

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Commissioned by



Department  
for Education

Created by



Images courtesy of Youth Sport Trust

## 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

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?
<ol style="list-style-type: none"> <li>1. Football with Rotherham united with Ben Bagshaw (KI1, KI2, KI3, KI4, KI5)</li> <li>2. Cricket sessions with Brady Saunders (KI1, KI2, KI3, KI4, KI5)</li> <li>3. House Competitions (KI1, KI4)</li> <li>4. Academy Sports events (KI1, KI2, KI4, KI5)</li> <li>5. Active breaks during lessons and lunch (KI1, KI4)</li> <li>6. Weekly planned PE lessons (KI1, KI2, KI3, KI4, KI5)</li> <li>7. We have facilitated the statutory requirements within the EHCP regarding Physical and Sensory needs (KI1, KI4)</li> </ol> <p>Key Indicators:            KI1 – Engage in regular PE/physical activity            KI2 – Raise the profile of Sport across school            KI3 – Increase confidence, knowledge and skills of teaching staff            KI4 – Broader experiences of a range of activities            KI5 – Increase participation in competitive sport</p>	<ol style="list-style-type: none"> <li>1. All classes are timetabled to engage in a block of 6-7 sessions during a half term. The focus of the coach is to introduce basic skills to new students and work on existing skills from students with prior experience of the program. The students are keen to engage in their session on a Monday afternoon. Students activity discuss their football sessions and are happy to see Ben when he arrives.</li> <li>2. We have a whole term with the Cricket coach Brady, who leads sessions for all classes within that time frame. Brady introduces new skills and also builds on existing skills depending on the ability of the students - Students enjoy the sessions and seeing a new face.</li> <li>3. Students enjoy taking part in the PE specific house competitions (cross country, just dance, penalty shootout and sports day). This is evident from the level of participation and through feedback from pupil voice and feedback – the focus of these sessions are linked to character development and more specifically teamwork, resilience, cooperation and respect. All students belong to a</li> </ol>	<ol style="list-style-type: none"> <li>1. Swimming- access for all of our students</li> <li>2. Youth Sports Trust membership</li> <li>3. Lack of a specialist PE teacher</li> </ol>	<ol style="list-style-type: none"> <li>1. Our swimming prevision is open to students in primary and continues on for those students who access the pool for therapies. Moving forward we are going to look at swimming lessons for our more able swimmers. Students in our school pool will learn water safety and basic swimming techniques before moving to the large pool at the local leisure center.</li> <li>2. Students have enjoyed themselves at the limited events we have been to, we need to increase the opportunities for our young people.</li> <li>3. Students were having weekly PE lessons delivered by their class teacher. They were active and covering the key points but there was a lack of subject specific.</li> </ol>

## Review of last year 2023/24

	<p>specific House and participate in an event each half term (Daley, Hawking, Holmes &amp; Mead)</p> <ol style="list-style-type: none"><li data-bbox="636 347 1093 959">4. Students have loved taking part in academy wide sports events. Both primary and secondary students have taken part at different venues, really enjoying the variety of opportunities offered to them. The types of activities have been Cross-Country, Boccia, Girl Power Day, Football, Bowling. This has been a great opportunity for students to meet and liaise with other students from within the trust. It has provided many opportunities for competitive challenges and activities to be undertaken. Funding has also helped to support our attendance at the yearly Nexus Trust Sports Days for Primary and Secondary, which are held at the EIS</li><li data-bbox="636 967 1093 1447">5. Active breaks are encouraged to support learning and development and students have access to scooters, football games, hula hoops – all activities have been selected through pupil voice at school council meetings. Lunchtime clubs of Just Dance, Lego club and Film club – attendance at these clubs allow students to gain credits towards Children’s University awards. Students are free to engage in these activities to help with their interaction and communication skills, sensory and physical needs, SEMH</li></ol>		
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## Review of last year 2023/24

