

2024-25

Rossmere PE Funding Evaluation Form




Commissioned by
Department for Education

 association for
Physical Education
Created by

 YOUTH
SPORT
TRUST

Review of last year 2024/25

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?
• Lunchtime sport and activity sessions • Catch up swimming for Y5/6 • Access to competitive sport • Subsidised access to new sports (eg kayaking, rock climbing)	• Pupil voice – children really enjoy the sessions • Observations – physical activity over lunchtime increased • High number of children who are able to swim by the end of Y6 has risen to 70% • High number of children have participated in competition • Access to more children as a result of the subsidy	• CPD with use of PE Passport • Lack of success at competitive sport	• No real improvement in teaching of PE. Teachers can access the videos but no change to teaching. • We are not winning!

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
• Improve swimming ability by the end of Y6 • Increase physical activity at lunchtime extra-curricular sporting activities • Increase physical activity and improve skills through after school coaching in football and gymnastics • Improve sense of 'team' and ensure all children can compete comfortably • Ensure effective co-ordination of inter-school competitions • Introduce orienteering to make use of the large school site in PE lessons and at lunchtimes • Ensure access to new adventurous physical activity for KS2 children • Introduce coaching to whole classes of children, upskilling teachers and allowing teams to be chosen for competitions	• Swimming Catch-Up Sessions for Y5/6 (lessons and transport) and transport to swimming lessons. To include Swim-Safe swimming lessons in the sea. • SLA with C&S Fitness for lunchtime coaching 1 hour a day • SLA with Eden Academy Trust for 2 hours a week after school • Purchase tracksuits with the school logo in school colours to be worn over PE kit for competitions. Buy into Hartlepool School Games cluster • School sport lead out of class for 2 hours each week to co-ordinate • SLA with Enrich Education to mark out the school site for orienteering, provide CPD for all staff and access to an online platform for 12 months • Subsidise outdoor pursuits residential visits and camping trips on-site • SLA with Skipping School and Mark Barrass Tennis Coaching, followed by competition entry

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?
• At least 70% of children can swim by the end of Year 6. • Children choose to participate in lunchtime and after school sport throughout the year • Children well prepared for football/tennis/skipping matches and tournaments • Pride in representing the school • Children have access to a greater number of competitions. • Orienteering taught throughout school as an alternative outdoor and adventurous sport. Teachers will be confident to deliver lessons. • More children able to participate in residential activities linked to physical activity	• Swimphony swimming records • Records of numbers participating • Success in competitions • This will be sustainable as the kit will be kept in school • Number of events recorded on Evolve. • Monitoring of PE lessons • Attendance records on School Gateway

Actual impact/sustainability and supporting evidence

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