

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 2024-2025.
- 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 2024-2025

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?
1) Continued use of Get Set 4 PE lessons 2) Staff growing in confidence using Get Set 4 PE 3) Children's enjoyment of PE increasing 4) Inclusive opportunities 5) OPAL (Outdoor Play and Learning) 6) Opportunities for competitive sport	1) Continued use of Get Set 4 PE lessons • Evidence shows consistent use of the scheme. • Staff are following structured units with clear skill progression. • Pupils are able to build on prior learning and demonstrate improved skills over time. 2) Staff growing in confidence using Get Set 4 PE • Staff feedback/voice indicates increased confidence and subject knowledge. • Lesson observations show improved delivery, clarity and use of differentiation. 3) Children's enjoyment of PE increasing • Pupil voice surveys/interviews show positive attitudes towards PE. • Increased participation and effort in lessons. 4) Inclusive opportunities • Adaptations and differentiation evident in planning and lessons. • All pupils actively participating and engaged. • Positive feedback from pupils and support staff. 5) OPAL (Outdoor Play and Learning) • Increased levels of physical activity observed during	1) Decrease in some swimming percentages of children achieving 25m and water safety	1) Decrease in some swimming percentages of children achieving 25m and water safety • Percentages show a decrease in the number of children who can swim using a range of strokes and have completed water safety.

Review of last year 2024-2025

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| | <p>playtimes.</p> <ul style="list-style-type: none">• Reduced incidents of poor behaviour or conflicts.• High engagement with OPAL resources and activities. <p>6) Opportunities for competitive sport</p> <ul style="list-style-type: none">• Participation in local competitions and events.• Records show a wider range of pupils attending competitions (not just the same group).• Positive pupil feedback about representing the school. | | |
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Intended actions for 2025/2026

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
1. Improved Quality of PE Teaching: The continued embedding of the <i>Get Set 4 PE</i> scheme, shaped through staff voice and ongoing curriculum development, will further strengthen teacher confidence and subject knowledge. This will ensure high-quality, consistent PE delivery across all year groups and sustain strong teaching standards over time. 2. Increased Physical Activity & Engagement Across the School: The further development of OPAL, lunchtime provision and extracurricular opportunities will increase pupil participation in physical activity. Initiatives such as running club, structured lunchtime clubs and whole-school events (e.g. Mini Marathon) will support pupils in achieving recommended activity levels and promote lifelong healthy habits. 3. Inclusive Provision for All Pupils: A continued focus on inclusion will ensure SEND and pupil premium pupils remain fully engaged in all areas of PE, sport and competition. This approach supports confidence, wellbeing and a sense of achievement, ensuring equal access and sustained participation. 4. Expanded Competitive Sport Opportunities: Building on intra-school competitions, district fixtures and events, more pupils will have the opportunity to represent the school. This will promote teamwork, resilience, pride and motivation across a wider range of abilities. 5. Strengthened Pupil Leadership and Responsibility: Developing roles such as playground leaders, house captains and sports leaders will embed leadership opportunities within school culture. This ensures sustainability through pupil ownership and encourages responsibility, communication and	1. Improved Teaching & Learning in PE: - Lesson observations and learning walks show consistent use of <i>Get Set 4 PE</i> and clear progression. - Staff voice and feedback demonstrate increased confidence and subject knowledge. 2. Increased Physical Activity & Engagement: - OPAL observations show increased active play and engagement at lunchtimes. - Registers from clubs (e.g. running club, after-school clubs) show high participation. - Whole-school participation in events such as the Mini Marathon and forest school days. 3. Inclusive Participation: - Participation shows SEND and pupil premium pupils attending clubs, events and competitions. - Lesson observations show differentiation and inclusive practice. - Staff and pupil feedback reflects positive experiences for all groups. 4. Competitive Sport Engagement: - Records of intra-school competitions and inter-school fixtures demonstrate increased participation. - A wider range of pupils representing the school in events and festivals. - Photos, newsletters and school communications celebrate participation and success. 5. Pupil Leadership Development:

Intended actions for 2025/2026

teamwork skills.

