

# PE Funding Evaluation Form

Academic Year 25-26

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 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.

## Swimming Data – Year 6 2025/26

How many pupils (%) within their year 6 cohort can do each of the following:	
Swim competently, confidently and proficiently over a distance of at least 25 metres	44% (+14%)
Use a range of strokes effectively	64%
Perform safe self-rescue in different water-based situations	44%

Although not required to be published, the following data shows the swimming ability of the whole cohort:

How many pupils (%) within their year 6 cohort can do each of the following:		Comparison to their previous data when in Year 4: Overall % of 25m – 30%
Swim competently, confidently and proficiently over a distance of at least 10 metres	73% (+13%)	60%
Swim competently, confidently and proficiently over a distance of at least 15 metres	61% (+29%)	32%
Swim competently, confidently and proficiently over a distance of at least 20 metres	50% (+21%)	29%

## 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?
<ul style="list-style-type: none"> <li>• High-quality PE delivery through specialist sports coach</li> <li>• Increased pupil engagement and participation in lessons</li> <li>• Improved staff confidence through modelling and support</li> <li>• Broader provision of activities due to equipment purchases</li> <li>• Successful preparation for competitive sport through Team B coaching</li> <li>• Access and representation at intra-school level</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations show improved teaching consistency</li> <li>• Increased pupil participation in PE lessons and clubs</li> <li>• Positive pupil voice (engagement and enjoyment)</li> <li>• Staff feedback indicates improved confidence</li> <li>• Greater uptake in competitive opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Heavy reliance on external coaches for delivery</li> <li>• Limited evidence of long-term sustainability in some areas</li> <li>• Participation tracking (specific groups like SEND/less active) not fully embedded</li> <li>• Extra-curricular club participation data was not consistently collected across all areas</li> </ul>	<ul style="list-style-type: none"> <li>• Staff still required support for independent delivery</li> <li>• Limited internal monitoring systems for participation data</li> <li>• Inconsistent tracking across year groups</li> </ul>

## Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> <li>• Improve staff confidence and subject knowledge in PE</li> <li>• Increase participation for all pupils, particularly least active</li> <li>• Broaden sporting opportunities and experiences</li> <li>• Raise the profile of PE across the school (ensure tracking of 2 hours PE/ PA per week is evident)</li> <li>• Increase participation in competitive sport</li> <li>• Increase provision in EYFS</li> <li>• Stricter monitoring and data collection for extra-curricular clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Continued use of specialist coaches alongside staff (gradual release model)</li> <li>• Investment in high-quality PE equipment</li> <li>• Structured opportunities for intra- and inter-school competitions</li> <li>• Development of extra-curricular clubs</li> <li>• Staff meetings and training</li> <li>• P.E. coach to work with EYFS at some point in the year</li> <li>• Introduction of clearer tracking systems for participation</li> </ul>

## 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?
<ul style="list-style-type: none"> <li>• Staff able to independently deliver high-quality PE lessons</li> <li>• Increased % of pupils meeting 60 active minutes daily or 2 hours P.E./P.A. per week.</li> <li>• Wider range of sports and activities offered across all key stages</li> <li>• Sustainable PE provision less reliant on external providers</li> <li>• Increased representation in competitive sport</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/ learning walks and staff evaluations</li> <li>• PE assessments showing pupil progress</li> <li>• Participation registers (clubs, competitions)</li> <li>• Pupil voice surveys</li> <li>• Monitoring of targeted groups (SEND, least active)</li> </ul>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<ul style="list-style-type: none"><li>• Improved quality of PE teaching across year groups</li><li>• Increased pupil engagement and enjoyment in lessons</li><li>• Better skill development across KS1 and KS2</li><li>• Enhanced EYFS provision through equipment</li><li>• Increased participation in competitive sport</li></ul>	<ul style="list-style-type: none"><li>• Observations of lessons with improved delivery</li><li>• Pupil voice and engagement levels</li><li>• Records of competition participation</li><li>• Staff feedback on confidence and delivery</li><li>• Visible improvement in skill progression</li></ul>

# Actual impact/sustainability and supporting evidence

## PE and Sport Premium Strategy & Impact Report

Academic Year: 2024–2025 (Final Payment Period: April 2025 – August 2025)

### 1. Funding Overview

- **Total Allocation:** £9,612.00
- **Balance Brought Forward:** -£304.83
- **Total Available Funding:** £9,307.17
- **Total Expenditure:** £8,624.97
- **Remaining Balance:** £682.20

### 2. Context and Aims

The PE and Sport Premium funding has been strategically allocated to improve the quality of physical education, increase pupil participation in sport, and promote sustainable improvements in teaching and learning.

