

# PE and Sport Premium Funding Evaluation Form

## The DfE Vision for the Primary PE and Sport Premium

**ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to schools to make **additional and sustainable** improvements to the quality of PE, Sport and Physical Activity they provide. Funding decisions should be based on your school's needs and should be used to:

- Provide or improve equal access to sport and physical activity for boys and girls
- Ensure teachers have the relevant skills and knowledge to confidently teach PE in a structured way, prioritising CPD and training where needed

Schools need to make the most effective use of the premium. To best achieve this, spending should focus on making improvements in 5 key areas to assist in:

1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities
2. Increasing engagement of all pupils in regular physical activity and sporting activities
3. Raising the profile of PE and sport across the school, to support whole school improvement
4. Offering a broader and more equal experience of a range of sports and physical activities to all pupils
5. Increasing participation in competitive sport

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium and the impact it has had on pupils PE and sport participation and attainment is available on the school website by **31st July 2025**. Schools also have a responsibility to publish on their website the % of children who achieve the expectation for swimming by the end of Year 6.

You should not use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum – including those specified for swimming
- fund capital expenditure

<b>Academic Year:</b>	2024-2025
<b>Total Funding Allocation:</b>	£20,030.00
<b>Actual Funding Spent:</b>	£22,333,42

## **Review of last year 2023-2024**

Prior to completing the form for this year you should reflect and evaluate the impact of the funding in 2023 – 2024.

What went well? Didn't go well? And how do you know? What are the gaps for this upcoming year?

<b>Summary of key achievements from 2023 -2024</b>	<b>Key Impact from 2023-2024</b>
<p>The School Have trained all the students in year 5 to be Young Leaders through a Leadership Course that was run by the Bedford Sports Partnership.</p> <p>The School have trained 24 Year 5/6 Students to be Playground Pals, who are responsible for leading games and coaching for younger year groups during break times and Lunchtimes.</p> <p>Scott Primary Worked extremely hard to creat good School connections with Outside of School Sports Clubs and Providers.</p> <p>During inter School Competition the school has achieved the following:</p> <ul style="list-style-type: none"> <li>• 4 District Netball Trophies (two year 5 League Trophies and two Year 6 League Trophies). Our Netball Teams have not been defeated in 4 years.</li> <li>• Year 5 and 6 Girls District Football League Trophy.</li> <li>• Year 3/4 Boys Basketball District League Winners.</li> <li>• Year 3/4 Girls Basketball District League runner up.</li> <li>• Year 5 and 6 Boys District Football League Winners.</li> <li>• Year 3/4 Boys District Tournament Runners up.</li> </ul>	<p>The key impacts of the School have been shown by the students love for Sports. Children are enjoying PESSPA. They want to learn and they wish to lead active lifestyles.</p> <p>Lots of our students are very good at walking, Scooting and Biking to School each day.</p> <p>Students enjoy competition against other Schools. They wish to be competitive. Members of staff from other schools have commented on Scott Primary student conduct at fixtures/festivals, mentioning how well behaved and respectful our students are.</p> <p>The school have entered lots of during and after school competitions during this academic year. This has been a consistent opportunity that we have grasped through the schools strong connections with the Bedford Borough Co-Coordinator, Kelly Rolfe.</p> <p>The school have continued to build its love for Leadership and encouraging students to be proactive through problem solving. We have been successful in training many students to be young leaders and showcase their skills during Sports Days and Festivals.</p>

