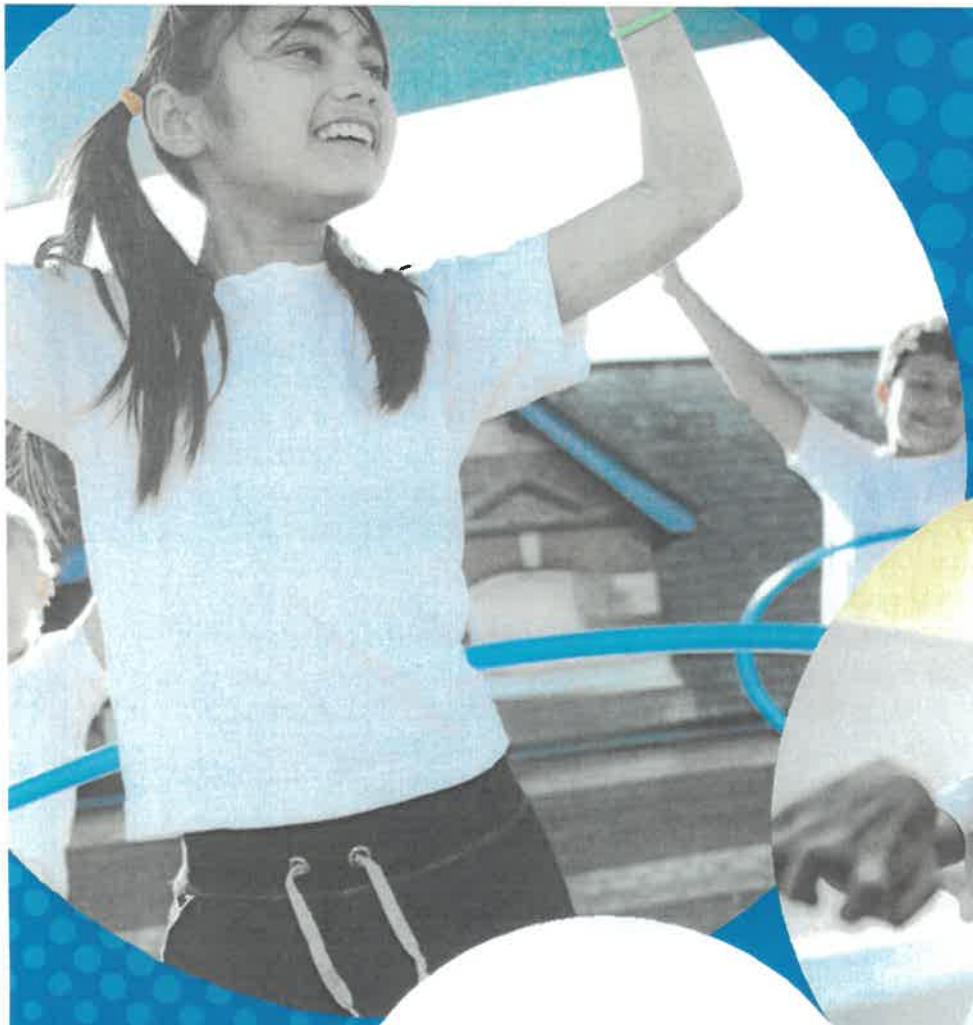

PE Funding Evaluation Form

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

Images courtesy of Youth Sport Trust

Mayflower Primary School: PE Funding Evaluation Form

Impact of Current Provision:

What went well?	How do you know?	What didn't go well?	How do you know?
▪ Good quality and specialist equipment was provided for all children to support the implementation of the new PE curriculum across our split-site school ▪ Care was taken to ensure we could share our achievements across the wider community, and with a specific emphasis on maintaining cohesion across a split-site school (4-sites in 2022-2023, and 2-sites in 2023-2024) ▪ Although limited, due to the circumstances in which we found ourselves, there was an opportunity for curriculum enrichment for all age groups, although more limited in nature due to contextual factors	▪ Within provision, all lessons were fully and appropriately resourced, enabling children to engage with key aspects of teaching and make good progress against ARE ▪ External trips have still taken place, and visitors also came into school to support the development of the PE curriculum ▪ Sports day was offered to all of the children, despite there being considerable logistical issues that required the use of a complex bus system, and altered collection arrangements for parents ▪ Positive feedback from children and parents, high levels of engagement across all lessons, including swimming, sports-day etc, standards in all age groups	▪ There are some topics and areas of the curriculum that have encountered barriers due to the locations we have been in (itinerant, and now in temporary accommodation with limited hall-space, and a low ceiling) ▪ Our engagement with other schools has also been affected by the RAAC-crisis, including our engagement with DGE ▪ Lunchtime and after-school provision has also been impacted, and the children have not been able to take part in as many activities as we would like, although dance provision has increased due to our engagement with the Curve (Moving Together Project)	▪ Timetables have changed and the total number of children engaged in extra-curricular provision has reduced due to external factors beyond our control ▪ Feedback from children has also been received to this effect, and while it is good to note demand is still there, we now need to be able to address this, given the limitations of the new site. This will also be part of the educative process, helping children to understand the reality of our situation whilst never diminishing their ambition to take learning in PE and school sport further.

