



# Featherstone Primary Academy

## PE Funding Evaluation Form

2024 - 2025

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><b>1. Competitive Sports Participation</b> Increased student participation and enthusiasm in competitive sports.</p>	Documented rise in commitment, pride, and development of resilience, teamwork, and sportsmanship.		
<p><b>2. Inclusive Sporting Clubs</b> Free clubs removed financial barriers, increasing access and inclusivity.</p>	Improved physical activity and mental well-being for all pupils.		
<p><b>3. Play Leader Training</b> Enhanced KS1 playtimes and developed leadership in Year 5 pupils.</p>	Positive impact on social interaction and physical activity; Year 5 students gained confidence and responsibility.	Limited resources to be used.	Diet of activities on offer to pupils was not broad and presented with stagnant participation.
<p><b>4. Balancability</b> EYFS gained cycling skills and road safety awareness.</p>	High confidence and coordination levels;	The ability for these new/developed skills to be continues in the EY setting during physical development activities.	No access to balance bikes during Physical Development activities in EY setting outside of Balanceability.
<p><b>5. Structured Break/Lunchtime Play</b> Improved physical activity and behaviour during unstructured times.</p>	Enhanced and structured games led to consistency	Limited resources to be used.	Diet of activities on offer to pupils was not broad and presented with stagnant participation.
<p><b>6. Swimming Outcomes</b> Outstanding swimming achievements.</p>	Year 6 students developed swimming and self-rescue targets. 93% can use a range of strokes. Daily swimming for 15 days with personalised instruction had fantastic impact.		

## 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><b>1. CPD External Training to Upskill Staff for Swimming Delivery.</b> To enhance staff confidence and competence in supporting during the high-quality swimming instruction delivered by a qualified swimming instructor.</p>	<p>CPD – external training courses (£240) CPD – upskilling staff to deliver swimming lessons (£620)</p>
<p><b>2. Internal Sports Competitions</b> To foster a culture of healthy competition and physical activity within school by organising regular intra-school sports events. These competitions will promote teamwork, resilience, and sportsmanship, while increasing pupil engagement in physical education and broadening participation across all year groups.</p>	<p>Internal sports competition (£1,500)</p>
<p><b>3. Top-Up Swimming Lessons (On-Site Pool)</b> To provide targeted top-up swimming sessions for pupils who have not yet met the national curriculum swimming requirements. Using our on-site pool, we aim to close attainment gaps in swimming proficiency and ensure all pupils leave primary school with essential water safety skills.</p>	<p>Top up swimming lessons (£11,900)</p>
<p><b>4. Internal Equipment and Resources for Structured Break and Lunchtimes.</b> To improve the quality and structure of physical activity during break and lunch times by investing in equipment and training for staff and pupil play leaders. This will support inclusive, active play, reduce behavioural incidents, and promote physical wellbeing through purposeful movement and social interaction.</p>	<p>Internal equipment and resources (£1,500)</p>
<p><b>5. Education Platforms and Resources.</b> To enhance the delivery of a broad and balanced PE curriculum through the use of high-quality digital platforms (such as GetSetPE). These resources will support staff planning, assessment, and differentiation, ensuring consistency and progression in PE across all key stages.</p>	<p>Education platforms and resources (£900)</p>
<p><b>6. Involvement in External Activities – School Games Network.</b> To increase pupil participation in competitive sport and physical activity by engaging with the School Games network. This will provide opportunities for pupils to represent the school, experience wider sporting events, and develop key life skills such as teamwork, perseverance, and leadership.</p>	<p>External activities School Games network (£1,100)</p> <p>Total allocated spend: £17,760</p>

