



Infant Academy PE Funding Evaluation Form

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.

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?
NSA has successfully achieved the highest possible status for the School Games Mark (Platinum) and Gold status for the Great Active Sunderland School Charter (highest possible status).	School Games Mark award confirmed online. Platinum School Games Mark and Gold Great Active Sunderland School Charter accreditation received.	N/A	N/A
Free afterschool clubs have been delivered for all Infant year groups. These clubs have been accessed and enjoyed by children. There have also been enhanced opportunities for girls to access football in response to last year's pupil voice). <ul style="list-style-type: none"> • Mini Dribblers - Reception • Indoor and Outdoor Games - Y1/Y2 	Increase in the number of free after school clubs provided. Opportunities for pupils in all year groups to access a free afterschool club. Afterschool club registers evidence that most clubs are well attended with some having a waiting list.	Children would like more opportunities to engage in new sports/experiences e.g. dance and gymnastics. Some clubs, such as girls' football, had little uptake – next year possibly consider merging	Club registers and attendance analysis Pupil voice and analysis

<ul style="list-style-type: none"> Football - Y1/Y2 Infant Kwik Cricket - Y1/Y2 Girls Football - Y1/Y2 Multi-Skills - Y2 	<p>Pupil voice evidences that pupils enjoy accessing the clubs provided.</p>	<p>some of the football clubs e.g. combining Y1/2 boys and girls football.</p>	
<p>OPAL offer has developed, providing more opportunities for pupils to engage in physical activity.</p> <ul style="list-style-type: none"> Construction kits Trikes Balance Bikes Wheelbarrows Grappling dummies Tumble mats 	<p>A wider range of equipment is now available during lunch and playtimes.</p> <p>Staff voice evidences that pupils are more engaged and active during playtimes.</p> <p>Pupil voice highlights that children enjoy engaging in active play and using the new equipment.</p> <p>Empirical evidence through yard duty and observations.</p>	<p>Areas need rotating to continue to increase interest and engagement.</p> <p>Further equipment required to enhance offer further.</p>	<p>Evidenced through observations, yard duty, staff and pupil voice</p>
<p>Consistent attendance at organised sporting events. Pupils have attended all Infant Sports Calendar events organised by SGO. (In response to previous actions from sports premium report, some events were moved to Silksworth Sports Complex to remove transport costs.)</p>	<p>Sports Calendar Attendance at events - registers</p>		
		<p>PE kits –Some pupils do not always have appropriate PE kit in school. Parents/carers are contacted via dojo.</p> <p>Old and used PE kits are also recycle and kept in school as spares.</p>	<p>Feedback from staff identifying number of pupils without appropriate kit.</p>
<p>Participation in Extol Events (Trust-wide PESSPA events organised and delivered by PESSPA Leads). Children have thoroughly loved the experiences, making friendships across the trust and visiting new places.</p>	<p>Pupil voice was a REAL positive when shared during PESSPA meetings</p> <p>Staff voice</p> <p>Extol calendar and registers</p>	<p>Proved costly for transport and events (Heads already addressed this by reducing number of events. PESSPA Leads addressed this by agreeing to pool money into a central pot).</p>	<p>Discussions during Executive Leaders meeting</p> <p>Discussions during PESSPA meeting</p>



<ul style="list-style-type: none"> • Extol Trust Games 25 • SEND event • UV Sports <p><i>PESSPA leads agreed for next year that all events must have a minimum of 50% disadvantaged children (PP, cared for, SEND).</i></p>			
<p>Increased opportunities for identified SEND children to participate in sporting events.</p>	<p>Identified children identified to access clubs and events. Increase in participation of SEND pupils attending events from previous year.</p>	<p>Not all SEND pupils have had the opportunity to access events.</p>	<p>Analysis of club and event registers. Pupils voice</p>
<p>CPD for staff – All staff have accessed weekly CPD alongside a sports coach. Due to this provision, staff have further developed their skills through Team Teach models set up by PESSPA Lead.</p>	<p>Staff voice Feedback from sports coach</p>	<p>PESSPA Leads needs to conduct lesson drop ins.</p>	

*NO swimming data from Infants Academy

What are your plans for 2025/26?

How are you going to action and achieve these plans?

Intent

Implementation

Implement sensory circuits and active/outdoor learning opportunities to...

- increase physical activity
- provide opportunities for fundamental movements
- use physical activity as a way of regulating
- development fine and gross motor skills

Possibilities...

- Staff training and CPD to develop and implement a sensory programme in school through physical activity and fundamental movements (Access to external specialist CPD)
- Collaboration with external agencies such as Active Future Sunderland to improve practice and develop similar approaches

Improve OPAL offer to...

- increase physical activity
- Provide a wider range of physical activities for children to engage in during unstructured times
- provide opportunities to engage in a wider range of sports
- development fine and gross motor skills

Purchase resources/services...

- storage
- hire external coaches to lead clubs during lunchtimes

Staff training and CPD to further develop understanding of..

- play leaders role
- appropriate risk taking
- different play types
- enhancing zones and play opportunities

Plan for better use of equipment/areas...

- respect barriers
- soft archery
- construction kits



	<ul style="list-style-type: none"> • MUGA
Provide a wider range of afterschool clubs and lunchtime activities/clubs, delivered by external sports coaches, in response to pupil voice.	<p>Plan clubs with current providers to implement new clubs</p> <ul style="list-style-type: none"> • Dance • Gymnastics • Zumba <p>Purchase equipment needed to run clubs (consider SEND needs to make clubs accessible for all).</p> <p>Introduce lunchtime clubs delivered by external providers.</p>
Continue to focus on sport participation for disadvantaged and SEND pupils and identify barriers to lack of engagement/participation.	Tracking of SEND and pupil premium children attending sporting events and clubs and monitor attendance on a termly basis.
Work with Active Sunderland to access more opportunities to further enhance PESSPA offer	<p>Engage with, and/or contribute to, events and activities such as...</p> <ul style="list-style-type: none"> • Healthy lifestyle Programme • Sunderland BIG 3K run • Healthy Schools Award • GASSC

<p>What impact/intended impact/sustainability are you expecting?</p>	<p>How will you know? What evidence do you have or expect to have?</p>
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<ul style="list-style-type: none"> • Increased pupil participation and engagement in physical activity • Enhanced gross motor and fine motor development • Increase in pupils using physical activity as a way to regulate • Children making health conscious decisions (engaging in active, healthy lifestyles) <ul style="list-style-type: none"> • Enhanced after school club and lunchtime offer resulting in a greater numbers of pupils accessing after school clubs and sports activities. <ul style="list-style-type: none"> • Increased percentage of disadvantaged and SEND pupils accessing sport offer. <ul style="list-style-type: none"> • Wider range of enhanced active opportunities available during lunchtime allowing pupils to access a greater variety of OPAL zones, promoting a positive experience of active lunchtimes. 	<p>Pupil voice Staff voice, observations and assessments Improvement in behaviour on playground and in classroom – incident logs – staff voice Children more able to regulate through physical activity and more knowledgeable</p> <p>Termly monitoring and analysis of club attendance Clubs timetable, SLA/Contracts with external providers</p> <p>SEND/Pupil premium tracker, attendance registers.</p> <p>OPAL accreditation, staff voice, pupil voice and observations</p>
<p>Continuation of PESSPA accreditations</p> <ul style="list-style-type: none"> • Platinum School Games Mark • Gold Great Active Sunderland School Charter 	<p>Statuses retained, consistent attendance at sporting events</p>
<p>Staff become more confident and knowledgeable in sensory circuits</p>	<p>Staff voice, observations</p>



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


