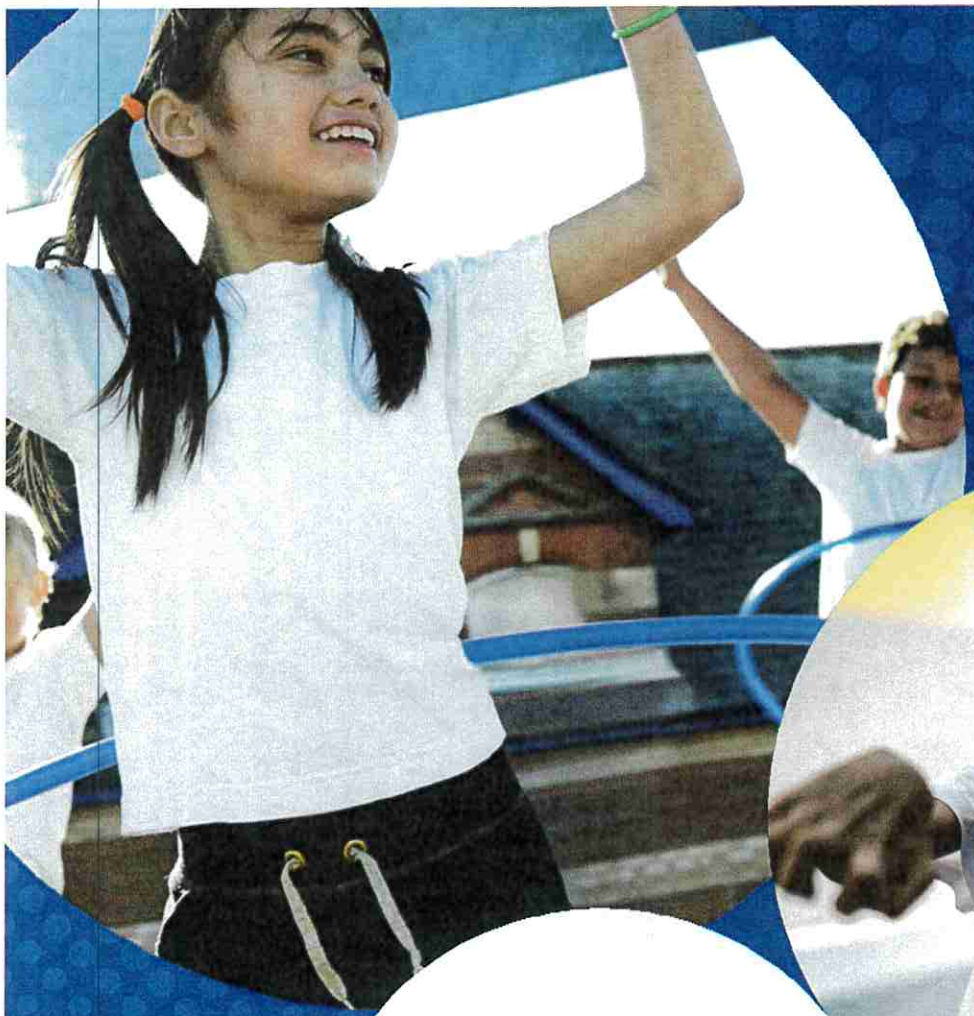






Images courtesy of Youth Sport Trust

# PE Funding Evaluation Form

**Commissioned by**

Department for Education

**Created by**

association for Physical Education

YOUTH SPORT TRUST

## 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.*

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## 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? |
|---|---|---|---|
| Utilising the PE premium on subscriptions for Competitions/Events- Basildon and Essex as well as funding the Royal Ballet School Scheme curriculum. | Because we have been able to get more children participating in a wide variety of Competitions/Events especially SEN events. The Royal Ballet School curriculum has helped to ensure that all children have access to a structured and inclusive dance curriculum. | We did not focus enough on improving our lunchtime activities for all children. | The main focus was with our football teams so next year we will expand to get our other sports teams doing extra curriculars during lunch and then start with generalised activities for all students. |

## Details with regard to funding

| | |
|---|---|
| Total amount carried over from 2023/24 | £0 |
| Total amount allocated for 2024/25 | £18510 |
| How much (if any) do you intend to carry over from this total fund into 2025/26? | £0 |
| Total amount of funding for 2024/25 to be reported on by 31st July 2025 | £18510 |

