

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?
Children are using the track and outdoor equipment at break and lunch to increase activity.	TAs and teachers are witnessing it. Pupil feedback.	We introduced the Mimove app to try and track how active the children were. It was great in theory, but the children and parents did not like updating the APP.	We generally got around 30% of people who updated regularly which meant the data wasn't useful.
Lots of children took part in 1 or more afterschool sports clubs	Participation tracked. 64% of the school took part in a sports club.	Some children across the school didn't meet the expected standard in P.E. despite interventions.	13% of children were assessed as just below or below the expected standard. Whilst this is a low number, we would like this to be even lower.
Children got more than 2 hours of PE a week and activity levels at break and lunch were high.	More than 2 hours of PE was attended with extra swimming and extra dance lessons. Teachers and TAs witnessed. Lunch and break.		

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Provide a well-planned and sequenced programme of sport for children. Intended Action: Children to follow the Get Set for PE programme for the majority of their PE lessons.</p>	<p>Implementation: Children will learn or build on a range of skills and apply them to 2 different sports each term. Specialist dance teacher to teach dance lessons to every year group. Year 3 will have a weekly swimming lesson for the whole of Autumn term.</p>
<p>Enrichment Days (Skateboarding, Scootering, Break dancing): Intended Action: To broaden pupils' experiences by providing access to alternative and engaging physical activities.</p>	<p>Implementation: External providers will be invited to deliver immersive enrichment sessions throughout the year. These will include skateboarding, scootering, and breakdancing workshops. All children will be given opportunities to participate, encouraging confidence, creativity, and coordination in non-traditional sports.</p>
<p>Gross Motor Skills Club: Intended Action: To support pupils with developing gross motor skills who may struggle with coordination and core strength.</p>	<p>Implementation: A targeted intervention club will run weekly for identified children from year 1,2 and 3. Led by sports coaches using evidence-based activities, the club will focus on balance, coordination, spatial awareness, and core muscle development. Progress will be tracked so these children can participate with more ease in future PE lessons.</p>
<p>Sports Coaches, Teachers and Dance Instructors – Extra-Curricular Clubs: Intended Action: To enhance the breadth and quality of physical activity opportunities offered to pupils.</p>	<p>Implementation: Qualified sports coaches, teachers and dance instructors will deliver a wide range of after-school and lunchtime clubs. Activities will include cheerleading, yoga, badminton, dance, hockey, football, netball, golf, volleyball, dodgeball, multi-skills, and cricket. These clubs will promote healthy lifestyles, increase participation, and support skill progression. School council to give feedback on the clubs and suggest ideas for future terms.</p>
<p>Cricket coaches: Lessons for one half term for all KS2 classes. After school club for KS1. Teacher CPD sessions held weekly. Whole school CPD session for staff.</p>	<p>Implementation: Teachers are watching the lessons, team teaching and participated in a whole school 2-hour CPD session to be able to teach cricket. Free via Chance to Shine.</p>