6. Raised Profile of PE, Sport and Physical Activity Across the School:

Ongoing promotion through assemblies, athlete visits, clubs and enrichment activities will maintain PE as a valued part of school life. These experiences will inspire pupils and create a positive whole-school sporting ethos.

7. Improved Swimming Outcomes:

Use of the onsite swimming pool will ensure all KS2 pupils accessed regular lessons, leading to improved confidence, water safety knowledge and increased attainment against national curriculum expectations.

- Timetables and records for playground leaders and sports leaders show active involvement.
- Observations confirm pupils leading and supporting structured activities.
- Feedback from staff and younger pupils highlights positive impact of leadership roles.

6. Raised Profile of PE and Sport:

- Weekly sports updates in assemblies.
- Evidence of enrichment activities (athlete visits, Bikeability, sporting events).
- High pupil engagement reflected in pupil voice and participation levels.

7. Swimming Impact:

- Swimming data shows pupil progress in distance, confidence and water safety.
- High participation rates due to onsite pool access.
- Increased number of pupils meeting national curriculum expectations.

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?
1. High-Quality PE Curriculum Embedded: The consistent use of the PE curriculum, informed by staff, pupil and SEND voice, has led to more consistent and progressive teaching across the school. Staff are increasingly confident in delivering engaging PE lessons, ensuring sustainability through a shared understanding of high-quality provision. 2. Active and Engaging Lunchtimes Established: OPAL, alongside structured provision such as external lunchtime clubs and Year 5 playground leaders, has transformed lunchtimes into more active and inclusive experiences. Pupils are consistently engaged in physical activity, and leadership opportunities are now embedded within school culture. 3. Increased Participation in Physical Activity: A wide range of opportunities, including forest school, running club, short tennis and whole-school events such as the Mini Marathon, has led to increased participation across all year groups. Physical activity is now a regular and valued part of the school day and beyond. 4. Raised Profile and Enthusiasm for Sport: Whole-school initiatives including athlete visits, assemblies, sports events and enrichment activities have significantly raised the profile of PE. Pupils show greater enthusiasm, motivation and engagement in sport and physical activity. 5. Inclusive Participation Across All Groups: SEND and pupil premium pupils are fully included in all activities, clubs, and competitions. A strong inclusive ethos ensures all pupils access opportunities and experience success, supporting long-term engagement. 6. Growth in Competitive Sport Opportunities: The introduction of intra-school competitions, district fixtures and specific events (e.g. girls' football) has increased engagement in competitive sport. More pupils	1. Staff Development & Curriculum Impact: • Staff voice (including SEND and pupil voice feedback) shows increased confidence and a clear understanding of progression in PE. • Lesson observations and planning demonstrate consistent use of the PE curriculum. • Subject leader monitoring shows improved consistency across year groups. 2. Active Lunchtimes & Pupil Leadership: • OPAL observations show increased levels of active engagement during playtimes. • Timetables and observations confirm Year 5 playground leaders supporting younger pupils. • High participation in structured lunchtime activities such as football club. 3. Increased Physical Activity Participation: • Club registers (running club, after-school clubs) show strong and sustained participation. • Whole-school involvement in events such as the Mini Marathon. • Evidence of varied opportunities (forest school, alternative sports) accessed by all pupils. 4. Raised Profile of PE and Sport: • Weekly sports updates in assemblies and school communication. • Evidence from athlete visits, Bikeability and enrichment events. • Pupil voice reflects increased enthusiasm and enjoyment of PE. 5. Inclusive Practice: • Participation records show SEND and pupil premium pupils attending clubs, competitions and events. • Staff feedback confirms inclusive strategies are embedded in lessons.

Expected impact and sustainability will be achieved

are accessing opportunities to represent the school and develop key skills.

7. Increased Access to Swimming and Life Skills:

All KS2 pupils had access to swimming lessons using the onsite pool, improving confidence, water safety awareness and skill development. This provision ensured sustainability and consistent access for all pupils.

- Observations show all pupils actively engaged.

6. Competitive Sport Engagement:

- Records of intra-school competitions and inter-school events demonstrate increased opportunities.
- A wider range of pupils representing the school across events.
- Photos and school communication capture participation and success.

