



PE Funding Evaluation Form -24-25 **Bounds Green Infants**

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>Last year's PE funding led to clear improvements in lesson delivery, pupil engagement, and inclusivity. New PE equipment enhanced the quality and structure of lessons, helping children build confidence and core physical skills. Healthy Living Month successfully introduced pupils to a range of activities while reinforcing important messages around fitness and well-being. A standout highlight was the Black History Month dance workshops, which had a profound impact on wider participation in PE and were especially appreciated by our Black community. These sessions combined cultural celebration with movement and helped foster inclusivity. CPD for staff—including the PE lead—boosted confidence and leadership, while dance lessons ensured a broader, creative curriculum for all pupils.</p>	<p>PE lead observations and pupil feedback highlighted greater enjoyment and confidence in PE lessons following the introduction of COMPLETE PE (our updated PE curriculum) & as a result of replenishment of equipment. Healthy Living Month was well-received, with positive comments from staff, children, and parents. The Black History Month dance workshops were praised among staff and increased enthusiasm and engagement, particularly among our Black pupils. Staff who received CPD reported improved confidence, and the PE lead noted clearer direction and stronger subject leadership. Across the school, pupils showed increased participation and positivity towards physical activity.</p>	<p>While the year saw strong overall progress, several planned actions were not fully achieved. Time constraints meant that not all of the necessary staff accessed the full range of CPD opportunities. Although new playground resources were purchased, some were underused or quickly worn, suggesting a need for better storage and rotation. I had intended to facilitate training opportunities for pupils taking part in competitions to better prepare and support them, but this was not actioned. Additionally, I had hoped to review the dance curriculum to ensure full alignment with National Curriculum expectations, but this was not completed due to competing priorities.</p>	<p>Due to circumstances beyond my control, not all staff who would have benefited from CPD had an opportunity to attend. Pupils selected for competitions were eager but with some competitions, lacked adequate preparation, which impacted their confidence and performance. The intended dance curriculum review was not carried out, and no updated mapping or documentation was produced, and therefore this aim was carried over to 2024-25.</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>1. Continued high-quality delivery of (updated) P.E. curriculum by P.E coaches, infant teachers & infant support staff.</p> <p>2. Evaluate the delivery of Dance across the school to ensure it meets the needs of the NC at the minimum. Continued high-quality delivery of Dance across all year</p>	<p>1. Continued subscription to Haringey Sports Development Trust PE SLA, providing CPD and termly support for teaching staff.</p> <p>Continued leadership, communication & support from P.E coaches & P.E lead. LFA P.E admin time in order to do this.</p> <p>Replenishment of PE resources / equipment. Purchase of cross-curricular P.E equipment to raise the profile of P.E across subjects.</p> <p>Purchase of cameras for use in Gymnastics, Dance and Sports events for evidencing, assessment & immediate feedback.</p> <p>2. Continue partnership with Louise from SoleStar to deliver high-quality PE lessons in all year groups.</p>

Intended actions for 2024/25

groups & mapped bespoke whole-school Dance curriculum.

3. All inclusive & all-enjoyed provision of Sports Day for all pupils.

4. Inclusivity focus – increased participation of physical activity of identified vulnerable & disadvantaged pupils.

5. Continued participation in Active Travel Workshops with continued aim to foster long-term healthy habits in our infant pupils by encouraging them to walk, cycle, or scoot to school.

P.E leadership (non-contact) time to

3. Hiring of an external venue to host an inclusive, safe and high-quality Sports Day experience for all children.

Purchase of Sports Day equipment.

4. P.E leadership (non-contact) time to gather data regarding PPG, BH & SEN pupils.

P.E lead to speak liaise with finance lead & KS1 teachers regarding identified vulnerable & disadvantaged pupils & discuss available opportunities.

5. Buy into & delivery of Active Travel Workshops.

Intended actions for 2024/25

6. Explore options for investment of high-quality playground and lunchtime resources intended to significantly enhance physical activity opportunities during unstructured parts of the school day.

6. Purchase of playground and lunchtime equipment that provides varied, accessible, and stimulating play.

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>1. Teacher feedback indicating improved confidence and understanding.</p> <p>Improved availability and quality of equipment.</p> <p>2. All inclusive & all-enjoyed provision of Dance lessons for all pupils which meets (and/or exceeds) the needs of the National Curriculum.</p> <p>3. All inclusive & all-enjoyed provision of Sports Day for all pupils.</p>	<p>1. Improved planning and delivery of PE lessons observed by PE lead. Children expressing and enjoyment of PE lessons and making marked progress.</p> <p>Effective use of replenished PE resources / equipment allowing for high-quality lessons.</p> <p>Effective communication between PE lead, PE coaches & SLT to facilitate</p> <p>2. Timetabled Dance lessons delivered by SoleStar. Well-evaluated Dance delivery approved by PE consultants.</p> <p>3. Smooth delivery of Sports Day. Parental involvement. Children evidently enjoying the wide variety of activities and showcasing the outcome of a collection of skills accumulated in PE lessons.</p>

Expected impact and sustainability will be achieved

<p>4. Gathered data regarding PPG, BH & SEN pupils for P.E purposes. Exploration of opportunities for these pupils.</p> <p>5. By integrating active travel into pupils' daily routines, we reinforce the value of physical activity beyond structured PE lessons, supporting whole-child development. Active Travel workshops will promote fundamental movement skills such as balance, coordination, and spatial awareness—all key components of the early years physical education curriculum.</p> <p>6. Sustained regular engagement in movement-rich play that supports the development of core physical skills such as balance, agility, coordination, and strength.</p>	<p>4. Funding of All Stars Cricket sessions for two children who would otherwise not access structured sport opportunities outside school.</p> <p>5. Pupils will have more opportunities for purposeful movement throughout the week, building physical confidence that transfers into classroom-based PE sessions.</p> <p>Impact will be measured through teacher observations of improvements in pupils' gross motor skills, as well as increased physical confidence and stamina during PE lessons</p> <p>6. Varied, accessible, and stimulating equipment out in playground, being used by children, helping to embed physical activity as a natural part of their day.</p> <p>If the school proceeds with OPAL, further evidence will</p>
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Expected impact and sustainability will be achieved

come through a measurable increase in purposeful, physical play during outdoor learning times & hoped reduction of behavior related instances.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>1. Improved planning and delivery of PE lessons observed by PE lead. Children expressing and enjoyment of PE lessons and making marked progress.</p> <p>High quality teaching of PE across the infants.</p> <p>Positive feedback from staff regarding availability and quality of equipment.</p> <p>2. Mapped bespoke whole-school Dance curriculum that has been well-evaluated and approved by PE consultants.</p> <p>High-quality teaching of Dance across the infants (evidenced in a lesson observation).</p>	<p>1. Positive feedback from evaluation conducted by external PE consultants. Evidence of good quality provision of physical education, physical activity & Sports inside and outside of the classroom. Evidential enjoyment and skill-progression from students.</p> <p>High-quality teaching of PE across the infants (evidenced in a Reception P.E lesson)</p> <p>2. Positive feedback from evaluation conducted by external PE consultants. Online copy of Dance provision map available of Intranet with evidence of sequential dance teaching from EYFS to Year 6. Online copy of performance timetable (every class performing to parents per year). Dance planning on Intranet (that meets the needs of the NC). Cross-curricular links in Dance lessons. Evidence of outcome and pupil-enjoyment through photographic & video evidence (on Intranet).</p>

Actual impact/sustainability and supporting evidence

<p>3. Smooth delivery of Sports Day.</p> <p>4. Provided an opportunity, identified in collaboration with the EYFS lead, for two vulnerable pupils to facilitate wider participation of physical activity beyond the school setting.</p> <p>5. Increased motivation & participation of more sustainable and healthier modes of travel to and from school, as evidenced by monitoring of walk/scoot to school and pupil voice.</p> <p>6. Pupil engagement in physical play through staff observations, lunchtime behaviour records, and pupil voice feedback.</p>	<p>3. Images captured for newsletter. Celebration of Sportsmanship, effort & race winners in assembly. Positive feedback from parents, pupils & staff.</p> <p>4. Funding of All Stars Cricket sessions for two children who would otherwise not access structured sport opportunities outside school.</p> <p>5. Attendance and participation records from the workshops, alongside monitoring of walk/scoot to school days, which tracked the reach and uptake of the initiative.</p> <p>6. Varied, accessible, and stimulating equipment out in playground, being used by children, helping to embed physical activity as a natural part of their day.</p> <p>Completed visits to Coldfall Primary (by P.E lead,</p>
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Actual impact/sustainability and supporting evidence

followed by SLT) to see OPAL scheme in action.

Evidenced ongoing discussion between PE lead & SLT regarding possible start of OPAL at our school after evaluation of its effectiveness at neighbouring school.