



Funding for PE made easier...
with the funetics funding toolkit

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Introduction

Investing in your children to become physically literate with the funetics funding toolkit

Learning fundamental movement skills – run, jump and throw – is an essential part of primary school PE, as well as a key component of a child’s physical literacy.

funetics recognises that primary school budgets are continually compromised, leading to difficult decisions. Now more than ever, children need the opportunity to play, be active, and build their competencies on basic movement skills, to reach their full potential in sport and physical activity.

The roll out of funetics through England Athletics will provide primary schools with a one-stop solution. The funding toolkit will help schools navigate the various funding opportunities open to them via internal budgets or via external funding options, as well as provide all the necessary tools to submit a strong application for financial support.



What is funetics

Support for children and young people

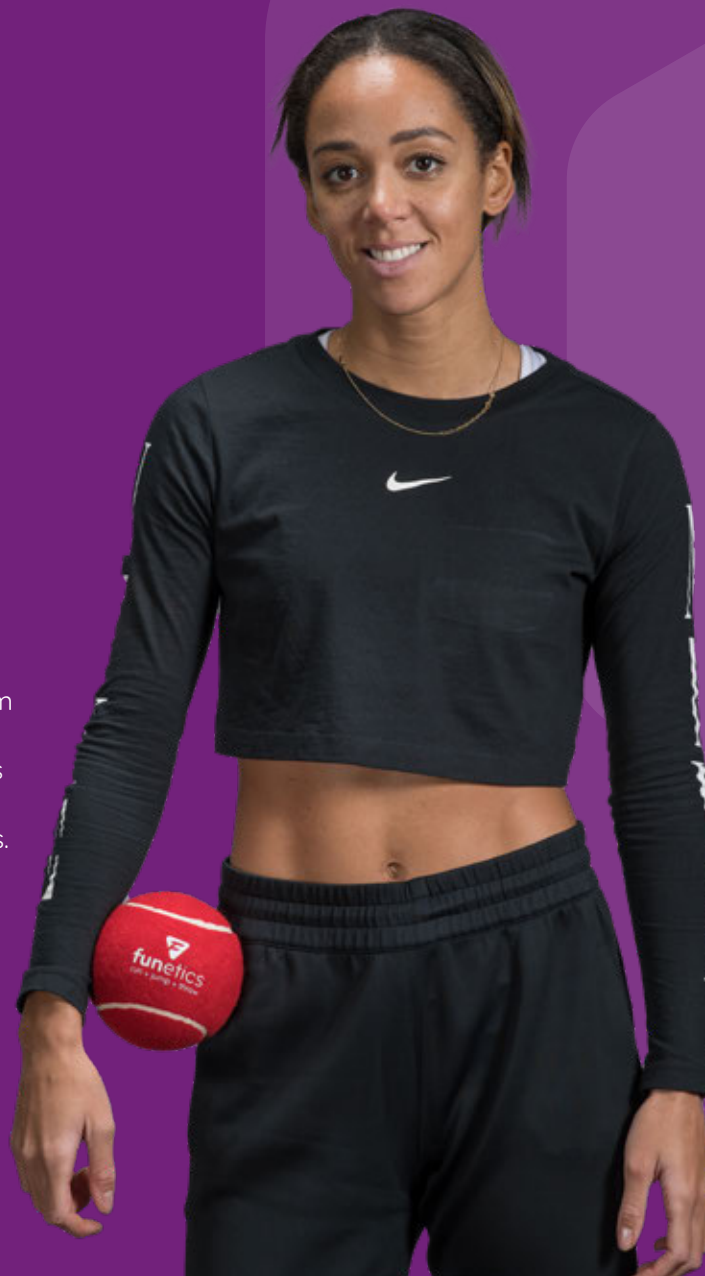
fundamental movement skills learning is about giving children and young people the best start in their journey to physical health and a healthy confident future.

Created by England Athletics, funetics is a fun and inclusive kids athletics programme to help 4–11-year-olds to learn, develop and practice fundamental movement skills – running, jumping, and throwing – in a safe, fun, and nurturing environment.

funetics reflects the requirements of the National Curriculum for Key stage 1 and 2 and is therefore designed to inspire all young pupils to succeed in fundamental movement skills and confidence, and builds the foundations for them to engage with a variety of other sports and physical activities.

Credibility

funetics was created and is supported by England Athletics – the National Governing Body for Athletics in England – to exclusively support primary school children.