<ul style="list-style-type: none"> <li>Year 5 and 6 Girls County Football Trophy. The same team competed in the South and East Regional Championships, after winning their County Competition.</li> <li>Year 5 and 6 Dodgeball Girls League Winners.</li> <li>Year 3/4 Mixed Dodgeball League Champions.</li> <li>Year 3/4 Girls District Football League winners.</li> <li>Boccia District Champions (inclusion competition).</li> </ul> <p>In the last year, our Year 5 and 6 Boys Football teams have finished runners up in the A league and Champions of the B League.</p>	<p>We have tried to provide our students with during and after school extra-curricular activities, that show a wide range of skills. Currently our school has provided during school clubs in the following areas: Football, Dodgeball, Basketball, Volleyball, Cricket, Softball, Netball and Rounders.</p> <p>We have also provided the following after school clubs: Boys Football, Girls Football, Tennis, Gymnastics, Dance and Netball.</p>
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### **Evaluation Form 2024-2025**

This form should be used as a planning tool in preparation for the completion of the statutory digital reporting tool in the summer 2025.

All spending of the funding must conform with the terms outlined in the Conditions of Grant Document published by the DfE

Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities			Percentage of total allocation:
Intent	Implementation	Allocated funding	Anticipated Impact and how sustainability will be achieved
Staff feeling more confident when teaching PE.	<p>Teaching staff should feel comfortable in accessing support from our PE Lead when Planning, assessing and Organising PESSPA.</p> <p>The PE lead will act as a mentor and focus on staff feedback when aiming to improve the quality of PESSPA.</p>	<p>£250</p> <p>£50</p>	As a direct impact of this notion, class PE lessons will be more focused and directed at student achievement.
Teaching Staff being part of our School Fixtures and Festivals.	We are going to directly impact our Students, by involving our staff when running Sports Teams and providing training for those students.		The level of our students skill set will be a direct impact of this extended training and games input. Students will feel more confident, competent with more contact time.
Support Staff being able to access School Sport and Fixtures.	We are really trying to push Support staff attending more Sports Festivals, Fixtures and Intra Fixtures.		This will help the staff to understand the structure of games and festivals

			better, so that they are more comfortable when attending them.

What has been the actual impact / sustainability that you have seen? What **evidence** do you have to support this?

The actual impact of the implementation has been:

- More staff are understanding what PESSPA is.
- More staff are feeling comfortable and confident when they attend PESSPA events.
- More staff know about Scott Primary Sport.
- More Support Staff have attended Fixtures and festivals this year over last year's attendance.
- School sport is discussed more by staff members.
- The culture of the school and the wider community understand more about what the School are trying to achieve in PESSPA.

Increasing engagement of all pupils in regular physical activity and sporting activities			Percentage of total allocation:
Intent	Implementation	Allocated funding	Anticipated Impact and how sustainability will be achieved
<i>What do you want to achieve?</i>	<i>What are you going to do and who are you targeting?</i>		<i>What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be? How will this become sustainable?</i>
All students getting something out of each PE lesson and Sporting Clubs	Make each lesson interesting and thought provoking for each student. Differentiate the lessons so that every student can achieve and improve.		Delivering exciting lessons has to be driven by the staff. Good support and mentoring to the staff will help to enable good lessons are being taught. Students will be able to feel more empowered and lead more activities due to an increased confidence.
Increasing our numbers at Clubs and Fixtures.	Make sure that a Lunchtime club is done every day in order to keep students consistently focused. Use GandT students to help run these sessions. Use our local	£1,665	Students to feel comfortable going to sports fixtures and festivals in order to represent the school.
More students being active at Breaktimes and lunchtimes.	We are going to make sure that the student are motivated to exercise and see the benefits of	£43.50 £1,097.51	We anticipate students to have more motivation by support staff and

	leading a Healthy Lifestyle. We are targeting the students throughout the school.	£1,043.33 £370 £325	Playground Pals Encouraging Physical Activity. Our young leaders will be pivotal in working with all of our KS1 and KS2 students.
More leadership opportunities.	Creating more Leadership roles in the school and opportunities for students to experience success. We are going to target students that are GandT, PP and SEND.		I expect students to apply to this opportunity and want to deliver breaktime and lunchtime games for students in younger year groups.

What has been the actual impact / sustainability that you have seen? What **evidence** do you have to support this?

