PE Funding Evaluation Form

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Department for Education

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association for Physical Education

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PE Funding Evaluation Form

Holmfirth J I & N School - Funding Evaluation Report Sept 2024 to July 2025

Holmfirth
Junior, Infant and Nursery School

Swimming statistics from 2022/23 (current Year 6)

Baseline: 38%
Swim 25m: 97%
Range of Stroke: 83%
Self Safe Rescue: 53%

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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?	What didn't go well?	How do you know?
• The schools use of Beyond the Physical has proven highly beneficial, providing a wealth of resources, including instructional videos, lesson plans, and teaching materials that support effective P.E. delivery by both specialist and non-specialist staff. The programme also includes staff training, which has been instrumental in shaping our current approach to teaching the subject • As part of our continued efforts to broaden the school's curriculum provision, we engaged the services of Alliance Dance Academy to deliver acrobatics and dance sessions for pupils from EYFS through to Year 6. This initiative has not only enriched pupils' experiences but also contributed to the professional development of teaching staff, enhancing their knowledge and confidence in delivering acrobatics-based lessons. Through expert guidance, staff have gained a deeper understanding of key teaching points and safety techniques necessary for supporting pupils in performing acrobatic movements correctly	• As a result, we now adopt a holistic model that emphasizes the physical, social, and cognitive development of pupils. This ensures that children build secure foundational skills before progressing to more advanced and challenging activities. • Furthermore, the school's approach to P.E was identified by the Yorkshire Sport foundation as being good practice. To the extent where the approach was presented at the 2025 Yorkshire Sports Conference. • With the Alliance dance academy's support, a group of KS1 pupils took part in the 'Strictly Pennine' event, showcasing a choreographed routine outside of school hours. Additionally, their coaching helped a KS2 gymnastics team prepare for the Pennine Sports Partnership competition, where the team proudly achieved third place. This has allowed provided a pathway for students to continue participating in acrobatics outside of school hours.	○ Providing after school club opportunities for KS1 boys in particularly ○ Fully exploring the opportunities for engagement with active learning during regular curriculum time.	○ From observing records and registers of after school clubs there appears to be a lack of boys engaging. ○ After attending the Yorkshire sport conference, it was clear to see that there are opportunities to help children become more active through the day by using active learning. However, the contacts of the delivers (Kirklees active schools) has been noted down with the potential to meet with them and discuss further.

Review of last year 2024/25

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What went well?	How do you know?	What didn't go well?	How do you know?

• To further enhance the physical activity opportunities available to pupils during break and lunchtime, the school has invested in some fitness equipment and additional P.E equipment.
• Children also took part in outdoor learning and grow to school which allowed children from each class experienced a broader range of physical activities. Children took part in a range of outdoor activities such as; bushcraft, orienteering and campfire building.
• Continued engagement with Pennine Sports Partnership curriculum activities. Which includes the use of active math and reading, Y1 + Y2 Play buddies, Y5 + Y6 sports leadership courses. P.E curriculum support, bike ability, yoga and a competition package.
• Increasing participation in competitive sports for years 1 to 6 such as: athletics, badminton, basketball, boccia, cricket, cross country, futsal, football, gymnastics, hockey, multi sports and netball.
	• Children how found further engagement in more physical activity at break and dinner times due to further play equipment being available. The school now has a timetable for when each group uses the ball court for more organised games and the fitness equipment. Enabling all to benefit.
	• Competition engagement has significantly increased compared to the previous year.
	  ○ 94% Of UKS2 children attended an event
	  ○ 87% Of LKS2 children attended an event
	  ○ 84%% Of KS1 children attended an event
	  ○ 88% Of the whole school attended an event
	  ○ 821 Entries in total for all events of school time.
	• Furthermore, the school has engaged with external sports specific clubs in the local area and successfully signposted children towards them.		