What are your plans for 2024/2025?	How are you going to achieve these plans?
▪ This year, there has been a very strong focus on SEND provision, and this very much reflects the increased intake of high-needs children at Mayflower, especially in EYFS	▪ Consistent engagement with Inspire+, ensuring that all opportunities available for SEND students are acted upon
▪ More Level 1 competitions will be entered this year than any other, and this helps to ensure that the school's inclusive agenda is being upheld through provision	▪ See above
▪ We will bring in a wider range of Sport Young Leaders to support provision and also their studies. This will help us to deepen our relationship with secondary providers across Leicester, and also tap into any available talent as they progress with their post 16 and post 18 qualifications	▪ See above
▪ Inclusion is being looked at through the lens of able-bodied children taking part in sports that are intended for those with physical challenges. This strand will be an important part of our inclusion agenda, and will also enhance their prominence across the school	▪ See above
▪ Sequencing work in all areas of the curriculum will continue apace, ensuring that all units for all years will be logical, progressive, predicated on prior learning, and with progressive provision for children with SEND/able, gifted and talented pupils	▪ Creation of a new role in school (Joint Curriculum Leader), giving a senior member of staff a consistent opportunity to engage with coaching staff so the curriculum can be effectively sequenced, meeting the needs of all the pupils at Mayflower Primary School
▪ We will continue to adjust provision, as dictated by our new setting, and some of the physical limitations that have been placed upon us. Due consideration will be given to indoor and outdoor spaces, as well as our access to other specialist providers locally.	▪ PE is a core strand within the SRP, and governors are also involved in this process. Our old school building had the space we needed, but this cannot be guaranteed through the SRP algorithm.
▪ Input will be provided to the Schools Rebuilding Programme (SRP) to ensure that our new school will support the delivery of high-quality Physical Education	▪ As detailed above, and SRP will remain a core priority for the next 2-3 years
▪ Greater engagement with dance, OAA, and the Daily Mile	▪ School to join the Moving Together Project (The Curve)

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
▪ Consequent to the delivery of effective CPD, all staff will feel knowledgeable and empowered to deliver effective, well-sequenced lessons, that satisfy the school's mission of inclusion for all children in regular, high-quality PE and School Sport lessons/wider enrichment opportunities	▪ CPD records, staff evaluations, lesson visits, all aspects of monitoring confirm confident and effective lesson delivery on a progressive and sequential basis
▪ Activity rates of both children and staff increase, with leaders modelling a positive attitude towards all aspects of physical activity, and students being able to recognise the positive impact this will have on their health, wellbeing, and learning	▪ Available school sport will meet or exceed national expectations, including the daily mile that is available for all children multiples times a week (F1-Y6)
▪ Pupil engagement and participation levels continue to increase, with PE outcomes being celebrated, and also via the weekly curriculum newsletter. This will also include sports fixtures, festivals, and wider participatory events that have been made available to the different year groups	▪ Newsletters are published on a weekly basis, and they are also posted online, via the school's website. These celebrate the curriculum offer at Mayflower: https://www.mayflower.leicester.sch.uk/newsletters.html
▪ Parents and children will engage with the Moving Together project, with this giving our children an opportunity to take part in an area of learning that is not readily available across our community; parental support has the capacity to have a galvanising impact on overall levels of engagement	▪ Participation and mobility rates are uniformly high, with children taking part in showcase events, that include the Curve Theatre in Leicester
▪ Showcase dance events will also be available, enabling other children in school to be inspired by what can be achieved through co-ordinated rhythmic action	▪ Children are eager to be engaged in the process and consent has been provided parents, who also attend to share in their children's success
▪ Standards in PE will continue to rise in-line with or above national/local outcomes, and this will be evident across all of the different year groups and sports that the school offers (including swimming in Year 4)	▪ Monitoring outcomes that have been collated by the joint PE Leaders, local comparators, and feedback from the team at Inspire+ who are aware of the local offer in the City of Leicester
▪ Enrichment opportunities will increase, to include younger children at school (EYFS and Key Stage 1)	▪ Participation rates are high and all enrichment activities/clubs have established waiting lists