The inspiration and legacy of the Birmingham Commonwealth Games

The power of sport, and the massive coverage of the Birmingham 2022 Commonwealth Games has left a true legacy for England and provides the perfect opportunity to inspire children and young people to take part in funetics.

We are proud to call Commonwealth Heptathlon Gold Medallist Katarina Johnson Thompson a funetics Ambassador; what better way to inspire children to get involved!

Supported by

Katarina Johnson-Thompson

funetics Ambassador

What does the funetics funding toolkit offer

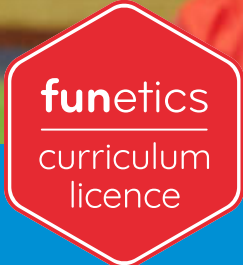
Every child has a right to fulfill their full potential, academically, emotionally and physically.

funetics provides for a high quality education curriculum, inspiring all children to succeed and excel at Key Stage 1 and 2 through mastering basic movements in running, jumping and throwing.

This 'funding toolkit' has been created to help schools to understand:

- Sources of funding
- How to go about securing funding
- Why funding for primary school 'fundamental movement skills' is important
- How the funetics programme can help schools and children and young people





How funetics can help your school

funetics curriculum licence

Designed to make delivering PE and our fundamental movement skills as easy as possible, funetics has packed together a unique and comprehensive ‘D.I.Y’ licence – the funetics Curriculum Licence – which includes:

- Two teachers to receive Primary School Athletics CPD training in Run, Jump, Throw
- Two Teaching Assistants / Support Workers / Carers or Volunteers will receive funetics leaders training
- A full bag of funetics fundamental athletics equipment
- A funetics licence, and digital platform – and over 100 digital resources in warmups / cool downs, Run, Jump, Throw, Sports day, all underpinned with YouTube videos to support competency and confidence to deliver.

Support for teachers

funetics can train and support school staff to best support their children’s physical, mental, social, and personal development needs.

funetics has been specifically developed to ensure all staff are able to benefit, no matter what their level of PE teaching experience. Teachers learn how to create active environments and healthy lifestyles which will help children to thrive.

By engaging children and staff alike funetics provides staff with the skills to energise children, fire their imaginations and help them flourish, making a positive difference across the school environment.

Looking for teacher CPD opportunities?

The funetics training can count towards valuable and sometimes difficult to source CPD; as well giving teachers the confidence to support children with PE whilst having a rewarding experience themselves.



Helping schools identify all funding resources

Current school budget resources

Starting with understanding your current school budget resources, the following list is presented in order of relevance to funds for School Physical Education (PE):

Primary PE & Sport premium

The Government has committed £320m to support children's physical health within school through the requirement of 60 minutes of sport & physical activity per day (i.e. 30 minutes prescribed within a school day).

The funding is specifically to support the quality of PE, and physical activity, by developing or adding additional sports to your curriculum, building capacity and capability within the school for PE and physical activity.

Teacher CPD budget

The funetics licence has specifically been set at minimal cost, with the training for x 2 Primary School Teachers included in the offer.

Pupil premium

Specifically established to improve education outcomes for disadvantaged children facing additional challenges in reaching their potential, physical literacy and physical activity are a key component to the school's wider strategies including social and emotional support.

School equipment budget

funetics provides for a comprehensive bag of inclusive equipment as part of the licence.

It is important to remember that whilst funetics is built on attic principles, the core activities are run, jump and throw; which are fundamental skills that all children need in their early development, and to achieve in play, adventure.

Opening Access to School Facilities

- A new £57m fund managed through the Active Partnerships.
- Aimed at opening up school facilities for a broader range of activities for young people. e.g. after school, weekends, and over the school holidays.

This can benefit children after school and also provide wider community access.

- Training for staff and equipment is covered in this grant application process.

More details can be found through School Games organisers, or your local active partnership.

Additional funding opportunities to supplement school budgets



funetics funding toolkit



Potential funders

This is not an exhaustive list, funds can be time limited, themed focused, and geographical biased. funetics recommends schools regularly review these sources:

- **The National Lottery** – Awards for All (£10K) & Reaching Communities (over £10K)
- **Sport England** – Small Grants (£10K)
- **Children in Need** – Small Grants (£10K per year, up to three years, i.e., total £30K)
- **Severn Trent Community Fund** – (three categories: up to £10K, £10-£75K, £75-£200K)
- **Morrisons Foundation** (£10K)
- **Asda Foundation** – Under 18 Better Starts Grant (£1,500 – must be from non-profit PTA, parents' group for extracurricular activities)
- **County Councils, Local Authorities, Sports Partnerships, LEAS, & Active Partnerships**
- **Holiday Activities and Food Funds** (HAF) & Local Authorities
- **Kellogg & Greggs** (Breakfast club specific)



Letters to charitable foundations

Schools can invest in a copy of the Directory of [Grant Making Trusts](#) (issued by the Directory of Social Change or DSC) at a cost of £145. This is a useful tool for fundraisers as it breaks down funding opportunities by theme, location, target groups etc.



