PE Funding Evaluation Form







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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 2025/2026.
    - 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.

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?
★ Teaching in PE and pupil engagement has been monitored to support the improvement of teaching PE. ★ PE coaches delivered a	Lesson drop ins were carried out to observe teaching. Children continued to be come dressed in kit to facilitate participation and those unable to participate still took part in the lessons with specified roles such as' talent scout'	★ Swimming took place in year 5 and top up swimming in 6. The numbers of children who reached end of key stage expectations were low. This is a continued trend at the academy. Few of our children have the opportunity to swim, outside of the lessons arranged by the academy.	Only 31% of our children left the end of KS2, being able to competently swim using a range of strokes.

comprehensive range of extra-curricular sports clubs, which included archery and golf in multi sports to broaden children's experiences. ★ The Academy took part in a wide range of Soke sporting events such the SEND Games and MAT Games. We also participated in competitive events such as cross country and rounders. ★ We held our own Y1/2 Multi-Sports event. ★ Olympian Alice Sharpe visited the academy to run a HIIT circuit and lead assemblies for the children ★ The academy has netball and	We had multi sports clubs across KS1 and KS2 in addition to netball and football clubs. External sports coaches from Peterborough United also ran football clubs after school. Clubs were well attended in each term. Children from across the academy were able to go to sporting events, which were whole class festivals as well as competitive team events. Y1 and Y2 attended their own festivals at school, run by Y6 play leaders. Children from the whole academy had the opportunity to take part in the exercise circuit with Alice and be inspired by her when they met her in an assembly and heard her story.		

girls and boys football teams, that have competed in local Peterborough leagues during the year. ★ Year 6 Sports Leaders were appointed and ran multi-sports festivals in KS1 and helped with sports day for the whole academy. ★ Because of our provision in sport and PE, we achieved the Gold School Games Mark.	Wearing team kits, our football and netball teams competed in various matches across the year. A real sense of excitement and pride was fostered by all teams. Year 6 children embraced the opportunity to develop their own sports-based activities for the Y1 and Y2 children. They developed their modelling skills and mentoring skills as part of the process. Working proactively with the local SGO, the academy was awarded the Gold School Games Mark as recognition of our provision.		

Intended actions for 2025/26 What are your plans for 2025/26?	How are you going to take action and achieve these plans?
Intent	**Implementation**
We will continue with our association with AMVC and remain part of the Soke Sports cluster. This will provide access to a wide range of sporting experiences for our children, both competitive and non-competitive.	A service level agreement has been signed. The events calendar has been released and reviewed at the first Soke Sports PE leaders meeting.
We will continue to have football and netball teams that will represent the academy at local competitions and participate in local school games leagues.	Extra-curricular clubs will be run by sports coaches to facilitate this.
A team of year 5 and year 6 children will be trained as playleaders and be responsible for leading purposeful play and lunchtime playtimes.	Plans for different activities will be drafted and equipment purchased to support children during unstructured playtimes.
The academy will be having a ‘pop-up’ swimming pool installed on site to enable our children to competently learn to swim. The year 6 top up swimming will be more extensive than in any previous years. As a result of the pool being on site, children will swim daily.	Fiesta swimming will install and maintain an on-site indoor swimming pool during the spring term.

What impact/intended impact/sustainability are you expecting?	How will you know? What **evidence** do you have or expect to have?
Enabling our children to experience a range of sporting experiences, including competitive sport will help them to develop healthy lifestyles, a love of physical activity and their resilience and interpersonal skills. All these skills are vital for them to be well rounded individuals when they leave the academy.	Children will be engaged in all aspects of their academy life. Through the use of pupil and teacher voice surveys, children's resilience and attitudes to learning will be monitored.
By giving year 5 and year 6 children the roles of playleaders this will develop their leadership qualities, while supporting their peers and younger children on the playground. With more purposeful play taking place, issues with behaviour should be reduced. Upper KS2 children who also find these unstructured times difficult can have a playleader role to focus them and develop their coping strategies too.	The playleader will work co-operatively in the play zones, leading their activities. Children will have the opportunity to try different games and activities at playtime. Issues with behaviour will be minimised. Children will return to classes after playtime with positive attitudes and be ready for learning. Evidence will be collected through pupil and teacher voice surveys.
All children leaving year 6 will be able to swim 25m competently, using a range of strokes and be able to safely self rescue.	At the end of the top-up swimming sessions, children will be assessed by a qualified swimming instructor.

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