

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 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 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?
High-quality PE lessons delivered consistently through use of the P.E. Passport scheme - ensuring progressive skill development across all year groups.	Lesson observations demonstrated improved consistency in PE teaching and clearer progression in skill development across year groups using the P.E. Passport scheme.	Participation in PE competitions other than football	Participation in only football games. School games organisers in our area did not provide adequate support or encourage the school to be involved in the festivals.
Staff confidence in teaching PE and dance increased through improved sound and IT resources supporting lessons.	Teacher and pupil voice surveys showed higher enjoyment and confidence in PE lessons.	Swimming outcomes remained below national expectations — only 1% of Year 5 pupils could swim 25m or perform self-rescue.	Swimming data shows below-average attainment in distance, stroke variety and self-rescue (1% proficiency).
Increased participation in after-school sports clubs — 80% of clubs offered were physically active (Y5&6 Boys Football, Y3&4 Boys football, Girls Football, Dance, Boxing, Yoga and Basketball) and most were at full capacity.	Club registers showed strong attendance and oversubscription for after-school clubs across year groups.	Equipment wear and tear from increased lunchtime use meant some areas became under-resourced mid-year.	Resource audit highlighted shortages of playground equipment and replacement needs.

Review of last year 2024/25

Improved lunchtime engagement — new playground resources, scooter trails, and structured games stations increased active play and reduced playground behaviour incidents.	Behaviour logs indicated a measurable reduction in lunchtime incidents, aligning with increased engagement in structured activities.		
Enhanced inclusion — additional SEND (Oak Class) PE sessions successfully targeted fine and gross motor development, coordination, and confidence.	SEND pupil tracking showed improvements in motor coordination and social participation. Increased involvement and support in activities for SEND children.		
Improved school community engagement — Sports Day (with family participation) and celebration assemblies helped raise the profile of sport across the school.	All Y3 – Y6, 360 pupils enjoyed and involved in sports day with planned activities by Specialist Sports coach. Photos and Dojo posts showcased high participation and enthusiasm during Sports Day and inter-class competitions. Parental feedback during Sports Day and through Dojo comments reflected greater awareness and appreciation of school sport.		

Expected impact and sustainability will be achieved

What are your plans for 2025-26?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Embed daily active opportunities across the curriculum (short “active bursts” and movement breaks).</p> <p>Further increase swimming attainment and ensure every Year 5 pupil can swim at least 25 m and perform self-rescue.</p> <p>Broaden participation in a wider range of sports and clubs, ensuring inclusion for SEN and less active pupils.</p> <p>Enhance teacher confidence and subject knowledge through CPD, peer mentoring and use of the P.E. Passport.</p> <p>Ensure that all improvements are sustainable — with trained staff, replenished resources and embedded practice.</p> <p>Strengthen links with local sports networks and borough competitions to increase participation in competitive sport.</p> <p>Promote physical and mental wellbeing through sport, teamwork and resilience.</p> <p>Continue to use Dojo Stories and celebration assemblies to share achievements and encourage lifelong engagement in sport.</p>	<p>Introduce a structured “Active Burst” programme across all classes — 2-3 minute daily movement breaks linked to curriculum learning. Train pupil Active Ambassadors to lead bursts, playground challenges and movement moments.</p> <p>Incorporate daily active challenges into class routines (spelling aerobics, number bursts, brain breaks).</p> <p>Monitor engagement through class logs, pupil voice and teacher feedback.</p> <p>Extend swimming offer beyond Year 5 — introduce top-up sessions for Year 6 non-swimmers.</p> <p>Maintain a broad offer of Extra-Curricular after-school clubs — football, dance, basketball, gymnastics, multi-skills, yoga, cricket — ensuring each year group has at least one active club per term.</p> <p>Introduce targeted clubs for less active and SEND pupils, with adapted resources and smaller groups.</p> <p>Partner with local coaches and organisations to diversify provision (e.g. SEND, fencing, archery, athletics).</p> <p>Ensure clubs are free or subsidised for Pupil Premium families to remove barriers to participation.</p> <p>Continue to use the P.E. Passport scheme to ensure consistency,</p>

Expected impact and sustainability will be achieved

progression and assessment.
Deliver staff CPD focused on progression in games, dance and gymnastics. PE subject lead to carry out peer coaching and lesson observations to support best practice.
Develop a digital evidence portfolio showing skills progression and pupil achievements.