What impact/sustainability have you seen?	What evidence do you have?
▪ PE is being consistently delivered across the school, including high-quality provision that is taught by 6-qualified swimming coaches on a weekly basis to **all** of the children in Year 4	▪ Lesson planning, evaluations from staff, and data capture that is conducted on a termly basis, feedback from children and external agencies ▪ Feedback from children, Leuven data in respect of involvement and engagement
▪ Children confirm that they enjoy PE lessons, are eager to take part, and understand the positive impact of physical activity on their mental health, wellbeing, and learning	
▪ Data confirms that standards in PE are amongst the highest for all areas of the foundation curriculum in school, and this includes the proportion of children who meet national expectations for swimming at the end of Year 6. Mayflower children reach these Key Milestones in Year 4, based on 36-consecutive 1-hour teaching sessions, differentiated 6-ways (weekly provision, on a Friday morning)	▪ Termly tracking data for all children in years 1-6, and a revised assessment system that allows us to gather aggregate outcomes for all pupils, PD assessments also conducted in EYFS for all pupils (F1 and F2)
▪ Feedback from colleagues at Inspire+ comment favourably on our children in terms of attitudes and standards, rates of participation, and also the fairness that they bring to all aspects of the sporting offer (Spirit of the Games)	▪ Evaluations of provision, feedback that has been received from Inspire+, venues, other schools, and organisers; this has been uniformly positive in respect of our children's engagement and conduct
▪ Children do well across a range of different games, tournaments, festivals, and competitions, and we consistently receive positive feedback from other schools and those that organise these opportunities for our/local children	▪ See above
▪ Increased rates of physical activity have led to improved behaviour in and around the school, and a greater focus during lessons. Children that need regular sensory breaks are also supported by this approach, on which we will build in the coming years	▪ Planning, school diary, pupil feedback, staff training, launch assembly planning, photographic evidence, weekly curriculum newsletters https://www.mayflower.leicester.sch.uk/newsletters.html
▪ Support from parents, and regular opportunities to promote what is happening in school online and via WeDuc	▪ Parent feedback, parents' evening field notes, consent forms provided for extra-curricular activities

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Contextual Information:

Mayflower Primary School was subject to a full-closure order in April 2023, on behalf of the Department for Education. This was due to the presence of RAAC in the ceilings, rendering the building unsafe for pupil and staff occupation. With 24-hours' notice, we had to negotiate new buildings, and for a period of time, our 472-pupils were spread across 4-separate sites in the City of Leicester. 2-of these sites were not able to offer PE and school sport facilities, so we had to be innovative in respect of how the curriculum was delivered. At the other 2-sites, we were beholden to our secondary colleagues, who did all they could in terms of facilities, equipment, and expertise.

Given these contextual factors, it has been difficult for school to maintain the same curriculum offer to all children, but staff have worked very hard to remain on-track. Now we are in our new building, we have noted many limitations, and this is often characteristic of temporary structures. The summer months, however, do experience some advantage, because we have proximal access to what used to be our school field, and this enables our children to experience more sport, with easier access, in a larger area. We note that our occupation of this site will come to an end in April 2027, and during this period of interregnum, we will work hard with the SRP Team to ensure that the new and permanent building facilitates the effective teaching of high-quality PE and school sport, both indoors and out. Given the current algorithms in use, this may prove difficult, but all staff have a strong and passionate commitment to this part of our creative curriculum, and we are all aware of the inextricable link between effective sport and the Overall Effectiveness of the school.

To conclude, the PE Team and senior leaders strongly feel that the school has worked very hard under incredibly difficult circumstances to maintain its offer to all of the children from F1 to Year 6, and this again exemplifies our commitment to bring opportunity to all. We look forward to further development, now that stability has returned to Mayflower Primary School.