



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 2024/25

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?
To review lunchtime routines and provide sporting opportunities to KS2 children at lunch times using the new zones within the playground.	Behavioral incidents reduced as more sporting activities and equipment were introduced to break/lunchtimes Pupil voice showed pupils were happier and had activities to do at Lunchtimes	Teachers and sports coach to promote the importance of swimming and water safety.	The importance of swimming was promoted however less than the national average were able to competently swim 25 meters by the end of their time at Primary School
To continue to offer pupils with a wide range of competitive level 1, 2 and qualifying competitions through PE lessons with the emphasis on inactive children and Pupil Premium children.	The sports coach arranged local competitions for a range of children including a girls football team and y3/4 football team		
To offer a variety of clubs with a focus on Pupil Premium children and SEN children.	An excellent offer of clubs (18 in total) during the summer term. Places were allocated taking into consideration pupil vulnerabilities		

Swimming Outcomes

What percentage of pupils in your current year 6 cohort can swim competently, confidently and proficiently over a distance of 25 meters?	55%
What percentage of pupils in your current year 6 cohort can use a range of strokes effectively (e.g. front crawl, breast stroke and backstroke)	38%
What percentage of pupils in your current year 6 cohort can perform safe self rescue in different water situations?	38%

Intended actions for 2025/26

Funding Received for 2025/26	£19,250
What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
Intent 1 - Swimming Improve access to swimming for all children in Year 2 to Year 6. This will provide opportunities for children to build on their skills each year and meet the national expectation of swimming proficiency by the end of Year 6.	Curriculum Planning: Develop a progressive swimming curriculum that starts in Year 2 and continues through to Year 6, with clear skill milestones for each year group, aligned with the National Curriculum swimming and water safety requirements. Access to Swimming Lessons: Ensure every child from Year 2 to Year 6 participates in the intensive programme Additional Support: Identify children who are below age-related expectations in swimming and provide targeted intervention sessions, including small-group tuition and catch-up lessons. Resources: Allocate budget for hire of the onsite pool and coaches. Ensure all children have access to necessary swimming kit through school loan schemes or support for families in need. Staff Training: Provide CPD opportunities for PE staff and teaching assistants to support swimming lessons and water safety education. Partnerships: Develop partnerships with local swimming clubs and community pools to enhance opportunities for extracurricular swimming and water safety activities.
Intent 2 – Extra-curricular Encourage a range of children in after school clubs through providing clubs of interest in year groups. Further develop the offers so more clubs are offered throughout the year.	Diverse Club Offerings: Provide a variety of after-school clubs tailored to different year groups, reflecting pupils' interests and abilities (e.g., football, dance, athletics, yoga, multi-sports). Inclusive Recruitment: Actively promote clubs to all children, including those less likely to participate (e.g., girls in traditionally male-dominated sports, children with SEND, less active children). Flexible Scheduling: Stagger clubs throughout the year to ensure multiple opportunities for participation, avoiding overlap and allowing pupils to try different activities. Staff and External Providers: Use a mix of skilled internal staff and external coaches to deliver high-quality sessions that build skills progressively linked to the PE curriculum.

Intended actions for 2025/26

	<p>Remove Barriers: Address barriers to attendance, such as cost, transport, or equipment, by offering subsidised or free clubs and providing necessary resources.</p> <p>Regularly consult children on their club preferences to keep offerings relevant and engaging.</p> <p>Monitoring and Evaluation: Keep detailed attendance records and track participation rates by year group, gender, and other demographic factors.</p> <p>Link to Curriculum: Ensure clubs complement the PE curriculum, reinforcing skills and knowledge learnt during lessons. A program of clubs to be designed and implemented throughout the year. These will be broken down into 7 blocks of 4weeks so as many children have an opportunity to join in as possible</p>
<p>Intent 3 – Professional development and curriculum To embed the fundamental skills through <i>Get Set for PE</i> scheme and <i>Big Moves</i> programme offered throughout KS1. Sport Coach will enhance and strengthen their subject knowledge to skillfully teach areas of the National Curriculum requirements for PE.</p>	<p>Curriculum Delivery</p> <ul style="list-style-type: none"> • Use the <i>Get Set for PE</i> scheme as the core curriculum framework to deliver a broad, balanced, and progressive PE curriculum in KS1. • Integrate the <i>Big Moves</i> programme to specifically target and develop fundamental movement skills (e.g., balance, coordination, agility) early in KS1. • Map the PE curriculum to ensure coverage of all National Curriculum requirements with clear progression of declarative and procedural knowledge. • Plan lessons that explicitly teach and revisit key concepts and skills, ensuring pupils build competence before moving to more complex tasks. <p>Staff Development</p> <ul style="list-style-type: none"> • The Sports Coach to participate in ongoing professional development focusing on subject knowledge and pedagogical skills aligned with NC PE aims. • Regular CPD sessions for teaching staff led by the Sports Coach to cascade best practice, improve confidence, and ensure consistency in PE delivery. • Collaborative planning between the Sports Coach and class teachers to tailor sessions to pupil needs and support inclusive practice. <p>Assessment and Tracking</p> <ul style="list-style-type: none"> • Implement formative and summative assessment tools aligned with <i>Get Set for PE</i> to monitor pupil progress in fundamental skills. • Use pupil self-assessment and teacher observations to identify strengths and areas for development. • Set clear, measurable targets for pupil competency in fundamental skills (e.g., % of pupils demonstrating confident balance or ball control by end of KS1). <p>Additional Opportunities</p> <ul style="list-style-type: none"> • Provide targeted intervention sessions for children identified as needing extra support to catch up on fundamental skills. • Facilitate opportunities for pupils to apply their skills in varied contexts, including intra-school competitions and extra-curricular clubs.