Databases

Schools may choose to utilise one of the many funding databases (most are paid for resources) which will match to individual school's needs and criteria.

1. [Grant Finder](#) is a reliable source of relevant, timely information, updated on a regular basis, this will match funds to School's needs and criteria.

As a paid for resource, the licence costs for Grant Finder depend on turnover. The higher the turnover, the more expensive the licence. Schools should investigate whether this would add value to their business function and will depend on the specific business operation at each school.

It is possible to obtain a licence through one school rather than an Academy as this would be cheaper. Potentially schools could then share costs.

2. [Grants 4 Schools](#) is a monthly newsletters enable schools to stay informed about the latest developments and grant funding opportunities across the UK.

3. There are many other sources of local funding opportunities:

- Local databases detailing funding opportunities
- Local Education Authorities
- Voluntary sector infrastructure organisations (CVS, CAVA etc)
- [Active partnerships](#) (county-wide)

How to secure funding

This section of the funding toolkit looks at how to secure funding having identified the applicable resources.

Know what funders are keen to support

Many funders are keen to support children who have been negatively impacted by the pandemic, most criteria will look for financial need (Free School Meals), areas of deprivation, social/emotional and physical wellbeing, cohesion, and inclusivity.

Funders ask a series of related questions to establish whether to fund specific projects and requests from applicants. Each applicant tells a story about their school to highlight why funders should award a grant. The narrative for each school and messaging will be slightly different based on individual make up of their cohort, their background, and experiences. This will be well known by Head Teachers and Business Development Managers but needs to be stated in your application as this is a competitive process.



Make it clear the genuine issues for Head Teachers in primary schools

It is well documented that since 2020 children's physical and mental health and wellbeing has suffered due to the pandemic and subsequent lockdowns. These events have played an adverse role in children's development impacting on their physical literacy, behaviour, and ability to play, share and communicate. The pressure placed on their mental health and physical activity levels is unprecedented, which is why we designed this cost-effective and easy to follow programme.

funetics consultation with Head Teachers from diverse schools from across the country identified several recurring and emerging themes.

Firstly, there is a real need to **increase the emphasis on recovery post-pandemic**, highlighting the wider benefits of activity, i.e., mental health (feel good factors, mindfulness, fun), bringing children together, and the need for a holistic approach to supporting learning. **Sport was identified as an alternative route to learning** especially for children with limited opportunities and family support.

Secondly, children have suffered significantly during the pandemic; partly because many parents and homes are not nurturing, so they are **seeking ways to kickstart children's development. Children feel safe at school; often more so than at home.**





Being unable to attend school during lockdowns has been a significant **disruption, resulting in many contemporary issues** including:

- Increased levels of attachment to staff, anxiety, and low resilience
- Poor ability to make friends and maintain relationships
- For some children, their home lives have been turbulent, witnessing domestic altercations more often during the lockdown
- Feeling depressed and worried
- Anger management

- Low self-esteem and confidence
- Struggles with transitions (returning to school after lockdown and holidays)
- Insular, isolated, and lonely
- Inability to recognise, understand and accept differences in others
- Children were not close to other people for prolonged periods of time, so trust has become an issue
- Emotional vocabulary and literacy are low in many communities
- Need social and emotional security
- Need to learn how to ask for help when necessary

- Understanding the importance of physical activity in supporting physical and mental health

It is acknowledged that some children are academic while others' skills are physical or sporting. These "sporty" children's talents have not had the chance to flourish during the pandemic and their skills remained undeveloped. As a result, they have not reached their potential impacting on self-esteem and confidence.

funetics can contribute significantly towards all children's return to normality.

How to write a strong funding application

WAGOLL (What A Good One Looks Like)

In this section, the toolkit looks at how to write a strong funding application including the kind of questions you will be asked and how to respond. It is about building a compelling case, developing your narrative, providing evidence of need and where to find it.

