

# 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 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.*

### The effective use of the Primary PE and Sport Premium Funding in meeting the 5 Key Indicators:

1. Engagement of all pupils in regular Physical Activity (KI1)
2. The profile of PE and Sport in the school (KI2)
3. Increased confidence, knowledge and skills of staff (KI3)
4. Broad range of sports and activities (KI4)
5. Increased participation in competitive sport (KI5)

## Review of last year 2023/4

**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?                                                                                                               |
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| <p><b>Playground Leader CPD for Year 5 (now Year 6) pupils through School Sports Partnership</b></p> <p><b>Description:</b></p> <p>All Year 5 pupils completed training on how to be effective playground leaders, supported by the local School Sports Partnership. These pupils have now taken on the role of Playground Leaders for the 2024–25 academic year, helping to lead and facilitate active games and activities during break and lunchtime.</p> <p>Impact: Increased pupil engagement in structured physical activity during unstructured times. Developed leadership, communication and responsibility in upper KS2 pupils.</p> <p>(K11) Engagement of all pupils in regular physical activity - (K12) The profile of PE and sport is raised across the school - (K15) Increased participation in competitive sport (informal peer-led games).</p> | <p>All children reported that they enjoyed the CPD course. Monitoring from the PE lead after the session.</p> | <p>Participation dropped off as the children proceeded through the academic year, this is something we're looking to improve on in the following year.</p> | <p>Observation from staff members who are on break and dinner time duty. Monitoring from the PE lead.</p>                      |
| <p><b>Competitive Sports Opportunities Through School Sports Partnership</b></p> <p>Through our collaboration with the School Sports Partnership, both boys and girls in Key Stage 2 were given opportunities to represent</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Monitoring by the subject lead – Schools Games mark goal, event participation all recorded.</p>            | <p>Children in Key Stage 1 wanted to be involved in the sporting events but the school sports partnership only offers KS2 events.</p>                      | <p>Parent voice as well as children voice. Subject lead spoke to parents at various events and they voiced their opinions.</p> |

## Review of last year 2023/4

the school in competitive sporting events against other schools. These included a range of sports such as football, athletics, and multi-skills festivals.

### Impact:

- Over 70% of Key Stage 2 pupils have taken part in inter-school competitions.
- Increased confidence, teamwork, and resilience among participants.
- Improved inclusivity, with both boys and girls given equal opportunities to compete.
- Boosted school pride and sporting aspirations.

(K12) The profile of PE and sport is raised across the school - (K14) Broader experience of a range of sports and activities - (K15) Increased participation in competitive sport

### Additional Swimming Provision for Year 6 Pupils Not Meeting National Curriculum Expectations

The school identified Year 6 pupils who had not yet met the national curriculum swimming requirement of swimming 25 meters unaided. Additional swimming sessions were arranged to support these pupils in developing their water confidence, technique, and safety awareness.

### Impact:

- Increased number of pupils reaching the required national swimming standard by

All children in Year 6 reached the national curriculum standard. Data received from the swimming center.

## Review of last year 2023/4

the end of Year 6.

- Improved pupil confidence in water and understanding of water safety.
- Provided a more inclusive PE experience by ensuring all pupils had equitable access to success.

(KI1) Engagement of all pupils in regular physical activity - (KI3) Increased confidence, knowledge and skills of staff (if staff were involved in delivery/support) - (KI4) Broader experience of a range of sports and activities

### Implementation of FIT4FUN PE Programme

The FIT4FUN programme was delivered on an afternoon each week by specialist PE coaches. Class teachers were involved in the sessions, observing and co-delivering, which supported their professional development. The programme offered high-quality PE lessons across a broad range of activities, ensuring children accessed a richer and more varied PE curriculum.

### Impact:

- Teachers reported increased confidence in delivering high-quality PE lessons.
- Improved teacher knowledge of PE pedagogy, structure, and assessment.
- Pupils accessed expert-led PE teaching, enriching their physical education experience.
- Broader range of physical activities delivered consistently across all classes.

Pupil voice from children. Monitoring from the subject lead. Parents survey completed.

Some lessons were based around games rather than skill development.

Subject leader monitored sessions throughout the academic year.

## Review of last year 2023/4

(K13) Increased confidence, knowledge and skills of all staff in teaching PE and sport - (K14) Broader experience of a range of sports and activities - (K12) The profile of PE and sport is raised across the school.