## 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><b>1. CPD External Training to Upskill Staff for Swimming Delivery</b></p> <ul style="list-style-type: none"> <li>• Increased staff confidence and competence in supporting the delivery of swimming lessons.</li> <li>• Improved pupil outcomes in swimming and water safety.</li> <li>• Skills and knowledge gained through CPD will remain within the school, enabling future cohorts to benefit.</li> <li>• Staff can cascade training to others.</li> </ul> <p><b>2. Internal Sports Competitions</b></p> <ul style="list-style-type: none"> <li>• Increased pupil participation in physical activity.</li> <li>• Development of teamwork, resilience, and leadership skills.</li> <li>• Raised profile of PE and sport across the school.</li> <li>• Competitions embedded into the school calendar.</li> <li>• Staff and pupil leaders trained to organise and run events independently.</li> <li>• Resources and formats reused annually.</li> </ul> <p><b>3. Top-Up Swimming Lessons (On-Site Pool)</b></p> <ul style="list-style-type: none"> <li>• More pupils meeting national curriculum swimming requirements.</li> <li>• Improved water confidence and safety awareness.</li> <li>• Reduced inequalities in swimming attainment.</li> <li>• On-site pool allows ongoing provision without external costs.</li> <li>• Staff trained to deliver lessons, ensuring long-term delivery.</li> <li>• Regular assessment informs future top-up needs.</li> </ul> <p><b>4. Internal Equipment and Resources for Structured Break and Lunchtimes</b></p> <ul style="list-style-type: none"> <li>• Increased physical activity during unstructured times.</li> <li>• Improved behaviour and social interaction.</li> <li>• Enhanced pupil wellbeing and engagement.</li> <li>• Equipment is durable and reusable.</li> <li>• Play leaders and staff trained to facilitate structured play.</li> <li>• Systems embedded into daily routines.</li> </ul>	<p><b>1. CPD External Training to Upskill Staff for Swimming Delivery</b></p> <ul style="list-style-type: none"> <li>• Staff feedback forms and evaluations post-training.</li> <li>• Lesson observations showing improved support.</li> <li>• Increased number of pupils meeting swimming standards.</li> <li>• Staff confidence audits or surveys.</li> </ul> <p><b>2. Internal Sports Competitions</b></p> <ul style="list-style-type: none"> <li>• Participation records and registers.</li> <li>• Pupil voice surveys reflecting enjoyment and engagement.</li> <li>• Photographs, newsletters, and social media posts showcasing events.</li> <li>• Staff and pupil feedback on organisation and outcomes.</li> </ul> <p><b>3. Top-Up Swimming Lessons (On-Site Pool)</b></p> <ul style="list-style-type: none"> <li>• Swimming assessment data</li> <li>• Pupil progress tracking over time.</li> <li>• Attendance records for top-up sessions.</li> <li>• Pupil and parent feedback.</li> </ul> <p><b>4. Internal Equipment and Resources for Structured Break and Lunchtimes</b></p> <ul style="list-style-type: none"> <li>• Behaviour logs showing reduction in incidents.</li> <li>• Observations of active play and pupil engagement.</li> <li>• Play leader training records and pupil feedback.</li> <li>• Staff monitoring reports and lunchtime audits</li> </ul>

## Expected impact and sustainability will be achieved

### 5. Education Platforms and Resources (e.g. GetSetPE)

- Improved quality and consistency of PE teaching.
- Better curriculum coverage and progression.
- Enhanced teacher confidence and reduced planning workload.
- Platform provides ongoing access to updated resources.
- Staff familiarisation ensures continued use.
- Supports long-term curriculum development.

### 6. Involvement in External Activities – School Games Network

- Increased pupil engagement in competitive sport.
- Opportunities for pupils to represent the school and build confidence.
- Strengthened links with local schools and sports organisations.
- Continued membership in the School Games network.
- Staff trained to coordinate and lead participation.
- Pupils inspired to pursue sport beyond school.

### 5. Education Platforms and Resources (e.g. GetSetPE)

- Planning scrutiny showing use of platform resources.
- Staff feedback on ease of use and curriculum coverage.
- PE assessment data showing pupil progress.
- Lesson observations and learning walks.

### 6. Involvement in External Activities – School Games Network

- Records of events attended and pupils involved.
- Certificates, awards, and recognition from School Games.
- Pupil voice on experiences and confidence.
- Photographic and written evidence in newsletters or displays.

