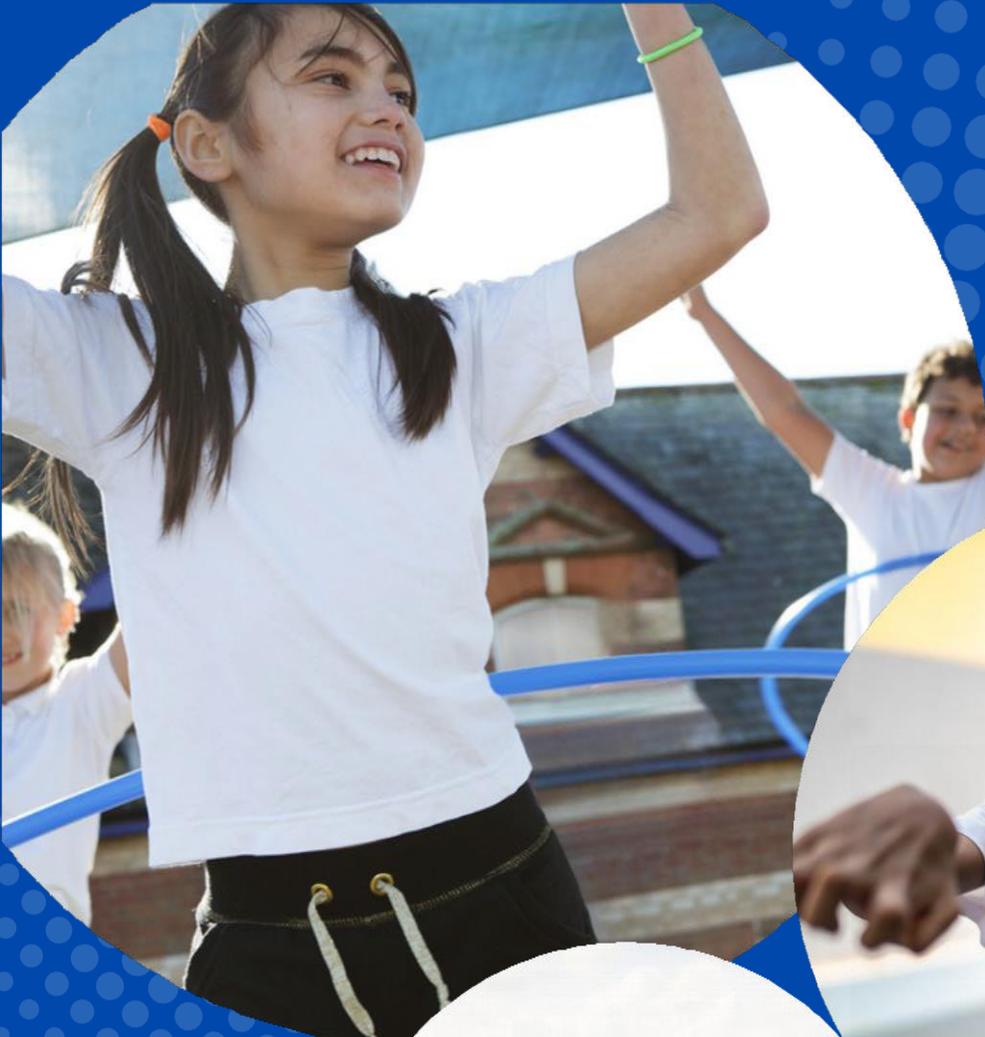


# PE Funding Evaluation Form

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Department  
for Education





Springwell  
Lincolnshire

# Sport Premium Reporting 2024-25

*Springwell Alternative Academy Lincoln*

| <b>Details of funding</b>                     |  |
|---|--|
| <b>Total amount carried forward for 23/24</b> | <b>£0</b>  |
| <b>Total amount allocated for 24/25</b>       | <b>£16,170</b>   |
| <b>How was funding spent?</b>                 | CPD Internal learning and development sessions £1000<br>CPD inter school development sessions £2000<br>CPD external coaches supporting confidence and competence £1000<br>Internal learning and development £1000<br>Internal school based extra curricular opps £2000<br>Internal sports competitions £1070<br>Resources and equipment to increase the active structured times within the school day opps £9100 |

