

2025/26 PE Funding Strategy

Burton Joyce Primary School

Commissioned by



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PE Funding Evaluation Form

- Before you decide how you are going to use the funding for this 25/26 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 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.

Intended actions for 2025/26

What went well	How we know	What didn't go well	How we know
Sports Coaches employed at lunchtimes – multiple daily sports and activities on offer to KS2	High levels of activity at lunchtimes. Children are active and happy.		
Y6 Play Leaders delivered activities at lunchtimes in Foundation and KS1.	Increased activity at lunchtime. Leaders developed leadership skills and increased confidence and participation in F2 and KS1.	A need for extra resources for children who want to play individually/in unled activities.	Some children are inactive or play less productively.
Large variety of after school clubs offered (33 after school clubs, lunchtime clubs, including 14 different sports.) Surveys sent to parents to distinguish what clubs were wanted.	Good choice of and participation in after school sports – increased enjoyment and activity.		
Well-being days delivered half termly, including alternative sports/activities: Circus skills, Drumba, Tough Runner assault course, School run, crazy golf and cheerleading. Regular yoga and self-affirmation – wellbeing days focused themes: Be Connected, Physically Active, Mindful, Mentally Active.	Children are excited to return to school for well-being days and apply/extend some learning or experiences throughout. Children are more aware of how they can implement ways to improve their own health and well-being, incl physical activity. Continued theme through homework activities for each half term		
Mentoring provided to improve social, emotional skills and behaviour for targeted children through weekly sessions from Brighter Futures.	Weekly mentoring sessions through sport had a positive impact on social and emotional well-being and behaviour for targeted pupils.		
High level of competition opportunities delivered through inter-school comp (Gedling Schools and Trust) and intra-school (sports day, termly in PE, lunchtime.) Positive feedback received from post competition surveys.	All children competed in intra school competitions through sports day and PE. Many children attended a wide range of inter-school comps, incl boccia, frisbee, netball and football with high levels of enjoyment and success. All had lunchtime competition opportunities.		
A new PE Scheme is implemented and used by all staff to ensure clear knowledge and vocabulary is taught through high quality, progressive lessons.	Children are taught high quality, progressive PE lessons with clear vocab and knowledge definitions to improve continuity and knowledge retention.		
Increased leadership opportunities with sports day leaders, house captain roles, lunchtime play leaders and ambassador involvement.	Children are given opportunities to lead and succeed with good communication, determination, and teamwork.	Limited training given to leaders this year, although they achieved.	Staff had limited time.
		Could increase number of children that walk/are active on the way to	Survey results.

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school.

DfE 5 Key Indicators

1. The engagement of all pupils in regular physical activity.
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. Broader experience of a range of sports and physical activities offered to all pupils.
5. Increased participation in competitive sport.

Spend Categories Explained:

CPD	Internal	External
Training and development for staff to improve the delivery of PE and sport	Activities, resources, and staffing led or hosted within the school.	External events, providers, or competitions that enhance pupil experience.
a) External training courses b) Upskilling staff to deliver swimming lessons c) Internal learning and development d) Inter-school development sessions e) Online training / resource development f) External coaches supporting confidence and competence	g) School based extra-curricular opportunities h) Internal sports competitions i) Top-up swimming lessons or broadening aquatic opportunities for pupils j) Active travel k) Equipment and resource l) Membership fees m) Use of educational platforms and resources	n) Activities organised by School Games organiser network o) Other inter-school sports competitions p) External coaching staff

Intended actions for 2025/26

Key Priorities	DfE Indicator Link	Actions to achieve these	Spend Category	Sub Category	Intended impact	How we will find out and know if we have intended impact	Cost
Further develop active playtimes to engage pupils in regular activity	1	<ul style="list-style-type: none"> - Employ sports coaches lead activities at lunchtimes. - Train Play Leaders for playtime activities across all key stages (KM + KR+SGO) - Activities planned through Pupil/Parent Survey and Pupil Voice. - Purchase equipment needed for KS1 lunchtime activities and KS2 personal best activities. 	Internal	g) School based extra-curricular opportunities k) Equipment and resource	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in sport activities.	Increased activity at lunchtime. Play Leader timetables, logs and pupil feedback.	£9,200 (sports coaches) £75 Sports Leaders £100 Staff time £300 resources
To continue to offer a wide range of clubs after school to increase participation, activity and enjoyment and broaden experience of a range of sports.	4 1	<ul style="list-style-type: none"> - Use surveys to plan clubs wanted and days available to increase uptake. - Provide inclusive sports/activities. Include SEN in pupil voice. - Offer PP free place in an after-school club. - Offer a wide range of clubs across all year groups incl Notts County football, boccia, netball, tag rugby, cheerleading... - Offer taster sessions for some clubs (new clubs – netball and cheerleading - or ones with low intake such as boccia) 	Internal	g) School based extra-curricular opportunities	High uptake of children at after school clubs (and out of school activities), including those usually less active.	Registers and feedback.	£150
Continue to hold Health and Wellbeing days half termly to promote physical and emotional well-being, making links to activity,	2	Plan a range of activities for each WB day every half term including physical activities using some outside providers and clubs –Include School Run and inclusive sports – boccia, crazy	Internal	g) School based extra-curricular opportunities	Children are excited to return to school for Wellbeing days. Children experiencing a greater variety of ways	Attendance Behaviour and activity logs Feedback	£2000 (incl £600 drumba subscription)

