



Ranelagh Primary School PE Funding and Sports Premium

Planning, reporting and evaluating website tool



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Department
for Education



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 requirements.

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?
<p>Year 6 pupils leave school 'water confident' with the majority able to swim 25m unaided. Year 6 children leave primary school with a secure understanding of water safety and more confidence and skills in the water.</p> <p>A wide range of after school clubs will allow children across the school to practice and enhance their skills and game play already taught in lessons.</p> <p>Children are provided opportunities to learn outside of the classroom in smaller targeted groups supporting them in English and math.</p>	<p>Top up swimming sessions for year 6 children in Summer 2 term. These hour-long sessions allowed a large group of our children to build on their skills and progress in their swimming. While not all of them are able to swim 25 meters; they were all water confident and knew basic water safety. Children were more confident to continue with swimming lessons outside of school.</p> <p>A lower take up of children in EYFS and KS1. Spring term clubs were tailored to include those younger children's interests, activities and physical development.</p> <p>Targeted interventions are taking place weekly to close the gap of individual children. These interventions are allowing children to focus on specific skills (number bonds) while engaging them through sports and games.</p> <p>Equipment purchased to allow all children</p>	<p>To increase the number of opportunities for children with SEN to participate in sports festivals and competitions.</p> <p>Due to financial constraints, many children have not had the opportunity to participate in swimming lessons prior to Year 5. Despite this, 65% of year 6 children could swim 25 meters without support.</p>	<p>Year 6 pupils leave school 'water confident' with the majority able to swim 25m unaided. Year 6 children leave primary school with a secure understanding of water safety and more confidence and skills in the water.</p> <p>A wide range of after school clubs will allow children across the school to practice and enhance their skills and game play already taught in lessons.</p> <p>Children are provided opportunities to learn outside of the classroom in smaller targeted groups supporting them in English and math.</p>

<p>Children took part in PE lessons and competitions regardless of their needs or abilities, demonstrating Ranelagh's social inclusion model.</p> <p>Year 6 pupils leave school 'water confident' with the majority able to swim 25m unaided</p>	<p>to take part in PE lessons - from larger balls and batting tees - this allowed all children to take part and make progress. Children with SEN register to take part in competitions and festivals where they could succeed - from swimming and bowling, to baseball and athletics they were able to compete and represent their school just like the rest of their peers.</p> <p>Majority of our pupils have never swam before taking part in the year 5 swimming lessons. Because of this it is difficult for them in a short period of time to go from never having swam to confidently swimming 25m. The year 6 top up swimming allowed our pupils another opportunity to be in the water and develop their skills. It is because of this top up swim that 65% of our year 6 pupils can swim 25m. While it took a lot of effort and money to find additional swimming lessons for our year 6 cohort the results have paid off. These extra sessions allowed so many of our pupils to leave primary school able and confident swimmers.</p>		<p>Children took part in PE lessons and competitions regardless of their needs or abilities, demonstrating Ranelagh's social inclusion model.</p> <p>Year 6 pupils leave school 'water confident' with the majority able to swim 25m unaided</p>
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What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Provide CPD opportunities to all PE staff.</p> <p>To further develop fundamental movement skills for KS1 children.</p> <p>Increased confidence, knowledge, and skills of all staff in teaching PE and sport working in a mixed age cohort. Providing support and resources to staff to ensure they are confident implementing the curriculum to a high degree and allows pupil engagement for all regular activity.</p> <p>Ensure a range of after school sporting clubs are available for all year groups.</p>	<p>Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>PE coach and PE completing a 2 day gymnastics training course . Teachers will then support the rest of the school in delivering high quality gymnastics through modeling, staff CPD and team teaching.</p> <p>CPD focused on best practices in teaching PE, addressing the unique challenges of mixed-age groups.</p> <p>Sharing ideas and strategies to engage all children as well as challenging focus groups.</p> <p>Provide a range of teaching resources, including lesson plans, activity guides, and equipment tailored for mixed-age cohorts, to support effective curriculum delivery.</p> <p>School and trust Sports coaches to team teach with teachers.</p> <p>Monitoring and feedback to teachers allowing for ongoing support and refinement of practices.</p> <p>Analyse teacher’s assessments to evaluate student progress and skill development in PE, enabling teachers to adapt their teaching approaches accordingly and identifying focus groups.</p> <p>Offer a variety of after-school clubs to give children the opportunity to try different sports and activities. Each term will feature new options, ensuring variety across the year.</p> <p>Gather feedback from children on the clubs and activities they are interested in.</p> <p>This will ensure that we tailor the range of offerings and introduce activities that</p>

<p>To provide new and increased opportunities in competitive sport.</p>	<p>engage their interests. Ensure that all clubs and activities are inclusive, providing options for all children.</p> <p>Organise sports festivals and taster sessions across the Trust schools, where pupils can participate in activities they may not typically choose or are not confident in. These events will broaden their experiences and expose them to new sports. Through the partnership with the TTLT Sports Hub our students are provided the opportunity to take part in a range of competitive sports at all levels.</p>
<p>To further enhance Ranelagh's partnership across the Tapscott Learning Trust</p>	<p>PE lead support with planning and delivery of some of the PE competitions, promoting our strengths and sharing best practice.</p> <p>By taking part in the London Marathon, Wells Schools, MLB Day and many more events; the profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Attend PE network meetings to share successes, and address challenges collaboratively that ensure improvement across the Trust.</p> <p>Share events and successes in newsletters and social media.</p>
<p>To engage with parents, the community and local sports clubs to increase pupils' regular participation in sport and promote a healthy lifestyle</p>	<p>Early morning Physical healthiness promotes and encourages healthy lifestyles choices.</p> <p>By taking part in sports competitions and events that are provided by local sports clubs (Tag Rugby Festivals, University of East London Sports Days)</p> <p>Celebrate children's successes in sport events outside of school in Key stage assemblies.</p> <p>Share communications of activities during term time and holidays that are available in the local community with parents via newsletters, social media and studybugs.</p> <p>Using a PE teacher/coach to support the academic and social needs of the children through physical activity and games.</p> <p>Include an active learning approach in teaching and learning, 5 minutes of physical</p>

