



PE Funding Evaluation Form

BGS Juniors 24-25

Commissioned by



Department
for Education

Created by  association for
Physical
Education



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>This year's PE funding supported high-quality delivery, greater pupil engagement, and broad participation across the Juniors. Investment in new PE equipment enhanced the effectiveness and structure of lessons, while also supporting safer and more inclusive physical activity. The success of Healthy Living Month once again gave children access to a wide range of physical activities and health-based workshops, promoting awareness of both physical and mental well-being. CPD for the PE lead and teaching staff strengthened subject knowledge and leadership, resulting in more confident, higher-quality teaching. PE-specific resources—including dance, yoga, and workshop experiences—offered all pupils the opportunity to engage in varied and culturally inclusive activities.</p>	<p>PE lead observations and pupil voice showed increased enjoyment and confidence in lessons, especially following the introduction of new resources. Healthy Living Month was widely praised by staff and pupils, with feedback reflecting enthusiasm and high levels of participation. Staff who accessed CPD demonstrated improved confidence and subject leadership. Equipment was consistently used in lessons and supported a more efficient and engaging delivery. There was also visible progress in developing a stronger sporting identity across the Juniors.</p>	<p>Although several key aims were achieved, some targets were not fully met. A number of competitions that were planned had to be scaled back due to staffing constraints and scheduling issues. Not all children had the opportunity to participate in competitive sport, and showcasing sporting success more widely in the community remains an area for development. Some playground resources showed signs of wear and required better systems for rotation and storage. We did not get to evaluate Dance as part of the P.E National Curriculum, but hope to do so 24-25.</p>	<p>Not all competitions were attended or followed through, and a few children expressed disappointment at missed opportunities. CPD uptake varied due to timetable clashes. The PE lead noted some equipment was either underused or frequently in need of replacement. Plans to review the teaching of dance were postponed due to other competing priorities. These aims have been carried forward 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. To develop confidence in quality teaching & knowledge of the updated P.E. curriculum (<i>COMPLETE P.E.</i>).</p> <p>2. To continue to develop P.E. leads competence and</p>	<p>1. Through use of new iPads, PE teachers to gain familiarity and confidence in delivering the new scheme. PE teachers to undergo CPD to increase quality of provision of curriculum.</p> <p>Ongoing review of pupils progress and engagement in the updated curriculum. Review & replenishment of equipment needed to teach COMPLETE PE lessons.</p> <p>Training led by <i>COMPLETE P.E (Complete PE membership)</i> Gymnastics CPD</p> <p>Trial using upgraded technology associated with teaching/leading of the scheme (iPads). Inc. cameras for P.E. lessons for peer evaluation & evidencing of work</p> <p>Wheelie boards, laminator & velcro to create vocabulary cards for use in lessons.</p> <p>2. Borough PE Network meetings.</p>

Intended actions for 2024/25

effectiveness in leading P.E. and promoting physical activity & Sports inside and outside of the classroom.

3. To replace 'The Daily Mile' (short-burst PE sessions lead across KS2) with improved physical activities that work to increase the strength, stamina and skills of pupils (Physical Education over Physical Activity).

Non-contact time to conduct research, reading & planning, work on evaluation of PE across school.

Support from PE consultants through evaluation mornings, reviewing P.E provision in the school.

Work alongside SLT evaluating quality of PE, physical activity & Sports inside and outside of the classroom.

Haringey Sports Development Trust affiliation.
Youth Sports Trust membership

3. P.E lead to support teachers in new SSS sessions.

Purchase equipment needed for SSS sessions (i.e. skipping ropes for pupils).

P.E lead non-contact time to review & plan SSS sessions & create timetable for year groups.

Intended actions for 2024/25

4. To further improve a smooth, inclusive & all-enjoyed provision of Sports Day for all pupils.

5. To evaluate the delivery of Dance across the school (looking at the quantity & quality of Dance provision), ensuring it meets the needs of the NC at the minimum.

4. P.E lead to work with SLT & P.E coaches to plan the participation by all children in Sports Day in a wide range of physical activities.

P.E lead non-contact time to plan for Sports Day to run smoothly, with less 'technical errors'.

Class teachers to work with students in educating them, on of sporting values and how they tie in with Bounds Green school values. Embedding culture of sporting success.

Review & replenishment of Sports Day equipment.
Hire of Sports Day venue & Sports Day coaches.

5. P.E lead non-contact time to work with dance teacher to review & map out dance delivered across school.

Support from PE consultants & SLT through a Dance evaluation morning, reviewing Dance provision across the school.

Intended actions for 2024/25

6. To try to increase BG's success in inter-borough Sports competitions.

7. To increase our ratio of swimmers' vs non-swimmers by the end of Key Stage 2 (to facilitate an opportunity for our USK2 non-swimmers to learn the life-skill of swimming).

8. To promote inclusivity in P.E. by focusing on increased participation by our vulnerable & disadvantaged groups.

6. Training/prep delivered before competitions to enhance pupils' likeliness of success.

P.E admin time to enter & prepare for upcoming competitions.

Support by LFA on entering/deliver of tournaments.

7. P.E lead non-contact time to review 23-24 Y5 swimming achievements and compile list of students whom did not achieve 25m swimming badge for top-up sessions.
Secure top-up sessions for Year 6 students.

8. P.E lead to gather data regarding PPG, BH & SEN pupils in KS2.
Target (PPG, BH & SEN) children provided opportunities to exceed in identified Sport/Physical activity.

Talented pupils identified & sporting talent taken further / extra-curricular opportunities offered.

