PE and School Sport Level 3 (Sport Lead Qualification) • Stronger leadership of PE and school sport. • Improved support for staff and long-term planning. • In-house expertise sustained beyond the funding year.	• Completion of qualification. • Reflections from Sports Lead on learning and application. • Increased quality and confidence of whole-school PE provision.
8. Top-up Swimming & Transport • More pupils meet national swimming standards. • Increased water confidence and safety skills. • Targeted intervention-maintained year-on-year for non-swimmers.	• Swimming assessment data pre- and post-top up sessions.
9. Cross-Curricular Orienteering • Increased physical activity embedded in multiple curriculum areas. • Greater pupil engagement through active learning. • Long-term use of permanent course and staff training.	• Staff feedback on use of the course across subjects. • Pupil engagement observations. • Orienteering feature in curriculum planning.
10. Playground Markings • More structured and active break/lunchtimes. • Increase in pupil-led physical activity. • Long-term use of durable markings supports sustained impact.	• Observations at break/lunchtimes. • Pupil voice on use of the space.

Actual impact/sustainability and supporting evidence

What impact/ sustainability have you seen?	What evidence do you have?																		
1. North Solihull Sport Partnership Membership & Participation What impact/sustainability have you seen? • Sustained access to a range of competitive sports across the year. • Increased pupil confidence through repeated exposure to inter-school events. • Staff attended Solihull PE conferences, leading to improved practice.	What evidence do you have? • Event attendance – Absolute Education ○ 185 Children have represented Windy Arbor 24/25 – Year 2-6 ▪ 42 SEND Pupils – 53% ▪ 11 EAL Pupils – 50% ▪ 3 LAC – 60% ▪ 107 PP – 53% Gender breakdown  <table><thead><tr><th>Year Group</th><th>Male</th><th>Female</th></tr></thead><tbody><tr><td>Year 1</td><td>15</td><td>17</td></tr><tr><td>Year 2</td><td>20</td><td>19</td></tr><tr><td>Year 3</td><td>15</td><td>15</td></tr><tr><td>Year 4</td><td>21</td><td>22</td></tr><tr><td>Year 5</td><td>25</td><td>16</td></tr></tbody></table> Our PE and Sport Lead have attended 3 of 3 PE conferences across the academic year hosted by North Solihull Sport.	Year Group	Male	Female	Year 1	15	17	Year 2	20	19	Year 3	15	15	Year 4	21	22	Year 5	25	16
Year Group	Male	Female																	
Year 1	15	17																	
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Year 5	25	16																	

We also hosted a Dance CPD session for all teaching staff in January. All Teaching staff access the CPD the half term ahead of dance in the curriculum.

“The Dance CPD was a real confidence boost. It gave staff clear, practical ways to break down and deliver dance lessons, even for those without previous experience. Since the training, lessons have been more structured, pupils are more engaged, and teachers feel more confident leading creative movement.”

— PE Lead, Windy Arbor Primary School

2. Primary PE Planning Subscription What impact/sustainability have you seen? • Greater consistency in PE delivery across staff. • Improved structure and confidence for non-specialist teachers. • Planning and assessments more aligned to curriculum expectations.	What evidence do you have? • Lesson drop-in notes from PE learning walk noted improved use of warm-ups, clear modelling, and structured skill progression. • Staff confidence audit (pre/post) indicated improvements across all year groups. • <i>“Seeing the structure of a PE lesson, and how to include all learners, has really helped my delivery.”</i> – Staff CPD Feedback
3. Cheerleading Afterschool Club What impact/sustainability have you seen? • Built on momentum from festival involvement. • Attracted pupils who don’t typically engage in traditional sports. • Potential for continuation based on positive feedback.	What evidence do you have? • 13 students attended the afterschool club and Festival. • <i>“I felt really proud when we did our routine. I didn’t think I’d be brave enough to do it in front of everyone, but I loved it and want to do more cheerleading now!”</i> — Year 2 pupil, after attending the cheer festival
4. Staff CPD Based on Confidence Audit What impact/sustainability have you seen? • Targeted CPD supported improved delivery in identified areas (e.g., invasion games, gymnastics). • Staff more willing to lead or co-deliver PE sessions independently. • Sustained development via ongoing coaching model.	What evidence do you have? • Confidence audit results showed progress across most staff. • Observation records showed greater independence and better differentiation. • <i>“The aspect that supported me the most was modelling the structure of the lesson and scaffolding activities for all abilities.”</i> – Staff CPD Feedback

5. Sport Badges and Certificates What impact/sustainability have you seen? • Recognition of effort raised motivation and pupil morale. • Helped reinforce school values through PE. • Created a celebratory culture around participation and personal achievement.	What evidence do you have? • Awards are shared weekly in Friday celebration assemblies. • Certificates are given for representing Windy Arbor at inter-school events and for PE Star of the Week. • Achievements are also published in the school's weekly newsletter to share success with the wider school community. • Badges are displayed on children's jumpers and bookbags.
6. Sports Equipment What impact/sustainability have you seen? • Enhanced the quality and variety of PE delivery. • Supported lunchtime play and extracurricular engagement. • Equipment remains in regular use and fit for purpose.	What evidence do you have? • We have been able to deliver 32 sport and physical activity focused extra-curricular clubs across the academic year. These have been made possible through the equipment purchase through the sports premium funding.
7. PE and School Sport Level 3 What impact/sustainability have you seen? • Strengthened internal leadership of PE. • Sports Lead now supporting others and contributing to curriculum planning. • More sustainable model for PE development across the school.	What evidence do you have? • The course is ongoing • Initial impact has seen Miss Hobson – Although Miss Hobson's Level 3 PE and School Sport course is ongoing, we're already seeing early signs of impact. She is beginning to take greater ownership of PE leadership, including contributing to curriculum discussions and supporting staff with delivery questions. Once the course is completed next academic year, we anticipate further improvements in staff development, curriculum consistency, and long-term sustainability of PE leadership.

8. Top-up Swimming & Transport What impact/sustainability have you seen? • Pupils gained confidence and improved water safety awareness. • Raised overall swimming attainment for Year 6 cohort. • Clear model now in place for identifying and supporting non-swimmers.	What evidence do you have? • 22 children attending the top up swimming offer provided through the PE and Sport Premium. • 5 children can now swim 25 meters. • 14 children moved from the small pool with armbands to treading water in the large pool without aids. • 3 children remain in armbands, additional swimming opportunities have been shared with all parents of those children who attended the sessions.
9. Cross-Curricular Orienteering What impact/sustainability have you seen? • <i>Full implementation begins in Autumn term 2025.</i> • Expected to be used across the curriculum to support active learning. • Anticipated to boost engagement for kinaesthetic learners and offer long-term curriculum integration.	What evidence do you have? • To be shared in Autumn Term 2025.

10. Playground Markings

What impact/sustainability have you seen?

- Increased activity levels during breaks and lunchtimes.
- Provided structure to support positive play and peer interaction.
- Ongoing use with minimal wear – maintained through informal staff support.

What evidence do you have?

Lunchtime Supervisor Quote:

“The space markings have made a big difference. Children head straight for them and start playing without needing much direction. It’s helped reduce playground issues and made lunchtimes more active and calm.”

— Lunchtime Supervisor, Windy Arbor Primary School

KS1 Pupil Quote:

“I like jumping on the planets and pretending I’m on a rocket! It makes playtime fun and I run around loads.”

— Year 1 pupil, Windy Arbor Primary School