### Promotion of Lifelong Fitness and Wellbeing Through Whole-School Events and Assemblies

To promote a lifelong love of sport and to help children understand the physical and emotional benefits of staying active, the school implemented a range of initiatives. These included:

**Monster Kickabout Week** – daily one-hour PE sessions for all classes over a full week.

**Healthy lifestyle assemblies** exploring the impact of fitness on body and mind.

**Guest PE lead from a secondary school** delivered a motivational assembly and led a cross-country event to strengthen transition and pupil aspirations.

#### Impact:

- Pupils gained a deeper understanding of the importance of regular activity and healthy lifestyle choices.
- The daily PE sessions during Monster Kickabout Week increased physical activity and were well received by pupils and staff.
- Assemblies and external visitors raised the profile of PE and sport and helped inspire pupils across all year groups.

Pupil voice, staff feedback and parent feedback.

Some children didn't enjoy the monster kick about as it was based around football as it was linked to EURO 2024.

Pupil voice.

## Review of last year 2023/4

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| <ul style="list-style-type: none"> <li>Established a positive link with local secondary school to support sport continuity and future progression.</li> </ul> <p>(KI1) Engagement of all pupils in regular physical activity - (KI2) The profile of PE and sport is raised across the school - (KI4) Broader experience of a range of sports and activities</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                  |                                                     |                     |
| <p><b>Access to a Wider Range of Sports Through Afterschool Clubs and School Sports Partnership Events</b></p> <p>The school provided opportunities for pupils to take part in sports not typically offered within the PE curriculum. This was achieved through a variety of afterschool clubs and participation in School Sports Partnership events. Sports included (examples if relevant: fencing, archery, tag rugby, boccia, multi-skills festivals, etc.).</p> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Pupils were introduced to new sports and activities, helping them discover new interests and talents.</li> <li>Increased participation from pupils who had not previously engaged enthusiastically with core PE sports.</li> <li>Broadened children's understanding of what it means to be active, encouraging inclusivity and lifelong engagement.</li> </ul> <p>(KI4) Broader experience of a range of sports and activities - (KI1) Engagement of all pupils in regular physical activity - (KI2) The profile of PE and sport is raised across the school</p> | <p>Registers from afterschool clubs. Pupil and parent voice.</p> | <p>Not all children enjoyed the sports offered.</p> | <p>Pupil voice.</p> |

## Intended actions for 2024/5

| What are your plans for 2024/25?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | How are you going to action and achieve these plans?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Intent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>Sustain and support the Year 6 Playground Leaders to lead structured games during break and lunchtimes. KI1, KI2, KI5</p> <p>Continue to work with the School Sports Partnership to provide competitive sports opportunities for both boys and girls in KS2. KI2, KI4, KI5</p> <p>Provide targeted top-up swimming for Year 6 pupils who have not met the national curriculum requirement. KI1, KI3, KI4</p> <p>Maintain delivery of the FIT4FUN PE programme to upskill staff and ensure high-quality curriculum PE for all pupils. KI2, KI3, KI4</p> <p>Expand afterschool club provision to include sports not covered in the curriculum. KI1, KI4, KI5, KI4, KI5</p> <p>Develop intra-school competition opportunities (e.g., house tournaments and year-group challenges) to ensure every pupil experience competitive sport regularly throughout the year (KI2, KI5).</p> | <p><b>Playground Leaders (KI1, KI2, KI5)</b><br/>We will timetable regular slots for trained Year 6 leaders to run structured games at lunchtimes, supported by a designated staff member who will mentor and guide their leadership development.</p> <p><b>Competitive Sports via Sports Partnership (KI2, KI4, KI5)</b><br/>We will maintain close links with the School Sports Partnership calendar, actively entering events for a range of year groups and ensuring equal opportunities for both boys and girls to represent the school.</p> <p><b>Top-Up Swimming (KI1, KI3, KI4)</b><br/>We will identify Year 6 pupils who did not meet swimming expectations in Year 4 and organise top-up lessons with a local swimming provider, monitored by PE leads and reported to governors.</p> <p><b>FIT4FUN Programme (KI2, KI3, KI4)</b><br/>Specialist PE coaches will deliver weekly PE sessions alongside class teachers, who will observe and co-teach to build their knowledge and confidence across a variety of sports and skills.</p> <p><b>Afterschool Clubs for Non-Curricular Sports (KI1, KI4, KI5)</b><br/>We will offer a rotating timetable of afterschool clubs in less commonly taught sports, using both internal staff and external coaches, and track attendance to ensure access is inclusive and varied.</p> <p><b>Intra-School Competition (KI2, KI5)</b><br/>We will build a termly competition schedule into the PE curriculum, including house tournaments and skill-based challenges, so every class has regular opportunities to compete and celebrate achievement.</p> |