The decision to increase the number of young sports leaders and expand the range of clubs and fixtures at our school has had a significant and positive impact across many areas of school life. One of the most noticeable effects has been on student development. By taking on leadership roles, young sports leaders have been able to build essential life skills such as communication, organisation, teamwork, and responsibility. These opportunities have helped to boost their confidence and have allowed them to act as positive role models for younger students. At the same time, greater participation in clubs and fixtures has supported students' personal growth, helping them develop resilience, discipline, and time management skills. These experiences outside the classroom have also contributed to improved physical health and mental well-being, thanks to increased physical activity.

At a whole-school level, the expansion of sporting opportunities has contributed to a stronger and more inclusive school culture. A vibrant sports program promotes a sense of pride, teamwork, and belonging among students, which has in turn had a positive effect on behaviour, attendance, and overall engagement with school life. The increased number and variety of clubs has allowed a broader range of students to get involved, including those who may not usually participate in traditional team sports. This has been particularly important for encouraging participation from girls, SEND students, and others who may have previously felt excluded.

The wider school community has also benefited. The growth in fixtures and leadership roles has strengthened links with local schools, sports clubs, and organisations, fostering a sense of community and shared purpose. Events such as matches and tournaments have brought families and community members into school life, increasing parental engagement and creating new volunteering opportunities. As a result, the school's reputation has been enhanced both locally and beyond, with sporting success and leadership visibility helping to raise the school's profile.

Perhaps most importantly, the emphasis on leadership and participation has raised aspirations among students. Many are now more aware of potential career pathways in sport, such as coaching, teaching, sports science, and physiotherapy. For some, these opportunities have sparked an interest in further education or careers they might not otherwise have considered. Our young leaders also now have more access to progression opportunities through local sports councils or leadership academies, helping them to build a clear sense of direction for their future.

The impact in our PE statistics shows that there has been an improvement in ability and skill mastery in this academic year.

Raising the profile of PE and sport across the school, whole school to support whole improvement			Percentage of total allocation:
Intent	Implementation	Allocated funding	Anticipated Impact and how sustainability will be achieved

<i>What do you want to achieve?</i>	<i>What are you going to do and who are you targeting?</i>		<i>What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be? How will this become sustainable?</i>
We want students trying to be physically active during the working day.	We are going to make our curriculum part of a more active environment. We want to target all students.	£2,500	We expect teachers to be able to deliver early morning activities to keep students engaged and physically active. These could be from our Stormbreak activities that our school is signed up for. They can also make sure that active assemblies and involving themselves in the Outdoor Education sessions.
We want the wider community to know what we are doing in PE.	We are going to post our progressions on social media pages and develop our abilities through our Scott News/Website.		We expect the changes to be slightly more in the social media delivery, where we post more regularly onto our platform to inform our local stakeholders into raising our profile. .
We want students to enjoy PESSPA	Creating a curriculum that the students want to get on board with and flourish from. We can do this by providing variety in the curriculum and extra-curricular activities.	£150	We expect our curriculum to be exciting and one that students all look forward to. If we provide a range of activities, then students will be able to engage more with Scott Primary PESSPA.
What has been the actual impact / sustainability that you have seen? What <b>evidence</b> do you have to support this?			
We feel that the school have done well to inform the local community about our profile in PESSPA. This has been done through our Scott Primary News Letter, Sports Person of the Week, our social media pages and through Dojo. We aim for this to increase further in the academic year 25/26.			
<b>Offer a broader and more equal experience of a range of sports and physical activities to all pupils</b>			<b>Percentage of total allocation:</b>
<b>Intent</b>	<b>Implementation</b>	<b>Allocated funding</b>	<b>Anticipated Impact and how sustainability will be achieved</b>