Intended actions for 2024/25

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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?
<ol style="list-style-type: none"> 1. Increased confidence in quality teaching & knowledge of the updated P.E. curriculum (<i>COMPLETE P.E.</i>). 2. Increased P.E. lead competence and effectiveness in leading P.E. and promoting physical activity & Sports inside and outside of the classroom. 3. SSS P.E sessions taking part in KS2 classes (replacing the Daily Mile). 	<ol style="list-style-type: none"> 1. PE teachers reporting confidence in the use of <i>COMPLETE P.E.</i> iPads being used for the delivery and assessment of PE teaching. Children expressing and enjoyment of PE lessons and making marked progress. 2. Communication from PE lead with colleagues which demonstrates competence and effectiveness in leading P.E. Positive feedback from reviews 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 in all things PE related. BG sports fleeces were designed and ordered to help pupils look and feel the part, boosting their confidence and improving the school's overall presentation and identity at inter-borough events. 3. Tracked progress of skipping techniques taught in KS2. Increased use of skipping ropes in playground & reports

Expected impact and sustainability will be achieved

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

5. Mapped bespoke whole-school Dance curriculum that has been well-evaluated and approved by PE consultants.

from teacher's over the positive impact of our new SSS sessions. SSS timetabled in KS2 classes & evident daily in the playground / halls. PE teachers commenting on an improvement in pupil's strength, skill and stamina (transferred skills) in PE lessons.

4. Smooth delivery of Sports Day. Images captured for newsletter. Parental involvement. Children evidently enjoying the wide variety of activities and showcasing the outcome of a collection of skills accumulated in PE lessons. Celebration of Sportsmanship, effort & race winners in assembly.

5. 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

Expected impact and sustainability will be achieved

6. Continued participation in inter-borough Sports competitions with hopeful increased BGS success.

7. Increased opportunity for UKS2 non-swimmers to learn how to swim.

8. Inclusivity in P.E promoted by focusing on increased participation by identified vulnerable & disadvantaged groups.

through photographic & video evidence (on Intranet and in Dance floor book).

6. Participation in inter-borough Sports competitions. Aspirational improvement on achievement compared to previous years. Training/prep booked and delivered before competitions to enhance pupils' likeliness of success.
A spreadsheet or document with list of all PPG, BH & SEN pupils in KS2.

7. Year 6 swimmers who did not achieve a 25m swimming badge in Y5 identified and partaking in a course of 10 top-up lessons.

8. Opportunities created to invite some of our PPG, BH & SEN to partake in for free (e.g. lunchtime Taekwondo & Dance clubs).

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>1. Staff confidence in teaching PE has improved, with COMPLETE P.E. now being used more confidently across the school. Lessons appear well structured, and pupils showing good progression in physical skills.</p> <p>2. Leadership confidence & competence has grown. P.E continues to have a higher profile within the school and opportunities have been offered this year that have not been offered in the past.</p> <p>3. Short, skill-based sessions (SSS) are becoming embedded in KS2, promoting strength, stamina, and</p>	<p>1. Positive feedback from reviews 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. High-quality teaching of PE across the juniors (evidenced in KS2 P.E lesson observation - hockey)</p> <p>2. External PE consultants praised the strength of subject leadership. Staff reported good communication and clarity from the PE lead. Opportunities have been offered this year that have not been offered in the past (such as top-up sessions for our Year 6 non-swimmers, etc).</p> <p>3. Positive feedback from teachers & informal observations (along with pilot led by PE lead)</p>

Actual impact/sustainability and supporting evidence

coordination in a more purposeful way than previous Daily Mile routines. There is still a way to go with this and further release time is needed to fully decide on timetable, communicate changes with staff & sort resources.

4. Sports Day promoted inclusion, teamwork, and celebration of effort and physical skill. The event runs more smoothly year on year.
5. The Dance curriculum was reviewed and mapped across year groups. Bounds Green School was recognised for delivering high-quality Dance provision, with clear progression, creativity, and inclusion evident across phases. The uniqueness of some of our dance opportunities (e.g. linking with Black History Month) is also worthy of praise.
6. A number of pupils across KS2 represented the school this year, helping to raise the sporting profile and

show high levels of engagement. For example, skipping equipment is being used regularly during and beyond SSS time.

4. Photos, parental feedback, and staff reflections show high levels of participation and enjoyment. Children demonstrated confidence, teamwork, and skill application across activities.
5. External PE consultants conducted an evaluation morning and confirmed excellence in Dance delivery. Planning, provision maps, and video/photo evidence demonstrated strong cross-curricular links and pupil enjoyment from EYFS to Year 6.
6. Bounds Green School received some medals in some of the Sporting events. We had children

Actual impact/sustainability and supporting evidence

provide aspirational opportunities. New kit and preparation sessions supported team spirit and readiness.

7. Pupils unable to swim 25m in Year 5 were given targeted support to reach this milestone via the top-up lessons.

8. Identified pupils were given targeted access to free extracurricular opportunities, supporting inclusion, engagement, and self-esteem in PE for our disadvantaged / vulnerable group.

who came in the top 3 for Athletics in Year 3 and KS2. These achievements were celebrated along with the efforts of all that took part. Children expressed a feeling of belonging and pride by wearing the BGS emblem fleeces. This could have in fact contributed to the success!

7. The Year 5 Swimphony data identified pupils needing support. We are currently awaiting results on how many of these targeted children have since achieved their 25metres.

8. Taekwondo & Dance lunch time club (offered to our PPG, SEND & BH pupils in Yr 3-5). Participation in the Haringey Dance Festival