# Review of the last year 23/24

| What went well?   | How do you know?   | What didn't go well?  | How do you know?   |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>● Increase in pupils successfully engaging in daily physical activity.</li> <li>● Pupils understanding that physical activity can support wellbeing.</li> <li>● Pupils are wanting to take part in a wider variety of sports.</li> </ul> | <ul style="list-style-type: none"> <li>● All pupils, including those reluctant to engage or with additional SEND needs, are engaging in daily physical activities.</li> <li>● Pupils are making links between physical activity and mental health, including as part of self regulation strategies and to support their individual needs.</li> </ul> | <ul style="list-style-type: none"> <li>● Pupils still have fewer opportunities to take part in cross/inter school sports than we would like.</li> <li>● We want 100% of our Y6 pupils to leave with swimming skills, including life saving skills.</li> </ul> | <ul style="list-style-type: none"> <li>● Few opportunities to be successful in taking part in out of school sports and inter school competitions.</li> <li>● Not all pupils leaving us in Year 6 can swim confidently. This is a challenge as many pupils join us late in their primary school years.</li> </ul> |

# Intended actions for 24/25

| What are your plans for 2024/25?  | How are you going to action and achieve these plans?   |
|---|--|
| Intent  | Implementation   |
| <ul style="list-style-type: none"> <li>● All pupils to successfully engage in 30-60 minutes of daily physical activity each day, including those reluctant to engage or with additional SEND needs.</li> <li>● For pupils to make links between physical activity and mental health, including understanding physical activity as part of self regulation strategies.</li> <li>● Physical Activity curriculum further embedded by primary leader and teaching staff.</li> <li>● Additional training is available for staff who identify PA teaching as an area of development</li> <li>● All students have access to a range of different physical activities and sporting activities</li> <li>● Students are supported to find physical activity that they enjoy and that they can continue to do after they leave our school</li> <li>● Increased participation in competitive sport, including those pupils that find it difficult to engage or have additional SEND needs.</li> </ul> | <ul style="list-style-type: none"> <li>● Budget to be allocated to purchase additional equipment to increase the range of sports which children are able to experience as part of their PA curriculum – consider pupil voice</li> <li>● Student sensory profiling to be used to inform physical / OT / sensory needs.</li> <li>● Purchase equipment for sensory rooms / classroom to meet pupils’ physical sensory needs</li> <li>● Purchase equipment to ensure pupils are being more active throughout the school day.</li> <li>● Behaviour for learning lead / sendco to develop the use of physical activity adding to resources (e.g. sensory room, regulation rooms, gym, sports) as part of the intervention menu to support children’s physical and mental wellbeing and support self regulation. Student sensory profiling to be used to inform physical / OT / sensory needs</li> <li>● Primary leads to work with Behaviour for learning lead to ensure quality of curriculum planning</li> <li>● PE specialist primary lead are able to support staff going forward as required.</li> <li>● Primary Leader to seek opportunities and plan educational visits so that students can try new physical activities and sports</li> <li>● Primary leader to ensure that the PA curriculum and daily activities engage all students in physical activity</li> <li>● EVP / secondary lead / primary lead to organise competitive sports event(s) opportunities as part of enrichment offer. Either within school or part of the Wellspring APs.</li> </ul> |

