



# PE Funding Evaluation Form

School – Springwood Junior  
Academy S26 2AL

Principal – Rebecca Malton

PE Lead – Abbie Smith

**Commissioned by**



Department  
for Education

**Created by**



Amount of SP money allocated 24/25: £17889

## 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 2024/2025

**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?
Playtime set up improved	<p>Playtime zones have been set up to put specific activities into zones so the children can play safely and have a wide range of choice at both playtimes and lunchtimes. Increased positive behaviours during unstructured time; pupils better ready to learn after these points in the day.</p> <p>Equipment purchased to be replenished every term.</p> <p>Playleaders trained up to lead games on KS1/KS2 yard.</p> <p>Spring/Summer yard plan put in place that can be used again next academic year.</p>		
Wide range of clubs offered to all pupils at SJA – free of charge.	<p>A range of external companies have worked with SJA to improve club uptake this year:</p> <p>KRS Education, RUFC, Active Regen, Yoga</p> <p>Plus, school staff continued to provide 3 additional clubs each half term – resources for these clubs were purchased.</p> <p>67% of pupils have attended a sport after school club as of end of Summer 1.</p> <p>75% of pupils have attended any club e.g Gardening as of end of summer 1.</p> <p>School Games Gold mark achieved again for a 3<sup>rd</sup> consecutive year.</p>		
Workshops booked and delivered to support	<p>Workshops have been carried out to support pupils learning in many areas this academic year to develop a number of</p>		

## Review of last year 2024/2025

PESSPA/PD	important skills; first aid, dogs trust, life guards (water safety), fire safety talk, yoga (strategies to maintain positive mental health), Dr bike (bike safety/active travel), scooter sessions (scooter safety/active travel), bike ability (safe bike riding – especially on roads), bowling (team work and positive competitiveness), Ninja warrior day (challenge), Mini police (community safety).		
Delivery of High quality of PE	Specialist PE lead to deliver all PE lessons within school. PE lead to deliver CPD across Trust schools to support them with PE delivery/sports days etc. ACET SOW are used to deliver lessons and pupils are assessed at the end of every term within specific sports to give them an overall grading at the end of the year to then inform next years planning and targets. Pupils’ PE skills are improving; pupil confidence is growing.		
Active Travel	Active travel committee were nominated and elected by pupils. Weekly meetings have taken place to improve active travel and healthy choices within the school. Weekly meetings ensure the children are aware of their roles within class to support the engagement of the whole school within active travel. Pupils have been rewarded for their hard work to become local authority school of the year (ModeShift). Through the committee’s hard work this year, pupils are bringing healthier snacks to school; packed lunches are more balanced; the vast majority of pupils are now drinking only water (not squash). Pupils and parents are more educated about healthy choices and the reasons for these.		

## Review of last year 2024/2025

<p>Range of sports visits completed to improve engagement within PESSPA</p>	<p>100% of pupils in KS2 have taken part within a sports competition this academic year. Use of the trust mini bus enables us to take groups to the Rotherham school games competitions and our Trust competitions are within walking distance.</p> <p>Residential was completed this year for the first time in 8 years. This had been previously stopped due to high costs to parents. Local charity donations plus a sponsored walk supported a reduced cost to parents and families. 100% of Y5 pupils attended the residential; pupil and parent voice is positive. Pupils developed team skills, communication and social skills.</p>		
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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
Continue to drive our Swimming programme by adding on additional booster sessions for pupils who do not meet national curriculum.	AS to liase with swim school and support as many pupils as possible to achieve national curriculum.
Further enhance our curriculum through cultural workshops and activities.	Student/staff voice to help impact which workshops we feel will have the biggest impact.
Continue to offer a range of extra-curricular activities at SJA.	AS to liase with external agencies to lead clubs after school.
Ensure playtime boxes are replenished and there are plenty of activities available on both KS1 & KS2 yard.	AS to take pupils voice and work with the school council to improve both yards.
Ensure that we have enough spare kit to ensure all pupils can take part in PE.	AS to order spare PE kit and ensure the boxes are full and accessible at all times.
Ensure all equipment for PE is of good quality to ensure high quality PE lessons can be delivered.	AS to complete PE orders throughout the year to ensure equipment is in good condition and re stocked.
Continue to have a high number of pupils taking part in competitive events.	Book transportation and organise events working with school games so as many pupils as possible can take part in a competitive event.
Develop a mental health well being area & the EYFS provision.	Work with F@S & Y6 staff to develop both of these areas to ensure they can be used to support all pupils across the school.

## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<p>By adding booster swimming sessions for pupils who do not meet national curriculum expectations, we aim to improve water safety, ensure all children achieve key life-saving skills, and increase confidence and physical literacy. This targeted support promotes equity, raises overall attainment in PE, and creates long-term benefits by embedding essential life skills. It also ensures sustainable impact by fostering a culture of inclusive support and effective use of resources.</p>	<p>Increase in numbers from previous years.</p>
<p>Enhancing our curriculum through cultural workshops and activities promotes inclusivity, respect, and a broader understanding of the world. These experiences enrich pupils' learning, support personal and social development, and help embed diversity across the curriculum. Over time, this creates a more engaging, inclusive school environment with lasting impact on attitudes, values, and community connections.</p>	<p>Staff / pupils voice feedback. Photos, assemblies.</p>
<p>By offering a wide range of after-school clubs, we provide pupils with opportunities to explore new interests, develop skills, and build confidence outside the classroom. These clubs support personal development, promote positive social interactions, and encourage healthy, active lifestyles. Over time, they help foster a sense of belonging and engagement with school life, contributing to overall wellbeing and a more enriched learning experience.</p>	<p>Pupil voice Parent voice Rise in data from previous year.</p>
<p>By ensuring playtime boxes are regularly replenished and a variety of activities are available on both the KS1 and KS2 yards, we create a more engaging and active play environment for all pupils. This encourages positive social interaction, supports physical development, and helps reduce behavioural issues during unstructured times. It also promotes inclusion by providing options that cater to a range of interests and abilities.</p>	<p>Reduction In behaviour issues Enjoyment on both yards New activities added Pupil voice Staff voice</p>
<p>By ensuring all PE equipment is of good quality, we support the delivery of high-quality PE lessons that are safe, engaging, and effective. Well-maintained resources allow staff to teach a broad and balanced curriculum, help pupils develop physical skills more</p>	<p>Staff Voice (PE lead) Lesson observations Pupil voice</p>

## Expected impact and sustainability will be achieved

confidently, and contribute to a positive attitude towards physical activity.

By continuing to encourage a high number of pupils to take part in competitive events, we promote teamwork, resilience, and a sense of achievement. Participation in competitions helps build confidence, supports physical development, and fosters a strong sense of school pride and community spirit.

By developing a dedicated mental health and wellbeing area along with enhancing the EYFS provision, we create a supportive environment that promotes emotional resilience and early development. This helps young children feel safe, valued, and better equipped to manage their feelings. They will have somewhere to use for time out and prepare themselves for returning to the classroom.

Behavioural issues

Rise in data from previous academic year.

Pupil Voice

Photos

Achievements

Pupil Voice

Staff voice

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?														
<p>The booster swimming sessions have led to noticeable improvements in pupils' swimming abilities, with more children meeting or exceeding national curriculum expectations. This has enhanced overall water safety and life-saving skills across the cohort. Pupils' confidence has increased, contributing to better engagement in PE and a stronger sense of achievement. By embedding swimming as a core life skill within the curriculum, the benefits extend beyond school years, supporting pupils' safety and wellbeing into adulthood.</p> <p>Cultural workshops and activities have increased pupils' awareness and appreciation of different backgrounds, fostering greater respect and inclusivity within the school. These experiences have enriched the curriculum by supporting pupils' personal and social development, encouraging open-mindedness and positive attitudes toward diversity. By embedding cultural learning across the curriculum, the school has built a lasting foundation for inclusivity and understanding. This ongoing commitment helps maintain a positive and welcoming school environment, strengthening community connections and supporting pupils to become respectful, culturally aware individuals long after they leave school.</p> <p>By offering a wide range of after-school clubs, we provide pupils with opportunities to explore new interests, develop skills, and build confidence outside the classroom. These clubs support personal development, promote positive social interactions, and encourage healthy, active lifestyles. Over time, they help foster a sense of belonging and engagement with school life, contributing to overall wellbeing and a more enriched learning experience.</p> <p>Regularly replenishing playtime boxes and offering a variety of activities on both the KS1 and KS2 yards has created a more engaging and active play environment for pupils. This has encouraged positive social interaction, supported physical development, and helped reduce behavioural issues during unstructured times. By providing activities that appeal to a range of interests and abilities, we are also promoting inclusion and ensuring that all children feel able to participate. Over time, this approach has become part of our wider strategy to improve pupil wellbeing and behaviour, with systems in place to maintain and adapt the resources as needed.</p>	<p>Increase in pupils reaching national curriculum requirement to swim competently, confidently and proficiently over a distance of at least 25m; use a range of strokes effectively for example, front crawl, backstroke and breaststroke; can perform safe self-rescue in different water based situations.</p> <table border="1" data-bbox="1131 603 2199 774"> <thead> <tr> <th data-bbox="1131 603 1344 671">Y6 22-23 Current Y8</th> <th data-bbox="1344 603 1556 671">Y5 22-23 Current 7</th> <th data-bbox="1556 603 1769 671">Y4 22-23 Current Y6</th> <th data-bbox="1769 603 1982 671">Y4 23-24 Current Y5</th> <th data-bbox="1982 603 2199 671">Y4 24-25 Current Y4</th> </tr> </thead> <tbody> <tr> <td data-bbox="1131 671 1344 774">37%</td> <td data-bbox="1344 671 1556 774">86%</td> <td data-bbox="1556 671 1769 774">41%</td> <td data-bbox="1769 671 1982 774">55%</td> <td data-bbox="1982 671 2199 774">50%</td> </tr> </tbody> </table> <p><u>Workshops delivered:</u>            Chinese New Year            Environmental drumming            Ninja Warrior            African Drumming            NSPCC            Fire talk            Skipping school workshop</p> <p>80% of whole school have attended an after school club this academic year.</p> <p>Photos/Videos            Pupils Voice            Staff Voice</p>					Y6 22-23 Current Y8	Y5 22-23 Current 7	Y4 22-23 Current Y6	Y4 23-24 Current Y5	Y4 24-25 Current Y4	37%	86%	41%	55%	50%
Y6 22-23 Current Y8	Y5 22-23 Current 7	Y4 22-23 Current Y6	Y4 23-24 Current Y5	Y4 24-25 Current Y4											
37%	86%	41%	55%	50%											

## Actual impact/sustainability and supporting evidence

Maintaining high-quality PE equipment has supported the delivery of safe, engaging, and effective lessons, allowing staff to teach a broad and balanced curriculum. This helps our pupils build confidence in developing physical skills and encourages a positive attitude towards physical activity.

Continued encouragement of participation in competitive events promotes important values such as teamwork, resilience, and a sense of achievement, while also strengthening school pride and community spirit.

The development of a dedicated mental health and wellbeing area, as well as enhanced EYFS provision, has created a more supportive environment for our children. These spaces help our pupils feel safe and valued, encourage emotional resilience, and offer calm areas for regulation before returning to the classroom. Together, these actions support both immediate and long-term improvements in pupil wellbeing, engagement, and personal development.