



LINTHORPE COMMUNITY PRIMARY SCHOOL

Sports Premium spend 2024-2025

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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.

Review of last year 2023/24

What went well?	How do you know?	What didn't go well?	How do you know?
The purchase of equipment for PE, for Learning, lunch time activities afterschool clubs and Sports Day.	Monitoring shows that all children were given the opportunity to be active for at least 30 minutes, using equipment provided. Data shows that the variety and quality of National Curriculum+ clubs have increased by 100%.	More sustainable equipment needed. Adult intervention during free-play needs developing.	Audit of equipment and Wi-fi coverage
GET4 PE membership full online access to nationally recognised scheme. Improved teacher planning confidence and delivery of PE	1:1 feedback and conversations between staff and subject leader.	Some staff are new to teaching PE and would still need additional support for confidence in teaching the subject.	Staff discussion
Use of coach to provide additional playtime and lunchtime active learning and excellence training for school teams	Data demonstrates 100% engagement in sporting activities (national curriculum+) lunchtime clubs. More competitions entered, although no overall wins, improved finishing positions over last year.	Uptake of EAL/EYFS and SEND children to afterschool club remains a challenge.	Data collection and staff observations.
Health and Fitness Week	Pupil voice The excitement and engagement of pupils gives sustained involvement, in physical activity beyond this specialist week.	Cancellation of sports days due to poor weather.	Events tracked on school strategic calendar.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
To ensure children are more active by investing in outdoor physical education (PE) equipment. Ensure all pupils can access competition in school. To ensure all children are receiving two hours of high-quality PE a week. With 100% of staff feeling confident and competent to teach PE.	• Provide a range of sports and activities, offering a balance between fun and learning at play and lunchtimes. • Train sports leaders. • Offer a variety of after-school clubs. • Develop links to local clubs in the community. • Carefully plan for children to attend a range of competitions/festivals across Middlesbrough Trust partnerships. • Provide sports days in Summer 2025 • Offer Intra competitions at playtimes. • Deliver excellence training and high-quality coaching. • Establish means of transport • Complete self-review • Provide CPD for PE leads • Develop bespoke CPD to meet the needs of staff (Courses and 1:1 support) • Provide peer support for new staff through teaching alongside our coach; enabling them to gain confidence teaching PE. • All teaching staff to be aware of the PE curriculum, shared planning in year groups and lessons will continue from prior learning. • Ensure staff have the correct equipment that is intended for each lesson

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?
Children are more active Children have greater concentration and focus in the classroom. Parents and Carers encouraged to be more active at home and to actively travel to and from school. Sustainability- equipment accessible for future years. Embed the culture of an active school. Children more inspired and excited to take part in physical activity through events. Children to develop their life skills: determination, self-belief, teamwork, honesty, respect and passion. Children representing their school, a sense of belonging and pride. Sustainability- Staff learning at events, with coaches in school Confident and competent staff Children enjoying and more engaged in PE Sustainability- staff confidence and competence.	• Activity tracking using MOKI bands. • Teachers feedback and assessment on concentration and focus in class. • Pupil voice, discussion with children about PE, sports clubs and physical activity at playtimes. • Pupil voice, discussion with children about PE, sports clubs and physical activity at playtimes. • Feedback from children following events • Staff will complete the self-review tool • Learning walks and discussion with teachers about the PE curriculum. • Assessment of children in PE lesson

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Increased Physical Activity: More children are taking part in regular physical activity, improving overall health and fitness.	The MOKI fitness bands activity tracking data showed a clear increase in physical activity levels among our year 5 pupils, highlighting the positive impact of recent initiatives to promote movement throughout the school day. The data provided measurable evidence that children are becoming more active, engaging in higher step counts and sustained periods of movement. The children's step count increased by 10%. This increase reflects improved participation in structured PE lessons and active breaktimes. The tracking has also helped raise awareness among pupils and staff about daily activity levels, supporting the development of healthy habits and contributing to the school's goal of embedding a long-term culture of physical activity. According to a children's questionnaire (Year 2–6), 78% of students reported that they are active while at school. Through the use of our Sports coach at play and lunchtime, we have seen an improvement in teamwork, cooperation, and friendly competition keeping children socially engaged. Positive peer interactions during playtime increased their willingness to stay active.
Improved Focus and Learning: Enhanced concentration and readiness to learn in the classroom, supporting academic performance	Teacher feedback indicates a noticeable improvement in students' concentration and focus during more formal classroom lessons. Staff have observed that children are more attentive, engaged, and ready to learn following increased opportunities for physical activity throughout the school day.
Active Lifestyles Beyond School: Parents and carers are more aware and involved in promoting active habits at home. Healthier Travel Choices: Increased uptake of active travel (walking, cycling) to and from school supports family fitness and reduces car use.	Working alongside Sustrans, a local bike charity, children were given access to scooters and bikes to support active travel to and from school each day. As a result, 90 out of 630 children—approximately 14%—now travel to school actively, marking a significant improvement in daily physical activity and sustainable travel habits.