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p><b>1. CPD External Training to Upskill Staff for Swimming Delivery</b></p> <ul style="list-style-type: none"> <li>• Increased number of pupils achieving swimming benchmarks.</li> <li>• Staff collaboration and peer support in swimming delivery has improved.</li> <li>• Internal capacity built for long-term swimming provision.</li> <li>• CPD knowledge retained and shared among staff.</li> </ul> <p><b>2. Internal Sports Competitions</b></p> <ul style="list-style-type: none"> <li>• Regular intra-school competitions have boosted pupil enthusiasm for PE.</li> <li>• Increased participation across all year groups, including SEND pupils.</li> <li>• Pupils demonstrate improved teamwork and sportsmanship.</li> <li>• Competitions now embedded in the school calendar.</li> <li>• Staff and pupil sports leaders trained to run events independently.</li> <li>• Resources and formats reused annually with minimal additional cost.</li> </ul> <p><b>3. Top-Up Swimming Lessons (On-Site Pool)</b></p> <ul style="list-style-type: none"> <li>• Significant increase in pupils meeting national curriculum swimming standards.</li> <li>• Pupils show greater water confidence and safety awareness.</li> <li>• Targeted support has reduced attainment gaps.</li> <li>• On-site pool enables ongoing provision without travel to venue costs.</li> <li>• Staff trained to deliver lessons ensures continuity.</li> <li>• Regular assessment informs future top-up needs.</li> </ul> <p><b>4. Internal Equipment and Resources for Structured Break and Lunchtimes</b></p> <ul style="list-style-type: none"> <li>• Pupils more engaged in active play during unstructured times.</li> <li>• Reduction in behaviour incidents and improved social interaction.</li> <li>• Play leaders confidently lead activities with staff support.</li> <li>• Equipment is durable and reused daily.</li> <li>• Play leader programme embedded and refreshed annually.</li> <li>• Staff trained to facilitate structured play as part of routine duties.</li> </ul> <p><b>5. Education Platforms and Resources (e.g. GetSetPE)</b></p> <ul style="list-style-type: none"> <li>• Teachers report improved confidence and reduced planning time.</li> <li>• PE lessons show greater consistency and progression.</li> <li>• Assessment data reflects improved pupil outcomes.</li> </ul>	<p><b>1. CPD External Training to Upskill Staff for Swimming Delivery</b></p> <ul style="list-style-type: none"> <li>• CPD attendance records and certificates.</li> <li>• Staff feedback forms or surveys post-training.</li> <li>• Lesson observations showing improved delivery.</li> <li>• Swimming assessment data.</li> <li>• Staff confidence audits.</li> </ul> <p><b>2. Internal Sports Competitions</b></p> <ul style="list-style-type: none"> <li>• Registers of pupil participation.</li> <li>• Event plans, timetables, and results sheets.</li> <li>• Pupil voice surveys or feedback forms.</li> <li>• Photographs and newsletters showcasing events.</li> <li>• Staff reflections or evaluations.</li> </ul> <p><b>3. Top-Up Swimming Lessons (On-Site Pool)</b></p> <ul style="list-style-type: none"> <li>• Swimming progress tracking sheets.</li> <li>• Assessment data showing improvement in swimming ability.</li> <li>• Attendance records for top-up sessions.</li> <li>• Pupil and parent feedback.</li> <li>• Staff delivery logs or lesson plans.</li> </ul> <p><b>4. Internal Equipment and Resources for Structured Break and Lunchtimes</b></p> <ul style="list-style-type: none"> <li>• Behaviour logs showing reduction in incidents.</li> <li>• Observations of active play and pupil engagement.</li> <li>• Play leader training records.</li> <li>• Staff monitoring notes or lunchtime duty reports.</li> <li>• Pupil feedback on activities.</li> </ul> <p><b>5. Education Platforms and Resources (e.g. GetSetPE)</b></p> <ul style="list-style-type: none"> <li>• Planning documents showing use of platform resources.</li> <li>• Staff feedback on usability and impact.</li> <li>• PE assessment data and pupil progress records.</li> <li>• Lesson observations and learning walks.</li> </ul>

## Actual impact/sustainability and supporting evidence

- Platform continues to support curriculum delivery year-on-year.
- Staff familiarisation ensures ongoing use.
- Supports long-term curriculum development and staff induction.

### 6. Involvement in External Activities – School Games Network

- Pupils have represented the school in a range of sports events.
- Increased confidence and pride among participants.
- Stronger links with local schools and sports organisations.
- Continued engagement with School Games events.
- Staff trained to coordinate participation.
- Pupils inspired to pursue sport beyond school.

- Curriculum coverage maps or progression grids.

### 6. Involvement in External Activities – School Games Network

- Records of events attended and pupils involved.
- Certificates, awards, and recognition from School Games.
- Pupil voice on experiences and confidence.
- Photographic evidence and school communications.
- Staff reports or reflections on events