

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 2026 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?
1. Strong alignment to DfE indicators and SIP 2. Fully costed, compliant plan with clear structure 3. Sustainability built in through staff capacity 4. Inclusive, targeted provision for least active, SEND and disadvantaged pupils 5. Clear impact and monitoring framework 6. Profile of sport raised through structured calendar and celebration 7. Daily activity opportunities expanded beyond PE lessons 8. Swimming improvement specifically resourced and targeted	1. Purpose and each action link to DfE key indicators and named SIP priorities. 2. Subtotals per Key Indicator and a final total matching £17,370; compliance notes commit to required publication. 3. Actions 8–11 and 9 (PE scheme, PE lead release, team-teach, swimming CPD) plus sustainability summary stress internal capacity and systems. 4. Actions 1, 4, 13, 14 explicitly focus on least active/SEND/disadvantaged, with tracking intention. 5. "How we will measure impact" lists participation by group, activity levels, staff confidence/observations, swimming outcomes, leadership roles. 6. Actions 5–7 and 18 set a calendar of School Games, intra-house	1. Previous swimming outcomes below target/expectation 2. No numeric baselines or targets for participation/attendance 3. Swimming intervention timing is late (mostly Y6) 4. Limited delivery time for lunchtime activity coach 5. Risk of short-term novelty from specialist coaching blocks without embedding 6. Attendance impact asserted but not target-led 7. Equity aims lack defined success thresholds	1. Baseline shows 68% (25m) and 56% (strokes/self-rescue) vs aims of 80%+/70%+. 2. Measurement framework lists metrics but no starting figures or percentage targets for least active/SEND/disadvantaged or attendance. 3. Action 19 prioritises Y6, with Y5 only "if spare places," limiting earlier catch-up. 4. Action 1 is only 1.5 hours weekly x 24 weeks for the whole school. 5. Action 12 offers three 6-week blocks; no explicit curriculum map changes noted. 6. Actions link to SIP: Attendance (e.g., Breakfast Club) but include no attendance baselines or KPIs. 7. Action 14 mentions termly tracking but no target uplift for disadvantaged/SEND participation.

Review of last year 2024/25

events, Sports Day, and hosting a festival.

7. Actions 1–4 add lunchtime zones, new equipment, Young Leaders, and a Breakfast Activity Club.
8. Baseline (68% at 25m) is set with aims (80%+), and funded top-up, water safety day, and assessment (Actions 19–21).

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
- Curriculum quality: embed a sequenced PE curriculum with consistent assessment; build staff expertise to reduce reliance on external coaches. - Daily activity and wellbeing: increase pupils' active minutes through structured lunchtimes, enriched playground provision, pupil leadership, and a targeted Breakfast Activity Club. - Inclusion and disadvantage: remove barriers for disadvantaged and SEND pupils; provide inclusive equipment and broaden activity offer. - Swimming: lift Y6 outcomes from 68% (25m) and 56% (strokes/self-rescue) to 80%+ and 70%+ respectively via top-ups and staff training. - Competition and profile: ensure regular intra-house events, inter-school fixtures/festivals, leadership roles, and high-profile whole-school events. - Safe, active environments: keep equipment safe and spaces marked to sustain activity year-round.	Engagement - Renew playground equipment and storage (EYFS–Y6) and complete annual safety checks. - Train Young Sports Leaders (Y5–Y6) to lead games. - Run a targeted Breakfast Activity Club (2 mornings/week) for least active, disadvantaged and SEND; coach staff to sustain delivery. Profile - Maintain School Games/SSP affiliation and attend events; use network resources. - Deliver a termly intra-house programme with celebration. - Resource an inclusive Sports Day to engage families and community. Staff CPD - Subscribe to a PE scheme (e.g., Complete PE) with assessment tools.

Intended actions for 2025/26

Broader experiences

- Specialist coaching blocks in three new sports (3 x 6 weeks) with staff observing to adopt ideas.
- Subsidise extra-curricular clubs for disadvantaged pupils; track uptake termly.

K15 Competitive sport

- Provide staff cover/overtime for after-school fixtures.
- Host a small-schools festival and train pupil officials (Y5–Y6).

Swimming focus

- Hold a Water Safety Day (RLSS-aligned)

Health, safety and maintenance

- Annual Sportsafe inspection

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?
• More pupils active every day: increased active minutes at lunch/breakfast; structured, inclusive play sustained by Young Leaders and durable kit. • Improved teaching quality and independence: staff deliver higher-quality lessons, use assessment consistently, and rely less on external providers. • Greater inclusion and access: higher participation from disadvantaged and SEND pupils; broader activity experiences embedded through equipment and curriculum uptake. • Stronger competition and leadership culture: regular intra-house events, more inter-school participation, and pupil leadership pathways established. • Swimming outcomes improved: Y6 meeting 25m rises to 80%+; range of strokes and self-rescue to 70%+; in-house capacity to run top-ups annually. • Sustainable systems: PE lead coaching/monitoring, assessment within the scheme, School Games membership, and maintained facilities ensure continuity beyond this funding cycle.	Participation and activity ○ Termly club and competition registers, broken down by year group, gender, SEND and disadvantaged. ○ Lunchtime/breakfast active minutes observations or sampling; pupil voice on enjoyment and inclusion. ○ Attendance and punctuality data for targeted Breakfast Club cohort. Teaching and curriculum ○ Staff confidence survey results; PE lesson observations; planning/assessment records within the PE scheme; curriculum maps showing integration of new activities. ○ Evidence of reduced external delivery and increased teacher-led sessions. Competition and profile ○ Calendar and logs of intra-house events, fixtures and festivals; transport/entry records. ○ Number of trained Young Sports Leaders and roles undertaken; celebration assemblies/newsletters/social media posts.

Expected impact and sustainability will be achieved

Swimming

- Y6 percentages for 25m, range of strokes, self-rescue vs baseline (68%/56%/56%); top-up attendance and progress data; certificates/awards.

Safety and environment

- Sportsafe inspection reports and repair logs

Actual impact/sustainability and supporting evidence

Category	Amount
Total amount allocated for 2025/26	£17,370
Total amount carried over from 2024/25	£0
Total budget for this academic year	£17,370

Spending Category	Cost	Description
Sports Day support, equipment and inclusion resources	£500	High-profile annual event builds community support and expectations.
PE curriculum delivery (complete sports)	£12,340	Planning and assessment embedded
LSAs dedicated to supporting PE during PE lessons	£1830	LSA's to act as support teachers in PE lessons to gain valuable CPD and to support with behaviour and engagement
Additional Equipment – playground and teaching	£1500	Purchase additional equipment to enhance physical activity across the school
Swimming training	£1200	Qualified staff to support with the teaching of swimming
Total Spent	£17,370	

Actual impact/sustainability and supporting evidence

Signed off by:

Head Teacher (Acting Head) David St Croix

Subject Leader or the individual responsible for the Primary PE and sport premium: Katie Jull

Governor: Exec Board

Date: