



PE Funding

Evaluation Form



Department
for Education



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 2025/26.
- 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.

<p>Every Pupil took part in a unique sporting/outdoor learning experience.</p> <p>Our extracurricular programme has offered a large variety of activities for our pupils this year.</p>	<p>Children throughout school will take part in outdoor and adventurous activities.</p> <p>EYFS – Bug Hunt Y1 - Den Building Y2 – Forest School Y3 – Low Ropes, Stanley Park Y4 – Mole Whole, Stanley Park Y5 – Kayaking, Stanley Park Y6 – Indoor Skiing Day, Manchester</p> <p>Every term 160 pupils have taken part in extracurricular clubs. Therefore, over the course of the year 480 pupils have taken part in clubs. 92% of pupils within school.</p>	<p>Percentage of Year 6 cohort that could swim competently, confidently and proficiently over a distance of at least 25 meters was 47%</p>	<p>Due to only 47% of the cohort being able to achieve the standard.</p>
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What are your plans for 2025/26?

How are you going to action and achieve these plans?

Intent

Implementation

<p>Total Spend: £20,020</p> <p>Key indicator 1: £4496 The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> <p>Key indicator 2 £4496 The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 3: £4496 Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 4: £5500 Broader experience of a range of sports and activities offered to all pupils</p> <p>Key Indicator 5: £1500 Increased participation in competitive sport</p> <p>Implementation</p> <p>Key Indicator 1: Employ sports coaches to provide lunchtime activate Replenish equipment provided at playtimes and lunchtimes. Organise lunchtime and playtime supervision to maximise opportunities for stay to model and lead activities. Carry out pupil voice conferences. Introduce Sports play leaders at lunchtime. Coaches to provide focus support next academic year: Target More Able Pupils and pupils who do not do activity outside of school. Target Fine and Gross Motor Skills in EYFS and Year One. Source PE coach to run a breakfast club one mornings per week</p>	<p>Key Indicator 2: Provide opportunities for all children in all years to participate in after school clubs. Use play leaders from Y5/Y6 to motivate and engage children during lunchtime. Seek specialist coaches and provide CPD for Staff to enable us to provide different types of clubs. Year 5 and 6 pupils - Provide high quality coaching of High5 netball and experience of inter-school competition. Up-skill teachers in the coaching of High5 netball. To help reduce the drop off rate in sport and physical activity during the transition stage from primary to secondary school To engage children in activities and help them develop positive habits To increase participation levels in teenage years and adulthood.</p> <p>Key Indicator 3: To use PE and Sports Specialist to improve the teaching of the PE Curriculum. All KS1 and KS2 classes Up-skill teachers and TAs in the teaching of the PE Curriculum, especially with the delivery of new sports. Support teachers with accurate assessment in PE</p> <p>Key Indicator 4: Develop and improve the Baines' Unique Experiences programme for our Pupils: EYFS – Yoga Y1 - Frisbee and UV Dodgeball, Y2 - Tri Golf, Y3 – Clip and Climb, Y4 – Orienteering at Beacon Fell, Y5 Kayaking and Y6 – Indoor Skiing Day.</p> <p>Key Indicator 5: Provide Transport to access competitive games Dedicate the last lesson of each unit to a competition, where children will compete in houses to earn points. Announce points during School Celebration Assembly and use a display house points around school to increase competition. To attend all aspects of Blackpool Sports Week and compete in Blackpool events organised by the council: Athletics, football, Rugby, Gymnastics and Dancing Events. All pupils take part in a competitive Sports Day including the Flat Race.. Ensure we actively seek to take part in a wide variety of competitive sports across the North West</p>

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?

Expected impact and sustainability will be achieved

<p>Key Indicator 1: Sports coaches will provide a variety of lunchtime activate for the pupils that are well attended. New equipment will be purchased to be well used by pupils at playtimes and lunchtimes. Pupil voice conferences will show they are enjoying the experiences provided for them at lunchtime. Sports play leaders at lunchtime will run focused activities for the infant pupils. Coaches to provide focus support next academic year: Target More Able Pupils and pupils who do not do activity outside of school. The Fine and Gross Motor Skills of our pupils in EYFS and Year One will improve. A breakfast club will run for one mornings per week</p> <p>Key Indicator 2: Pupils will have the opportunity and take up the chance to participate in a variety of extracurricular clubs. Play leaders from Y5/Y6 will motivate and engage children in the infants during lunchtime. Specialist coaches will provide CPD for Staff to enable them to provide different types of clubs. Children will develop positive habits that will hopefully increase participation levels in teenage years and adulthood.</p> <p>Key Indicator 3: Teacher surveys will show an Up-skill teachers and TAs in the teaching of the PE Curriculum, especially with the delivery of new sports. Teachers will also feel confident with accurate assessment in PE</p> <p>Key Indicator 4: From the programme below, pupils will feel develop competency and have a good knowledge of the following sports: EYFS – Yoga Y1 - Frisbee and UV Dodgeball, Y2 - Tri Golf, Y3 – Clip and Climb Y4 – Orienteering at Beacon Fell Y5 – Kayaking Y6 – Indoor Skiing Day, Manchester.</p> <p>Key Indicator 5: Pupils will develop a sense of competitive spirit in all curriculum aspects after completing the end of unit competitions. Baines will have the opportunity to compete against other schools.</p>	<p>Impact Cont- Key Indicator 5: Pupils will develop a sense of competitive spirit in all curriculum aspects after completing the end of unit competitions. Baines will have the opportunity to compete against other schools.</p> <p>Pupil surveys will show a positive upward trend from both pupils and teachers in their knowledge, confidence, experiences and engagement in PE</p>

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?

What **evidence** do you have?

Actual impact/sustainability and supporting evidence