| What impact/intended impact/sustainability are you expecting?  | How will you know? What <b>evidence</b> do you have or expect to have?   |
|--|--|
| <ul style="list-style-type: none"> <li>● All pupils to successfully engage in 30-60 minutes of daily physical activity each day, including those reluctant to engage or with additional SEND needs.</li> <li>● For pupils to make links between physical activity and mental health, including understanding physical activity as part of self regulation strategies.</li> <li>● Physical Activity curriculum further embedded by primary leader and teaching staff, with additional training that has upskilled staff to continue to provide engaging sporting and physical activity opportunities.</li> <li>● Students are supported to find physical activity that they enjoy and that they can continue to do after they leave our school</li> <li>● Increased participation in competitive sport, including those pupils that find it difficult to engage or have additional SEND needs.</li> </ul> | <p>We expect to see:</p> <ul style="list-style-type: none"> <li>● All pupils taking part in regular physical activity throughout the school day and week- including during structured activities, physical activity and sensory activities.</li> <li>● Pupils have an increased understanding of how sport and physical activity can support mental health and wellbeing, as well as physical health.</li> <li>● Staff are confident to plan and implement engaging activities to promote physical activity and pupils taking part in a wide range of sports.</li> <li>● Pupils take part in enriching sporting activities.</li> <li>● Competitive sports participation is increased.</li> </ul> |

## Actual impact/sustainability and supporting

| What <b>impact/sustainability</b> have you seen?   | What <b>evidence</b> do you have?   |
|--|---|
| <ul style="list-style-type: none"> <li>● All pupils to successfully engage in 30-60 minutes of daily physical activity each day, including those reluctant to engage or with additional SEND needs.</li> <li>● For pupils to make links between physical activity and mental health, including understanding physical activity as part of self regulation strategies.</li> <li>● Physical Activity curriculum further embedded by primary leader and teaching staff, with additional training that has upskilled staff to continue to provide engaging sporting and physical activity opportunities.</li> <li>● Students are supported to find physical activity that they enjoy and that they can continue to do after they leave our school</li> </ul> | <p>We have seen:</p> <ul style="list-style-type: none"> <li>● All pupils taking part in regular physical activity throughout the school day and week- including during structured activities, physical activity and sensory activities.</li> <li>● Pupils have an increased understanding of how sport and physical activity can support mental health and wellbeing, as well as physical health.</li> <li>● Staff are confident to plan and implement engaging activities to promote physical activity and pupils are taking part in a wide range of sports/activities.</li> <li>● Pupil voice tells us interest for taking part in sports is increasing. Pupils and staff have requested to try new sports through enrichment.</li> <li>● Pupils have taken part in enriching sporting activities such as archery, basketball, climbing.</li> </ul> |

## Actual impact/sustainability and supporting

| Swimming Data   | 23/24 | 24/25 |
|---|-------|-------|
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?       | 50%   | 50%   |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 30%   | 50%   |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?                               | 30%   | 50%   |

### Review of last year 2024/25

| What went well?   | How do you know?  | What didn't go well?   | How do you know?   |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>Staff have more confidence in planning physical activity and sports opps.</li> <li>Pupils have tried a wider range of sports through school enrichment and curriculum offer.</li> <li>Pupils are being more active during the school day.</li> </ul> | <ul style="list-style-type: none"> <li>Staff voice and Enquiry Walks show a wider range of staff having confidence in planning and supporting physical activity and sport.</li> <li>A wider range of sporting activities have been on offer with positive engagement seen.</li> <li>The profile of PE across the school community has improved.</li> <li>There are broader and more equal experiences for pupils across a range of sports and physical</li> </ul> | <ul style="list-style-type: none"> <li>Pupil voice suggests few children are accessing sporting clubs out of school.</li> <li>Not all Year 6 pupils had further opportunities to swim during the summer term to increase the % of pupils who left with at least life saving/self rescue skills, this was largely due to pupils joining late within Y6.</li> <li>Interschool sports events are still challenging to organize for all pupils.</li> </ul> | <ul style="list-style-type: none"> <li>Not all pupils, parents/carers know how to or where to access sporting clubs and opps out of school. Clubs with opps for pupils with SEND needs and transport are barriers.</li> <li>We want 100% of pupils to leave with at least self rescue skills and abilities.</li> <li>Not all pupils had opportunities at all ages to take part in competitive sports.</li> </ul> |

## Actual impact/sustainability and supporting

activities.