Audit equipment and resources, and replace worn playground and PE resources (balls, cones, mats, bibs). Purchase new resources to support inclusion — e.g., lighter equipment for SEND and younger pupils.
Maintain and line-mark the field regularly to ensure safe use for football, athletics and sports day. Expand indoor equipment for dance and gymnastics with updated sound/AV systems.

Re-establish regular participation in local borough tournaments and sports festivals. Celebrate sporting achievements through assemblies, Dojo Stories and newsletters.

PE Lead and Senior Leaders to review participation data each term (clubs, lunchtime activity, swimming).
Collect pupil and staff voice to guide future provision.
Embed roles for trained support staff and lunchtime supervisors to sustain active play beyond funded years.

Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
<p>All pupils more physically active every day — meeting or exceeding the guidance of 60 minutes of daily physical activity (30 minutes within school).</p> <p>Improved concentration and wellbeing through regular “active bursts” and movement breaks integrated into classroom routines.</p> <p>Increased staff confidence and competence in delivering high-quality PE and active lessons following targeted CPD and peer coaching.</p> <p>Greater inclusion in sport — SEND and less active pupils engaged in tailored clubs and activities designed to build confidence and participation.</p> <p>Improved swimming attainment across KS2, particularly among Year 6 pupils through extended top-up sessions.</p> <p>Higher participation rates in extra-curricular and competitive sports, ensuring equitable access across genders and year groups.</p> <p>Raised profile of PE and school sport across the whole school community via celebration assemblies, Dojo Stories, newsletters and family participation.</p>	<p>Participation tracking: registers for clubs, lunchtime activity logs, and competition attendance records will show increases in engagement.</p> <p>Behaviour data: continued reduction in playground incidents compared with previous years.</p> <p>Teacher feedback surveys: improved confidence in delivering PE and incorporating movement into lessons.</p> <p>Lesson observations and learning walks: evidence of higher-quality PE lessons and consistent use of the P.E. Passport across year groups.</p> <p>Pupil voice interviews: pupils report feeling more active, confident, and enjoy PE lessons.</p> <p>Swimming progress data: measurable increase in number of pupils able to swim 25m and perform self-rescue.</p> <p>Parental feedback: through Dojo comments, questionnaires, and Sports Day attendance showing increased engagement with physical activity.</p> <p>Visual and digital evidence: photos, videos and Dojo posts</p>

Expected impact and sustainability will be achieved

Sustainable systems embedded — lunchtime activity leaders, PE Passport assessment, and staff-led clubs will continue beyond the funding year.

Improved behaviour and teamwork during unstructured times, reflecting the positive impact of structured lunchtime activities.

Enhanced pupil voice and leadership through Active Ambassadors, promoting a pupil-led culture of movement and wellbeing.

demonstrating participation and celebration of sport across the year.

Termly PE leader reports: summarising data, participation, and impact to SLT and governors.

E Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	1 %	The students go swimming once a week during the summer term. Many of these children do not attend swimming outside of school, so they have less experience of swimming.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	1%	The students go swimming once a week during the summer term. Many of these children do not attend swimming outside of school, so they have less experience of swimming.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	0%	
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Qualified swimming instructors at the leisure centre deliver the swimming lessons.

Actual impact/sustainability and supporting evidence

Signed off by:

Head Teacher:	James Smith
Subject Leader or the individual responsible for the Primary PE and sport premium:	Gurpreet Uppal
Governor:	Nicola Masters
Date:	January 2026

What impact/sustainability have you seen?	What evidence do you have?