

# PE Funding Evaluation Form



**Brompton Community  
Primary School  
2024- 2025**

Commissioned by



Department  
for Education

Created by



## 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?
<p>Key Area 1:</p> <ul style="list-style-type: none"> <li>A robust staff training and development program resulted in staff confidence rate rising from 65% to 80% of staff feel confident in teaching all areas of the curriculum.</li> <li>Additional impact as a result of our staff training dev program saw the quality of PE increase from 65% to 80% of all lessons being delivered were high quality.</li> <li>Pupil insight data rose from 75% of pupils saying PE is fun to 85%</li> <li>As a result of a clear focus on teacher dev and a new curriculum implemented pupil attainment rose from 80% of FS and 85% of KS1 and 84% of KS2 achieving ARE to 90% FS, 91% KS1, and 89% of KS2</li> </ul>	<ul style="list-style-type: none"> <li>Staff confidence surveys completed using personal development plans linked to CPD</li> <li>Lesson observations and learning walks were conducted at the start and end of the year Evidence gathered and added to staff PD plans.</li> <li>Pupil voice surveys collected in Sept and July to monitor impact on PE, PA, SS. Impact of PE is significant due to shift in focus to whole school learning and celebrating the whole child.</li> <li>CPD on effective assessment was conducted and now all staff are able to assess against physical, cognitive, social and emotional learning.</li> </ul>	<ul style="list-style-type: none"> <li>The 80% needs to be all staff and consistent</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations and PD plans</li> </ul>

# Review of last year 2023/24

<p><b>Key Area 2:</b></p> <ul style="list-style-type: none"> <li>Additional opportunities for all pupils to engage in PA at lunchtime and by monitoring how active pupils are outside school. We now know 86% of our KS2 pupils regularly take part in outdoor activities outside of school time.</li> <li>A significant number of children are engaged with the range of sport activities through our extra-curricular timetable</li> </ul> <p><b>Area 3:</b></p> <ul style="list-style-type: none"> <li>90% of pupils have been celebrated in assemblies.</li> </ul> <p><b>Area 4 and 5:</b></p> <ul style="list-style-type: none"> <li>88% of our children across ks1 and ks2 have attended sporting competitions.</li> <li>57.1% of KS2 pupils can swim 25m and a range of strokes.</li> <li>Year 6 residential to Bewerley Park focusing on outdoor adventure, physical development and team building.</li> </ul>	<ul style="list-style-type: none"> <li>Effective monitoring of PA levels both in and outside of school enabled us to identify the need to create new ways to engage pupils in PA</li> <li>Pupil attendance at extra-curricular activities.</li> <li>Whole staff monitoring of PE sport and PA pupil achievements across classes and year groups</li> <li>Competition registers and tracking</li> <li>Pupil voice and parent/carer conversations</li> <li>All children in KS2 have had the experience and opportunity to have swimming lessons and gain confidence in water.</li> <li>Pupil surveys showed that pupils highly enjoyed the residential and experienced a new activity that they had not tried before.</li> </ul>	<ul style="list-style-type: none"> <li>Not all pupils are active for 60 mins 7 days a week</li> <li>Some pupils were not able to attend extra-curricular activities due to other after school commitments.</li> <li>Engagement of all pupils in sport and PA opportunities ensuring 100% of pupils are celebrated.</li> <li>Continue to develop our competition provision.</li> <li>Decrease in percentage from 2023-2024 to swim 25m.</li> </ul>	<ul style="list-style-type: none"> <li>There are still 14% of pupils that are not taking part in outdoor activities outside of school. Based on data captured linked to in and outside school PA. As a school we need to build on supporting our less active children to take part in clubs during the school day if they cannot access clubs/activities outside of school.</li> <li>Pupil voice</li> <li>Activity trackers teacher celebration assembly</li> <li>Participation and interest lists to ensure that all children are given the opportunity to take part in competitions.</li> <li>Data collected by swimming instructors and given to class teachers.</li> </ul>
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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
<p>To ensure all children are participating in 2 hrs a week of high quality PE by continuing to focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality PE. Look at our current long term plan for P.E (progressive and sequential skills taught from FS to year 6). Use of Sports coaches to work alongside teachers to provide mentoring, professional development and resources to embed high quality physical activity across the school.</p> <p>Teachers to ensure all pupils will be active on average for 60 mins 7 days a week. This will inc focusing on in school opportunities and monitoring external PA</p> <p>How we now look to connect and measure PE, sport and PA achievements to wider pupil outcomes eg behavior, attendance, achievement and curriculum.</p> <p>Ensure all pupils can access competition in school through regular intra school competitions as well as pupils accessing inter comps against other schools. Competition formats to reflect needs of pupils. See school games offer. To continue to promote sport to girls and get them involved in as many inter and</p>	<p>Quality of teaching and learning in PE will be developed through bespoke training and support for all staff. Ensure teachers can access HQ planning and supporting resources. PE resources updated to enable HQ teaching to take place. Work with teachers to reflect on current practice, identify opportunities for cross curricular learning as well as designated P.E lessons, and adjust planning to reinforce P.E and health education.</p> <p>Increase the number and range of activities and clubs on offer aligned to pupil parent voice. Implementation of new extra-curricular timetable Develop provision for PA at lunchtime by increasing the amount of playground resources to provide lots of activity facilitated by adults and Y6 Huff and Puff Equipment and resources to be purchased for facilitation of activity with leaders and independent active play. Track data monitoring between pupil participation and achievement across PESSPA with wider school data eg attendance behavior achievement Pupil achievement logs to encourage pupils to reflect on wider life skill dev and how this translates across school life.</p> <p>KS1 multi skills league for virtual comp against other local schools. KS2 little sticks comp hosted here and at other local schools to engage all LKS2 in inert comp. Format to be flexible based on pupil engagement. House competitions within classes to take place at end of each unit to</p>