Intended actions for 2024/26

<p>Participation in Inter-School Competitions (Football League, Hockey Tournament): Intended Action: To develop competitive spirit and sportsmanship through inter-school sport.</p>	<p>Implementation: The school will enter a local football league and a hockey tournament, giving pupils the chance to represent their school. Regular training will be held, and matches will be supported by staff, reinforcing teamwork and discipline.</p>
<p>Inter-House Competitions: Intended Action: To encourage inclusive competition and develop a sense of community within the school.</p>	<p>Implementation: Inter-house sports competitions will be held, allowing children of all abilities to participate in team-based events. Points contribute to overall house scores, fostering school spirit and camaraderie.</p>
<p>Encourage active and healthy lifestyles. Intended Action: To increase engagement of all pupils in regular physical activity through initiatives like walk to school week. Also, by promoting activity in science and PSHCE lessons as well as P.E.</p>	<p>Implementation: Walk to school week - Assembly to discuss active ways to get to school. Discussions in class on how children got to school. PSHCE and science lessons linked to being healthy and active.</p>
<p>Celebration of Successes in Assemblies: Intended Action: To promote recognition and pride in sporting achievements.</p>	<p>Implementation: Sporting successes, including participation, effort, and achievement in clubs, competitions, and PE lessons, will be recognised in weekly celebration assemblies. Certificates and awards will be presented to reinforce positive attitudes toward physical activity.</p>
<p>Residential in Year 4 and Year 6 (Outdoor Adventurous Activities): Intended Action: To develop teamwork, resilience, and personal challenge through outdoor learning.</p>	<p>Implementation: Pupils in Years 4 and 6 will take part in residential trips involving outdoor and adventurous activities (OAA), including climbing, canoeing, archery, and team challenges. These experiences are designed to build confidence, cooperation, and perseverance.</p>
<p>Year 6 Additional Swimming Lessons: Intended Action: To ensure all pupils meet the national swimming requirement of 25 metres by the end of Year 6 and can use a range of strokes. Children swim in Year 3 as part of the standard PE offer.</p>	<p>Implementation: Additional swimming sessions will be provided in the summer term for Year 6 pupils who have not yet achieved the 25m standard or safe self rescue. These lessons will focus on technique, stamina, and water safety.</p>
<p>Year 3 Intended Action: TA training and given weekly guidance during swimming lessons in order to support a child with SEND.</p>	<p>Implementation: Qualified teaching instructor to support and help Year 3 class TA to be able to support one child with additional needs so they can access swimming and how to teach basic swimming skills so she can support one of the groups during swimming lessons.</p>

Intended actions for 2024/27

<p>Invest in PE equipment Intended Action: Equipment investment and replacement helps us run more clubs and run PE lessons</p>	<p>Implementation: Durable equipment ensures long-term impact, allowing us to maintain high standards in PE without recurring costs, supporting the sustainability of sports provision both in PE lessons and clubs. Additional equipment to be purchased for 6 children who struggle to access PE lessons but need to build gross motor skills.</p>
<p>PE courses / CPD Intended Action: Funding to be allocated for classroom cover while the PE Lead attends external training sessions. Improve the quality of physical development sessions for EYFS and outdoor PE activities. Courses for effective assessment and feedback and bespoke support for SEND children to be attended. Online webinars for sports premium changes to be watched. Staff CPD to take place for cricket teaching.</p>	<p>Implementation: PE lead able to fully engage with professional learning and later cascade knowledge to other staff members. Should support sustainability in school and confidence for staff. All teachers to take part in cricket coaching CPD. KS2 teachers to also get weekly team teach sessions. TAs to support sports coaches weekly and improve knowledge of supporting.</p>
<p>Safety of Equipment Checks To maintain a safe environment for physical activity and ensure all equipment meets safety standards.</p>	<p>Implementation: Scheduled inspection routine for all sports and play equipment, carried out by a qualified professional.</p>
<p>TA Supervision of Sports and Playframe During Lunchtimes Enhance lunchtime activity provision and ensure children's safety during active play.</p>	<p>Implementation: Allocate a trained TA to supervise the playframe and sports activities (football and basketball) daily during lunch. Provide relevant training in safeguarding, playground games, and behavior management to promote structured and inclusive play. They will also oversee the play leaders.</p>
<p>To train some children from Year 5 so they can lead activities and games at lunchtime.</p>	<p>Implementation: 12 children in Year 5 to be trained to become play leaders so they can organise activities and promote games and being active. TA to supervise this at lunch and break.</p>
<p>Assemblies to enhance understanding of sport. Intended Action: Sport is a major part of modern culture, and introducing children to contemporary events in the world of sports can enhance their general knowledge, stimulate interest in physical activity, and support educational goals.</p>	<p>Implementation: Assemblies planned throughout the year on main events. Discussion of sports the children take part in. Visitors – e.g. break dancing, POSH and skateboarding will provide demonstrations. Euro 2025 to be followed by classes and each child to have a team they will be assigned and support.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>TA was taken to the Year 3 swimming sessions and learnt how to support and teach sessions by qualified swimming instructor. Another TA was also supported and trained on how to best support and meet the needs of 1 SEND child.</p> <p>47% of year 3 children can swim 25 meters.</p> <p>PE lead attended the Year 6 top up sessions and taught each of the 3 ability groups to assess ability (swimming instructors also did this, so assessment could be moderated).</p> <p>This investment will mean we need to pay for fewer teaching staff in future swimming sessions.</p>	<p>Year 6 Swimming Outcomes</p> <ul style="list-style-type: none"> • 85% of Year 6 cohort able to swim 25m unaided. (National target: 80%) • 80% able to use a range of strokes effectively. • 80% able to perform safe self-rescue in water. • Intervention provided: Six 1-hour additional top-up sessions were funded for all of year 6. Pupil were split into 3 groups. All groups had a teacher. • Impact: 60% of the 10 targeted pupils achieved the national swimming standard by July 2025. The other 20 children enhanced their stroke and applied their skills. <p>Year 3 swimming outcomes</p> <ul style="list-style-type: none"> • 47% can swim 25m unaided • 13% of Year 3 cohort able to swim 25m in 2 or more strokes • 13% are able to perform safe self-rescue in water. <p>Cost £600</p>
<p>Interhouse Competitions</p> <ul style="list-style-type: none"> • Competitions held which included football, handball, dodgeball, netball, basketball and hockey. • KS1 and KS2 school participation (not Reception): 85% whole school participation in interhouse competitions. All year groups participated in both the flat races sports day and field events sports day. • Pupil feedback: 94% enjoyed events; 88% said it motivated them to be more active. 	<p>Competitions run by teachers / TAs and one sports coach. Children love the competition and School Council reported that children have requested more competitions moving forward where possible. Winners were celebrated in assembly at the end of the spring and summer terms.</p> <p>School council have stated children would love more of these competitions (on average 90% voted for more) so we know they are popular with children.</p> <p>Year 6 love running the Sports Day Events. This is one of the highlights of being in</p>