Intended actions for 2025/26

What are your plans for 2025 / 2026	How are you going to action and achieve these plans?
Intent	Implementation
• To continue to work with external staff to offer a broader and more equal range of sports and physical activities to all pupils including orienteering and acrobatics. • To continue increasing participation in competitive sport in partnership with Pennine Sports Partnership. • To use the Beyond the Physical scheme to continue building staff capacity and capability in teaching P.E. and sport by enhancing their confidence, knowledge, and skills. • Continue to promote the foundations of teaching not just the physical skills but also transferrable life skills through social and cognitive domains. This includes fairness, sharing and resilience. • Use active learning as a vehicle to engage and raise attainment in other subjects.	○ The school will continue its membership with the Pennine Sports Partnership, whose support this year has been exceptional. Their provision has enabled a wide range of pupils to participate in and succeed across a variety of sporting opportunities. The partnership has not only catered to students demonstrating sporting excellence but has also offered inclusive opportunities for pupils of all year groups to engage in new activities—many of which provide extended pathways beyond the school day. Looking ahead, we aim to maintain our level of competition participation and continue to make full use of their curriculum enrichment initiatives, such as active classroom sessions. ○ Furthermore, we aim to develop our offerings by looking into active learning initiatives that Pennine Sports Partnership could provide along with contacting Kirklees Active Schools. ○ As a next step, the school plans to continue its collaboration with Alliance Dance Academy in the coming academic year to further enrich the physical education curriculum. Building on this year's successes, we aim to expand pupil participation across key stages and deepen staff engagement through ongoing professional development opportunities. ○ Following the positive impact of Beyond the Physical this academic year, the school will continue to utilise the scheme while actively exploring opportunities to refine and expand our current physical activity provision. We intend to make full use of the complimentary CPD services available to member schools, seeking further guidance on delivering a whole-child

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?
When compared to the 5 Key performance indicators: 1) **Increasing staffs confidence, knowledge and skills in teaching P.E and sports** Staff should have access to safe and appropriate equipment to deliver a broad, balanced, and ambitious P.E. curriculum. Through the Beyond the Physical scheme, they can access lesson demonstration videos featuring real children, detailed lesson plans, and build on the knowledge gained from observing the P.E. specialist last year. Additionally, staff have had the opportunity to observe Alliance Dance Academy, which has supported their understanding of how to deliver more specialised subjects such as gymnastics, dance, and acrobatics 2) **Increasing engagement in regular physical activity** Building on our record levels of participation in competitive sport, we hope that the children who joined local clubs—signposted by the school—will continue to stay engaged. We also have a scheduled plan in place to meet the government's requirement of two hours of P.E. per week. This is delivered through a broad and balanced curriculum, which has been shaped in part by pupil voice 3) **Raising the profile of P.E across school, to support whole school improvement** The P.E. lead plans to meet with school governors to promote our approach and ensure it reflects a shared vision among staff and leadership. Students will continue to be offered a range of curricular and extracurricular activities, which will be documented and displayed in school to further promote P.E. 4) **Offering a broader and more equal experience of a range of sports and physical activities to all pupils** Our 'good practice' approach to physical literacy—recognised by the Yorkshire Sport Foundation for developing students' physical, cognitive, and social skills—will continue to be developed. This complements our broad curriculum, which includes a wide range of activities. We will also continue to seek guidance and support from external specialists to enhance delivery 5) **Increase participation in competitive sport** We hope that our partnership with Pennine Sports Partnership will continue to provide access to at least one event per year, along with pathways to more competitive opportunities such as Kirklees and Yorkshire-wide competitions. We also know that these opportunities will be available for pupils from Year 1 to Year 6.	When compared to the 5 Key performance indicators: 1) Through staff feedback and the quality of assessment within the curriculum, we are able to monitor progress and identify areas for further development in P.E. teaching and learning. 2) Timetables for P.E in the next academic year have already been created with all classes participating in at least 2 sessions of P.E per week + an outdoor learning session every other week. Furthermore, children will have a rotation of access to the new fitness equipment alongside regular playground days and more specific activities on the ball court during break times. We will also continue with our broad and balanced curriculum offerings. 3) Outcomes of governor's meetings indicate that the vision for P.E will remain the same. Evidence of the profile of P.E being raised across school will be whether children still choose to access extracurricular activities. This will be tracked similar to the previous year 4) Our curriculum will stay the same and this is evidenced on the schools website within the schools long term plans. 5) Evidence will be provided by the number of children who complete an event or after school club throughout the year. We will track this throughout the year to regularly check who is attending events and where any gaps maybe.

Actual impact/sustainability and supporting evidence – will be reported July 2026

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