<i>What do you want to achieve?</i>	<i>What are you going to do and who are you targeting?</i>		<i>What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be? How will this become sustainable?</i>
Student Voice input	Allowing our students to vote on more sporting clubs so that we gain more numbers at each lunchtime club. Also to use our sporting leaders to advise us on what potential after school clubs would be popular amongst the students.		This will empower our students to have more autonomy with how the Curriculum will map out for our extra-curricular activities. More autonomy should allow for more numbers of students doing activities.
More Sporting Leadership	We are going to target students from years 4, 5 and 6 to be trained as young leaders. This will mean that more students are aware of the importance of leadership and the difficulties that can come from that role. This should lend itself to increasing good behaviour and motivation across a PE environment.		We expect students to apply in numbers for the Playground pals role, which gives them the opportunities of helping and coach students in a lower age group. This will also increase the sustainability of the role, as students will talk more about it if there are more students involved in the role.
Increasing Sporting clubs	We are going to get in contact with new sporting clubs so that our students are given more of a variety of sports and activities to choose from. We will be focusing on KS1 and KS2 clubs for after school.	£1,100 £5723.01	We anticipate that the sporting activities selected and implemented into the school will raise or sporting profile and give our students both variety and hunger to lead an active lifestyle away from School.

What has been the actual impact / sustainability that you have seen? What **evidence** do you have to support this?

We have been very happy with our input in this section. Students have ran their own poll to decide KS2 Half termly Clubs, which was solely organised by the students. This gave the students great deal of motivation to pick the sports and to bring their friends to take part, also. We have been successful in our after school clubs across the school, where we have sparked up strong relationships with Professional organisations to run: Football, Gymnastics, Dance, Rugby and Multi Sports Clubs We will look to increase this number for the next year 25/26..

Increasing participation in competitive sport			Percentage of total allocation:
Intent	Implementation	Allocated funding	Anticipated Impact and how sustainability will be achieved
<i>What do you want to achieve?</i>	<i>What are you going to do and who are you targeting?</i>		<i>What do you expect pupils to now know and expect them to now do?</i>

			<i>What do you anticipate the changes to be? How will this become sustainable?</i>
Sign up to the Bedford SSP	By signing up to this sporting package, we are aiming to get lots of our student engaged in Sporting Competitions so they can experience how it looks and what it means to have healthy competition. .	£1,858	The SSP sign up allows the students to experience School Sports against other schools and apply skills that will help to build their healthy competitive nature. The infrastructure allows a wide range of students to experience sport and to be involved in not just after school fixtures, but during school fixtures as well.
Apply for after school Sports Fixtures.	We are aiming to sign up to lots of after school fixture in a range of Sports, in order to give as many students of all abilities a chance to represent the school.	£1,633.81	The anticipated impact is very important as students will feel more physically active, better prepared for Sporting fixtures and also going up against students that play at different levels of sport. This allows our students to grow and evolve in their love of sport.
Hosting School Sports Fixtures	We have placed our name forward for Scott Primary to host fixtures next academic year, which will allow us to use our facilities to the utmost capacity.	£4,524.26	By hosting fixtures, we can then field more students into competitions which will raise the school profile even more. We can also invite lots of schools to see our facilities and experience our school cultures.
What has been the actual impact / sustainability that you have seen? What <b>evidence</b> do you have to support this?			
<p>Our school has seen significant benefits from its active participation in after-school fixtures, hosting school events, and being part of the Bedford Schools Partnership. These opportunities have greatly enriched student wellbeing, fostering a sense of belonging, teamwork, and pride. A wide range of students—from all year groups and abilities—have taken part in these activities, with many involved in multiple sports such as football, netball, hockey, rugby, cricket, and athletics.</p> <p>After-school fixtures give students the chance to develop resilience, discipline, and leadership skills in a supportive environment. Regular competition promotes healthy lifestyles and encourages goal-setting, while also helping students manage stress and build confidence.</p> <p>Hosting fixtures has brought a sense of pride and community to the school, with students representing their teams on home ground and engaging with peers from other schools in a positive and respectful manner. It has also enhanced school spirit and encouraged wider participation.</p>			



Being part of the Bedford Schools Partnership has expanded the range of sports and fixtures available, ensuring inclusivity and access for all students regardless of ability. This collaborative approach has strengthened inter-school relationships and promoted a culture where participation, wellbeing, and personal development are truly valued.

