



Noremarsh Junior PE Funding Evaluation Form 24-25

Commissioned by



Department
for Education



Created by



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?
<p>The introduction of PlayPod at lunchtimes has led to more children playing imaginative and collaborative games. It has also ensured that lunchtimes are more inclusive.</p>	<p>Feedback from the children, staff, parents and external visitors.</p> <p>Observations at lunchtime highlight more children playing imaginative and active games. Children with additional needs, esp. ASD, are able to play with or alongside others and with greater communication.</p> <p>Children's enjoyment of lunchtimes has increased. Staff have reported a decrease in arguments and incidents.</p>	<p>Some MDSAs were reluctant/wary of getting out the equipment at first.</p>	<p>Discussions with staff.</p>
<p>Variety of activities available during Sports and Well-being Week meant that children were able to try new things and enjoy being active. Led by specialists and links to local clubs to encourage continuation of activity.</p>	<p>Feedback from children and parents.</p> <p>Parental involvement in Sports Days was high.</p>		
<p>Swimming Interventions ensured that most Y6 children could swim 25m.</p>	<p>91% of Y6 children were able to swim by the end of KS2 – this has been increasing year on year.</p>		

Review of last year 2023/24



Providing as many opportunities for competitive sports with local schools involving a wide range of pupils.	<p>We participated in as many competitions and leagues that we could this academic year, and had many successes:</p> <p>Netball League - winners</p> <p>Netball Festival</p> <p>Cross Country Event – 1st place Y3/4</p> <p>2nd Place Y5/6</p> <p>Dodgeball Tournament – winners</p> <p>Boys football tournament</p> <p>Girls One Big Football event</p> <p>Swimming gala – 3rd overall</p> <p>Indoor Kwik Cricket tournament –winners</p> <p>Dance Show</p> <p>Kwik Cricket Festival – winners</p> <p>County Cricket Finals</p>	Lack of leagues in area to enable regular matches.	Feedback from children highlights that they would like more opportunities to compete regularly.
Introduction of PE Hub to support PE curriculum across the school, which enabled staff to feel more confident about delivering PE lessons, and introduce a wider range of activities and sports, including outdoor adventure activities and well-being.	<p>Termly planning evaluations.</p> <p>Discussion with staff.</p> <p>Observation of PE lessons.</p>	Some skills were quite advanced as the children had not done the sport in previous years, so teachers had to 'dip' into lower year groups planning.	Termly planning review.

Intended actions for 2024/25



What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Ensure that children have the opportunity to participate in a broad range of sports and activities across the school day to promote active and healthy lifestyles.</p>	<ul style="list-style-type: none"> • Maintain PlayPod at lunchtimes to ensure opportunities for all to play creatively and imaginatively. • Introduce 'Sensory Circuits' at the start of the day for children that need self-regulation in order to be ready to learn. • Continue to provide Farm groups and Forest School interventions for specific needs across the school. • All classes to access Forest School for 1 term. • Build upon the success of 'Sports and Well-being Week' and introduce more diverse opportunities, such as climbing. • Continue to develop the role of Sports Leader – each Sports Leader to lead an activity at lunchtime. • Scootability and Bikeability sessions
<p>Ensure that as many children as possible are able to swim 25m in a range of strokes by the end of Year 6.</p>	<ul style="list-style-type: none"> • Swimming intervention lessons starting at Y6 for those children who cannot swim 25m – 1 hour per week.
<p>Ensure that teachers feel confident teaching PE and know the progression of skills. Ensure that children have the best opportunities</p>	<ul style="list-style-type: none"> • Make use of local specialist coaches to upskill teachers and lead PE lessons with teachers for CPD, e.g. tag rugby and cricket.

Intended actions for 2024/25



in PE lessons.

Provide opportunities for all children to be successful in sport and enjoy being active.

- PDM led by cricket specialist to upskill teachers' knowledge and confidence in teaching cricket.
- Continue to use PE Hub curriculum and adjust in line with planning evaluations.
- Annual Fun Run
- Sports Days (competitive and fun)
- Colour Run
- Link up with local cluster schools and School Sports Partnership to take part in events and festivals/competitions.
- Develop the range of after-school sports clubs

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?
<ul style="list-style-type: none"> • Children enjoying and more engaged in P.E. and children being more active throughout the school day. • To ensure all children receive quality P.E. lessons delivered by staff who are competent and confident with their delivery. • Maintain the high percentage of children who can swim 25m at the end of Year 6. • A wider selection of our school community have participated in inter-school sporting events 	<ul style="list-style-type: none"> • Pupil voice • More children engaged in play activities at lunchtimes, either PlayPod or activities run by Sports Leaders • Increased numbers of children wanting to join after-school clubs or local sports clubs • Increased general fitness of children • Self-review questionnaire, together with learning walks / lesson drop ins / observations. • At least 85% of pupils able to swim 25m in a variety of strokes by end of Year 6. • Data on children who have participated show increased numbers and more diversity

Actual impact/sustainability and supporting evidence



What impact/sustainability have you seen?	What evidence do you have?
<p>Throughout school, P.E. lessons observed have been generally high quality and engaging for the children. All children have received quality P.E. lessons delivered by staff who are competent and confident with their delivery.</p>	<p>Learning walks and lesson drop ins were positive, with effective, engaging lessons being taught.</p> <p>Staff planning reviews have reinforced that staff are confident when delivering P.E. lessons. Reviews also identified opportunities for developing our curriculum. Staff were very positive about the impact of PDMs led by specialists (e.g. cricket), and having coaches lead some PE lessons (e.g. tag rugby) to improve and develop staff skills as well as the those of the children.</p>
<p>Children enjoy PE and the extra opportunities/activities provided through sports week, after-school clubs and visits. Some have joined local clubs outside of school as a result of trying new activities at school.</p> <p>The range of after-school sports clubs has grown and those that charge offer free spaces for PP children to encourage participation from this cohort of children.</p>	<p>Pupil voice has shown that children at Noremarsh generally enjoy PE lessons. They really valued the extra-curricular opportunities such as caving, football freestyler, skipping, dance and drama sessions during sports and well-being week, and the range of sports after-school clubs has increased, with tag rugby sessions being added to our offer. All clubs are well-attended and include pupils with SEND and PP.</p>
<p>Children are being more active throughout the school day.</p>	<p>Some children start the day with 'Sensory Circuits' which has been successful in ensuring that they are ready for learning. Play Pod provides opportunities for children to play creatively and actively every</p>

Actual impact/sustainability and supporting evidence



Most Year 6 children can swim 25m by the end of KS2

lunchtime.

The sports leaders have run successful activities every lunchtime, ranging from cricket skills, penalty shoot-outs, dance, relays, table tennis and more.

All children have 2 hours of PE every week. All classes have 1 term of Forest School. SEND, PP and vulnerable learners also access Farm group and Forest School interventions.

Bikeability was well attended this year, with 4 separate sessions due to the large numbers.

89% of Year 6 were able to swim 25m in a range of strokes including, breast, front crawl and back stroke.