



# PE Funding Evaluation Form Temple Meadow



Created by

## 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?
Please see the SPG 23-24 Impact Report on the school website			

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ol style="list-style-type: none"> <li>1. To provide pupils with a memorable learning experience that includes life skills, a diverse range of sports events, and outdoor adventure activities.</li> <li>2. Provision through Sandwell Leisure Trust aimed to enhance pupil participation and access to sports during lunchtime.</li> <li>3. We will continue to raise attainment in P.E., ensuring that more children meet age-related expectations and, in some cases, reach greater depth. By focusing on skill development, providing targeted support, and offering diverse opportunities for learning, we aim to further enhance pupils' physical education outcomes and develop a deeper understanding of physical skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Year 5 and 6 to be invited to attend a one week stay on a residential visit to Plas Gwynant. Activities to be planned by Temple Meadow and residential staff to ensure there is a focus on challenging oneself, exploring new experiences, and learning through hands-on opportunities.</li> <li>2. A sports coach will visit the school 5 days a week to offer a variety of sporting opportunities for both KS1 and KS2 pupils. The funding will be used to purchase new equipment to support independent play, as well as to provide the necessary equipment for the planned sporting activities led by the coach.</li> <li>3. Staff will use the PE Passport platform to deliver high-quality lessons. A curriculum overview will be created for each year group, with cross-curricular links incorporated where appropriate. Each unit will be broken down into manageable learning steps (lessons), with clear outcomes designed to ensure students can 'show', 'know', and 'grow' their skills, as outlined in the PE Passport assessment points. Staff will be trained to implement the STEP model (Space, Time, Equipment, and People) to ensure that every pupil is appropriately supported and challenged, regardless of ability. This approach will help ensure all pupils can thrive in lessons and push themselves further. To maintain high standards, the P.E. Lead will establish a monitoring cycle that includes learning walks, and pupil and staff voice, to gather an accurate picture of the P.E. provision at Temple Meadow.</li> </ol>

## Intended actions for 2024/26

and fitness.

4. Ensure that the provision for health and fitness is a high profile at Temple Meadow
5. Raise the attainment in swimming and ensure more pupils are reaching the expected level of being able to swim at least 25m.

4. To improve and raise fitness levels across different year groups, MOKI trackers should be used, prioritising the lowest scoring year groups initially. Pupils must actively engage with the irresistible lunchtime model and regularly use the mile track to boost their physical activity. Afterschool clubs should be set up and run consistently throughout the academic year. The PE lead should collaborate with the school games organiser to ensure that TM pupils are actively participating in various sporting events. The PE lead to explore other sporting events throughout the year to enhance the school's health and fitness profile. New sports ambassadors should be appointed to help encourage student involvement in health and fitness activities, including sports week, sports days, competitions, and other events.

**After School Clubs - more information to follow**

KS1 football- Autumn 2

**Competitions - more information to follow**

Yr 5 and 6 girls football- Autumn 2  
Year 6 boys football- Autumn 2

**Events - more information to follow**

Hoop Guy- Year 1-6 – Spring 1  
Sports Day- EYFS- 6- Summer 2

5. Year 3, 4, 5, and 6 will attend swimming lessons, with Year 6 participating additionally, and Year 5 making up for missed sessions due to COVID restrictions. Class teachers will be made aware of the National Curriculum expectations for swimming, enabling them to monitor pupils' progress during lessons. Swimming assessment data from instructors will be monitored each half term to identify pupils who require additional support. Information about swimming sessions in the local area will be provided to parents to encourage continued learning outside of school.

## 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>1. Throughout the week away, children thrived when they were away from their parents, as they could keep themselves happy and safe. They found enjoyment in exploring new activities and sports, which helped them reflect on their personal development and identify areas where they wanted to improve. This process encouraged them to set goals for growth, whether in skill-building or overcoming challenges. By fostering resilience, self-confidence, and overall wellbeing, children were better equipped to face challenges and pursue success both in and outside the classroom. Additionally, children took pleasure in discovering new challenges and sports in which they have little to no experience with.</p> <p>2. The lunchtime model will lead to a significant increase in activity levels, with children expected to display improved attitudes and behaviour during this time. As a result, their health and well-being will improve, and they will become more confident in trying out different sports and activities. The model will foster greater child independence, with pupils taking the lead in organising and participating in their own activities and games (with the support of lunchtime staff if needed) Social skills will improve, as pupils develop stronger friendships and engage in friendly competition. Pupils will also develop skills in different activities, often taking the initiative to start games independently or with a small group of friends.</p>	<p>1. The residential trip was a huge success! Children thoroughly enjoyed their experience, which was evident in the sheer joy on their faces. Their feedback after the trip was overwhelmingly positive.</p> <p>“You could try new exciting activities like climbing and canoeing.”</p> <p>“You get to see a new place.”</p> <p>“You can make new friends and get to know your class better.”</p> <p>“It was an adventure!”</p> <p>“Tried something new and different, it was so much fun!”</p> <p>2. Regularly gathering pupil, staff, and coach feedback throughout the year will help identify the positives of the lunchtime model and address any concerns. This will ensure ongoing improvements, highlight successes, and provide an opportunity to adjust as</p>

## Expected impact and sustainability will be achieved

It can also strengthen connections to physical education, enhancing what they learn in PE lessons.

3. Staff are well-informed about our approach to PE and feel confident and competent to deliver high quality PE lessons. They have a clear understanding of the unit coverage and the breakdown of skills in each lesson and be confident to assess pupil's progress against these. Pupils will enjoy their PE lessons and can articulate the skills they are developing, as well as how these skills connect to other sports and units of work. Both teachers and pupils can identify how activities are adapted or challenged to ensure progress is being made whilst using the STEP model. As a result, children make expected or better-than-expected progress in PE.
4. Children will be eager to get involved in sports and activities during lunchtimes and for competitions with their physical stamina and overall health and fitness set to improve over time. This progress will be celebrated, particularly through initiatives like the mile track and the use of Moki trackers. Attendance at clubs will remain high, ranging between 96% and 100%, with participation from a diverse group of children, including those from PP, SEND, FSM, as well as both girls and boys.
5. More children are confident and competent in the water. The percentage of pupils leaving school being able to swim rises over the next 3 years. The percentage of pupils leaving school being able to perform safe rescue rises over the next 3 years.

needed. Pupils' behaviour will improve, leading to better outcomes in lessons.

3. PE lead will collate evidence through the monitoring cycle (learning walks, pupil and staff voice) Assessment data on PE passport will show pupils are working at age related expectations or greater depth.
4. PE lead will collate evidence through the monitoring cycle and collection of attendance information.
5. More pupils will be gaining certificates for being able to swim different lengths and perform different safety techniques.

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
To be confirmed later on in the academic year	To be confirmed later on in the academic year