

PE Funding Evaluation Form

School – Aughton Junior
Academy

Principal – Toni Tomlinson

PE Lead – Toni Tomlinson

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 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?
Providing breakfast for all pupils in the academy to maintain energy levels while lunchtime.	Pupils talk positively about having the toast option when they arrive at school.		
Replenishing playground equipment while taking into account the varying weather types to create options and opportunities for variety.	Pupil voice informed choices and behaviour logs decreased due to high levels of engagement during unstructured times.		
Developing the EYFS outdoor provision to for physical development.	High levels of engagement during outdoor provision and 77% of pupils achieved early learning goal for physical development.		
Cross curricular workshops <ul style="list-style-type: none"> - Gong Bath - Yoga - First Aid - African Drumming - Diwali Dance - Chines Dragon Dancing 	Cultural diversity was celebrated and used to broaden the children' cultural capital as part of our Aughton Aspirations and Active Learning.		
Funding additional after school clubs with	Pupil voice has influenced the activities		

Review of last year 2023/25

<p>a range of providers to increase pupils to new active experiences and sports.</p> <p>Transport to sporting events.</p> <ul style="list-style-type: none">- School Games- RUCST- Trust Events- Residentials	<p>which have been sourced. These clubs are over-subscribed.</p> <p>Pupils can attend sporting events with other children and schools across the borough. We have attended events for participation to take part or compete with the competitive edge.</p>		
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Intended actions for 2024/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Look at different ways to further enhance our curriculum through cultural workshops and activities.</p> <p>Further offer a range of extra-curricular activities at AJA including a range of after school clubs.</p> <p>Increase participation in competitive sports – attending trust and events within the local authority.</p>	<p>Student/staff voice to help impact which workshops we feel will have the biggest impact.</p> <p>TT to employ agencies to lead clubs after school.</p> <p>Enter School Games events and attend trust wide events – aim for all KS2 pupils to take part in one event.</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>The ACET PE lead will be driving PE at AJA this academic year. This will give staff an opportunity to be supported and upskilled from a specialist. Time will be given for PE lead to visit lessons and lead CPD to all staff. Staff voice to be taken and impact the curriculum/CPD needed.</p>	<p>Staff voice gathered throughout the year has been incredibly positive. The staff felt the lacked confidence in were orienteering and gymnastics and both were covered in CPD. Lessons have been monitored and continue to be of high quality. Lesson observations</p>
<p>To further enhance our inclusive provision at AJA through developing the sensory circuits which are run each morning and afternoon. We need to evaluate the needs of the children and create circuits that develop their specific motor needs (SENCO to support this).</p>	<p>Purchase of new equipment to vary the activities and specifically target children's SEND needs. SENCO/student targets are being met consistently through this activity.</p>
<p>Through the redesigning of the curriculum, we will need to ensure we are fully equipped. Orienteering will be introduced focusing on problem solving skills, active learning and mental health.</p>	<p>High quality teaching can occur due to sufficient equipment for classes and adapted equipment so staff can differentiate. Lesson observations/staff voice.</p>
<p>Pupils will develop a sense of achievement and enjoyment through participation. Broaden pupils experiences of sporting activities.</p>	<p>Register of pupils who have attended events across the academic year. Pupil voice tells us that they have enjoyed taking part in events with children from other schools.</p>
<p>Pupils who do not have access to extra-curricular activities at home can attend clubs at school to broaden their experiences. Clubs are well attended and a variety of clubs are offered for pupils.</p>	<p>Register of pupils attending clubs and pupil voice.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Teachers have developed confidence when delivering PE sessions. Lesson observations evidence high quality PE lessons with subject specific vocabulary. Pupils are acquiring the skills and embedding them during game/ performance at the end of the units.</p> <p>Specific pupils are accessing sensory circuits as part of their bespoke timetables in line with their individual EHCP targets.</p> <p>Orienteering launch day introduced the basic skills to pupils and staff. The site has been re-mapped and all classes have used the course over the year.</p> <p>Pupils in KS2 have attended an event beyond school level competition.</p> <p>Pupils have attended a variety of afterschool clubs led by RUCST and SJD sports across the academic year, informed by pupils voice collected by School Council.</p>	<p>Lesson observations, staff voice, pupil voice.</p> <p>Learning Walks, individual timetables</p> <p>Pupil voice has evidenced that they enjoy orienteering. Year groups have completed orienteering courses together – for example Y1 and Y5.</p> <p>Register of pupils.</p> <p>Register of pupils/ pupil voice.</p>