## 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?                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>Sustain and support the Year 6 Playground Leaders to lead structured games during break and lunchtimes (KI1, KI2, KI5)</b></p> <p><b>Impact/Intended Impact:</b> Increased pupil engagement in physical activity during unstructured times, improved behaviour, and stronger leadership skills in upper KS2.</p> <p><b>Sustainability:</b> Training is now embedded in the school cycle, with each Year 5 cohort preparing to take on the role annually, creating a sustainable peer-led system.</p>                                              | <p><b>Sustain and support the Year 6 Playground Leaders to lead structured games during break and lunchtimes (KI1, KI2, KI5)</b></p> <p><b>How will we know?</b><br/>The subject lead will observe lunchtime activities and collect feedback through pupil voice surveys. Informal observations will be used to monitor engagement and impact on the playground.</p>                                                          |
| <p><b>Continue to work with the School Sports Partnership to provide competitive sports opportunities for both boys and girls in KS2 (KI2, KI4, KI5)</b></p> <p><b>Impact/Intended Impact:</b> Raised profile of competitive sport and increased participation from a wider range of pupils, including less confident athletes and girls.</p> <p><b>Sustainability:</b> The partnership provides an ongoing calendar of events, and staff are now experienced in organising and preparing pupils for competition, ensuring continuity year-on-year.</p> | <p><b>Continue to work with the School Sports Partnership to provide competitive sports opportunities for both boys and girls in KS2 (KI2, KI4, KI5)</b></p> <p><b>How will we know?</b><br/>Participation registers for events will be kept and reviewed termly. The subject lead will track pupil involvement across year groups and genders. Pupil voice will be used to evaluate enjoyment and motivation to compete.</p> |
| <p><b>Provide targeted top-up swimming for Year 6 pupils who have not met the national curriculum requirement (KI1, KI3, KI4)</b></p> <p><b>Impact/Intended Impact:</b> More pupils will meet the statutory swimming requirements, leaving primary school with vital water safety and swimming skills.</p>                                                                                                                                                                                                                                              | <p><b>Provide targeted top-up swimming for Year 6 pupils who have not met the national curriculum requirement (KI1, KI3, KI4)</b></p> <p><b>How will we know?</b><br/>Progress will be tracked through swimming provider assessment data. Before and after data will show the number of pupils meeting the national requirement. Pupil</p>                                                                                    |