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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 and amount spent | Implementation |
| 1. **Staff Development and CPD: £2,000**<br>Provide continuous professional development for all teaching staff and teaching assistants, equipping them with the skills and confidence to deliver high-quality PE lessons and support physical activity across the school day.<br>2. **Equipment Audit and Enhancement: £15,355**<br>Conduct a full audit and upgrade of all PE and playground equipment to ensure quality, safety, and suitability. Ensure sufficient quantities are available to support class delivery and facilitate structured lunchtime sport sessions to increase daily physical activity for all pupils. New MUGA pitch.<br>3. **Staff Communication and Engagement: £2,000- linked with no.1**<br>Establish clear communication channels to ensure all school staff are regularly informed and engaged with PE and Sport initiatives, events, and curriculum updates, fostering a whole-school approach to physical wellbeing.<br>4. **Curriculum Enrichment: £750**<br>Broaden the PE curriculum to offer a wider range of sports and physical disciplines—setting us apart from local schools. This includes the integration of specialist programmes such as the **Royal Ballet School's Primary Steps** to ensure inclusive, high-quality access to the arts in physical education.<br>5. **Competition and Extra-Curricular Participation: £400**<br>Maximise pupil engagement in inter-school and intra-school sports competitions aligned with the school calendar. Special emphasis will be placed on developing football provision across all year groups and launching a new school Netball Team to diversify competitive opportunities. | 1. **Staff Development and CPD:** Implement in-lesson coaching/mentoring cycles where the PE lead models lessons and supports class teachers and TAs in delivery. Schedule CPD as part of INSET days and twilight training.<br>2. **Equipment Audit and Enhancement:** Allocate Sports Premium funding to purchase age-appropriate, durable equipment. Assign storage areas and implement a system for regular maintenance checks. Develop a lunchtime sports rota with staff or sports leaders delivering activities.<br>3. **Staff Communication and Engagement:** Share a PE events calendar at the start of each term and update the school calendar regularly.<br>4. **Curriculum Enrichment:** Map the current PE curriculum against national guidelines and local offer. Integrate new units (e.g., ballet, fencing, yoga) to expand sport exposure. Build partnerships with organisations like the Royal Ballet School to deliver specialist input. Ensure inclusivity by offering modified versions of sports for SEND pupils.<br>5. **Competition and Extra-Curricular Participation:** Liaise with local school games organisers and borough leagues to register early. Organise inter-house competitions to increase internal participation. Recruit and train pupils as sports leaders to support team preparation and event days. Launch and publicise new clubs, e.g., Netball Team, across the school. |

