

PE Funding Evaluation Form

2023-2024

2022-2023



The main focus of the PE and Sport premium is used to:

- develop or add to the PE and sport activities that Jericho already offers
- build capacity and capability at Jericho to ensure that improvements made now will benefit pupils joining the school in future years

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 2023-2024

Total Number of Pupils	332
Total amount carried over from 2022-2023	8690.18
How much (if any) do you intend to carry over from this total fund into 2024-2025	5101.38
Total amount allocated for 2023-2024	19287.00
Total amount of funding for 2023-2024 spent and reported on by 31st July 2024	22875.80

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024.	90% 57/63
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	90% 57/63
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90% 57/63
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes

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>Pupils received timetabled PE sessions twice weekly to support their health and well-being.</p> <p>Pupils were encouraged to participate in a variety of sports and activities (following consultation); they can discover their interests and strengths while improving their overall fitness through the development of our enrichment curriculum.</p> <p>Seek pupil voice feedback in improving provision and act on this – to be reviewed termly</p> <p>Pupils are encouraged to eat healthily throughout the school and ensure links across the curriculum, incl PSHE and DT. • Encouraging of pupils to take on leadership roles that support sport and physical activity will be a key factor.</p> <p>Swimming with confidence sessions to be maintained for pupils who have anxieties around water - pupils continue to access swimming session as part of the curriculum – in addition, open water swimming and water safety session take place for Y6.</p>	<p>Get Set PE curriculum and resources are now fully integrated into the curriculum. Staff have had CPD in the delivery of the schemes and use the resources weekly as an aid to their PE teaching. Ongoing CPD is used through the Videos in the scheme to support teaching.</p> <p>A 2-hour PE timetable is engaged with and pupils are now offered a wide range of activities which build on the previous years' learning.</p> <p>Sports day commenced during the summer term which enabled the pupils to showcase their skills and knowledge from the year's curriculum.</p> <p>2 hours PE per week has enabled pupils to improve their overall physical fitness and thus impacted positively on their performance during sports day.</p> <p>Other subject areas such as DT, enable pupils to use healthy ingredients to create their own dish. This sits alongside the PE curriculum. Staff have received training to support preparing and teaching about healthy foods through the funky food initiative.</p> <p>Through pupil voice activities, pupils can describe how to lead a healthy lifestyle and how it is important to maintain a good balance of activity, mental health and a healthy diet – PHSE Pupil Voice</p> <p>Swimming lessons continue to be accessed for pupils. Open water safety swimming has been delivered to all Y6 pupils.</p>	<p>Lower than expected participation in competitions – increases from last year as more pupils appreciate the experience of representing the school in a range of activities through the SSSCo timetable of events. Lack of drive as PE leader not in place.</p>	<p>A range of competitions were accessed during the year through the SSSCo. Pupils also took part in inter school network events which focused on developing skills however, we have struggled with staffing to release groups to attend some events. We have also changed subject leader and this has impacted on uptake.</p>

Intended actions for 2024/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?	What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
Intent	Implementation		
1 Supported and involved less active children by providing targeted activities in after school clubs- eg football	Set up appropriate clubs/lunch provisions/ group trainings/ cpd for teaching. This includes using pupil voice to steer activities and suggestions. Half Termly menu of activities – changes each term.	A higher number of children attending after school clubs. A high up take of targeted places.	Pupil voice will be used to monitor up take an interests. Club register analysis.
2 Forest school updated training – continuation of delivery of FS work	Children to take part in out of classroom learning through forest based/ active/ real life approaches linked to well-being. Weekly sessions. Range of year groups. Development of own patch of forest.	Children becoming independent and developing life skills through forest school training More children developing OAA, teamwork and independence skills in a variety of situations. Children having experiences that they would not ordinarily have. Each child to develop a life-long love of the outdoors Children active without realising it. Increased levels of active learning.	Planning and supporting documentation. Evidence from sessions. Pupil voice.
3 Embedded physical activity into the school day through encouraging active Play times- equipment ordered. Develop outdoor resources and play leaders	Continue the development of the outdoor play areas to include – Muga – permanent home for football and sports games. Development of Continuous Provision at lunchtimes.	Children using playground markings and equipment appropriately. Increase in daily activity that is purposeful. Improved opportunities for leadership among young people throughout the school. Higher levels of physical activity.	Observations of lunchtime. Decrease in Low Level Incidents. Pupil Voice.
4. Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively and embed physical activity across school – Focus on Subject Leadership (continuation in 2024-2025 supporting local cluster development)	Subject Leader Training	As a result of confident and knowledgeable leadership, staff and pupils, irrespective of their special educational needs and disabilities made excellent progress in line with their prior learning and ability. Staff have increased confidence in the delivery of the curriculum and subject leader is able to monitor and support implementation of the curriculum.	Performance Appraisal Reviews / Discussions.
5. Encourage wider participation in the way that children travel to school – Increasing daily physical activity.	All children to undertake cycle awareness and cycle training Engage with the Big Pedal Event – march 2025.	Increased numbers of children cycling, scooting and walking to school. Safety awareness when involved in active travel.	Numbers of pupils taking part in event. Pupil voice.

Actual impact/sustainability and supporting evidence

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