## Expected impact and sustainability will be achieved

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| <p><b>Sustainability:</b> By annually identifying and supporting non-swimmers early, the school can plan targeted provision as a consistent part of the PE offer.</p>                                                                                                                                                                                                                                                                                       | <p>confidence and feedback will be gathered via surveys. This data is submitted on to DFE monitoring tracker.</p>                                                                                                                                                                                                                                                                                                             |
| <p><b>Maintain delivery of the FIT4FUN PE programme to upskill staff and ensure high-quality curriculum PE for all pupils (K12, K13, K14)</b></p>                                                                                                                                                                                                                                                                                                           | <p><b>Maintain delivery of the FIT4FUN PE programme to upskill staff and ensure high-quality curriculum PE for all pupils (K12, K13, K14)</b></p>                                                                                                                                                                                                                                                                             |
| <p><b>Impact/Intended Impact:</b> Improved quality of teaching in PE, with teachers becoming more confident and consistent in delivering engaging, inclusive PE lessons.</p> <p><b>Sustainability:</b> Teachers gain transferable skills and knowledge that will remain in school beyond the programme, strengthening long-term curriculum delivery. When the staff members feel like they're equipped to teach PE, we will stop the FIT4Fun programme.</p> | <p><b>How will we know?</b></p> <p>Staff confidence surveys and subject lead monitoring will measure improvements in teaching quality.</p> <p><b>Expand afterschool club provision to include sports not covered in the curriculum (K11, K14, K15)</b></p>                                                                                                                                                                    |
| <p><b>Expand afterschool club provision to include sports not covered in the curriculum (K11, K14, K15)</b></p>                                                                                                                                                                                                                                                                                                                                             | <p><b>How will we know?</b></p> <p>Club registers will show uptake and retention. Monitoring will track which pupils are attending. Pupil voice will assess which sports were enjoyed and what pupils would like next.</p>                                                                                                                                                                                                    |
| <p><b>Impact/Intended Impact:</b> Pupils will access a wider range of physical activities, leading to higher engagement levels, especially among those less interested in traditional sports.</p> <p><b>Sustainability:</b> Staff members do three after school clubs throughout the year two each half-term is linked to sports. We vary the sports in each term, so the children get a wide range.</p>                                                    | <p><b>Develop intra-school competition opportunities (e.g., house tournaments and year-group challenges) (K12, K15)</b></p> <p><b>How will we know?</b></p> <p>A record of competitions held and pupils involved will be maintained. Staff and pupil feedback will be used to evaluate enjoyment and participation. Competitions will be referenced in celebration assemblies, PE stars, school newsletters, or displays.</p> |

## Expected impact and sustainability will be achieved

**Develop intra-school competition opportunities (e.g., house tournaments and year-group challenges) (K12, K15)**

**Impact/Intended Impact:** All pupils will experience the benefits of competitive sport, including teamwork, resilience, and sportsmanship, regardless of skill level.

**Sustainability:** Competitions will be embedded into the PE calendar, supported by staff and pupil leaders, making intra-school sport a permanent feature of school life.

## Actual impact/sustainability and supporting evidence

| What <b>impact/sustainability</b> have you seen?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | What <b>evidence</b> do you have?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>Across 2024/25, the actions implemented had a measurable and positive impact on pupil participation, staff development, and the overall profile of PE and sport within the school. The Playground Leader programme has become embedded, with Year 6 pupils leading structured lunchtime activities that increased daily physical activity and improved playground behaviour. This is now sustainable through annual training of Year 5 pupils.</p> <p>Targeted Year 6 swimming top-up sessions helped previously non-swimmers meet the national curriculum expectations, and this support is now built into our annual plan. The FIT4FUN programme improved staff confidence and curriculum quality, and its co-delivery model means staff will continue to use these skills independently.</p> <p>Our continued involvement with the School Sports Partnership led to over 50% of Key Stage 2 pupils participating in competitive sport, with both boys and girls given equal opportunities. Afterschool club provision was expanded to include non-curricular sports, which helped engage more pupils — this will be sustained through ongoing external provider relationships and high uptake.</p> | <p><b>Pupil Participation, Playground Leaders &amp; Daily Activity:</b></p> <ul style="list-style-type: none"> <li>• <b>Pupil voice surveys</b> showed increased enjoyment of break/lunchtime activity and greater pupil involvement.</li> <li>• <b>Playground Leader rotas and staff observations</b> confirmed regular delivery and growing leadership confidence among Year 6 pupils.</li> </ul> <p><b>Targeted Swimming and FIT4FUN Programme:</b></p> <ul style="list-style-type: none"> <li>• <b>Swimming provider reports and assessment data</b> showed progress toward the 25m standard for targeted Year 6 pupils.</li> <li>• <b>Staff CPD feedback forms and confidence surveys</b> demonstrated improved knowledge and confidence in teaching PE.</li> <li>• <b>Planning and lesson observations</b> showed consistent use of strategies modelled during the FIT4FUN sessions.</li> <li>• <b>PE subject lead monitoring records</b> evidenced improvements in curriculum coverage and lesson quality.</li> </ul> <p><b>Sports Partnership &amp; Afterschool Provision:</b></p> <ul style="list-style-type: none"> <li>• <b>Event participation registers</b> from inter-school competitions tracked involvement across year groups and genders.</li> <li>• <b>Club attendance registers</b> reflected increased uptake in afterschool sports clubs, including non-traditional sports like boccia and fencing.</li> <li>• <b>Pupil voice</b> highlighted enthusiasm for the wider range of activities offered.</li> </ul> |