

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 2065 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?
Swimming outcomes improved and exceeded national expectations	85% of Year 6 pupils could swim 25m unaided, exceeding the national target of 80%. Additionally, 60% of the targeted pupils achieved the national swimming standard after intervention sessions. Staff training has also reduced the need for additional swimming staff in future.	Not all pupils achieved the expected swimming standard by the end of Year 6.	Despite additional top-up lessons, only 60% of the targeted pupils reached the national standard. Overall, 15% of the Year 6 cohort were still unable to swim 25m unaided by the end of the year.
Inter-house competitions successfully increased participation and enjoyment	85% of KS1 and KS2 pupils participated in inter-house competitions. Pupil surveys showed 94% enjoyed the events and 88% said they motivated them to be more active. School Council feedback indicated children wanted even more competitions.	Participation from some groups of pupils remains an area for development.	The next steps identify a need to improve uptake of clubs among PP and SEND pupils. While overall club participation was strong, the school has recognised that some groups are not engaging as fully as others.
After-school sports clubs achieved high levels of engagement	73% of KS2 and 77% of KS1 pupils attended at least one sports club, while 40% attended two or more clubs. Registers showed consistently high attendance and pupil surveys reported increased enjoyment and confidence.	Some initiatives were introduced too late in the year to demonstrate full impact.	The Play Leader programme was only completed in Summer 2, and the gross motor equipment was only purchased and used during the Summer term. As a result, there is limited evidence of long-term impact so far, and the school has identified monitoring these initiatives as a priority next year.

Review of last year 2024/25

Targeted support for pupils with weaker motor skills was highly effective	100% of pupils attending the gross motor intervention moved from below age-related expectations to age-appropriate levels. Teachers reported improved confidence and transfer of skills into classroom activities.		
Overall PE participation and attainment improved significantly	PE participation increased to 99.5% of lessons (up from 94% in KS2 previously). Whole-school assessment data showed pupils working below age-related expectations reduced from 20% last year to 8% by the end of the year, with 92% achieving expected standards or above.		

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
Improve whole-school fitness and daily physical activity.	- Continue the Daily Mile for Years 1–6 twice weekly, with EYFS joining when appropriate. - Maintain active playtimes supported by TAs, including trim trail, basketball, and football rota. - Install and maintain new equipment such as basketball nets and fine-motor/fitness resources. - Ensure all classes continue to receive 2 hours of PE weekly delivered by sports coaches.
Strengthen leadership and engagement at lunchtime	- Year 6 Play Leaders to be explored - TA to monitor Basketball, football and trom trail at lunch - More equipment out to encourage skills
Expand club provision and increase participation for PP, SEND and girls (KS2)	- Continue 3 sports-coach-led clubs weekly, plus dance club, teacher-led clubs, and Chance to Shine cricket in Summer 2. - Use pupil voice (School Council) to shape club choices. - Track participation term-by-term by gender, SEN, PP and EAL using your new spreadsheets. - Target Year 2 (low uptake) and KS2 girls (Year 5 especially) with personalised invitations and club tasters.

Intended actions for 2025/26

• Provide targeted motor-skills and G&T provision	• Run Gross Motor Skills lunch club in Spring 2 for identified pupils using Insight assessment data. • G & T children to represent school where possible in tournaments.
• Increase outdoor physical activity and EYFS movement opportunities	• Extend outdoor learning opportunities for EYFS, SEND room and OAA across KS1/KS2. • Opportunities at lunch and break • Walk to school week
• Broaden experiences through enrichment and competition	• Deliver enrichment days: Boogie Bounce, Climbing Wall, Mike Mullins BMX. • Continue entering football, hockey, dodgeball, netball and inter-school competitions. • Run interhouse competitions in Spring 2, Summer 1 and Summer 2.
• Improve swimming outcomes and meet national curriculum requirements	• Provide Year 6 top-up swimming in Summer 2, including pool hire and staffing.
• Raise the profile of PE and celebrate sporting success	• Continue Friday assemblies celebrating achievements. • Deliver assemblies on major sporting events (World Cup, Olympics, London Marathon, World Cup etc).
• Ensure high-quality teaching through CPD	• Provide cricket CPD for teachers (Spring 1 & Summer 2) • Courses for PE lead

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Increased participation in clubs across the year	- Autumn clubs: 146 total participants across 7 clubs (e.g., Football Y5/6 = 26; Dance = 22; Dodgeball/Benchball = 30). - Spring clubs: 101 pupils attended at least one club (Reception 10, Y1 13, Y2 6, Y3 16, Y4 18, Y5 18, Y6 20). - Summer clubs: High engagement in KS2, with some pupils attending up to 3 clubs (Year 3 & 4). - Whole-school total: Out of 204 pupils, over 70% attended at least one club this year. - Club registers demonstrate sustained participation throughout the academic year. £13298.70 mentioned above. The combined total for enrichment and clubs.
Broader experiences and improved confidence through enrichment	Funding enabled pupils to experience a wider range of physical activities and sports that would not otherwise be readily accessible. These experiences have supported pupils to develop confidence, resilience and a willingness to try unfamiliar activities. - Climbing (Nene Park) gave pupils Y1–Y6 access to climbing walls. - BMX day (Mike Mullins) resulted in 3 children learning to ride a bike for the first time. - Boogie Bounce provided trampolining for R–Y6. - Pupil voice shows high enjoyment and increased willingness to try new sports. £2783.75 (of the 13298.70 spent on enrichment)
Swimming outcomes improved	The school has seen a sustained increase in participation in extra-curricular sporting activities throughout the year. A wide range of clubs has enabled pupils across all year groups to access regular physical activity beyond

