

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



Images courtesy of 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 2024/25.
- 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 2024/5

We recommend that you start by reflecting on the impact of current provision and reviewing your previous spend

Activity/Action	Impact	Comments
<p>1. PE Lead mentored by DHT in observation of teaching and feedback to ensure focused and achievable targets set</p> <p>Key indicator 1 increasing all staff's confidence, knowledge and skills in teaching PE and sport</p>	<p>Impact in developing teacher's confidence, subject knowledge and skills to further improve the quality of learning for the children</p> <p>Ofsted inspection March 2025 deep dive in PE which came out very well with knowledgeable PE Lead</p>	<p>Observation times were impacted due to staff absences – consolidate by establishing a monitoring schedule for 2025-2026 and from this develop CPD for staff (for individuals or whole staff team)</p>
<p>2. Increase the participation in competitive sports</p> <p>Key indicator 4 Offering a broader and more equal experience of a range of sports and physical activities to all pupils</p> <p>Key indicator 5 Increasing participation in competitive sport</p>	<p>Increase the level of participation within school and some limited opportunities for interschool competitions</p> <ul style="list-style-type: none"> • Y6 played in house teams for netball and football • LSA referee football at lunchtimes on rotation for KS2 year groups 	<p>Struggled to engage local schools for competitions and amount of time it took to arrange limited opportunities</p> <p>Consider running mini festivals with local schools – each hosting an afternoon (football, rugby, netball and cricket)</p> <p>Increase the range of specialist sports coaches to offer a broader range of sports</p>

Review of last year 2024/5

<p>3. Use of specialist sports coaches to develop teachers' knowledge and skills and the quality of teaching and learning</p> <p>Key indicator 1 increasing all staff's confidence, knowledge and skills in teaching PE and sport</p>	<p>Children received high quality training to increase the level at which we compete through use of cricket football and swimming coaches</p>	<p>Contact Rugby and netball coaches locally to develop teacher's confidence, subject knowledge and skills</p>
<p>4. Provision of additional after school clubs</p> <p>Key indicator 2 increasing engagement of all pupils in regular physical activity and sport</p>	<p>Used a mixture of bought in clubs and staff led clubs over the year and saw participation increase with increased offer</p> <p>Increase participation of PP children</p> <p>Sports clubs locally are very busy (Cricket, football, rugby, swimming)</p>	<p>Utilise the expertise of staff (running, football and cricket)</p>

Review of last year 2024/5

<p>5. Increase the use of the daily Mile track</p> <p>Key indicator 2 increasing engagement of all pupils in regular physical activity and sport</p> <p>Key indicator 3 raising the profile of PE and sport across the school, to support whole school improvement</p> <p>Key indicator 5 Increasing participation in competitive sport</p>	<p>All Year Groups were required to make use of the Daily Mile track at least once a week and increased the engagement of all children in regular activity</p> <p>Raised the profile of PE and sport across the school and ensured that children took part in moderate-to-vigorous intensity physical activity each day (having a split play and lunchtime provides the children with significantly more space to be physically active)</p> <p>Increased participation in competitive sport and for self-improvement</p> <p>Supported KS1 children with their emotional wellbeing and self-regulation</p>	<p>Continue to embed the use of the daily Mile 2025-2026</p>
<p>6. Have one/two members of staff Forest School Trained</p> <p>Key indicator 2 increasing engagement of all pupils in regular physical activity and sport (and wellbeing)</p>	<p>Trained a teacher and LSA with 8 days of training (January – May 2025)</p> <p>Provided additional days to work together to develop policies and curriculum plans</p>	<p>All children will be physically active for an increased amount of time each week from Autumn term when the Forest school opportunity is rolled out</p> <p>Forest School area needs to be fully developed in school grounds and resourced</p> <p>Impact will be that children will develop skills of resilience, team work and independence as well as trust - the development of transferable life and social skills such as respect, resilience and team work</p>

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<ol style="list-style-type: none"> 1. Continue with PE lead observing and feeding back on Games, Gymnastics and Dance 2. Increase participation in competitive sports 3. Use specialist sports coaches to develop the skills of teachers (building on Football, cricket and swimming) 4. Continue to increase sports opportunities through extracurricular clubs run by staff and external providers 	<p>Consolidate by establishing a monitoring schedule for 2025-2026 and from this develop CPD for staff(individual or whole staff)</p> <p>Supply costs to release Lead regularly to observe and mentor colleagues</p> <p>Consider running mini festivals with local schools – each hosting an afternoon (football, rugby, netball and cricket) to increase participation across Key atge 2 and have one for KS1 children</p> <p>Liaise with local HT and PE leads and agree annual calendar of events with ach school hosting one each term</p> <p>Contact local Rugby Club and other providers and build into PE curriculum offer</p> <p>Use the expertise of current staff (Running, football and cricket)</p>

Intended actions for 2025/26

5. Embed the use of the daily Mile track

Becomes part of every child' entitlement and increase the frequency of opportunity

6. Establish the timetable for each Year Group to access Forest School
September 2025

All children will be physically active for an increased amount of time each week from Autumn term when the Forest school opportunity is rolled out
Develop a dedicate area within the school grounds and resource
Costs of supply to release teacher and LSA once a week £150/week (£5400)

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>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport</p>	<p>Primary teachers more confident to deliver effective PE supporting children to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of attainment in PE</p>
<p>Key indicator 2: Increased engagement of all pupils in regular physical activity and sport</p>	<p>Daily Mile data and Pupil conferencing about experience at playtimes and lunchtimes LSA confident to supervise and support lunchtime football</p>
<p>Key indicator 3; Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>Pupil conferencing</p>
<p>Key indicator 4 Offering a broader and more equal experience of a range of sports and physical activities to all pupils</p>	<p>Uptake in extracurricular offer and engagement and enjoyment of children – Pupil conferencing</p>
<p>Key indicator 5: Increased participation in competitive sport</p>	<p>To ease the administration and to maximise participation from more children through creating a shared culture and buy in from a few local schools with establishing an annual calendar of festivals</p>

Swimming Data July 2025

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	Statistics	Further context 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?	94%	Compared with 78% 2024 and 84% 2023
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	94%	Compared with 71% 2024 and 71% 2023
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	92%	Compared with 100% 2024, 70% and 85% 2023 100% of the cohort were trained in self rescue and were given the opportunity to practice this. They were also advised on the Water Safety Advice, The Safe Code, given by the RLSS and throughout the week they were tested on the training. They all engaged well and should know to be careful around water, to look for dangers and to swim in a safe place with a trusted adult or lifeguard, they also know what to do in an emergency and who to call if required.

Swimming Data July 2025

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/NA	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	