

PE Funding



# Evaluation Form

Commissioned by



Department  
for Education

Created by



## 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 2023/24.
- 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 2023/24

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?
<ul style="list-style-type: none"> <li>• Delivery of extra-curricular clubs such as Tennis, Football and Gymnastics</li> <li>• Intra-school tournaments for all year groups</li> <li>• Successful delivery of sports days for the entire school.</li> <li>• The Year 5/6 residential trip took place</li> <li>• High quality sports coaches keeping children engaged in lessons and breaktimes</li> <li>• Recognised pupil achievements in sports through awards and certificates</li> </ul>	<ul style="list-style-type: none"> <li>• Registers and pupil feedback show consistent participation and enjoyment in extra-curricular clubs.</li> <li>• Pupil surveys indicate positive responses to activities.</li> <li>• Records of participation and feedback confirm engagement in intra-school tournaments.</li> <li>• Photos, videos, and feedback show successful sports days.</li> <li>• Confirmation and reflections from pupils verify the Year 5/6 residential trip.</li> <li>• Observations and feedback show high engagement with sports coaches.</li> <li>• Awards and certificates distributed, with increased pupil motivation.</li> </ul>	<ul style="list-style-type: none"> <li>• Low participation in some after-school clubs: Some clubs had lower attendance than expected.</li> <li>• Inconsistent CPD attendance: Some staff missed CPD sessions, limiting the impact on improving PE delivery</li> <li>• Weather disruptions: Unpredictable weather caused cancellations or changes to outdoor activities.</li> <li>• Implementation of trial PE scheme too costly and not engaging enough for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance records and feedback from pupils showed lower than expected numbers in some after-school clubs.</li> <li>• Staff attendance logs and feedback indicated that some CPD sessions were missed.</li> <li>• Records of session cancellations and pupil feedback confirm changes to outdoor activities due to weather.</li> <li>• Feedback from teachers and pupils, along with cost analysis, highlighted that the trial PE scheme was both expensive and not as engaging as intended.</li> </ul>

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ol style="list-style-type: none"> <li>1. <b>Investing in playground resources and PE equipment for our new PE rolling curriculum.</b></li> <li>2. <b>Delivery of extra-curricular clubs before, during, and after school.</b></li> <li>3. <b>CPD opportunities for staff, including team teaching delivered by experienced sports coaches.</b></li> <li>4. <b>A sports enrichment trip for every class in school.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Playground Resources and PE Equipment:</b> Conduct an audit of current equipment to identify gaps. Purchase high-quality equipment aligned with the PE rolling curriculum. Introduce structured use of playground resources through active play initiatives during break and lunchtimes.</li> <li>2. <b>Extra-Curricular Clubs:</b> Recruit specialist sports coaches to lead morning, lunchtime, and after-school clubs. Provide a range of clubs to encourage participation in diverse activities (e.g., football, gymnastics, yoga). Offer targeted clubs for underrepresented groups, such as girls' football or SEND-inclusive sports.</li> <li>3. <b>Staff CPD and Team Teaching:</b> Partner with experienced sports coaches to deliver team teaching sessions. Schedule termly CPD sessions to develop teacher confidence and skills in specific sports.</li> <li>4. <b>Sports Enrichment Trips:</b> Plan trips for each class, ensuring various activities like climbing, water sports, or dance. Link trips to curriculum objectives (e.g., resilience, teamwork) and provide opportunities for students to try new sports.</li> </ol>

## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<p><b>1. Playground Resources and PE Equipment:</b></p> <ul style="list-style-type: none"> <li>Increased activity during breaks and improved PE lessons with better engagement and skill development.</li> <li>Durable equipment and staff training ensure long-term use and effective delivery.</li> </ul> <p><b>2. Extra-Curricular Clubs:</b></p> <ul style="list-style-type: none"> <li>Greater participation in sports fosters teamwork, confidence, and healthy habits.</li> <li>Staff training alongside coaches enables continuity of clubs year after year.</li> </ul> <p><b>3. Staff CPD and Team Teaching:</b></p> <ul style="list-style-type: none"> <li>Teachers to gain confidence and deliver consistently high-quality PE lessons.</li> <li>Upskilled staff can share knowledge, reducing reliance on external coaches.</li> </ul> <p><b>4. Sports Enrichment Trips:</b></p> <ul style="list-style-type: none"> <li>Broader exposure to new sports boosts confidence, teamwork, and resilience.</li> <li>Partnerships with local facilities and annual trips secure ongoing opportunities.</li> </ul> <p><b>Overall Impact on the School Community</b></p> <ul style="list-style-type: none"> <li>Improved well-being, inclusivity, and stronger links between physical activity and academic success.</li> </ul>	<p><b>1. Playground Resources and PE Equipment:</b></p> <ul style="list-style-type: none"> <li>Observations of increased engagement in physical activity during break times.</li> <li>Teacher and pupil voice feedback on improved lesson delivery and pupil skill progression.</li> </ul> <p><b>2. Extra-Curricular Clubs:</b></p> <ul style="list-style-type: none"> <li>Club registers showing higher attendance rates and participation data.</li> <li>Pupil voice surveys reflecting enjoyment and interest in activities.</li> </ul> <p><b>3. Staff CPD and Team Teaching:</b></p> <ul style="list-style-type: none"> <li>Lesson observations and staff feedback highlighting improved confidence and quality of PE lessons.</li> <li>Planning documents showing the application of new skills and approaches.</li> </ul> <p><b>4. Sports Enrichment Trips</b></p> <ul style="list-style-type: none"> <li>Pupil reflections and feedback on experiences, showing increased confidence and enthusiasm.</li> <li>Photos, videos, and records of participation to celebrate achievements.</li> </ul> <p><b>Overall School Impact</b></p> <ul style="list-style-type: none"> <li>Improved pupil well-being and behaviour, recorded through behaviour logs and attendance data.</li> <li>Greater inclusivity, evidenced by participation rates among all pupil groups, including SEND.</li> </ul>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p><b>Improved teacher confidence and capability:</b> Through ongoing CPD (including swimming) and team teaching, teachers are more confident delivering high-quality PE independently, particularly in gymnastics, games, and dance. This reduces reliance on external coaches long-term.</p> <p><b>More inclusive and engaging PE provision:</b> Clubs tailored for different needs (e.g., Cosmic Yoga, Girls' Football) encouraged participation from a broader range of pupils, including less active or less confident children.</p> <p><b>Stronger culture of celebration and motivation:</b> Weekly PE Star Awards and recognition of out-of-school achievements in Friday assemblies have raised the profile of PE and positively impacted pupil morale and effort.</p> <p><b>Ongoing use of upgraded equipment:</b> Investment in new playground and PE equipment has led to improved lesson delivery and active, purposeful breaktimes. Structured play opportunities are more frequent and sustained.</p> <p><b>Established routines for enrichment and trips:</b> Every class has experienced enrichment activities (e.g., climbing).</p> <p><b>Embedded physical activity in EYFS:</b> Physical development is now firmly embedded through topic-linked movement sessions, setting strong foundations for physical literacy.</p> <p><b>Cross-curricular links and integration:</b> Orienteering in KS2 linked with geography; dance tied into topics like World War 2 or Rainforest themes, ensuring PE supports wider learning goals.</p>	<p><b>Club registers and attendance data:</b> These reflect sustained participation across year groups, with some clubs like gymnastics and football reaching full capacity.</p> <p><b>Staff voice and reflection notes:</b> Teachers report greater confidence in planning and delivering PE. Observations show improved lesson structure and pupil engagement.</p> <p><b>Pupil voice surveys and informal feedback:</b> Children express increased enjoyment and understanding of the importance of physical activity. They are also more able to articulate skills they have learned.</p> <p><b>Lesson observations and learning walks:</b> Senior leaders and coaches report improved quality and consistency of PE delivery across classes.</p> <p><b>Photos, videos, and newsletters:</b> Used to capture and share evidence of Sports Day, enrichment trips and class PE highlights; promoting visibility to the wider school community.</p> <p><b>Celebration assemblies and award records:</b> Weekly recognition of PE achievement encourages regular effort and shows pupil success is valued school wide.</p> <p><b>Equipment audits and purchase records:</b> Demonstrate investment in sustainable resources, now being used consistently across curriculum PE and playtimes.</p> <p><b>Curriculum and planning documentation:</b> Evidence of curriculum coverage and skill progression, showing how Sports Premium investment supports long-term delivery of our new rolling curriculum.</p>

## Actual impact/sustainability and supporting evidence

### 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*

Meeting national curriculum requirements for swimming and water safety	School Response
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	87%
What percentage of your current Year 6 cohort use a range of strokes effectively (e.g., front crawl, backstroke, breaststroke)?	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	87%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming, but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No <i>Context: Some pupils joined after swimming lessons took place in Year 3/4 but due to transport issues, we were unable to provide top-up lessons.</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes

## Actual impact/sustainability and supporting evidence

Category	Amount
Total amount allocated for 2024/25	£16,880.00
Total amount carried over from 2023/24	£0.00
<b>Total budget for this academic year</b>	<b>£16,880.00</b>

Spending Category	Cost	Description
Sports Equipment	£1,335.38	Purchased new PE and sports equipment to enhance lessons and clubs using an updated two-year rolling curriculum.
Swimming CPD (Staff Training)	£555.00	Provided Swimming training to improve staff confidence and competence in swimming (via Swim England).
Sports Coaches for Extra-curricular Sport Lunchtime Activities	£4,560.00	Hired external coaches (JR Coaches) to run structured extracurricular lunchtime clubs and assist with Sports Day planning.
Sports Enrichment Trip	£4,500.00	Funded a whole-year group trip to Woodrow House to access alternative sports opportunities.
<b>Total Spent</b>	<b>£10,950.38</b>	
<b>Total Unspent</b>	<b>£5,929.62</b>	<p>Will be carried forward to 2025–26. This funding will be used to:</p> <ul style="list-style-type: none"> <li>• Extend before-school and after-school club provision</li> <li>• Provide further PE CPD for staff</li> <li>• Purchase additional equipment to enhance physical activity across the school</li> </ul> <p>All carried-forward funding will be spent by 31st July 2026 in line with Department for Education requirements.</p>

## Actual impact/sustainability and supporting evidence

Signed off by:

<b>Head Teacher</b>	Jodie Haynes
<b>Subject Leader or the individual responsible for the Primary PE and sport premium:</b>	Eleanor Turney – Sports Coordinator
<b>Governor:</b>	Sally Walsh
<b>Date:</b>	31.07.25