Actual impact/sustainability and supporting evidence

	curriculum PE, with opportunities designed to appeal to different interests and abilities. • 77% of pupils achieved 25m and two strokes, supported by top-up lessons • 77% can use a range (2 or more) strokes proficiently. • 73% can perform self-rescue • Top up swimming support 3 children to achieve 10m (from 0m) • One child to learn a new stroke • 40% of the children felt more confident in the pool and water following the top up lessons. (60% enjoyed but were already confident) • top-up provision allowed additional support on pupils who needed it most and helping to reduce barriers to achieving the expected swimming outcomes. £600
• Increased physical activity at break and lunch	Continued playground provision, adult support and regular activity opportunities encourages more pupils to participate in active play at break and lunchtime. • New basketball nets installed; trim trail used daily. • TA support funded • Daily Mile embedded twice weekly. • Equipment purchased for lunch and break
• Raised profile of PE and celebration culture	The profile of PE, physical activity and sporting achievement has been significantly raised across the school. Sporting success and participation are regularly recognised and celebrated, helping pupils to understand that achievement in PE and sport is valued alongside academic success. Through assemblies linked to major sporting events have also increased pupils' awareness

Actual impact/sustainability and supporting evidence

	of wider sporting opportunities and helped to inspire an interest in different sports and physical activities. • Weekly Friday assemblies celebrating achievements. • Assemblies on major sporting events (World Cup, Olympics, London Marathon). • Children regularly bring in medals and trophies.
• Competition participation increased	The school increased its participation in competitive sport, providing pupils with more opportunities to represent the school, develop teamwork and experience competition in a supportive environment. • Hockey, football, dodgeball, netball and inter-school competitions entered. • Transport funded • Interhouse competitions in Spring/Summer. £759.41
• Targeted support for SEND and PP pupils	• Gross motor club in summer increased the skills set of certain children in Year 1,2,3 which helped them to achieve (or get closer to) the expected level.

Actual impact/sustainability and supporting evidence

	Year 1				Year 2				Year 3				
	1	2	3	4	5	6	7	8	9	10	11	12	13
Throw underarm													
Throw overarm													
Bounce a ball													
Throw with accuracy													
Catch a ball													
Around the cones with football and back. How many times in a minute?	1	0	2	0	1	1	1	1	3	2	3	2	2
Skip													
Length of jump	102 cm	105cm	100cm	91cm	117cm	127cm	83cm	84cm	103cm	102cm	102cm	132cm	128cm
Pass a ball													
Working within a Group													

10/7/26	Year 1				Year 2				Year 3				
	1	2	3	4	5	6	7	8	9	10	11	12	13
Throw underarm													
Throw overarm													
Bounce a ball													
Throw with accuracy													
Catch a ball													
Around the cones with football and back. How many times in a minute?	1	1	3	1	1	3	2	1	3	3	4	2	3
Skip													
Length of jump	109cm	126cm	118cm	95cm	120cm	133cm	110cm	125cm	121cm	129cm	136cm	136cm	152
Pass a ball													
Working within a Group													

- SEND pupils represented strongly in Autumn clubs (see below data)
- PP pupils engaged across clubs

- Sustainability through CPD and long-term planning

- Cricket CPD booked for Spring 1 and Summer 2 for teachers
- Dance instruction – TAs watched and supported sessions.
- New long-term PE plan created and shared.

Actual impact/sustainability and supporting evidence

	£187.50
Equipment and resource improvements	- New bibs and trim trail audit completed. - Equipment purchased: sports equipment to expand clubs and improve lunch and break time activities and games.
	£2904.39
Outcomes	PE has a high than average level of children at the required level or above than other subjects.

Actual impact/sustainability and supporting evidence

Autumn

Club	Boys	Girls	SEN	PP	EAL	Total
Hockey	8	4	4	2	–	12
Football Y5/6	22	4	5	3	–	26
Football Y3/4	16	7	3	2	–	23
Dodgeball & Benchball	15	15	5	3	–	30
Dance	9	13	0	0	–	22
Multi-skills	14	8	1	2	–	22
Yoga	2	9	1	2	–	11

Summer

Year Group	Boys	Girls	SEN	PP	EAL	Total
Reception	2	7	0	0	6	9
Year 1	10	6	2	4	7	16
Year 2	6	4	2	3	6	10
Year 3	10	11	3	4	10	21
Year 4	7	11	4	4	6	18
Year 5	12	6	3	4	4	18
Year 6	6	9	5	4	5	15
Whole School	53	54	19	23	44	107

Spring

Year Group	Boys	Girls	SEN	PP	EAL	Total
Reception	2	8	0	0	6	10
Year 1	9	4	1	1	8	13
Year 2	4	2	0	1	5	6
Year 3	8	8	2	1	6	16
Year 4	8	10	3	5	7	18
Year 5	13	5	3	2	4	18
Year 6	10	10	4	7	5	20

Whole School

Whole School	Boys	Girls	SEN	PP	EAL	Total
Autumn	86	60	19	12	–	146
Spring	54	47	17	17	41	101
Summer	49	54	22	23	42	107
Year Total (unique pupils)	103	101	37	33	79	204

Actual impact/sustainability and supporting evidence

Physical Education

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data