Intended actions for 2025/26

Intent 4 – Pupil Leadership

Year 5 and 6 Sports Leaders: To develop leadership skills, independence, and confidence.
Year 2, 3, and 4 Sports Leaders in Training: To begin their leadership journey by supporting the coach during lessons.

Year 5 and 6 Sports Leaders

- Training Programme: Deliver a bespoke leadership training course covering communication, organisation, and sportsmanship skills.
- Role Definition: Clearly outline responsibilities such as leading warm-ups, organising lunchtime activities, and officiating games.
- Mentoring and Support: Provide ongoing support from PE staff and external coaches, including regular feedback sessions.
- Opportunities to Lead: Sports Leaders to run intra-school competitions and assist with extra-curricular clubs.
- Recognition: Establish a system for recognising Sports Leaders' contributions, e.g., certificates, badges, or leadership assemblies.

Year 2, 3, and 4 Sports Leaders in Training

- Introduction Sessions: Start with introductory workshops on teamwork, basic leadership skills, and supporting roles.
- Shadowing: Sports Leaders in Training to shadow Year 5 and 6 leaders and coaches during PE lessons.
- Practical Support: Support coaches by preparing equipment and helping younger children during lessons.
- Progression Pathway: Create a clear progression plan that allows these younger children to transition into full Sports Leaders roles in Years 5 and 6.
- Parental Engagement: Inform parents about the leadership journey to encourage support and celebrate progress.

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>Intent 1 - Swimming</p> <p>Swimming Proficiency Targets:</p> <ul style="list-style-type: none"> By the end of Year 6, at least 90% of children will meet the national curriculum expectation of swimming 25 metres competently and demonstrating basic water safety skills. Annual increase of 10% in children achieving age-appropriate swimming skills from Year 2 to Year 6. <p>Participation Rates:</p> <ul style="list-style-type: none"> 100% of children in Years 2-6 participate in swimming lessons annually. At least 80% of children identified as below expectation receive targeted additional support. <p>Sustainability</p> <ul style="list-style-type: none"> Embedding Swimming in the Curriculum: Continue to embed swimming lessons as a statutory part of the PE curriculum from Year 2 onwards, with clear progression and assessment checkpoints. Ongoing Funding and Resource Allocation: Budget for swimming pool hire, and additional support sessions to be included in annual Sports Premium planning to ensure uninterrupted access. Staff Development: Maintain regular CPD related to swimming teaching and water safety to keep staff confident and skilled in delivery. Monitoring and Assessment: Develop a robust system for tracking swimming progress and outcomes, using assessment data to inform teaching and targeted interventions. Community Links: Strengthen links with local swimming clubs to provide pathways for children who wish to pursue swimming competitively or recreationally outside school. Parental Engagement: Inform and involve parents in the importance of swimming proficiency and water safety, encouraging practice and support at home. 	<p>Confidence and Enjoyment: Through pupil surveys and teacher observations, show increased confidence and enjoyment in swimming activities across all year groups.</p> <p>Broader Physical Literacy: Swimming contributes to overall physical literacy and supports engagement in other physical activities, as evidenced by improved participation in PE lessons and extracurricular clubs.</p>