# 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. Staff Development and CPD**<br>**Intended Impact:** Raised confidence, competence, and consistency in PE delivery across all staff. Greater engagement from pupils due to more dynamic, well-structured lessons.<br>**Sustainability:** Embedding of PE training into annual CPD cycles and performance management.<br>**2. Equipment Audit and Enhancement**<br>**Intended Impact:** Improved quality and variety of PE and playtime experiences. Increased physical activity during structured and unstructured time. Reduced lesson disruption due to availability or condition of equipment.<br>**Sustainability:** Annual review process for equipment inventory and needs. Staff training on effective and responsible use of resources. Introduction of a pupil-led Sports Crew to monitor and manage resources.<br>**3. Staff Communication and Engagement**<br>**Intended Impact:** A more unified, school-wide approach to promoting physical activity. Higher levels of participation and enthusiasm across staff and pupils. Enhanced collaboration for whole-school events and initiatives.<br>**Sustainability:** Integrate PE and wellbeing updates into SLT and staff meetings. Delegate shared ownership of PE initiatives across year groups.<br>**4. Curriculum Enrichment**<br>**Intended Impact:** Increased pupil access to diverse sports and movement disciplines. Identification and nurturing of new talents (e.g., dance, netball). Higher enjoyment, confidence, and motivation to participate in physical activity.<br>**Sustainability:** Establish long-term partnerships with specialist providers (e.g., Royal Ballet School). Embed new sports into the curriculum long-term, with staff upskilled to deliver them. Use pupil voice to refine and evolve the curriculum annually.<br>**5. Competition and Extra-Curricular Participation**<br>**Intended Impact:** Raised aspiration and pride through competitive achievement. Broader participation and sense of belonging for all pupils, including those less active. Development of key life skills: teamwork, resilience, and leadership.<br>**Sustainability:** Build an annual competition calendar tied into the school improvement plan. Recruit and develop pupil sports leaders to support teams and events. Establish sustainable after-school clubs with staff and external coach rotation. | **1. Staff Development and CPD**<br>**How will you know?** Lessons are more consistent, engaging, and aligned with curriculum objectives.<br>**Expected Evidence:** Pre- and post-CPD staff confidence audits/surveys. Improved pupil outcomes and lesson engagement.<br>**2. Equipment Audit and Enhancement**<br>**How will you know?** All classes are equipped and able to deliver high-quality PE lessons. Playtimes and lunchtimes feature structured, active participation.<br>**Expected Evidence:** Completed equipment audit records and purchase logs. Increased participation in structured play (monitored by duty staff/sports leaders). Staff and pupil feedback on equipment quality and use. Fewer lesson interruptions due to missing or poor equipment.<br>**3. Staff Communication and Engagement**<br>**How will you know?** Staff are aware of and actively support PE and sport initiatives. Whole-school events and sport competitions are well attended and promoted.<br>**Expected Evidence:** Increased volunteering from staff for sporting events.<br>**4. Curriculum Enrichment**<br>**How will you know?** Pupils have access to a broad and engaging PE curriculum. There is clear progression in skills, knowledge, and enjoyment across year groups.<br>**Expected Evidence:** Long-term and medium-term PE curriculum maps. Pupil voice surveys and focus groups reflecting increased enjoyment and interest. Teacher assessments (Skills Ladders) showing progression across units. Engagement data in new or specialist activities (e.g., ballet, netball).<br>**5. Competition and Extra-Curricular Participation**<br>**How will you know?** A wide range of pupils participate in competitive and extra-curricular sport. Teams are performing well and showing progress in competition.<br>**Expected Evidence:** Competition logs and photos/newsletter entries of events. Registers for extra-curricular clubs showing increased attendance over time. Success stories and progress reports from football, netball, and other teams. Reports to governors or SLT showing participation data and outcomes. |

# Actual impact/sustainability and supporting evidence

| What **impact/sustainability** have you seen? | What **evidence** do you have? |
|---|---|
| **Impact**<br>1. **Improved Staff Confidence and Lesson Quality:** Following CPD sessions, staff now deliver PE lessons with greater confidence and clarity. Teachers are increasingly integrating physical activity into other curriculum areas (e.g., active maths/literacy), contributing to whole-school wellbeing.<br>2. **Enhanced Pupil Participation and Enjoyment:** More pupils are actively engaging in PE and extra-curricular sports, particularly through the introduction of diverse activities like dance and lunchtime clubs. Attendance at after-school clubs has increased across year groups, and pupil voice surveys reflect a significant uplift in enthusiasm for PE. Targeted interventions have improved inclusion, with previously disengaged pupils now participating more regularly.<br>3. **Increased Competitive Representation:** The school has entered a greater number of sports competitions this year than last year, including new sports such as the netball league. Football engagement has notably improved across all year groups, with greater interest and stronger performances in local tournaments.<br>4. **Improved Equipment Usage and Playtime Activity:** Updated PE and playground equipment has led to more effective lessons and structured play at break and lunch times. Pupils report more enjoyment in using high-quality resources, and staff note fewer behaviour issues during playtimes due to active engagement.<br>**Sustainability**<br>1. **Embedded CPD and Upskilling:** CPD has been built into the annual cycle and is linked directly to staff development objectives.<br>2. **Pupil Leadership and Ownership:** Sports leaders and playground buddies now assist with daily physical activity and event organisation, embedding pupil voice and responsibility. Older pupils help deliver lunchtime activities, fostering leadership and peer support.<br>3. **Systematic Resource Management:** Regular audits and a centralised inventory system have ensured sustainable use and maintenance of PE equipment. Budget allocation for sport and physical activity is now planned a year in advance to maintain resource standards.<br>4. **Curriculum Innovation:** New curriculum elements like the Royal Ballet Primary Steps Scheme are now embedded, with staff trained to deliver these programmes independently. The curriculum is routinely reviewed and adapted based on pupil needs and community opportunities. | **1. Staff Development and Lesson Quality**<br>**Evidence Collected:**<br>• **CPD Registers** – Confirming attendance at internal and external training sessions.<br>**2. Pupil Engagement and Enjoyment**<br>**Evidence Collected:**<br>• **Club Registers and Attendance Data** – Increase in the number and diversity of pupils attending lunchtime and after-school sports clubs.<br>• **Behaviour Logs** – Reduction in negative behaviour incidents during lunchtimes due to increased active play.<br>**3. Competitive Sport and Extracurricular Opportunities**<br>**Evidence Collected:**<br>• **Competition Logs** – Records of participation in inter-school events, fixtures, and festivals.<br>• **Photos, Newsletters, and Website Updates** – Documenting and celebrating school involvement in sport.<br>• **Team Performance Records** – Tracking team progress and outcomes over time (e.g., football league standings, netball tournament results).<br>• **Parental Feedback** – Positive engagement from families around increased sport representation.<br>**4. Equipment Use and Resource Management**<br>**Evidence Collected:**<br>• **Equipment Audit Reports** – Showing completed inventory checks and actioned purchases/upgrades.<br>• **Pupil Feedback** – Highlighting increased enjoyment and accessibility of PE due to equipment availability.<br>**5. Whole-School Impact and Long-Term Planning**<br>**Evidence Collected:**<br>• **PE Development Plan and Action Logs** – Demonstrating strategic implementation, ongoing review, and next steps.<br>• **SLT and Governor Reports** – Documenting the outcomes of PE initiatives and alignment with whole-school priorities.<br>• **Sustainability Measures in Budget and Timetabling** – Showing embedded CPD cycles, allocated funding, and long-term planning for PE development. |