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sports and activities. Include a range of physical activities/sports taster sessions.	4	golf, netball, skateboarding, scooter session, team games, drumba, Notts County coach. Focus on themes (followed by ½ termly homework on): Be Connected, Be Physically Active, Be Mindful, Be Mentally Active	External	p) External coaching staff	to be active and healthy with taster sessions and focus on themes. Children are increasingly aware of how they can implement ways to improve their own health and well-being, including physical activity. Themed homework tasks encourage applications at home.	Homework grids	
Provide mentoring to improve social, emotional skills and improve behaviour for targeted children through sessions with sports coach.	2	Sports coach/TA to deliver regular sessions through sporting activities.	Internal	g) School based extra-curricular opportunities	Positive impact on social and emotional well-being and behaviour for targeted pupils. Teachers to use strategies used as suggested by Mentor.	Behaviour logs. Teacher, child and parent feedback.	£500
Increase enjoyment in outdoor learning and physical activity, improve social, emotional wellbeing and improve behaviour for targeted children through Forest School	1 4	Weekly Forest School sessions for targeted children.	External	p) External coaching staff	Positive impact on social and emotional well-being and behaviour for targeted pupils through outdoor physical learning.	Behaviour logs. Teacher, child and parent feedback. Attendance.	££
Attend inter-school competition in range of sports/activities – from festivals (focus on enjoyment and	5	Enter and attend a wide range of competitions and events through Gedling School Partnership and Equals Trust (including frisbee, wrestling, boccia, cricket, netball, tennis, tag rugby...)	External	a.Activities organised by School Games organiser network	Children participating in competition, applying and developing skills, application and social / emotional aspect of	Attendance logs Competition feedback	£500 staff cover

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participation) to highly competitive (comp leading to finals)				b.Other inter-school sports competitions	sports competition.	Results	
Provide opportunities for intra school competition – focus on development and participation as well as on competition.	5	-Organise the whole school sports day to include House team potted sports and individual races. -Sports Leaders to plan and deliver their own KS2 festival. -Hold a whole school running event. -Competition within lunchtime activities, eg table tennis competition.	Internal External	h)internal sports competitions and activities organised by School Games organiser network	All children participating in competition, applying and developing skills, application and social / emotional aspect of sports competition.	Attendance logs. Feedback from children and parents.	£
Increase profile of boccia as inclusive sport for all and increase competition in range of sports through intra-school Year ¾ boccia festival	4 3 5	-SGO to deliver Year ¾ boccia event in school. -All teachers/TA staff to take part as part of ---- CPD for future delivery and competitions.	External Internal	n) Activities organised by School Games organiser network f) External coaches supporting confidence/ competence	All Year ¾ children participate in boccia event. Increased understanding and enjoyment in inclusive sport. Children and parents accepting invitation for external boccia competitions. Teachers more confident to deliver boccia.	Attendance records at event and future boccia events. Photos. Feedback from children.	
Raise profile of participation and competition in PE, sports and activities - give rewards/recognition for participation, values demonstrated and achievement in	5	Celebrate children’s participation in sporting activities/competitions/festivals in specific awards assemblies – special sporting participation certificates given. Recognition also given via newsletters. PRIDE values stickers given and Ambassadors to acknowledge.	Internal	k)Equipment and resource	Positive attitudes developed in PE, competitions and after school activities through reward systems and reporting (assemblies, certificates, stickers,	Assembly rewards Noticeboards and newsletters.	£50

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PE/competition.					reports, house points.)		
Provide opportunities for leadership through sporting activities and events (to aid whole school improvement and personal development.)	2 5	-Organise Sports Leader training through SGO – deliver 6 training sessions to pupils and support organization and delivery of own sports festival for other year groups (Year 3/4) -Sports Leaders to use skills in other areas – lead at playtimes, deliver mini activities/warm ups in some PE lessons, support teachers and children at whole school sports day. -House Captains, Vice Captains and Sub leaders to also lead teams and support sports day. -Ambassadors to support whole school running event and acknowledge values in sports and activities. -Play Leaders trained and monitored – timetable to support F2 and KS1 lunchtimes – delivering activities and games.	External Internal	n)Activities organised by School Games organiser network f)External coaches supporting confidence/ competence h)internal sports competitions g)School based extra-curricular opportunities	Increased confidence and leadership skills. Increased enjoyment in being active and improved behaviour. Support in competition.	Training completed and rewards given. Festival for Y3/4 taken place. Sports day organisation and feedback. Feedback from middays and Play leaders.	
Staff to Continue to offer children a rich and varied PE curriculum	3	-Teachers to follow School PE curriculum through Get Set PE Scheme units and lesson plans for teaching (with adaptations) CPD and resources as necessary. Pay subscription. - PE Lead to observe lessons, support staff and use pupil voice to continue improving teaching and learning in PE, incl SEND provision (support from SENCO).		m) Use of educational platforms and resources c)Internal learning and development	New scheme embedded with clear definition and knowledge throughout. Staff confident and supported in teaching of PE, positively impacting on children’s learning, including SEND pupils. Children have voice to impact on lessons/ learning and enjoyment.	Lessons observation and pupil voice forms	£
Training for staff to stay up to date with PE guidelines,	3	-KM to attend School Partnership Meetings. -Staff to attend online training as appropriate	CPD	c)Internal learning and development	SSP meetings attended. EQT meetings/online	Meeting minutes	£

