

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 2024-2025

What went well?	How do you know?	What didn't go well?	How do you know?
All KS2 pupils accessed 2 PE sessions weekly for at least ½ term.	Including swimming. Pupils took part in swimming as well as PE sessions co-run by SHARES	Limited staff CPD for swimming Inconsistent swimming results Some pupils still not meeting benchmarks for swimming (25% did not meet 25m)	YEAR 6 - meeting national curriculum requirements for swimming and water safety 90% can swim competently, confidently and proficiently over 25M 85% can use a range of strokes effectively (eg, front crawl, backstroke and breaststroke) 85% can perform safe self-rescue in different water-based situations

High competition participation	Pupils participated in 21 sporting events, including inclusive competitions. This boosted engagement and representation. In total, 104 children participated in these events.		
Y5 pupils took part in Bikeability	All pupils in the class successfully participated in the programme		
OPAL programme	Improved outdoor provision and active playtimes, showing a sustainable whole-school impact.	OPAL equipment needs further replenishment or rotation to stay engaging	

Sun salute and Word of Wisdom daily	Embedded physical activity into the daily routine (AM and PM), which supports well-being and movement.		
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What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
1. Increase daily physical activity for all pupils Key Indicator(s): 1, 2, 4 Intent: Embed opportunities for all pupils to be physically active for at least 30 minutes a day, including through structured breaks, Sun Salute routines, and active lunchtimes.	Implementation: • Continue daily Sun Salute and Word of Wisdom routines (AM and PM) • OPAL provision to be enhanced with new equipment rotation • Train new Y6 Playground Leaders and midday staff to lead structured lunchtime activities
2. Improve swimming outcomes for all KS2 pupils Key Indicator(s): 2, 4, 5 Intent: Ensure all pupils leave KS2 meeting swimming expectations. Support staff to gain confidence in swimming delivery.	Implementation: • Continue rolling programme of swimming for Years 3–6 • Identify and track children who do not meet the 25m standard • Explore opportunities for top-up sessions for targeted pupils • Investigate CPD opportunities for staff supporting swimming

3. Provide high-quality PE lessons led by confident staff Key Indicator(s): 1, 3, 4 Intent: Continue developing teacher confidence and subject knowledge through team teaching and CPD with SHARES specialists.	Implementation: • Continue team-teaching model with SHARES for all staff • Identify specific sports for teachers to develop deeper expertise • Celebrate PE achievements in assemblies and on displays
4. Increase access to a broad range of extracurricular and competitive sports Key Indicator(s): 2, 4, 5 Intent: Offer a rich programme of lunchtime and after-school clubs, and increase the number and inclusivity of competitive events.	Implementation: • Clubs led by staff and external providers (recorded and tracked by term) • Maintain participation in SHARES competitions – including inclusive events • Encourage less-active pupils and SEND pupils to take part • Fund transport and cover staff to attend events
5. Continue development of OPAL play provision Key Indicator(s): 2, 4 Intent: Sustain and grow OPAL to maximise physical activity and imaginative play during unstructured time.	Implementation: • Rotate and replenish OPAL equipment termly • Train lunchtime staff in OPAL facilitation • Review play provision using OPAL audit tool

6. Ensure all Year 6 pupils access a broad range of Outdoor Adventurous Activities (OAA) through the residential

Key Indicator(s): 1, 2, 4

Intent:

Provide all Year 6 pupils, including those from disadvantaged backgrounds, with the opportunity to participate in a variety of outdoor and adventurous activities that they may not otherwise access.

Implementation:

- Subsidise the cost of the Year 6 residential for Pupil Premium pupils
- Deliver a rich OAA programme including orienteering, climbing, fencing, archery tag, raft building, challenge course, trapeze, and giant swing
- Ensure inclusive participation and support from school staff throughout
- Promote teamwork, resilience, and confidence through physical challenge