Actual impact/sustainability and supporting evidence

- **Staff comments:** Notable increase in sportsmanship and peer encouragement and opportunity to apply skills to competitive sport.

Year 6 (according to the class) and is seen as a right of passage. Encouraging the younger children also has a positive impact on their self-esteem.

Cost: 411.50

After-School Sports Clubs (KS1–2)

Increased participation and enjoyment in physical activity. 73% of KS2 and 77% of KS1 regularly attended at least one sports club. 40% of children attended 2 or more clubs.

- We have seen increased participation in extracurricular physical activity.
- Broadened range of sports and dance experiences for pupils.
- Pupils more engaged and confident in movement, rhythm, and coordination.

New clubs introduced. Club registers showing high attendance across terms. Pupil surveys indicating enjoyment and increased confidence.

Autumn	Number of children attending at least one sports club	Number of pupil premium attending	Number of SEND	Boys	Girls
EYFS	0	0	0		
Year 1	16	0	1	6	10
Year 2	19	2	1	7	12
Year 3	8	1	1	5	3
Year 4	16	1	4	12	4
Year 5	17	2	3	9	8
Year 6	18	4	2	11	7
Total 2024-2025 Autumn	94 (44%)	10 (42%)	12 (40%)	50	44

Spring	Number of children attending at least one sports club	Number of pupil premium attending	Number of SEND	Boys	Girls
EYFS	6	0	0	3	3
Year 1	11	1	3	7	5
Year 2	17	2	1	6	11
Year 3	12	1	1	4	8
Year 4	14	3	3	7	7
Year 5	18	4	3	7	11
Year 6	19	4	2	11	8
Total 2024-2025 (Spring)	97 / 204 (47.5%)	15 / 29 (51.72%)	13/32 (40%)	45/105 (42%)	53/99 (53.5%)