	<p>and independence, which has shown a term on term improvement in attainment for SEMH outcomes. The funding sources and buys resources to obtain and secure engagement from students across school.</p> <p>6. SOL have been written for all classes and shared so opportunities are available for students to participate in a range of lessons – Invasion Games (football, basketball), Net/Wall Games (Badminton, Volleyball). Striking &amp; Fielding (Cricket, Rounders), Dance, Athletics, Cardio-Vascular Fitness, Yoga and Gymnastics. Classes also have been allocated extra sessions PE and sensory exploration in swimming. All these areas build on character development areas of teamwork, cooperation, resilience, as well as allow focus on fine and gross motor skills. Lessons also have curricular links with regards to functional skills of Math and measuring and scoring and English with the usage of correct terminology.</p> <p>7. We have links with NHS qualified physiotherapists, Occupational Therapists and Sensory Integration Occupational Therapist, as well as links with the School Nursing team. Termly meetings are held and case loads discussed so staff are aware of how to support student need and offer interventions that align with entitlement. It has also allowed us</p>		
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## Review of last year 2023/24

	time for better understanding of how PE and sport can be utilised to meet all the needs of student ILP targets		
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## 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. Continue with the football and cricket coaching from outside agencies.</li> <li>2. Book swimming lessons for students at St Anne’s leisure center.</li> <li>3. Take part in more activities supported by the Youth Sports Trust.</li> <li>4. Specialized PE teachers</li> </ol> <p>PE &amp; Sport Premium – Key Indicators</p> <ol style="list-style-type: none"> <li>1. Engage in regular PE/Physical activity</li> <li>2. Raise profile of sport across the school</li> <li>3. Increase confidence, knowledge ad skills of teaching staff</li> <li>4. Broader experiences of a range of activities</li> <li>5. Increase participation of competitive sport</li> </ol>	<ol style="list-style-type: none"> <li>6. Book in the coaches for the rest of the academic year and maintain strong relationships to secure coaching for years to come.</li> <li>7. We have secured lessons at St Anne’s for the summer term. We are using our funding for top up lessons for the students who are able to swim efficiently. For students still learning water safety they will continue to have weekly sessions at school.</li> <li>8. Since the start of the year we have attended every event that has been organised by the YST. We are aiming to get every student who wants to attend a sports event to at least one this year.</li> <li>9. This year a specialist PE teacher has been employed to deliver high quality teaching and learning for all students.</li> </ol>

## 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?
<ol style="list-style-type: none"> <li>1. Football and cricket will continue to be desired aspect of our curriculum that students will look forward to and learn more than just sport specific skills.</li> <li>2. Greater engagement in PE lessons and other physical activity – Specialist teacher to assess, track and monitor student performance and offer guidance for the creation and setting of physical and sensory targets linked to ILP's</li> <li>3. Greater confidence – embracing new activities and also allowing opportunities to make and sustain friendships</li> <li>4. Broader experiences in a range of activities – students get to participate in activities they might not normally have access to</li> </ol> <p>PE &amp; Sport Premium – Key Indicators</p> <ol style="list-style-type: none"> <li>1. Engage in regular PE/Physical activity</li> <li>2. Raise profile of sport across the school</li> <li>3. Increase confidence, knowledge and skills of teaching staff</li> <li>4. Broader experiences of a range of activities</li> <li>5. Increase participation of competitive sport</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will develop skills such as communication, team work, resilience, independence etc which will help them with their other school work.</li> <li>2. Through evidence collected in PE lessons and progress made against the mark books we will see if students are engaging in and enjoying PE in school. Active participation in the lessons is however more than just progress. Students who are able to participate for longer periods of time in a greater number of activities will demonstrate greater engagement.</li> <li>3. Students will exhibit confidence when participating in sporting activities as well as through playtimes demonstrating control of their body. Similarly, students will develop confidence through the non-sport specific elements of PE lessons e.g. team work, communication and independence. These skills will filter from PE lessons through all aspects of school.</li> <li>4. Through PE lessons and sporting events students will be given the opportunity to experience a wide range of sports and activities. Students will get the chance to take part in team and individual activities to hopefully develop a life long hobby or interest.</li> </ol>



## Actual impact/sustainability and supporting evidence

What impact/ sustainability have you seen

What evidence do you have?

To be completed later in the school year

To be completed later in the school year

## Actual impact/sustainability and supporting evidence