

# Primary PE & Sports Funding



Department  
for Education



Board / Committee:	Governing Body
Date of meeting:	6 <sup>th</sup> December 2024
Subject:	<b>Treloar School Primary PE and Sports Fund Report 2023-24</b>
Author:	Lisa Bond, Head of School
Date of Paper:	11 <sup>th</sup> November 2024
Linked to which of the Treloar's Values:	<ul style="list-style-type: none"> <li>• We are inclusive</li> <li>• We strive for Excellence</li> <li>• We act with Integrity and Respect</li> </ul>
Linked to which strategic objectives	<ol style="list-style-type: none"> <li>1. <u>Further our excellence</u> as a school and college for physically disabled young people</li> <li>2. <u>Maintain our specialism</u> in supporting children and young people with higher levels of need in education</li> </ol>
Recommendation:	Members are asked to: Note and approve that it can be published on our website.

# 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. Enrichment 4%</b> 1a) Spending included weekly dance sessions for students accessing Sensory and Interactive Pathway 1b) Resources to support our school Team challenges including trophies</p> <p><b>2. Quality Mark 3%</b></p> <p><b>3. Games 15%</b> Resources to support accessible sports and games including the replacement of a table tennis table</p> <p><b>4. Swimming 14%</b> Resources to support accessible swimming</p> <p><b>5. Equipment 33%</b> Accessible Trike for primary sized students</p> <p><b>6. Salary 31%</b></p>	<p>1a) Engagement, Enrichment and enhancement for students accessing Sensory and interactive Pathway 1b) Profile of sport and team work raised</p> <p>2. Profile of disability sport raised</p> <p>3. students accessed and participated in a range of competitive sport</p> <p>4 Increased number of students accessing more regular swimming sessions</p> <p>5.Enabling students to access physical exercise beyond PE sessions</p> <p>6. PE lead is increasing confidence, knowledge and skills of wider team increasing collaboration between external providers and schools</p>	<p>3 – spending to create adaptable resources rather than purchasing the resources</p>	<p>Increase time for staff to create these resources</p>

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ol style="list-style-type: none"> <li>1. Further increase enrichment of physical activities particularly for students not able to access these activities off site</li> <li>2. Maintain accessible resources to enable students to participate in Games</li> <li>3. Maintain accessible resources to enable students to access swimming and aquatic physical therapy</li> <li>4. Ensure accessible resources are available to support physical wellbeing</li> <li>5. PE lead to broaden links for onsite competitive disability sport activities; Improve knowledge of disability in sport beyond Treloar School and Develop links with further and higher education to contribute to inclusive Sport, courses and training</li> </ol>	<ol style="list-style-type: none"> <li>1. Enrichment activities to maintain 6% of funding</li> <li>2. Games to maintain 16% of funding</li> <li>3. Swimming to maintain 16% of funding</li> <li>4. Protect 30% of funding to support the purchasing of specialised equipment.</li> <li>5. Maintain PE lead role (32% of funding) with a focus on broaden links to further develop links and knowledge of accessible sport. To further explore the expansion of disability Sports links to Local Primary Cluster and collaborate with Sports mark Validators following suggestions to 'Work with national partners, and HEI to share what is clearly best, and innovative practice to a global audience.' The Association plans to submit a report including details of our success. A representative from DfE /Sport England may visit.</li> </ol>

## 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?
<ol style="list-style-type: none"> <li>1. All students across school no matter their pathway or need with experience a broader range of activities from both internal and external specialists</li> <li>2. All students will be able to participate with resources</li> <li>3. All students will maintain their physical wellbeing through both PE and regular swimming sessions</li> <li>4. Specialist equipment will be purchased to support physical health of a group of students</li> <li>5. Wider links and collaboration benefiting both internal and external communities</li> </ol>	<ol style="list-style-type: none"> <li>1. Record of all students access to enrichment activities – captured on school evidence systems</li> <li>2. All students will be able to participate with resources that are accessible - captured on school evidence systems</li> <li>3. Timetables and physiotherapy evidence will capture benefit of access - captured on school evidence systems</li> <li>4. Physiotherapist identifying impact of specialist resources</li> <li>5. Students and staff building links and communities</li> </ol>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<ul style="list-style-type: none"> <li>a. <i>“Elements of the PE and Physical Wellbeing curriculum, including swimming, are exemplary, and are being shared with other schools”</i></li> <li>b. Our skilled and passionate team are able to adapt the PE curriculum to meet the unique nature and cohort of our school</li> <li>c. The school have expanded the swim team and completed hydrotherapy training</li> <li>d. Due to the complexity of our students, we are unable to access nationally recognised swimming assessments, so the swimming team are developing their own recognizing that many of our students will need floatation aids due to respiratory need</li> <li>e. PE team ensure annual visits from the school team ambassadors (Paralympians and disability sports personalities)</li> <li>f. Links with sporting bodies</li> <li>g. PE teaching is a major strength</li> <li>h. Awarded a Distinction by our afPE (Association for PE) Quality Mark</li> </ul>	<ul style="list-style-type: none"> <li>a. Ofsted Education report February 2024</li> <li>b. See Curriculum overviews, long term maps, short term planning and students personalised curriculum guides</li> <li>c. Enabling all classes to have access to the water weekly</li> <li>d. Draft plans with aim to give extrinsic sense of rewards in line with national mainstream schemes</li> <li>e. Team ambassadors help communicate the message that it is about what you can do rather than what you can't</li> <li>f. Over the last 10 years Treloar has supported 9 students to get to national and international Boccia competitions including 4 Paralympic games</li> <li>g. See teaching and learning monitoring</li> <li>h. See quality mark submission and response for reviewers</li> </ul>