

# PE Funding Evaluation Form

School – Thurcroft Junior  
Academy (S66 9DD)

Principal – Ruth Stone

PE Lead – Helen McDonald

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?
<p>Enhancing the cultural experiences of our children through different workshops including,</p> <ul style="list-style-type: none"> <li>-First Aid</li> <li>-Chinese Dragon dance workshop</li> <li>-WWII dance workshop</li> <li>-Euro's day</li> <li>_Rotherham United 'Joy of moving' workshops</li> <li>-CIN Mental health workshops (3 hours for every year group)</li> </ul> <p>Whole school focus of being active through active travel.</p>	<p>Student and parent voices speak about these events. Children can discuss why they are important and what they learnt specifically in these workshops.</p> <p>Staff voice – where possible we have tried to enhance the current curriculum and so these workshops have supported the curriculum learning.</p> <p>TJA making being active to/from school a priority which has increased the number of children actively travelling to school from.</p> <p>Data – TJA Active Travel rate was 81.5% (compared to same baseline of 81%)</p> <p>TJA walking rate was 54% compared to Rotherham average of 47</p>	<p>We were unable to engage fully in the SGO competitions.</p> <p>Need to review the 'offer' of sports to focus on different areas that would support mental health and alternatives to the traditional games.</p>	<p>We continue to monitor participation levels and have focused on extra-curricular levels increasing and inter-school competitions.</p> <p>PE lead discussions with staff and children – looking at alternatives for 24-25.</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
<p>Continue to enhance our active travel to further improve activity levels before/after school and keep our site safe.</p> <p>Look at different ways to further enhance our curriculum through cultural workshops and activities.</p> <p>With changes in the way PE is taught at TJA look at redesigning the curriculum, equipping the school for different sports and uplevelling staff to deliver high quality PE.</p> <p>Further offer a range of extra-curricular activities at TJA including bikeability and after school clubs.</p>	<p>HM/DB to lead on this area with key events mapped out throughout the year. Promotion to parents/incentives.</p> <p>Student/staff voice to help impact which workshops we feel will have the biggest impact.</p> <p>HM to lead regular CPD for staff and visit lessons to upskill staff. HM to redesign the LTP to promote a progressive and inclusive curriculum. HM to audit equipment each half term</p> <p>HM to employ agencies to lead clubs after school. TJA have not completed bikeability in the past 2 years so book Y5 and Y6 children on this academic year.</p>

## 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?
<p>An gradual increase in the active travel levels. We have previously increased the walking rate but with the addition of scooter storage and children taking part in bikeability I would hope these ways will increase too.</p> <p>The ACET PE lead will be driving PE at TJA this academic year. This will give staff an opportunity to be supported and upskilled from a specialist. Time will be given for HM to visit lessons and lead CPD to all staff. Staff voice to be taken and impact the curriculum/CPD needed.</p> <p>To further enhance our inclusive provision at TJA 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>Through the redesigning of the curriculum, we will need to ensure we are fully equipped. Orienteering will be introduced and yoga focusing on problem solving skills and mental health.</p> <p>Promote an active day through the purchase of playtime equipment, brain break equipment, sensory items and sensory circuit intervention items to promote gross motor skills of our SEND children.</p>	<p>TJA have been in the top 5 schools in Rotherham for their active travel rates this year and the top 40 nationally.</p> <p><b>Staff voice</b> 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. <b>Lesson observations</b></p> <p>Purchase of new equipment to vary the activities and specifically target children's SEND needs. Purchase of equipment for the Aviary so they can also introduce sensory circuits. <b>SENCO/student targets are being met consistently through this activity.</b></p> <p>High quality teaching can occur due to sufficient equipment for classes and adapted equipment so staff can differentiate. <b>Lesson observations/staff voice.</b></p> <p>Children to be part of the selection process of the playtime equipment. Work with the SGO to introduce playtime leaders and lead assemblies to promote taking care of the items. Sensory Circuits to be timetables for specific children AM and PM. Staff voice to support the brain/activity breaks and what equipment would be needed to promote gross motor.</p>

## Expected impact and sustainability will be achieved

Promote healthy, active lifestyles through –  
Healthy breakfast scheme  
Gardening development in different green areas across school and integrated into the curriculum. Gardening club (summer 2)  
Joy of Moving scheme led by Rotherham United  
PE kit available for all children to borrow.

All children having a calm start to the day, all having of eaten and if needed a sensory circuit intervention.

Mental health and movement breaks integrated into the school day. **Staff/student voice**

All children participating in PE kit.

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>Active travel has become a key driver at TJA. Children have been elected to be travel ambassadors and take the active travel levels each morning. Badges are awarded each month for 1 active travel a week for the full month. This has risen to an average of 225 badges being awarded each month.</p> <p>TJA Active Travel rate was 84.5% compared to baseline of 81% - a rise of 4.3% rise.</p> <p>The Rotherham average AT Rotherham average baseline is 60% showing how high TJA is.</p> <p>TJA's walking rate for 24-25 was 66% - this is well above the Rotherham average of 49% and well above the Government standard of 55%</p> <p>Orienteering and yoga have supported our vision for a progressive and inclusive PE curriculum and will continue to be key units all children will follow into 25-26.</p> <p>Year 3 curriculum starts in the Autumn on fundamental skill development as we have found they come from a very aesthetics</p>	<ul style="list-style-type: none"> <li>- Increase in all rates of active travel</li> <li>- Positive parent and student feedback from the addition of the scooter pods</li> <li>- Increase in the number of children gaining their badges each month (over 200 every month)</li> <li>- Over 50 children achieved their level 2 bikeability training.</li> <li>- Due to our commitment to active travel we are continuing with the WOW travel tracker into 25-26.</li> </ul> <p>Lesson observation by RS/HM</p> <p>CPD sessions</p>

## Actual impact/sustainability and supporting evidence

curriculum at their Infant School and are not ready to progress into our initial Y3 curriculum. From this HM has designed specific skill-based lessons focused on the key throwing and catching skills needed. This has been successful this year and having this unit has allowed children to then progress and access the age-appropriate lessons. This will continue in 25-26.

Staff are part of the process of curriculum design taking into account the needs of their children and prior knowledge.

Active school day – behaviour is monitored and the introduction of playtime equipment the children have chosen has helped to reduced incidents at playtimes. Brain breaks are being used by most staff, the boomwackers are a great gross motor break that children have enjoyed. We need to continue to ensure all staff consistently

Promotion of a healthy, active lifestyle through numerous initiatives and activities.

Staff and student voice

Student voice and SLT observations.

## Actual impact/sustainability and supporting evidence

There has been a real shift in the childrens thinking through education on diet in curriculum learning, Joy of Moving and assemblies. The workshops including the Marvelous Medics looked at fitness alongside careers. As a school we have celebrated mental health days involving high profile footballers talking about mental struggles and we have promoted brain and movement breaks.