



## PE Funding

Evaluation Form 24/25

Holy Spirit Catholic Academy

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 2024/25.
- 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

**We recommend that you start by reflecting on the impact of current provision and reviewing your previous spend – Total allocation for 24/25 £17,440**

What went well in 24/25?	How do you know?	What didn't go well?	How do you know?
<p><b><u>Meeting PE and Sport Premium Aims</u></b></p> <p><b>Additional Swimming</b></p> <ul style="list-style-type: none"> <li>Targeted extra swimming lessons for least able swimmers in Years 4 and 5 for Summer 2 with Everton in the Community.</li> <li>Year 5 attended additional swimming lessons during Summer 1, which has grown confidence in less able swimmers. (£540)</li> </ul> <p><b>Promoting Inclusion</b></p> <ul style="list-style-type: none"> <li>Targeted resources and interventions (foam balls, mats, and SEND programmes) to ensure all pupils, including those with SEND, can participate.</li> <li>Broader Experience of Sports and Activities after-school through Netball, Football and Multi sports club. (Travel £55, memberships £125, external comps £77, external coaching staff £2515)</li> </ul> <p><b>Increased Participation in Competitive Sport</b></p> <ul style="list-style-type: none"> <li>More pupils involved in local leagues and inter-school tournaments. Supported through affiliation fees, new equipment, and transport costs.</li> </ul> <p><b>Providing Resources</b></p> <ul style="list-style-type: none"> <li>Equipped the school playground with a variety of sports equipment and zoned areas to encourage active play during break and lunch times.</li> </ul>	<p><b>Increased Participation Rates:</b></p> <ul style="list-style-type: none"> <li>69% of students now participate in at least one extra-curricular club or activity</li> <li>All year groups completed at least one half-term of weekly swimming lessons led by qualified instructors</li> <li>Pupils who had a fear of water now feel more comfortable, as they have completed basic steps such as floating on their back, blowing bubbles, swimming unaided by a float.</li> <li>In Year 5, <b>50%</b> who attended swimming have achieved national curriculum 25m front and back. <b>78%</b> have completed 15m front and back and <b>94%</b> have completed 10m front and back.</li> </ul> <p><b>Enhanced Inclusivity and Engagement:</b></p> <ul style="list-style-type: none"> <li>The participation rate of students classed as disadvantaged in extra-curricular clubs 64% of places compared to 36% Non-disadvantage</li> <li>12-14 girls regularly attend Netball club once a week and have done since September.</li> <li>Girls in Y3 and Y4 are attending Multi-sports club as well as football club.</li> <li>School football team played 10 league games finishing 2nd and participated in 3 tournaments.</li> </ul>	<ul style="list-style-type: none"> <li>Trained lunchtime supervisors and student leaders to organise and lead structured physical activities during break and lunch times.</li> </ul>	<ul style="list-style-type: none"> <li>Training was completed by Play Leaders, but not refreshed or continued. Target for next year to complete a clear plan and play leader structure.</li> </ul>

## Review of last year

- Ensured that all children in all classes had to take part in at least 30 minutes of physical activity per day by providing sports equipment for use during break & lunchtimes.
- Purchased PE Equipment for PE, lunchtime and after school activities and Sports Day. **(£8180)**

### Monitoring and Evaluating

- Staff Surveys, pupil feedback. Lesson observations, participation tracking.

### Improved staff confidence and skills

- PE coaching provided through specialist PE coaches and the iMoves platform. Staff more confident and skilled in delivering high-quality PE lessons. **(Coaching £4745, online platform £1197)**
- Taster sessions and upcoming CPD enhance teacher knowledge, promote inclusion strategies, and support peer sharing.

### Impact of iMoves Programme

- Curriculum Quality and Coverage
- Sustainability and Cost-effectiveness.
- Inclusion and SEND support

- **Resources** purchased created opportunities for building, playing and competitive sports at breaks. Fewer behavioural incidences

### Evidence of the Impact

- Pupil voice; pupils have stated that after-school clubs they attend or PE lessons are highlights of this academic year.
- Staff survey has identified areas for development within PE teaching and positive impact of team coaching PE lessons this year.

### Next Steps

- Full curriculum coverage (games, dance, gymnastics, OAA). Improved progression and sequencing across year groups. Clear paths for teachers to follow.
- Reduces reliance on external coaches. One-off investment supports long-term delivery and improved outcomes.
- Structured brain breaks improve focus, support sensory regulation, and promote wellbeing, especially for SEND pupils.

Meeting national curriculum requirements for swimming and water safety (2024 – 2025)	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	44%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	10m front and back only – 56% 25m front and back only – 34% 25m front back and breaststroke – 0%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Dreading water collecting brick – 75%
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, for additional Year 4 and 5 (SEN) swimming lessons to work toward national requirements for swimming and water safety at end of Year 6 (staffing, transport, pool etc.)