7. Swimming Provision:

- Timetables and registers show all KS2 pupils accessed swimming lessons.
- Assessment data showed pupil progress in confidence and attainment.
- Increased number of pupils meeting swimming expectations.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
1. High-Quality PE Curriculum Embedded: - A clear, progressive PE curriculum is now established across all year groups. - Staff confidence has increased, leading to more consistent and engaging lessons. - PE delivery is more structured and aligned across the school. 2. Active Lunchtimes Embedded in School Culture: - OPAL has transformed lunchtimes into active, engaging and inclusive experiences. - Structured opportunities (e.g. football club, playground leaders) are now a regular part of the school day. - Pupils are consistently active and engaged during break and lunch times. 3. Increased Whole-School Physical Activity: - Pupils across all year groups regularly take part in a wide range of physical activities. - Initiatives such as running club, Mini Marathon and forest school have broadened participation. - Physical activity is embedded throughout the school day and beyond. 4. Raised Profile of PE and Sport: - PE, sport and physical activity are highly visible and valued across the school. - Whole-school events and enrichment opportunities have increased enthusiasm and engagement. - Pupils show greater interest and motivation towards sport. 5. Inclusive Participation for All Pupils: - SEND and pupil premium pupils are actively involved in all aspects of PE and sport. - A wide range of opportunities ensures all pupils can access and enjoy	1. Quality of Teaching: - Lesson observations show consistent, structured PE delivery across year groups. - Planning reflects ongoing use of the PE curriculum. - Staff feedback indicates increased confidence and improved subject knowledge. 2. Active Lunchtimes: - OPAL observations show increased engagement and physical activity. - Playground leader timetables demonstrate pupil involvement in leading activities. - High participation in structured lunchtime clubs (e.g. football). - School games Platinum award including 60 active minutes 3. Participation in Physical Activity: - Registers show strong attendance at running club and after-school clubs. - Whole-school involvement in events such as the Mini Marathon. - Evidence of varied activities (forest school, alternative sports) being accessed. - School games Platinum award for increased participation in physical activity 4. Profile of PE and Sport: - Weekly sports updates shared in assemblies. - Evidence of athlete visit, Bikeability and enrichment events. - Pupil voice highlights increased enjoyment and enthusiasm. - School games Platinum award for the profile of PE and sport in school. 5. Inclusive Practice: - Participation data shows SEND and pupil premium pupils accessing clubs and competitions. - Lesson observations show adaptations and inclusive teaching strategies.

Actual impact/sustainability and supporting evidence

physical activity.

- Inclusion is embedded as a core principle of provision.

6. Increased Opportunities in Competitive Sport:

- More pupils are taking part in both intra- and inter-school competitions.
- Competitive sport is accessible to a wider range of abilities and groups.
- Pupils demonstrate increased confidence and pride in representing the school.

7. Sustainable Swimming Provision:

- All KS2 pupils had timetables sessions to access swimming through the onsite pool.
- Pupils developed key life skills in water safety and confidence.

- Feedback from pupils and staff reflects positive inclusive experiences.
- School games Platinum award for inclusion

6. Competitive Sport:

- Competition records show participation in intra- and inter-school events.
- Wider range of pupils representing the school.
- Photos, newsletters and communications document involvement and success.
- School games platinum award for involvement in competitive sport.

7. Swimming:

- Timetables confirm all KS2 pupils accessed swimming provision.
- Assessment data showed progress in swimming ability and confidence.
- Increased number of pupils meeting national curriculum expectations.

Swimming Data

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

Question	Stats:	Further context Relative to local challenges
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	65%	24/25 percentage 63% Increase of 2% from 25/25 Academic Year. National Average: 73% <i>Children received intensive lessons in the onsite swimming pool.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	57%	24/25 percentage 60% Decrease of 3% from 24/25 Academic Year. National Average: 50-60% <i>Within their lessons, the children were taught a range of different strokes and the majority of the children completed their 25 metres using front crawl.</i>

Swimming Data

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	77%	24/25 percentage 80% Decrease of 3% from 23/24 Academic Year. National Average: 50-54% <i>Safe self-rescue in a range of different water based situations was covered within the curriculum that was taught by the swimming teachers for children who have achieved gold or silver.</i>
If your school's 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	All children accessed swimming lessons onsite.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Not applicable