Actual impact/sustainability and supporting evidence

	Summer	Children attending at least 1 club	Number of PP attending	Number of SEND	Boys	Girls
EYFS		6			2	4
Year 1		14	1	3	10	4
Year 2		20	3	1	10	10
Year 3		14	1	2	6	8
Year 4		17	1	3	11	6
Year 5		17	3	3	6	11
Year 6		14	2	0	7	7
Total 2024-2025 (Summer)		102 (50%)	11 (44%)	12 (46%)	52 (50% of school)	50 (50% of school)
Cost £3458.78						
<p>Supporting children who are not at age related expectations</p> <ul style="list-style-type: none"> • Target group: 12 pupils in KS1 and Year 3 identified with underdeveloped motor coordination. • Program: Weekly intervention led by external OT-trained coach. • Assessment tool used: Assessment of skills before and after the course. • Progress: 100% of children who attended the club moved from working below to 'age-appropriate' categories. 	<ul style="list-style-type: none"> • Teacher feedback: Clear transfer of skills into general classroom focus and confidence. 					

Actual impact/sustainability and supporting evidence

	Year 1		Year 2		Year 3	
	In	Out	In	Out	In	Out
Throw underarm	2 out of 4	4 of 4	4 of 4*	4 of 4	4 of 4*	4 of 4
Throw overarm	1 out of 4	4 of 4	3 of 4	4 of 4	4 of 4*	4 of 4
Bounce a ball	0 out of 4	4 of 4	2 out of 4	4 of 4	2 out of 4	4 of 4
Throw with accuracy	0 out of 4	2 out of 4	2 out of 4	2 out of 4	0 out of 4	3 of 4
Catch a ball	2 out of 4	3 of 4	2 of 4	3 of 4	4 of 4*	4 of 4
Dribble	1 out of 4	4 of 4	2 out of 4	4 of 4	2 out of 4	4 of 4
Skip?	1 out of 4	4 of 4	3 of 4	4 of 4	3 of 4	4 of 4
Skip with Rope	0 out of 4	1 of 4	0 out of 4	2 of 4	0 out of 4	3 of 4
Jump over 1m	2 out of 4	4 of 4	2 out of 4	4 of 4	2 out of 4	4 of 4
Pass a ball	2 out of 4	3 out of 4	3 out of 4	4 of 4	4 out of 4*	4 of 4
*Where children could already throw underarm or catch. Skills were worked on to improve distance, speed of catch accuracy. If they could pass a ball, the next step was pass a further distance or with less time to make the pass.						
Cost: Part of the £5375.17 cost of school based extracurricular activities.						
Purchase of New Equipment for PE and Clubs and maintenance of current equipment	What evidence do you have?					
What impact/sustainability have you seen?	<ul style="list-style-type: none"> PE lead audit comparing equipment availability before and after purchases. Teacher feedback noting improved lesson delivery. Increased participation in clubs due to better resources. Starting to see an improvement in gross motor skills for some children, but this equipment was only purchased and used in Summer term so impact should be seen next year. 					
<ul style="list-style-type: none"> Improved quality and variety of PE lessons and clubs being able to be provided. Enhanced pupil engagement and skill progression due to access to appropriate, modern equipment. Long-term benefit for PE curriculum delivery and club sustainability. Equipment to support gross motor clubs and encourage gross motor skills for those children who are not yet able to access the curriculum. 	Cost £4865 – Purchases included but not limited to: bibs, benches, tennis balls, footballs, equipment for lunch activities, basketball stands, yoga mats, balancing beam.					

Actual impact/sustainability and supporting evidence

<ul style="list-style-type: none"> Maintenance of the trim trail for children to play on as well as safety checks on equipment. 	
<p>Organising Enrichment Days</p> <p>What impact/sustainability have you seen?</p> <ul style="list-style-type: none"> Promoted enjoyment and enthusiasm for physical activity. Provided opportunities to try new sports and challenges not available in regular curriculum. Talks from people who make their living from sport and explain the benefits. Fostered a whole-school culture of wellbeing and physical health. 	<p>What evidence do you have?</p> <ul style="list-style-type: none"> Pupil voice feedback showing positive response. Children discussing using the skills outside of school or asking coaches how to get involved. <p>Cost: £1857.90 (which is part of the £5375.17 cost of school based extra-curricular activities).</p>
<p>Participation in Competitions and Events (Football League, Hockey Tournament, Netball Match, Residentials) via School Games</p> <ul style="list-style-type: none"> Developed teamwork, resilience, and competitive spirit among pupils. Increased motivation to participate in physical activity. Raised the school's sporting profile within the local community 	<p>What evidence do you have?</p> <ul style="list-style-type: none"> Pupil feedback reflecting enjoyment and skill development. Children keen to join clubs to be able to represent school. <p>Cost: £905.40</p>
<p>Celebration Assemblies</p> <ul style="list-style-type: none"> Reinforced the value of physical achievement and effort. Encouraged wider participation in sports and PE. Created a positive reinforcement culture around physical education. 	<ul style="list-style-type: none"> Children are keen to bring in certificates and tell the school about these achievements. Helps the school to see children participating in a wide variety of sport outside school.

