

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.

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?
Achieved Gold Mark in PE Games	We achieved the Gold Mark in PE Games, demonstrating our commitment to high-quality physical education and school sport.	PE Interactive Noticeboard:	The noticeboard was underutilized. Feedback from students and staff indicated that it did not attract as much attention or engagement as expected.
Permanent Sports Apprentice Appointed	The appointment of a permanent sports apprentice meant we had an in-house PE lesson lead and model for staff CPD. This role also supported social time clubs, after-school clubs every night, and breakfast club activities, providing more capacity for competition and engagement with physical education.	Playground Leaders:	Structured activities led by trained Playground Leaders were not as effective as anticipated. Feedback from students and staff suggested that more training and support were needed to make these activities more engaging and beneficial.
Participation in Competitions	We entered a large number of competitions, significantly increasing our students' opportunities to compete and develop their skills.	Commando Joe Character Education:	Implementation of Commando Joe's character education was inconsistent across classes. Feedback from teachers suggested that more training and resources were needed to fully integrate this program into the curriculum.
Access to Physical Activity for Vulnerable Children	Attendance records and feedback from the short-term courses with coaches showed high participation rates among vulnerable children. Teachers reported improvements in these children's physical skills and confidence.	Active School Planner	The Active School Planner was underutilised. Staff feedback indicated that they found it challenging to incorporate the planner into their daily routines, and more support was needed to make it a regular part of school life.
Extra-Curricular Clubs	Participation records showed an increase in the number of children attending after-school clubs. Feedback from students and parents highlighted the variety and quality of the clubs offered, with many children expressing a desire to continue participating.	Parental Involvement in PE Decisions:	Efforts to involve parents in PE decisions and encourage active lifestyles had limited success. Surveys showed that while some parents were engaged, many felt they did not have the time or resources to participate fully.
Active Travel to School	Surveys conducted with parents and children indicated an increase in the number of families participating in active travel. There was also a reduction in car traffic around the school during peak times, suggesting more children were walking or cycling to school.	Orienteering Activities:	Orienteering activities were not as popular as anticipated. Feedback from students indicated that they found these activities challenging and less enjoyable compared to other PE activities.

Extra-Curricular Clubs	Participation records showed an increase in the number of children attending after-school clubs. Feedback from students and parents highlighted the variety and quality of the clubs offered, with many children expressing a desire to continue participating.		
Use of MOKI Bands	Data from MOKI bands showed an increase in daily steps among students. The certificate awards for the most active children were well-received, and there was a noticeable boost in children's motivation to stay active. However, there was some inconsistent use across different classes, which affected the overall data collection and engagement.		
Primary PE Planning Platform	Lesson observations and teacher feedback showed that the Primary PE Planning platform was effectively used to plan and deliver PE lessons. Staff felt more confident in their teaching, and the quality of PE lessons improved. We will look to explore schemes that develop holistic areas of physical education.		
PE Health Check	The comprehensive assessment of current PE provision identified strengths and areas for improvement, providing a clear roadmap for future development.		
Breakfast Club	The use of a sports coach in the Breakfast Club successfully increased active participation among students, promoting a healthy start to the day.		

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. Integrate the newly appointed second Level 4 sports apprentice. (Key indicator 1, 2, 3, 4)</p>	<p>- Collaborate with the current Level 4 sports apprentice and PE lead to mentor and support class teachers. - Provide additional support during PE lessons and extra-curricular activities. - Facilitate professional development sessions for staff, focusing on best practices in PE. - Involve the apprentices in planning and delivering PE lessons to ensure consistency and quality. Involve in whole school staff meetings and WALKTHRU's teacher CPD programme.</p>
<p>2. Achieve the Sports Gold Mark for the third consecutive year. (Key indicator 1, 2, 3, 4, 5)</p>	<p>- Maintain regular contact and collaboration with the local School Games Officer. - Actively participate in School Games events and encourage student involvement. - Share success stories and achievements from School Games events to inspire and motivate students and staff. - Organise training sessions and workshops to prepare students for competitions.</p>
<p>3. Continue increasing daily physical activity of our EYFS children, particularly outdoor learning through the new outdoor area. (Key indicator 2, 3, 4)</p>	<p>- Collaborate with EYFS staff to integrate physical activity into daily routines. - Monitor pupil participation in outdoor activities and adjust plans as needed. - Explore partnerships with local organisations or community resources to enhance outdoor learning experiences. - Provide training for EYFS staff on the benefits of outdoor physical activity.</p>
<p>4. Increase physical activity for all children. (Key indicator 2, 3, 4, 5)</p>	<p>- Organise MOKI band competitions in classes and year groups to encourage daily activity. - Send home physical activity challenges with rewards for completion to involve families. - Celebrate achievements within sport in the school newsletter and on social media. - Organise events like the Reindeer Run and Fitness Week to promote school-wide participation. - Increase participation in School Games events and competitions. - Expand networking and partnership opportunities with local sports clubs.</p>
<p>5. Continue ensuring our vulnerable children are accessing physical activity beyond the curriculum. (Key indicator 2, 3, 4)</p>	<p>- Implement Commando Joe sessions to build resilience and teamwork. - Offer SEMH/SEND clubs after school to provide targeted support. - Provide structured lunchtime and break time activities to engage vulnerable children. - Conduct afternoon physical interventions for SEMH/physical needs. - Use the Real PE scheme for a holistic approach to physical education. - Attend SEND courses for CPD to better support vulnerable students. - Tailor PE lessons to individual needs, ensuring inclusivity.</p>
<p>6. To ensure all PE lessons delivered will be engaging, active, and well-resourced to deliver high-quality teaching. (Key indicator 1, 2, 3, 4)</p>	<p>- Use the Real PE scheme to provide a structured and engaging curriculum. - Purchase new equipment to support a variety of physical activities. - Support ECTs with sports coaches through co-teaching and mentoring. - Attend CPD sessions such as Primary Games to stay updated on best practices. - Regularly review and update PE lesson plans to maintain high standards.</p>

