



PE Funding Evaluation Form

Nettleworth Infant and Nursery School

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 2024/25

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>Timetables were well established with dedicated members of staff providing regular outdoor physical opportunities and provision e.g. climbing, gardening, using balance bikes.</p> <p>Children enjoy PE sessions.</p> <p>The THRIVE program was integrated alongside Take Five Resilience Program daily. This promoted a positive impact on pupil mental health and wellbeing e.g. Take 5 breathing techniques, yoga, Mindfulness, Rock Kidz.</p> <p>The children have participated in specialists providers sessions to offer unique opportunities to develop physical skills alongside a greater cultural awareness.</p>	<p>At the end of FS2 over 90% of pupils achieved good level of development (GLD) for physical development.</p> <ul style="list-style-type: none"> - Evidence in FS2 end of year data <p>Documented in pupil voice feedback carried out by PE leads.</p> <p>Discussions with staff, pupils and through regular termly monitoring of the subject.</p> <p>Children have participated in a range of workshops including Chinese dancing and Indian dancing which has developed children's physical skills and cultural awareness.</p>	<p>Raising the profile of sport within school.</p> <p>Providing PE and Sport as afterschool / Lunchtime clubs.</p>	<p>Through the use of pupil voice children do not link PE to their own sporting experiences and/or achievements.</p> <p>There were not many opportunities for children to engage in additional sports clubs.</p>

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<p>To provide a progressive and inclusive physical development curriculum that develops pupils' physical skills, stamina, and confidence from EYFS to KS1.</p> <p>Ensure all children are given the opportunity to be active for 30 minutes within the school day.</p> <p>To ensure children have the opportunity to be active during break times.</p> <p>Extra-curricular clubs offered across school.</p> <p>Support staff to use movement breaks to promote positive behaviour.</p> <p>Celebrate sporting successes across school through the use of the website and Class Dojo to promote and celebrate participation and achievements.</p> <p>Identify 'least active' children and provide suitable positive movement experiences. Create strong links with community clubs and share with parents spotted talents.</p> <p>To support the PE lead – releasing them for courses and CPD Staff meeting to improve knowledge of physical literacy</p> <p>To host Sport's Day and other healthy lifestyle days throughout the year.</p>	<p>The PE curriculum has been updated to ensure that it is progressive and has a clear focus on skill progression. The Daily Mile will be introduced and well established.</p> <p>Regular movement breaks / active learning / active playtimes and after school clubs. PE lead to monitor timetables.</p> <p>Play Leaders trained and running activities and sessions at break/lunch times.</p> <p>AG to regularly update clubs and run termly sessions.</p> <p>TAs use movement breaks for specified children.</p> <p>Assembly/class dojo and display board to share pupils sporting achievements.</p> <p>AG/Office staff to share after school clubs.</p> <p>PE lessons run by specialised coach Mr Wood.</p> <p>AG to look out for courses / attend Mansfield Partnership meetings/school collaboration.</p> <p>Liaise with staff to offer new club opportunities.</p> <p>Summer Term – AG to arrange and organise Sports Day</p>

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?
<p>Timetable including Daily Mile sessions to improve concentration and self-regulation skills. To further develop children's stamina and endurance skills.</p> <p>30 active minutes – more focused learning and improved behavior.</p> <p>Weekly PE sessions with sports coach – children are healthier / standards in PE to improve.</p> <p>Play Leaders to support engagement of sports and encourage pupils to be active at break.</p> <p>After School Clubs – keep offering new activities to expose children to new sports/additional sporting opportunities.</p> <p>Children to be identified by staff who will benefit from movement breaks to support behavior.</p> <p>Celebrate success – to raise the profile of sport and inspire others.</p> <p>Use of technology to raise the profile of PE and Sport.</p> <p>Offer movement opportunities for least active children.</p> <p>Attend Mansfield Partnership meetings and CPD opportunities to develop staff understanding and encourage new approaches and opportunities.</p> <p>Use of coaches in PE lessons</p> <p>Physical Literacy CPD</p> <p>Sports Day arranged – Summer Term Intra Sports Competitions between year groups</p>	<p>Pupil interviews</p> <p>Curriculum monitoring</p> <p>Pupil interviews</p> <p>Clubs continue to be attended</p> <p>Improved behaviour / staff discussions</p> <p>Children are proud of their achievements / display board is complete</p> <p>Profile raised / clubs advertised</p> <p>Staff to become more confident at teaching PE</p> <p>Staff to attend CPD and additional training to improve knowledge</p> <p>All children in school to attend Sports day</p>

Actual impact/sustainability and supporting evidence

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