<p>To implement targeted academic intervention for select children using physical activity as a medium (a PE intervention program)</p> <p>Year 6 pupils leave school 'water confident' with the majority able to swim 25m unaided</p> <p>Further prompting physical activity and wellbeing through Physical healthiness at the start of the day.</p>	<p>learning in the daily timetable. Use physical activities as a strategy to build self-esteem and academic confidence during social skills groups. Targeted interventions during the Early morning physical healthiness through games to engage children and develop confidence and develop. Track progress of children to identify gaps and implement actions accordingly.</p> <p>Year 6 students will be taking top-up swimming sessions in the summer term to further support and develop their water confidence and swimming abilities.</p> <p>Teachers and TAs lead engaging games and activities that incorporate physical movement with learning to support children's physical and mental wellbeing.</p>
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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?
<p>Subject knowledge and confidence of staff greatly improved. Team teaching with an experienced teacher will further enhance skills.</p> <p>A wide range of after school clubs will allow children across the school to practice and enhance their skills and game play already taught in lessons. Children attending those will improve their skill, strategy and health.</p> <p>More children to experience and represent the school in TTLT and Newham inter competitions. This will include KS1, KS2 and SEND.</p> <p>PTA and the greater school community provided opportunities to take part in family after school clubs, morning work out sessions, and whole school</p>	<p>PE lead and sports coach have completed a 2 day British Gymnastic course, allowing them to support the delivery and planning of gymnastics across the school. Providing CPD for the staff has allowed all staff to learn and increase their understanding and confidence in delivering gymnastics to a high quality and ensure a progression of skills across the school.</p> <p>Working alongside PE coaches from the TTLT Sports Hub throughout the year has allowed teachers with less confidence or knowledge to teach PE across a range of topics to a higher level and ensure the progression and success of all students, despite their level or abilities.</p> <p>All children were offered the chance to take part in after school clubs - many being able to take part in more than one each term. These clubs provided our students the opportunity to take part in extracurriculars that they otherwise would not be able to due to financial and circumstantial reasons. These PE clubs promoted physical healthiness and a love for games and sports.</p> <p>Across the academic year more than 140 (52%) students took part in at least one sports competition outside of the school. This includes SEND children and festivals specifically designed for them.</p> <p>With last year's successful school dance-a-thon and family after school clubs that had wait lists to attend it has been recognised the need and want for more family physical activity events led by the school. This summer term we offered Nutrition</p>

Expected impact and sustainability will be achieved

dance-a-thons to promote a healthy and active life.

Kitchen to our families, a fun and free afterschool club that allowed families to come together to learn to cook a healthy meal and then take part in some physical activity. Providing these activities promote a healthy lifestyle outside of school and allow our students and families to take part together.

Total CPD Category Spend - £4,976.00

Total Internal Category Spend - £7,504.00

Total External Category Spend - £0.00

Total Sports Premium Spend - £18,410.00

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?

Across the school and into the wider community, there has been an increase in the profile of physical healthiness and its importance for our students and families. Beginning with an earlier start each day has allowed our children to start their day with some physical activity and has allowed our students to come into school more ready to learn. As well as this, the entire school got to take part in an at school mini marathon which across the year has supported our students progression in their running and overall stamina. Subject leaders have attended CPD and have delivered INSETs and staff training to develop staff knowledge and understanding of PE topics and structure of lessons. Ensuring that the PE curriculum is progression and consistent across all year groups.

Each year 5 class takes a two week intensive swimming course, as it is many of our students' first time in the water. Is it important that they are provided more opportunities to develop their skills. This is why in Year 6 they take part in a one week intensive top up session where they are able to refine and improve upon last year's skills and increase their water confidence and safety.

It is important for us that all of our children, despite their level of need, are provided the opportunity to take part in some form of competition against other schools. This supports their own skill development while also working on their social skills and the importance of winning and losing. By providing all children these opportunities and not just those that excels, allows our students to build on their confidence and have experiences they may not get elsewhere.

What **evidence** do you have?

Children have been given more opportunities to take part in physical activities throughout the day from before school to after school clubs. Along with this lessons have been delivered to a high standard and all teachers have been given the opportunity to improve their subject knowledge allowing them to support all their students' success and improve. This has all contributed to over 85% of students meeting or exceeding PE standards this academic year.

After completing the top up swimming, 45% of our year 6 children can swim 25 meters, as opposed to the 31% before the top up swimming. On top of this 56% of our year 6 pupils can use a range of strokes and all of them took part in a water safety course to ensure they are prepared and safe around water as they progress in life.

Throughout the academic year, students from year 2 to year 6 took part in over 20 sports competitions; from dodgeball, basketball, dance, gymnastics, swimming and more. Amongst these pupils, 78% of students from years 2 to 6 got to take part in at least one sports competition or festival this year. When completing pupil voice for PE many students highlight taking part in these competitions as one of their favourite parts of being at the school and PE. allowing so many of our pupils take part despite their level of need is a reflection of our social inclusion model and how we value each and every one of our students.

Actual impact/sustainability and supporting evidence