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offers and competitions...				d)Inter-school development sessions e)Online training / resource development	sessions attended. Online training information sent to staff to attend as necessary.		
Staff training - swimming	3	SJ to attend Swimming training to deliver swimming lessons to groups of Y3/4 and feedback to other staff.	CPD	b)Upskilling staff to deliver swimming lessons	Training attended. SJ feedback to other swim teachers helpers. Applying learning from training in swim sessions.	Invoice and training notes. Quality of swim lessons.	£
Notts County to teach and deliver after school club.	4	Notts county coach to deliver balls skills units to F2 and KS1. Also to deliver after school club. All pupils offered ticket to football match to raise profile and engagement in sport.	External	p)External coaching staff	Lessons taught – children engaged. Children gain interest in ball skills. Some take football ticket offer.	Attendance ASC register Feedback	
Purchase equipment needed	1 4	Purchase equipment to be used for PE, clubs, playtimes and competition.	Internal	k)Equipment and resource	Equipment purchased to enable delivery of PE, clubs and playtime games.	Invoices Lunchtime activity. PE delivery and observations.	£
Make children and parents aware of range of opportunities to participate in and spectate sport.	5	-Local club information to be sent out to parents. Signpost to free events, such as Rugby League Matches and Notts County– and local clubs/activities on offer – to increase interest and motivation in sports and physical activity.			Club and event information sent out to parents. Some taster sessions offered.	Increased interest in out of school activity and sports.	

End of 25/26 Review: Actual impact/sustainability

Impact we have seen	Evidence to support
High numbers of children participating in activity at lunchtimes and after school clubs.	<p>Play Leaders have engaged F2 and KS1 in activity at lunchtime alongside staff– timetabled every day.</p> <p>Sports Coaches have timetable of activities, sports and competition for KS1 at lunchtimes daily. Sports leaders have supported activity.</p> <p>Activity and logs from lunchtime and after school clubs, including netball, cheerleading, boccia, tag rugby, hockey, dance, ball skills, fun and games, football, athletics, table tennis.</p> <p>Pupil and parent feedback.</p> <p>Increased activity, enjoyment and behaviour at lunchtimes. Behaviour logs.</p>
High level of leadership applied by pupils related to PE and sports.	<p>House captains, vice captains and chosen team and sub leaders ability/success in leading teams on sports day.</p> <p>Y5 Trained Sports Leaders (by SGO) planned and delivered an Y3/4 sports festival. Also supported in other events – scoring and supporting teachers on sports day and in lessons. Sports Leaders to continue leadership in Y6 – extend to support nursery in their own sports day. New Y5 leaders to be trained.</p> <p>Half of Y5/6 children supported F2 and KS2 in lunchtime activities throughout the year – timetables to support.</p> <p>Ambassadors supported with internal events, such as running event.</p>
Increased confidence, knowledge and skills of all staff in teaching PE and sport.	<p>Continued use of Get Set Scheme and increased confidence. Observations and pupil voice show good level of knowledge and skills developed from lessons.</p> <p>PE Lead kept up to date with guidelines and opportunities through SSP and EQT meetings and training.</p> <p>Attendance at training such as Swimming Course has aided skills and knowledge of staff – to be shown in lessons and future teaching.</p>
Broad experience of a range of sports and physical activities offered to all pupils.	<p>Wide range of sports and activities on offer in extra curricular – after school sports, lunchtime activities and competition (including in house/SGO events) have engaged children and increased activity. Activities through well-being days such as skateboarding and golf have enabled all pupils to experience different activities and sports outside the curriculum. Varied sports in competition such as wrestling and boccia have broadened sports on offer and engaged range of children. All</p>

End of 25/26 Review: Actual impact/sustainability

	resulting in high engagement and enjoyment in sport and physical activity.
High level of participation and success in competitive sport.	<p>Large amount of children taking part in external competition – registers and spreadsheet. Includes frisbee, wrestling, cricket, netball, athletics, football, throwing & catching, tennis.</p> <p>Positive feedback from children/parents from competition – want to compete again.</p> <p>Success in tournaments, such as making finals or high placement, eg 1st in EQT ultimate frisbee, 1st in Football league.</p> <p>Recognition and certificates given to competitors in assemblies, raising profile.</p>

Next year more work on Walk to School (include scooter workshop) and active classroom *active/brain-breaks to increase focus – encourage healthy active habits.*