

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



Images courtesy of Youth Sport Trust

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?
- Delivered a diverse range of active clubs such as Fencing and football. - Delivered a range of sporting events such as Colour Run and Dance Showcase at Theatre Severn. - Sport, fitness and health is high profile in school. - Swimming sessions. - Partnerships with local sports organisations. - Celebrations of Sport and fitness on social media/website.	- Participation Rates, Parent/Pupil Feedback. - Participation Rates, Parent/Pupil Feedback. - Feedback, pupil attitudes, staff enthusiasm/morale. - Many EYFS/KS1 Children can now swim and have improved confidence in water. - Collaborations with local sports organisations. - Feedback, stakeholder engagement	Rec- To better track PP engagement in school.	

Review of last year 2023/24

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| <ul style="list-style-type: none">Improved social times with the addition of new outdoor equipment. | <ul style="list-style-type: none">Observation. Children happy and active outside | | |
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Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
All children at Bowbrook undertake at least 30 minutes of physical activity a day in school and in many cases, more than 30 minutes. To keep the profile of PE, sport, fitness & leisure high profile in school.	➤ At least 2 hours PE weekly ➤ To use the outdoor areas and exercise equipment so children can walk, jog, or run each morning or during breaks. ➤ Children are encouraged to walk/cycle/run to school. ➤ Opportunities for exercise at Breakfast club and gymnastics through staffing. ➤ To purchase playground equipment for playtimes to increase their daily active minutes. ➤ Use of Primary PE Planning to deliver a high level of PE to children and support staff in their delivery of lessons. ➤ Active after-school clubs weekly, with a diverse selection of activities each half term, prioritising pupils who lack access to sports outside school. ➤ Swimming sessions extra for KS1 children. ➤ To use website, social media and assemblies as a tool to celebrate all sporting achievements and events. Digital media & films. ➤ Whole School Sports Days to be celebrated with parent guests. ➤ Continue to invite in Sporting businesses/professionals to do workshops with the children. ➤ Sporting Holiday Clubs during the school holidays. ➤ Use our Cooking room to teach the children about healthy foods ➤ Friendly fixtures organised for KS1 pupils. ➤ Family Colour Run where whole community exercise together. ➤ Headteacher's sporting history and links celebrated with pupils. ➤ Staff sport fitness branded Bowbrook kit.

Intended actions for 2024/25

Aim to continue to increase the confidence, knowledge and skills of all staff in teaching PE and sport to ensure a quality PE provision across school.

- Use Crossbar to provide CPD so we have highly skilled staff who can ensure progression of skills and have secure subject knowledge.
- HT to support Teachers with PE curriculum and skills.
- Use of Primary PE Planning to deliver a high level of PE to children and support staff in their delivery of lessons.
- Specific subject courses CPD as appropriate e.g. Gymnastics, swimming etc.
- Consider Sport Coach provision as school grows for PE lessons.

To participate in a large number and variety of competitive and engagement events for children (only KS1 Children in school)

- Sports Clubs
- Sports Friendly for Club
- Workshops & Inspirational speakers
- Holiday Sports Club provision.
- Family Sports Event (Colour Run)
- Bikeability sessions
- Swimming sessions
- Dance Performance at Theatre Severn

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?
• High-quality PE sessions delivered consistently through Primary PE Planning and the PE progression document, ensuring a structured and effective curriculum. • Playground equipment enhancing core strength and physical development during unstructured playtimes. • Improved attitudes towards sports values, including teamwork, resilience, and respect. • Increased exposure to new sports, broadening children's interests and skills. • High numbers of children achieving swimming milestones of 25meters, with Pupil Premium children receiving targeted support to achieve 5 or 10 meters. • Motivated pupils actively engaging in sports, fostering a love for physical activity. • Enhanced reputation and profile for sports within the wider community, showcasing the school's commitment to fitness and well-being. • Active involvement and support from families, promoting sports, fitness, and healthy lifestyles beyond the school environment, ensuring long-term sustainability. • Improved social skills, independence, and team-building abilities as pupils overcome fears and emotions to complete challenges, fostering resilience and self-confidence.	• Evidence from curriculum catch-ups and monitoring activities. • Teacher observation/ EYFS judgements • Observations of respect and values displayed in school, alongside a visible positive behaviour culture and improved attitudes to learning. • Take-up rates for clubs and activities, tracked and analysed. • Swimming lengths tracked in school. • Club participation monitoring and feedback from families and children, supported by family survey results. • Feedback from the wider community and sports professionals, highlighting the school's sporting reputation. • High spectator numbers and positive feedback from parents at Sports Day & Colour Run. • Positive changes in children's attitudes, behaviour, and feedback regarding sports and physical activity.

Expected impact and sustainability will be achieved

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| <ul style="list-style-type: none">• Promotion of positive morals and attitudes for sports inspired by real-life heroes, encouraging aspiration and determination.• Enhanced staff confidence and competence in delivering high-quality PE sessions, ensuring sustainable and effective teaching practices.• Opportunities for children to develop their unique talents, particularly those who may not be naturally confident in traditional sports settings. | <ul style="list-style-type: none">• Positive changes in children's attitudes, behaviour, and feedback regarding sports and physical activity• Subject monitoring, Feedback from Teachers, Standards Reviews.• Pupil enjoyment, changed attitudes, and increased engagement from individuals at clubs/events, as observed and reported. |
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Actual impact/sustainability and supporting evidence

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