## Intended actions for 2024/25

intra school competitions.

To ensure that more of our KS2 pupils can swim confidently and proficiently over a distance of at least 25m.

celebrate learning.

All UKS2 to represent school through school games comps and comp hosted here against other schools. Format to change based on pupil need.

Actively recruit and support girls to participate in inter and intra school competitions.

All pupils in KS2 to attend swimming. Pupils to be taught in small groups.

## Expected impact and sustainability will be achieved

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>• Staff confidence in July 2024 shows that 80% of teachers feel confident in teaching all areas of PE .</li> <li>• More staff to feel confident in teaching all areas of the curriculum. Staff will be confident and competent. Continued CPD can come from accessing local networks training support and sharing good practice in school.</li> <li>• lesson observation feedback showed 80% of lessons were high quality in 2024. Increase in 2025.</li> <li>• Pupil voice data in Sept 2024 shows 85% of pupils feel PE is fun. By July 2025 we feel this will increase to 100%</li> <li>• Pupil attainment data in July 2024 showed 85% of FS 80% of KS1 and 82% of KS2 achieved ARE. We predict 87% FS, 85% KS1 and KS2 will achieve ARE.</li> <li>• PE and sport to be a key driver in school improvement, particularly with regard to mental health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff confidence surveys, lesson observations, teacher engagement with CPD, assessments.</li> <li>• Pupil voice surveys and pupil engagement groups focused on PE PA and school sport</li> <li>• Active youth voice strategies embedded as part of all PE sport and PA offer.</li> <li>• Pupil attainment info aligned to our scheme of work and whole child holistic outcomes.</li> <li>• Monitoring, observation, engagement levels to continue across the year.</li> </ul>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<ul style="list-style-type: none"> <li>• Staff confidence in July 2024 shows that 73% of teachers feel confident in teaching all areas of PE. Still more work to do in this area and the funding is crucial.</li> <li>• More staff feel confident and competent in teaching all areas of the PE curriculum. Local network CPD has been accessed with an increase in staff sharing best practice. Also, staff have been upskilled by working along-side visiting coaches. Again needs to be maintained.</li> <li>• Lesson observations showed that 90% of PE lessons were high quality in 2024.</li> <li>• Pupil voice data in Sept 2024 showed 95% of pupils feel PE is fun.</li> <li>• Pupil attainment data in July 2025 showed 90% of FS 81% of KS1 and 89% of KS2 achieved ARE.</li> <li>• Funding allows our participation in the school sports partnerships and provides pathways for our pupils, including disadvantaged and vulnerable pupils, to access high quality inter school sports competitions.</li> </ul> <p>PE and sport are a key driver in school improvement, and has a positive impact on pupil mental health. to mental health and wellbeing.</p>	<ul style="list-style-type: none"> <li>• Staff surveys, lesson observations, teacher engagement with CPD, assessments, staff attendance at competitions.</li> <li>• Pupil voice surveys and pupil engagement groups focused on PE PA and school sport</li> <li>• Active youth voice strategies embedded as part of all PE sport and PA offer.</li> <li>• Pupil attainment data aligned to our scheme of work and whole child holistic outcomes.</li> <li>• Pupil participation monitoring.</li> <li>• SLA with School Games.</li> </ul> <p>Monitoring, observation, engagement levels to continue across the year</p>