

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"> 1. Football with Rotherham united. 2. Cricket sessions with Brady 3. House Competitions 4. Academy Sports events 5. Scheduled time for Physical activity throughout the school day. 	<ol style="list-style-type: none"> 1. 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. 2. The funding we have used to get in a specialist cricket coach has been great. Students enjoy the sessions and seeing a new face. 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. 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. 	<ol style="list-style-type: none"> 1. Swimming- access for all of our students 2. Youth Sports Trust membership 3. Lack of a specialist PE teacher 	<ol style="list-style-type: none"> 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. 2. Students have enjoyed themselves at the limited events we have been to, we need to increase the opportunities for our young people. 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.

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"> 1. Continue with the football and cricket coaching from outside agencies. 2. Book swimming lessons for students at St Anne's leisure center. 3. Take part in more activities supported by the Youth Sports Trust. 4. Specialized PE teachers 5. Greater exposure to sporting activities and athletes who pose as role models for our young people. 	<ol style="list-style-type: none"> 1. Book in the coaches for the rest of the academic year and maintain strong relationships to secure coaching for years to come. 2. We have secured lessons at St Anne's for the summer term, 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. 3. 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. 4. This year a specialist PE teacher has been employed to deliver high quality teaching and learning for all students. 5. Sports stars from pervious Paralympics have been in school to showcase what is possible for our students. We have used our funding to support with CPD from these athletes on how to deliver sessions from their sport.

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">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.2. Greater engagement in PE lessons and other physical activity3. Greater confidence4. Broader experiences in a range of activities	<ol style="list-style-type: none">1. Students will develop skills such as communication, team work, resilience, independence etc which will help them with their other school work.2. Threw 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.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.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.

Actual impact/sustainability and supporting evidence

What impact/ sustainability have you seen

1. Students are engaged in at least 1 hour of structured PE lessons a week, and 30 minutes of physical activity each day.
2. Markbooks have shown that all students are making good progress regardless of gender, ethnicity or SEND.
3. Students are engaging with more physical activity outside of school.
4. Students are having more opportunities to have their therapeutic needs met.
5. High quality equipment has been purchased for lunchtimes to increase physical activity and participation in sport.
6. Students are engaging with more sporting fixtures and competitions across South Yorkshire.

What evidence do you have?

1. A PE teacher has been employed to offer high quality PE lessons with a clear focus, outcome and assessment method. The PE teacher has used his contacts within the PE leadership group to arrange opportunities for sports competitions and activities otherwise not available to students. Within the role, an expectation that lunchtimes will be more active and engaging has led to an increase in participation and a reduction in behavioral incidents.
2. Assessment data within marks books is showing progress and a high level of engagement within the lessons.
3. Coaches who have come into school have encouraged students to visit sporting clubs outside of school, cricket, football and dance activities have been frequented by our students because of the exposure in school.
4. There has been an exposure within school to more activities that can meet therapeutic needs, students have used these to meet their needs which is evidenced in their weekly therapy record.
5. Lunchtimes have been a more engaging place with few behaviour incidents and greater levels of engagement throughout.
6. We have used our funding to hire travel to get students out to sporting events, fixtures and competitions across South Yorkshire. Students have loved these trips, learning new sports and meeting a range of new people, some really strong friendships have been formed with students asking to go back on trips to see their friends.