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
1. Pupils remain active daily through embedded routines Leadership skills developed in older pupils (Playground Leaders) Active playtimes become self-sustaining with trained staff and updated resources Pupil voice and behaviour logs will show improved engagement and reduced low-level behaviours	• Timetables or schedules showing Sun Salute/active break routines • Photographs/videos of daily routines or Playground Leaders in action • Pupil voice (e.g. surveys, quotes) on playtimes or movement routines • Behaviour logs showing reduced incidents at break/lunch • Playground duty logs or staff feedback • OPAL audit/review notes
2. Improved swimming data by end of Year 6 Earlier intervention in Years 3–5 to close swimming gaps Staff gain confidence over time to support delivery more effectively Use of consistent tracking system year-on-year	Swimming data for each year group, particularly Year 6: • % achieving 25m • % using a range of strokes • % achieving self-rescue • Registers of swimming attendance • Tracking of individual pupils not meeting standards • Communication with providers/pools • (If top-up is introduced) evidence of targeted top-up sessions
3. Increased teacher confidence and competence, leading to higher quality PE provision	• Team teaching schedules with SHARES • CPD logs or staff feedback forms

Positive attitudes towards PE across school Long-term shift toward internal delivery model supported by external input Teacher feedback and lesson observations as evidence	• Lesson observation notes or peer observations • Pupil outcomes or feedback on PE • Planning documents via SHARES that show increased confidence over time
4. Wider engagement in physical activity across all groups Increase in SEND and less-active pupil participation Positive school culture around sport and healthy competition Competition registers and club attendance logs used as evidence	• Club registers (by term, including Pupil Premium/SEND uptake) • Photos and displays of clubs or teams • Competition attendance logs • Certificates, medals, or celebration assembly records • Pupil voice on clubs or competitions • Transport/permission forms showing access and reach • Staff records of what was offered and by whom
5. More pupils engaged in active, creative, and collaborative play Fewer behavioural incidents at break/lunch OPAL becomes an embedded aspect of the school's culture Playground observations, pupil voice, and behaviour data used to evaluate impact	• OPAL audit/review notes • Photos/videos of OPAL areas in use • Behaviour logs comparing before/after implementation • Pupil voice or surveys on playtime enjoyment • Playground Leader logs or records • Spending records for new OPAL resources

6. Pupils engage in extended periods of physical activity in diverse environments

All pupils access high-quality physical experiences, regardless of financial background

Pupils develop confidence, leadership, and resilience through challenge-based tasks

Experience promotes aspiration and active lifestyles beyond primary

Pupil reflections, photos, and staff observations used as evidence

- Attendance registers, including breakdown of Pupil Premium pupils
- Photos and testimonials from staff and pupils
- Pupil reflections or diary entries
- Staff observations on engagement, teamwork, etc.
- Letters or cost breakdowns showing subsidy/support
- Parent feedback (if collected informally or via post-trip survey)

What impact/sustainability have you seen?	What evidence do you have?
Increased staff knowledge and confidence in leading PE lessons	Increased staff participation in supporting pupils in PE lessons
Increased pupil participation in extra-curricular sports activities and competitions	21 sporting competitions last year in which 104 pupils participated
Increased range of physical activities available for pupils leading to a reduction in behavioural incidents during outdoor play	OPAL play times: cycle zone, gymnastics, increased ball games, climbing & swinging activities; reduction in behaviour logs

Categories of PE and sports premium grant spending 2024-25

CPD category spend

CPD external training courses?

£4000

CPD upskilling staff to deliver swimming lessons?

£0

CPD internal learning and development?

£1000

CPD inter-school development sessions?

£0

CPD online training / resource development?

£0

CPD external coaches supporting confidence and competence?

£2000

External training courses

£4000

Internal learning and development

£1000

External coaches supporting confidence and competence

£2000

Total school spending on CPD

£7000

Internal category spend

Internal school based extra-curricular opportunities?

£1500

Internal sports competitions?

£750

Internal top-swimming lessons or broadening aquatic opportunities for pupils?

£0

Internal active travel?

£3000

Internal equipment and resources?

£250

Internal membership fees?

£250

Internal use of educational platforms and resources?

£500

School based extra-curricular opportunities

£1500

Internal sports competitions

£750

Active travel

£3000

Equipment and resources

£250

Membership fees

£250

Use of educational platforms and resources

£500

Total school spending on internal activities

£6250

External category spend

External activities organised by School Games organiser network

£1000

External – other inter-school sports competitions

£1500

External coaching staff

£2000

Activities organised by School Games organiser network

£1000

Other inter-school sports competitions

£1500

External Coaching staff

£2000

Total school spending on external activities

£4500

Summary

Total CPD category spend

£7000

Total internal category spend

£6250

Total external category spend

£4500

Total spent of PE and sports premium

£17750