Expected impact and sustainability will be achieved

<p>Intent 2 – Extra-curricular</p> <p>Embed Club Culture: Establish after-school clubs as a regular, valued part of school life, with clear links to the PE curriculum and whole-school priorities.</p> <p>Capacity Building: Continue training and supporting staff to deliver a wider range of clubs, including leadership opportunities for older children as sports leaders or coaches.</p> <p>Long-Term Funding: Plan for sustainable use of Sports Premium funding, seeking additional external grants or community partnerships to maintain and expand club provision.</p> <p>Parental and Community Involvement: Strengthen links with local sports clubs and community organisations to create pathways for children beyond school.</p> <p>Expand Opportunities: Explore additional physical activity opportunities during lunchtimes and breaks, and consider introducing competitive events or intra-school leagues to further motivate participation.</p>	<p>Regular Review: Annual review of club impact using attendance and feedback data to adjust offerings and ensure inclusivity.</p> <p>Celebrate Success: Recognise and reward participation and progress through assemblies, newsletters, and social media to maintain high expectations and enthusiasm.</p>
<p>Intent 3 - Professional development and curriculum</p> <p>Pupil Progress and Competency</p> <ul style="list-style-type: none"> • Aim for at least 85% of KS1 children to demonstrate competency in fundamental movement skills (balance, coordination, agility) by the end of Year 2. • Pupils will be able to both describe and perform key skills and rules from PE lessons, showing integration of declarative and procedural knowledge. • Increased confidence and enjoyment in physical activity, evidenced by pupil feedback and observation. <p>Staff Confidence and Expertise</p> <ul style="list-style-type: none"> • Sports Coach to demonstrate enhanced subject knowledge and effective pedagogy evidenced through lesson observations and pupil outcomes. • At least 90% of teaching staff to report increased confidence in delivering PE aligned with NC requirements following CPD sessions. <p>Curriculum Coverage and Breadth</p> <ul style="list-style-type: none"> • Full coverage of NC PE requirements in KS1 with clear progression and sequencing of skills and knowledge. • Increased participation rates in PE lessons and extra-curricular activities, aiming for 100% KS1 engagement in PE sessions and at least 50% participation in related clubs. <p>Sustainability</p> <ul style="list-style-type: none"> • Embed Leadership in Curriculum: Integrate Sports Leadership training into the PE 	<p>Embedding Practice</p> <ul style="list-style-type: none"> • Continue to embed the <i>Get Set for PE</i> and <i>Big Moves</i> programmes as core components of the PE curriculum, ensuring they are fully integrated into long-term planning. • Develop a PE progression document that outlines key skills and knowledge milestones from KS1 to KS2 to support continuity. <p>Staff Development</p> <ul style="list-style-type: none"> • Maintain ongoing CPD for the Sports Coach and teaching staff to keep up to date with national guidance and best practice. • Establish a PE leadership team or working group to oversee curriculum quality and share expertise across the school. <p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> • Regularly review pupil progress data to identify trends and address any emerging gaps or barriers. • Use feedback from pupils and staff to refine the delivery of PE and ensure it remains ambitious and inclusive. <p>Broader Engagement</p> <ul style="list-style-type: none"> • Expand opportunities for pupils to take on leadership roles in PE (e.g., young sports leaders) to foster responsibility and enthusiasm. • Explore partnerships with local sports clubs and community organisations to enhance

Expected impact and sustainability will be achieved

<p>curriculum and extra-curricular programmes to maintain continuity.</p> <ul style="list-style-type: none"> • Peer Mentoring Model: Establish a peer mentoring system where Year 5 and 6 leaders mentor younger Sports Leaders in Training. • Staff Training: Provide ongoing professional development for PE staff and lunchtime supervisors to support and sustain leadership roles. • Resource Allocation: Ensure regular budget allocation for training materials, badges, and recognition events through Sports Premium funding. • Parental and Community Involvement: Engage parents and community sports clubs to support and extend leadership opportunities beyond school. 	<p>extra-curricular provision and pathways for continued physical activity beyond primary school.</p>
<p>Intent 4 – Pupil Leadership</p> <ul style="list-style-type: none"> • Expand Leadership Roles: Introduce additional responsibilities such as organising inter-school competitions or community sports events. • Monitor and Evaluate: Implement termly surveys and feedback sessions with Sports Leaders and coaches to monitor progress and adapt training. • Targeted Support for Disadvantaged Children: Use Sports Premium funding to ensure disadvantaged children have equal access to leadership opportunities. • Link with Curriculum Areas: Develop cross-curricular links, e.g., writing sports reports, creating event posters, or using data to track sports participation. • Celebrate Success Publicly: Increase visibility of Sports Leaders' achievements through newsletters, assemblies, and social media to raise the profile of PE leadership. 	<p>Monitor and evaluate</p> <p>Pupil voice – leaders and non-leaders Staff voice – impact of sports leaders within PE sessions</p> <p>Evidence within Newsletters and class dojo blogging</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?