Intended actions for 2024/25

<p>7. Continue to extend and increase our offer of extra-curricular clubs in and after school. (Key indicator 2, 3, 4)</p>	<p>- Offer 8 sports clubs each week, including SEND clubs to ensure inclusivity. - Promote clubs in the school newsletter, on social media, and through letters home. - Invite external visitors to hold clubs (e.g., cricket, dance). - Provide lunchtime and breakfast clubs with sports-themed activities to increase participation. - Seek feedback from students on their interests and preferences to tailor club offerings.</p>
<p>8. Whole school events – raise the profile. (Key indicator 2, 3, 4)</p>	<p>- Organise events such as the Reindeer Run, Fitness Week, and Sports Day to engage the whole school. - Hold lunchtime and breakfast clubs with sports-themed activities to promote daily physical activity. - Recognise students with Star of the Week and Pupil Spotlight awards to celebrate achievements. - Celebrate successes in the school newsletter, on social media, and on the display board. - Organise inter and intra house competitions to foster a sense of community and healthy competition.</p>
<p>9. Pupil leadership. (Key indicator 2, 3, 4)</p>	<p>Link to the school cabinet/sports council to give students a voice in PE decisions. - Hold half-termly meetings to discuss and plan PE activities. - Complete the Real PE leadership course during lunchtimes to develop leadership skills. - Encourage pupils to set up and lead lunchtime/breaktime activities to promote peer-led initiatives.</p>
<p>10. New kit for each Key Stage – competition. (Key indicator 2, 3, 4, 5)</p>	<p>- Provide new kits to enable students to compete with pride and confidence. - Ensure kits are well-maintained and available for all competitions. - Involve students in the design and selection process to increase ownership and pride.</p>
<p>11. Theory lessons – sessions for each Key Stage. (Key indicator 3, 4)</p>	<p>- Link lessons to sports persons and self-awareness to inspire students. - Teach students about staying healthy (diet, body) to promote lifelong healthy habits. - Integrate vocabulary links and connections to science (e.g., Animals including humans) to enhance cross-curricular learning. - Focus on character development to build resilience and teamwork.]</p>
<p>12. Signposting pupils to take part in extracurricular clubs outside of school. (Key indicator 2, 4, 5)</p>	<p>- Invite external visitors to run clubs and provide information about local opportunities. - Link after-school clubs to local community clubs to create pathways for continued participation. - Make connections within the curriculum to available clubs to highlight opportunities. - Send out leaflets and letters about summer/half-term camps to keep students active during breaks.</p>
<p>13. Hosting our own competitions. (Key indicator 2, 3, 4, 5)</p>	<p>- Organise inter and intra competitions, splitting students into houses and classes to increase participation. - Hold lunchtime competitions to allow all pupils a chance to compete. - Establish a system for regular intra-school competitions and personal challenges to maintain engagement. - Provide ongoing support and resources for teachers to implement and monitor these activities. - Celebrate and showcase student achievements and progress to motivate continued participation.</p>
<p>14. Key values of sport – raise visibility. (Key indicator 2, 3, 4)</p>	<p>- Award PE house points and weekly certificates (KS1 and KS2) to recognise achievements. - Offer rewards such as extra break time to incentivise participation. - Focus on different values each week to promote sportsmanship and teamwork. - Display house point tallies on the board to encourage healthy competition. - Use praise slides in the hall for celebration to highlight student successes. - Promote values of sportsmanship through assemblies and classroom discussions.</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?
1. Improved quality of PE lessons, increased support for staff, and enhanced student engagement.	Observations of PE lessons, feedback from staff and students. Evidence: Lesson observation reports, staff and student feedback forms, professional development session records.
2. Continued recognition of high-quality PE provision, increased student participation in competitions.	Achievement of the Gold Mark, participation rates in School Games events. Evidence: Gold Mark certification, competition participation records, success stories shared in newsletters.
3. Enhanced physical development and enthusiasm for outdoor activities among EYFS children.	Monitoring of outdoor activity participation, feedback from EYFS staff. Evidence: Participation logs, teacher observations, feedback from EYFS staff.
4. Improved overall fitness levels, increased engagement in physical activities.	Monitoring of MOKI band data, participation in events and challenges. Evidence: MOKI band data, event participation records, feedback from students and parents.
5. Increased physical activity levels and improved physical and mental well-being of vulnerable children.	Attendance and participation records, feedback from staff and students. Evidence: Attendance logs, feedback from staff and students, reports on physical interventions.
6. High-quality PE lessons, increased student engagement and enjoyment.	Observations of PE lessons, feedback from staff and students. Evidence: Lesson observation reports, feedback forms, records of new equipment purchased.
7. Increased participation in extra-curricular activities, improved physical fitness and social skills.	Participation records, feedback from students and parents. Evidence: Club attendance logs, feedback forms, promotional materials for clubs.
8. Increased awareness and participation in physical activities, enhanced school spirit.	Participation in events, feedback from students and staff. Evidence: Event participation records, feedback forms, photos and reports from events.
9. Development of leadership skills, increased student involvement in PE activities.	Monitoring of pupil-led activities, feedback from students and staff. Evidence: Records of pupil-led activities, feedback forms, meeting minutes from sports council.
10. Increased pride and confidence in representing the school, improved team spirit.	Observations during competitions, feedback from students and staff. Evidence: Photos of new kits, feedback forms, competition reports.
11. Improved understanding of health and fitness, enhanced cross-curricular learning.	Assessments and feedback from students. Evidence: Assessment results, lesson plans, feedback

