

PE Funding Evaluation Form

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>Introduction of specialised new PE and playground equipment</p> <p>Consistently high-quality PE lessons delivered by PE Lead</p> <p>Increased participation in PA and SS across the school.</p> <p>Successful whole school participation in Sports Day & events</p>	<p>Increased active play at break/lunch. More variety in PE lessons. Staff using new equipment in playtimes and clubs. Better behaviour during unstructured times. Higher engagement.</p> <p>- Increased enthusiasm for PE. Observed PE lessons that were rated 'GOOD & OUTSTANDING'. Increased number of children actively looking to enhance their skills further to after school clubs. Informal CPD for staff members through team teach. Improved levels of physical literacy. Positive comments from pupil voice.</p> <p>- 209 children attended competitive fixtures out of school. 274 children attended after school clubs.</p> <p>- 100% pupil participation. Positive feedback from staff & parents. Opportunities for leadership & teamwork. Boosted pupil confidence. Inclusive and fun experience.</p>	<p>The number of opportunities to compete at school games/regional events</p> <p>Links to local clubs such as the nearby cricket club and football clubs to encourage grassroots sports.</p>	<p>A changeover in the School Games leader resulted in no contact to school and a limited number of opportunities for the children to compete in events.</p> <p>Parents requesting information to local clubs to further develop their children's enjoyment for sport.</p>

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>Continue to increase participation levels in physical activity and school sport.</p> <p>Increase the number of opportunities for children to attend a WSL and male professional sport fixtures.</p> <p>Provide CPD for teachers and for the PE lead to observe PE lessons to provide structured feedback and support.</p> <p>Organise a BDAT trust sports competition calendar for the 25/26 academic year. The BDAT sports competition calendar will consist of 15 sports including SEND events and female only to encourage physical activity for all.</p> <p>Secure links with local sports clubs.</p>	<p>Change the after-school club activities from termly to half term – that way children will have more opportunities to take part in different variety of sports.</p> <p>Organise opportunities earlier in the year to allow children the opportunity to watch WSL, men's professional match (Bradford City) and to include a disability sport (wheelchair basketball) to link with the after-school club programme.</p> <p>PE lead to engage in observing pe lessons to provide support for teaching staff. To offer specialist advice and support to further enhance the quality of teaching in PE.</p> <p>PE lead has already put the sports calendar together and held a TEEMS meeting with all PE leads of the BDAT primary schools who are all looking forward to the event. The competition calendar will run from September 2025 – June 2026.</p> <p>Create links with local sports clubs, requesting information on training and matchdays. Look at local sports clubs coaches coming to school to provide coaching sessions and interacting face to face with our children to further their sports experiences.</p>

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?
<p>Drive the number of children accessing and playing at grassroots level. Acknowledging the clubs/sports in the local area and as a school supporting and encouraging children by creating 'SportStars' walls in school, where children can write their fixture for the upcoming weekend. This will make it visible to all staff and children who can ask the children how they got on. It will also encourage children to take part and further progress our achievements in school.</p> <p>Increase the number of opportunities for children to attend professional sports fixtures. Children experience what it takes to become a professional player. Look at the lifestyles of footballers and the opportunities in stadiums where they play. PE lead has access to WSL fixtures and partnership with Bradford City FC.</p> <p>Provide CPD for teachers and for the PE lead to observe PE lessons to provide structured feedback and support. To improve the overall standards of teaching PE, gaining confidence and knowledge in lessons and equipment. Upskilling staff will continuously increase the standards of teaching in PE.</p> <p>Organise a BDAT trust sports competition calendar for the 25/26 academic year. The BDAT sports competition calendar will consist of 15 sports including SEND events and female only to encourage physical activity for all. The first ever sports calendar will provide opportunities for our children. The sports calendar will continue year on year.</p>	<p>Through the 'SportStars' walls in school. Parents and pupil voice. Sharing photos from parents with the children and staff in school. Bringing trophies and awards from clubs into school and sharing their success with the class and school through assemblies and PE lessons.</p> <p>The discussions in sport and what level have you experienced a sports match. Understanding that there is a local professional football team that is right on our doorstep. The thought of wearing a football kit that is Bradford City. Creating lifelong fans to the game. Evidence through experiences and memories. Phot evidence that we can share with all the school, parents staff.</p> <p>Standards of pupil performance will increase. This will have an impact in physical activity and school sport increasing our ability in PE in all sports. Evidence will be collected through lesson observations and CPD staff training.</p> <p>Continuous opportunities for children to attend sports competitions and compete against others. Providing positive experiences for all children. Creating competition for children with SEND needs. Evidence through feedback from schools attending, pupil and parent voice. Looking for ways to improve each competition.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Introduction of specialised new PE and playground equipment has impacted the children's playtimes. Our playground is now split into sections which allows children to thrive in that sport in a specific area. Such as Basketball with nets, loose parts, cricket and football. Our children are now engaged in playtimes, learning teamwork, independence, perseverance, respecting equipment. This will continue throughout the year as we add scooters to next year's programme – equipped with a bike and scooter shed the children can bring their bike and scooter to school from 25/26.</p> <p>Increased participation in Physical activity across the school. The start of the after-school clubs our finishing time was 4.15pm, with low numbers and feedback from parents – we know the children attending mosque at this time. We then dropped the after-school time to finish between 4 – 4.15pm. This allowed parents to pick up children attending mosque. After school club times will continue to run with this time to increase participation.</p> <p>Successful whole school participation in Sports Day & School Sport events. The whole school sports day was a huge success with so much positive feedback. At the start of this academic year, school sports events weren't seen as a positive experience with females especially finding kit to uncomfortable to wear and lack of experiences, leading too low confidence.</p> <p>Achieved the GOLD school games mark. Improvement in the CAS profiling tool from 58% to 74%. Increasing awareness in stakeholders, opportunities, policies and environments. This will continue to increase. The aim is to achieve 3 consecutive years of the GOLD award that results in PLATINUM.</p>	<p>A drop in poor behaviour choices as the children are engaged. Less medical incidents. Children excited for breaktimes, discussing which sport they want to play at breaktimes. Positive pupil and parent voice feedback and communication.</p> <p>Once we changed the after-school club time, the after-school numbers increased and provided more children with an opportunity to take part in activities and sports after school. Evidence of registers reflected this.</p> <p>Positive feedback from children and adults. Commented on the positive atmosphere and the enjoyment of sports day had by all. Positive feedback also from staff as with previous they have run the events, whereas BGGs girls run the stations. The took pressure off staff allowing them to enjoy the day. The kit for school sports events has adapted and children feedback and discussions before events allow children to feel comfortable in what they wear. Several competitions per term have improved confidence in school sports events, leading to more success.</p> <p>Recognition from the school games award who acknowledge the work and effort providing opportunities for our children. CAS profiling tool enables an ongoing profile toolkit to update throughout the year online.</p>