## Meeting National Curriculum Requirements for Swimming and Water Safety

The pupil outcomes of the statements below <u>must</u> be reported on the school website for the current Year 6 cohort	Statistics	Further context Relative to local challenges
What percentage of Year 6 pupils can swim competently, confidently and proficiently over a distance of at <b>least 25 metres</b> ?	70 %	<i>Our students have a block of Swimming lessons in the Autumn term, where they visit a local Swimming Pool to receive lessons. Some of our students would have missed some lessons due to illness/absence.</i>  <i>For the students attending the lessons, we have been really happy with their progress in the pool.</i>
What percentage of Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%	<i>The percentage here has gone down by 10% due to the difficulty of the strokes discussed. The students are more confident on their front, executing front crawl.</i>
What percentage of Year 6 pupils can perform safe self-rescue in different water-based situations?	45%	<i>This percentage has been pleasing, however for the students not achieving this section, we have managed to focus more on their ability to swim 25m and stroke selection.</i>
Schools can choose to use their Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	<b>NO</b>	<i>This was difficult due to timetabling of the swimming pool and staffing for the trips.</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	<b>YES</b>	The Bedford Partnership has provided information to us through CPD opportunities.

**Additional information that could form the basis of a report to governors**

Summary of key achievements for 2024 -2025	Key Impact for 2024-2025	Summary of key plans for 2025-2026
<ul style="list-style-type: none"> <li>• Every student in year 4 is now trained to be a Young Sporting Leader.</li> <li>• 50 Students from Years 5/6 have been trained as Playground Pals.</li> <li>• The School attended every Sports Festival available on the School PE Diary this year.</li> <li>• The School attended three Inclusion Festivals.</li> <li>• Our Year 5 Netball Team are the current District Champions.</li> <li>• Our Year 3/4 Boys and Girls Dodgeball Team are the current District Champions.</li> <li>• Our Year 5/6 Girls are the current District Champions.</li> <li>• Our Year 3/4 Girls Football Team are the current District Champions.</li> <li>• Our Year 5/6 Girls Football Team finished as County Quarter Finalists.</li> <li>• Our Year 5 and 6 Netball Teams have currently only lost 1 game in the last 6 years!</li> </ul>	<p>The impact of these achievements works very nicely into the application of PESSPA.</p> <p>We are encouraging students during PE lessons to improve their techniques and skills. This skill mastery lends itself well, into getting our students to lead Physically Active lifestyles at home. They are then motivated to be a part of our school teams and festivals, in order to hone their skills against other schools.</p> <p>Students are being more active at break time and lunchtimes, due to the influx of Playground Pals that we have trained. The increased amount of trained Playground Pals have also brought about an increase in Playground equipment that has been spread well over 3 Playgrounds. Students are being more active in Break times as a result.</p>	<p>In the next 12 months, we are aiming to achieve:</p> <ul style="list-style-type: none"> <li>• Having more playground Pals Trained up and on the Playgrounds to assist with our lower year groups.</li> <li>• Having more inclusion games attended by our school. This will allow us to focus on building confidence in students that struggle more with PESSPA.</li> <li>• Using more of our Gifted and Talented students to work with and mentor the students that struggle with PE. This will mean that we are scaffolding well and challenging the Top Students also.</li> <li>• Introducing a WOW day at the school next year in order to galvanise the students and support student and staff wellbeing.</li> <li>• Continue to monitor students through mentoring, Fitness and Feelings Interventions.</li> <li>• Staff Training as CPD input.</li> </ul>

Signed off by		Date
PE Lead	L. Allen	July 2025
Headteacher	A. Barker	July 2025
Governor	M. Redford	July 2025