# Key achievements 2024-2025

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

| Activity/Action | Impact | Comments |
|---|---|---|
| 2024 New Muga Astro Turf Pitch to be installed<br>2024 Year 5/6 Basildon Boys 7 a side Football Tournament 3rd Place<br>2024 Year 5/6 Southend United NLT Girls Cup 2nd Place<br>2025 U11's Essex Girls Cup Quarter Finalists<br>2025 Year 3/4 Basildon Girls 5 a side Football Tournament 2nd Place<br>2025 U11's Jim Smith Trophy Quarter Finalists<br>2025 Year 5/6 Boys Football Police Rally 3rd Place<br>2025 Year 3/4 Mixed Football Police Rally 2nd Place<br>2025 KS2 Panathlon Challenge 2nd Place<br>2025 Year 5/6 Boys Football Ghyllgrove Community Cup 2nd Place<br>2025 Year 5/6 Girls Football Ghyllgrove Community Cup 2nd Place<br>2025 Year 5 Boys Woodlands Cup Football Tournament 3rd Place<br>2025 Year 5 Girls Woodlands Plate Football Tournament 2nd Place<br>2025 Year 5/6 Basildon Boys 9 a side Football League Champions<br>2025 Year 5/6 Basildon Netball League 3rd Place | The impact of the new Muga Pitch has increased participation of all sports and has made outdoor PE more accessible and a lot safer too. We have been able to host a lot more football matches especially in wet weather. | We have achieved well at football this year and have made a lot of improvements and increased participation. |

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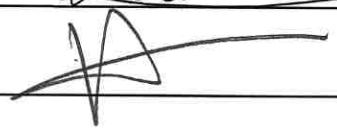
# Swimming Data

*Meeting National Curriculum requirements for swimming and water safety.*
*Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study*

| Question | Stats: | Further context<br>Relative to local challenges |
|---|---|---|
| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 73.02% | We have had a range of our children attend swimming lessons outside of school which has helped improve our attainment. |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 96.83% | Some of our children have been competent at swimming and have been close to achieving their KS2. |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | 80.95% | This is the percentage for those who are at KS2 not including those who achieved this adapted version. |
| If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this? | No | We have not had to use this. |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | No | All swimming lessons take place with qualified swimming instructors at Basildon Sporting Village, therefore we do not feel that our staff are required to have this knowledge. |

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Signed off by:

| | |
|---|---|
| Head Teacher: | Nathalie Watson |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | Tauriean Celaire / PE Lead and Sports Coach  |
| Governor: | Vince Toman / Chair of Governors  |
| Date: | 04/07/2025 |