Expected impact and sustainability will be achieved

12. Increased participation in community sports clubs, sustained physical activity outside school.

13. Increased opportunities for competition, improved sportsmanship and teamwork.

14. Enhanced understanding and practice of sportsmanship, increased motivation and engagement.

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Monitoring of student participation in external clubs, feedback from students and parents.

Evidence: Records of external club participation, feedback forms, promotional materials from clubs.

Participation in competitions, feedback from students and staff. Evidence: Competition participation records, feedback forms, photos and reports from competitions.

Observations of student behavior, feedback from staff and students. Evidence: Records of house points and certificates awarded, feedback forms, display board updates.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Brockmoor has made remarkable strides in enhancing the quality, inclusivity, and breadth of physical education and sport provision, underpinned by targeted, strategic use of PE and Sport Premium funding. The appointment of two Level 4 Sports Apprentices has been transformational, embedding sustainable leadership and specialist expertise that has directly elevated teaching quality and staff confidence, especially in SEND-responsive and early years provision. Apprentices provide in-class support, deliver bespoke social time and extra-curricular clubs, and lead CPD sessions, fostering a culture of continuous improvement.</p> <p>Our commitment is evidenced by the prestigious achievement of the Gold Mark in PE Games for multiple consecutive years, demonstrating excellence in PE provision and school sport engagement. There has been a 30% increase in after-school club participation, with vulnerable groups such as SEND and disadvantaged pupils benefitting from tailored sessions and enhanced access. Our top-up swimming programme, leveraging a new on-site pool facility, has raised Year 6 pupils' proficiency to 67% confidently swimming 25 metres, exceeding local averages.</p> <p>Investment in high-quality, durable equipment and resources has revitalised curriculum delivery and active play, supporting differentiated, engaging, and inclusive PE lessons. Expansion of a comprehensive competitive calendar—featuring a wide range of intra- and inter-school events—has cultivated resilience, teamwork, and leadership skills among pupils. Student leadership roles, including sports councils and playground leaders, have empowered pupils to take ownership of their physical development and school sport culture.</p> <p>Sustainability is embedded in Brockmoor's strategic vision. PE leadership is firmly rooted within the Sports Apprenticeship roles, guaranteeing continuity of expertise and capacity building. Strong partnerships with local sports clubs and the School Games network ensure ongoing competitive and community engagement opportunities. A robust CPD cycle maintains staff excellence, while innovative pupil-led initiatives promote lifelong physical activity habits. These factors collectively secure Brockmoor's outstanding legacy in PE and sport well beyond the current funding cycle.</p>	<ul style="list-style-type: none"> • Consistent achievement of the Gold Mark in PE Games, verified by certification and external validation. • Quantitative data showing a 30% increase in after-school club attendance, with robust records of participation by SEND and disadvantaged pupils. • Swimming assessment records confirming 67% Year 6 proficiency in swimming 25 metres, supported by detailed top-up lesson logs. • Lesson observation reports and CPD feedback demonstrating enhanced staff confidence and improved inclusive PE delivery. • Comprehensive inventories and maintenance logs of high-quality equipment supporting active learning and play. • Extensive records of participation and success in intra- and inter-school competitions, alongside pupil leadership minutes and feedback. • Pupil voice survey data reflecting increased enjoyment, engagement, and aspiration in PE and sport activities. • Documentation of partnerships with local sports organisations fostering pathways for ongoing physical activity.