Common themes to apply under

1. Mental health, social inclusion, isolation, anxiety, depression, feeling hopeless, negative behaviour leading to crime and antisocial behaviour, school exclusion, motivation, disruptive behaviours etc.
2. Poverty, cost of living, foodbanks, free school meals, financial disadvantage, unemployment, wider health determinants (inactivity, obesity, diabetes, heart health, nutrition), low educational attainment etc.
3. Physical Activity / Physical Literacy in Primary Schools, The Government has maintained its commitment to the PE and Sport Premium Funding to engage all children in regular physical activity:
 - encouraging the least active, play during break times, adopting active mile initiative, supporting school sport





Evidence of need

Excellent sources of insight for bid writers to use and quote to demonstrate need, disadvantage and deprivation include:

- Local authorities' Indices of Multiple Deprivation – income, employment, education, health, crimes, barriers to housing and services, living environment.
- Joint Strategic Needs Assessment.
- IDACI - Income Deprivation Affecting Children Index.
- Specific strategy documents – Departments of Health, Education, Sport England, high profile charities etc.

Below are the most impactful ways of highlighting need and disadvantage which will result in a better chance of being funded.

Two key areas of focus:

Schools' need, disadvantage, and deprivation:

- Free school meals (% of children)
- Educational attainment
- BAME, diversity breakdown
- Number of languages spoken
- Domestic violence
- Mental health - recovery post-Covid, unlearned behaviours
- Re-learn positive behaviours, e.g., playing together, sharing, communication/teamwork, offering/receiving support
- Other examples of disadvantage and challenges faced by specific children in each school.

Community and local need, disadvantage, and deprivation:

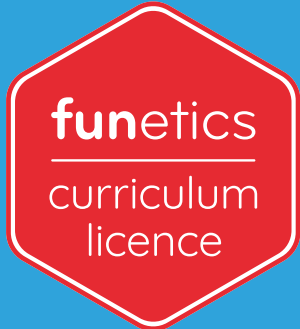
- Physical health – obesity, inactivity, diabetes etc.
- Diet, nutrition
- Financial, foodbanks
- Holiday activities and food programmes locally
- Unemployment
- Crime and antisocial behaviour
- Domestic violence

Outcomes for your school

Our research with Head Teachers highlighted the following outcomes which funetics will help to address what funders commonly fund. The outcomes identified below are recommended to be included in your application.

- funetics is part of the solution, providing high quality CPD, so schools will be able to lead fun, engaging, impactful sessions on an ongoing basis
- Provides high quality training and CPD, upskilling staff at all levels (inexperienced to experienced members of staff)
- Supports curriculum, PE, breakfast, lunch, after schools' clubs, sports day, holiday camps
- Provides the skills and resources to ensure that Staff become more confident to teach PE and athletics, improving children's physical literacy over the long-term
- The funetics digital platform provides up to date principles of best practice, and further resources to support the delivery of Holiday Camps, and School Sports Day to ensure children learn the fundamental development skills of running, jumping and throwing
- Creates the environment for children to feel confident in how to encourage and promote healthy active lifestyles
- Teaching and support Staff benefit from high quality CPD meaning schools can lead fun, engaging, impactful sessions on an ongoing basis
- Reduction of over reliance on third party operators, and financial savings by delivering inhouse
- Everything is provided in one easy-to-use digital package
- funetics meets each school's Physical Literacy objectives, leading to a wide range of positive outcomes on children's health, wellbeing and behaviour at school and home
- Provides impetus, momentum, and inspiration after the recent Commonwealth Games in Birmingham





Playful and structured PE...

supporting children's wellbeing and happiness

Playful and structured PE... supporting children's wellbeing and happiness

The new funetics curriculum licence is an easy-to-teach physical activity programme aligned with the national PE curriculum (Key Stages 1 & 2).

funetics enables your teaching team to deliver fundamental movement skills – running, jumping and throwing.

The funetics curriculum licence allows teachers to deliver funetics sessions independently, without external support.

funetics curriculum licence includes:

- Online training for 2 x primary school teachers
- funetics equipment starter pack
- Online access to session plans, videos, games and activities
- After school, weekend and school holiday provision
- 4 year-licence agreement*
*£75 annual licence fee for years 2, 3 & 4

Sign-up at:

funetics.co.uk/curriculum



Created by ENGLAND ATHLETICS



For more info:

Visit funetics.co.uk

Email support@funetics.co.uk