Spending decisions were aligned with whole-school priorities and the Department for Education’s five key indicators, ensuring that all pupils benefit from high-quality PE provision and opportunities for physical activity.

### 3. Use of Funding

Area of Spend	Cost	Rationale	Intended Impact
Specialist Sports Coach (LDZ)	£7,889.00	To deliver high-quality PE lessons and model best practice for staff (Apr–Jul)	Improved teaching quality; increased staff confidence; enhanced pupil engagement

## Actual impact/sustainability and supporting evidence

Area of Spend	Cost	Rationale	Intended Impact
Team B Coaching Provision	£562.50	To support delivery of PE and prepare pupils for competition	Increased participation in sport; improved teamwork and competitive readiness
PE Equipment (incl. EYFS)	£173.47	To ensure adequate and high-quality resources across all key stages	Improved access to activities; inclusive provision; higher activity levels

### 4. Impact on Pupils

- **Improved engagement:** Pupils demonstrate higher levels of participation and enjoyment in PE lessons
- **Skill development:** Noticeable progress in fundamental movement skills and sport-specific techniques
- **Increased confidence:** Pupils are more willing to participate in both lessons and extracurricular activities
- **Enhanced provision in EYFS:** Equipment purchases have supported early physical development
- **Greater inclusivity:** All pupils, including less active learners, have increased access to physical activity

### 5. Sustainability

- Teaching staff have developed subject knowledge through working alongside specialist coaches
- Resources purchased will support PE delivery over multiple academic years
- Reduced reliance on external coaches planned through continued staff development
- Structures for competitions and clubs can be maintained moving forward

### 6. Next Steps

- Continue to embed high-quality PE teaching across all year groups
- Increase staff-led delivery of PE to ensure sustainability
- Expand opportunities for intra- and inter-school competition

## Actual impact/sustainability and supporting evidence

- Track participation of targeted pupil groups (e.g. less active, SEND)
- Further develop assessment systems in PE

### 7. Alignment with DfE Key Indicators

#### Key Indicator 1: Increased Confidence, Knowledge and Skills of All Staff in Teaching PE and Sport

- Specialist coach (LDZ) provided modelling and support for teachers
- Staff observed high-quality teaching and applied strategies in their own lessons
- **Impact:** Improved consistency and quality of PE teaching across the school

#### Key Indicator 2: Engagement of All Pupils in Regular Physical Activity

- High-quality lessons and improved equipment increased activity levels
- EYFS resources supported early engagement in physical development
- **Impact:** More pupils active during lessons and better participation rates

#### Key Indicator 3: Raising the Profile of PE and Sport Across the School

- Investment in coaching and resources reinforced the importance of PE
- Increased visibility of sport through structured sessions and team preparation
- **Impact:** PE recognised as a key part of school life by pupils and staff

## Actual impact/sustainability and supporting evidence

### Key Indicator 4: Broader Experience of a Range of Sports and Activities

- Coaching and equipment enabled a wider variety of activities to be delivered
  - Pupils exposed to structured and skill-based sessions across different sports
  - **Impact:** Broader skill development and increased pupil interest
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### Key Indicator 5: Increased Participation in Competitive Sport

- Team B coaching supported preparation for competitions
  - Pupils had increased opportunities to represent the school
  - **Impact:** Greater confidence and participation in competitive environments
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## 8. Summary

The PE and Sport Premium funding has been used effectively to improve the quality of teaching, increase pupil participation, and enhance the overall provision of physical education. The focus on staff development and resource investment ensures that improvements are sustainable and will continue to benefit pupils in future years.

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