Actual impact/sustainability and supporting evidence

Increased Inspiration and Excitement for Physical Activity: Children were more motivated to participate in physical activity, as events provided a fun and engaging platform for them to be active. The excitement surrounding these events encouraged regular participation, fostering a love for physical activity beyond the school setting.	From a recent children's survey, 87% of children enjoy physical activity at Linthorpe.
Development of Key Life Skills: Through involvement in physical activities and school events, children developed essential life skills such as determination, self-belief, teamwork, honesty, respect, and passion. These values positively impacted their overall character development, helping them grow as individuals both in and outside of school.	Children are independently applying the SET (Social, Emotional and Thinking skills) taught within the PE syllabus during play. These skills are not only evident in structured PE lessons but are also being demonstrated in informal settings such as break times and after-school activities. An increased range of resources available during playtime and lunch has had a great impact on children's engagement. Children are showing increased self-confidence, making a greater effort in their physical activities, and collaborating more effectively with their peers. This independent use of the SET skills indicates that the children are internalizing these values, which are becoming an integral part of their approach to both physical activity and social interactions. These skills are helping them develop a stronger sense of self, enhance their teamwork abilities, and contribute positively to the overall school community.
Sense of Belonging and Pride: Representing their school in events instilled a strong sense of pride and belonging in children. This sense of identity not only enhanced their emotional wellbeing but also strengthened the school community and promoted school spirit.	43% of children have represented the school at competitive sporting events. Our sports uniform has helped to create a sense of unity and equality among students. The children now feel part of a group, which has increased confidence and willingness to participate.
Sustainability of staff	Continuity of support staff attending events alongside the sports coach.

Actual impact/sustainability and supporting evidence

Confident and Competent Staff: Teachers are more confident and competent in delivering PE lessons creating a more positive and effective learning environment. Staff were able to offer diverse, engaging activities that catered to the needs of all students. Staff confidence contributed to the creation of a structured, dynamic PE program that was adapted and enjoyed by students, allowing them to feel secure in trying new activities and pushing their boundaries.

Increased Engagement and Enjoyment for Children: As staff became more skilled and confident, children were more likely to enjoy PE and remain engaged throughout lessons. Fun, well-organised sessions made children excited about learning new skills and staying active. With greater teacher competence, lessons were more varied and accessible, encouraging all children, regardless of their ability, to participate enthusiastically in physical activity. Children not only enjoyed the lessons, but they also gained skills that improved their overall confidence and teamwork, which they continue to practice in informal play and daily life.

Sustained Confidence and Competence: Continuous professional development ensured that staff maintained and built on their confidence and competence over time. This allowed for a lasting impact on the quality of PE lessons and helped staff stay up-to-date with best practices and new teaching techniques.

Teachers and staff are given the opportunity to enhance their skills by participating in events and collaborating with coaches. This ongoing professional development ensures that staff are well-equipped to deliver high-quality PE and extracurricular activities in the future. According to a staff survey, 81% of staff feel confident in their knowledge of PE, 88% are confident in using GetSet4PE as a PE curriculum, and 94% feel confident in teaching PE.

According to a children's questionnaire (Year 2–6), 78% of students reported that they are active while at school. 87% of children enjoy physical activity at Linthorpe. 77% feel confident to take part in PE at school. 88% of all children have attended an after-school sports club.

Teachers had access to GetSet4PE CPD units. Teachers worked alongside the sports coach to develop and produce high quality PE lessons. PE leaders attended the annual PE conference and termly, local, PE SGO meetings.