Actual impact/sustainability and supporting evidence

	<ul style="list-style-type: none"> Some of the talents (dance and gymnastics) were showcased at our 'Talent Show' which was held after school.
<p>PE Training for the PE Lead</p> <p>What impact/sustainability have you seen?</p> <ul style="list-style-type: none"> Diversified outdoor learning opportunities linked to physical activity as well as O.A.A opportunities. Strengthened cross-curricular links between PE, outdoor and environmental education. Built long-term capacity for outdoor physical learning within school. Able to assess SEND, swimming and variety of sports more accurately within school. Cricket coaching for all teachers and team teach for all KS2 teachers in cricket. Swimming support given to one TA to train them on how to support one child with SEND. Swimming training for one TA to be able to lead a swimming session for a group of children PE lead teaching all three groups in swimming will mean less coaches are needed in future swimming sessions. 	<p>PE lead has started to train others on the skills learnt and is implementing a new club based on skills. Further opportunities to be rolled out next year because course was not completed until Summer. Cricket training has increased confidence for teachers and had positive feedback.</p> <p>Swimming training has also improved TA and teacher confidence.</p> <p>SEND course has meant PE can be tailored more to support specific children.</p> <p>Cost £2214.15 (Includes the cost of supply cover to release subject leader for training).</p>
<p>TA Supervision of Sports and Playframe During Lunchtimes</p> <p>Enhance lunchtime activity provision and ensure children's safety during active play.</p>	<p>Implementation: TA supervised the playframe and sports activities (football and basketball) daily during lunch. Relevant training given in safeguarding, playground games, and behavior management to promote structured and inclusive play.</p> <p>Cost included in school based extra curricular activities.</p>

Actual impact/sustainability and supporting evidence

<p>Year 5 Play Leader Training</p> <p>What impact/sustainability have you seen?</p> <ul style="list-style-type: none"> • Empowered Year 5 pupils to take leadership roles in promoting physical activity during break and lunchtimes. • Will support positive play and team experiences for younger children. 	<p>Will embed a peer-led approach to active play that supports long-term sustainability beyond staff-led interventions.</p> <p>Builds confidence, responsibility, and communication skills in older pupils.</p> <p>Children are on a rota to support. This will see more benefit when it begins properly in Autumn 1. Training was only complete in Summer 2. Equipment order to support activities. These children will then continue to be play leader in Year 6.</p>
<p>Whole school data</p> <p>Spreadsheets of absence from P.E (e.g. through injury, ears being pierced etc) shows very little loss of time. It is less than 0.5% of PE lessons. Broken limbs account for almost all of this. Therefore, participation is 99.5%. Last year there was 94% participation in KS2 so this has seen an increase.</p>	<p>Whole school data for PE</p> <p>Improvement in number below ARE? Girls? Send?</p> <p>Data: 15% below in Autumn or 85% at expected or above 13% below in Spring therefore 87% at expected or above 8% below in Summer. 92% at expected. 16% of those were greater depth. Last year we ended the year with 20% working below. So this is a significant improvement in results.</p>
<p>Next steps:</p> <ul style="list-style-type: none"> • Develop lunchtime active zones for informal physical play. • Monitor the development of gross motor skills in EYFS and SEND following purchase of equipment • Continue to encourage all children to join clubs, including a better take up from PP / SEND children. • Play more interschool competitions (football, netball etc. within the local cluster of schools) 	

Actual impact/sustainability and supporting evidence