

# 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 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?
-----------------	------------------	----------------------	------------------

# Review of last year 2024/25

<p><b>Pro-sports Sports clubs and CPD:</b> The Sports Premium funding has been effectively used to boost the confidence of staff delivering Physical Education, resulting in more engaging and impactful lessons. It supported the development of inclusive breakfast and after-school clubs, raising the profile of sport across the ASC provision. Participation in Borough-wide sports competitions has notably increased, reflecting the school's growing presence and enthusiasm for sporting excellence. Additionally, all teaching assistants are now equipped with robust resources and benefit from confident, skilled staff—enabling them to offer tailored and meaningful support to children with Special Educational Needs.</p>	<ul style="list-style-type: none"> <li>increased the confidence, knowledge and skills of all our staff in teaching PE and sporting activities, within chosen areas of development per the teacher – 100% of teachers felt more confident teaching the unit of work.</li> <li>increased engagement of all pupils in regular physical activity and sporting activities through after school clubs and breakfast clubs.</li> <li>offers a broader and more equal experience of a range of sports and physical activities to all pupils in EYFS, KS1 and KS2.</li> <li>entered local school competitions and attended an inter-house competition at the St Mary's High School.</li> <li>provided specialist support to help children with additional needs to access and participate fully in PE lessons with the aid of Teaching assistants.</li> </ul>	<p>Sports lead and coordinator for school sports and PE was off school on MAT leave so tracking was inconsistent. Closer tracking of teaching next year through questionnaires and learning walks/catch ups.</p> <p>Although there was an increased number of PPG children attending ASC; these will be tracked closely again next year to ensure all children are offered and attending sports clubs after school clubs to bridge the gap.</p>	<p>Questionnaires at the end of the year complete.</p>
<p><b>Pro-sport Swimming</b></p> <ul style="list-style-type: none"> <li>Provided top-up swimming and water safety lessons for those pupils that do not meet national curriculum requirements after they have completed core swimming and water safety lessons.</li> </ul>	<p>The top-up swimming and water safety lessons were a valuable addition, ensuring no pupil was left behind after the initial core provision. They enabled targeted support for children who needed extra time to build confidence and competence in the water. By addressing specific gaps, these sessions promoted equity and helped pupils meet the national curriculum standards. This approach also demonstrated a commitment to safety and inclusivity, ensuring all learners had the chance to thrive.</p>	<p>To continue providing the children with more time to build their confidence swimming.</p>	
<p><b>Sports Partnership:</b></p>	<p><b>Improved Attendance and Participation Rates</b></p> <ul style="list-style-type: none"> <li>Attendance registers showed an increase in pupil numbers across the term, with some clubs reaching full capacity.</li> </ul>	<p>Attendance needs to be consistent. Interhouse competitions were inconsistent.</p>	<p>Subject leader back after maternity, this will be monitored.</p>

# Review of last year 2024/25

<p>Increased engagement of all pupils in regular physical activity and sporting activities through after school clubs and breakfast clubs.</p> <p>Provided extra-curricular opportunities for children to enable them to access other sporting activities or specialist sport instruction.</p> <p><b>Playground resources:</b> Playground resources were used to enhance outdoor play and learning opportunities. The funds were spent on a selection of equipment including (e.g. footballs)</p> <p><b>Lancashire PE Platform</b> The Lancashire PE Platform allows consistency of physical education across the school.</p> <p><b>OAA</b> OAA experiences for the children provide invaluable opportunities to build confidence, teamwork, and resilience in a setting far removed from the classroom.</p>	<ul style="list-style-type: none"> <li>• Children expressed enthusiasm and asked for additional sessions or new sports to be added.</li> <li>• Pupils who previously avoided PE began attending clubs regularly, especially those with lower confidence or SEND needs.</li> </ul> <p>More children were active at break and lunch times. Equipment bags were used consistently with lunch time staff.</p> <p>Staff have access to a structured, progressive curriculum with ready-to-use resources, improving teacher confidence and ensuring all pupils benefit from engaging, skills-based PE lessons.</p> <p>Pupil feedback on the OAA activities was overwhelmingly positive, with many describing the experience as 'amazing'. The activities had a notable impact on well-being, encouraging children to overcome initial fears, take risks, and demonstrate perseverance and personal growth.</p>	<p>Ensure equipment bags are well-organised after use, with all items accounted for. Any broken or missing equipment should be logged and reported to staff for replacement.</p> <p>Used well. Check in with new staff.</p> <p>This will continue.</p>	<p>Staff will monitor this; email will be sent with equipment missing to subject leader to reorder.</p>
--	--	--	---

## Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<p>1. <b>Increase participation in competitive sport through attending borough events.</b> We have purchased the whole competitive sports package for next year and will work tirelessly to make this work for our children and increase the attendance to at least 80% of all events. This investment provides access to a wide range of <b>borough competitions</b>, enabling children across all key stages to represent the school. <b>Participation</b> will help develop <b>teamwork, resilience, and confidence</b>, while raising the profile of PE within the school. This aligns with the school's vision of inclusive, aspirational provision that supports both physical wellbeing and personal development.</p> <p>2. <b>To raise the profile of PE and sport across the school and support whole-school improvement in pupils' physical health and wellbeing.</b> The steps and implementations are designed not only to increase physical activity levels but to embed a school-wide ethos that values movement, perseverance, and self-care. Over time, this approach will contribute to improved pupil engagement, behaviour, and readiness to learn.</p> <p>3. <b>Invest in school equipment that we can use throughout the year for after school clubs and inter-house initiatives delivered by school staff that will encourage children who do not usually attend clubs.</b></p> <p>4. <b>Provide training for a member of staff to increase knowledge and skills, swimming training and pay to attend after school club competitions and opportunities.</b></p>	<p>To ensure continuity and support, a named staff member will attend all competitions and borough-wide events alongside the children, promoting consistency and strengthening rapport between pupils and adults.</p> <ul style="list-style-type: none"> <li>- <b>Install bike and scooter racks</b> to encourage active travel. This promotes physical activity before and after school, reduces traffic and car park congestion, and fosters independence and healthy habits.</li> <li>- <b>Promote daily physical activity</b> by re-introducing the "Mile a Day" initiative, ensuring that every pupil engages in a short, accessible movement session—running, walking, or skipping—each day. This supports concentration, mood, and long-term fitness.</li> <li>- <b>Celebrate participation and personal achievements in sport</b> through assemblies, newsletters, and classroom displays to instill a culture of pride and motivation around physical activity.</li> </ul> <p>A range of clubs that meet the needs of all children who maybe would not attend a club after school.</p> <ol style="list-style-type: none"> <li>1. Glow-in-the-Dark Dodgeball / Disco Fitness Club</li> <li>2. Colour Run Challenge</li> <li>3. Silly Sports Day / Obstacle Mayhem</li> <li>4. Human Board Game Club (Life-sized 'Snakes &amp; Ladders', 'Simon Says', etc.)</li> </ol> <p>Investing in staff training for swimming and extracurricular sport is a vital use of Sports Premium funding, with wide-reaching impact on both pupils' safety and enrichment. By equipping a member of staff with enhanced skills and knowledge, the school increases its capacity to deliver high-quality physical education and extend opportunities beyond the core curriculum. Supporting staff to attend after-school competitions and events broadens access for pupils, especially those who may not otherwise engage in sport. This fosters teamwork, resilience, and a greater sense of belonging.</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?
<p>To have increased participation in <b>competitive sport</b> throughout all attending <b>borough events</b>.</p>	<p>Registers – attendance for all clubs, borough events and competitions. Questionnaires – Pupil feedback</p>
<p>To raise the profile of PE and sport across the school and support whole-school improvement in pupils’ physical health and wellbeing.</p>	<p>Children coming to school on scooters and bikes from year 5 and 6. All classes participating in the daily mile. Pictures of children sharing their successes in school and in assemblies. Newsletters sharing out of school successes for the children All clubs full and well attended – registers Competitions attended well with confident children stepping out of their comfort zone – pupil interviews.</p>
<p><b>Invest</b> in school equipment that we can use throughout the year for after school clubs and inter-house initiatives delivered by school staff that will encourage children who do not usually attend clubs.</p>	<p>Class timetables showing a range of clubs Registers of clubs not usually run Attendance increasing for targeted groups</p>
<p>An increase in the children attending clubs, borough events and competitions in and out of school time. The children should feel confident to attend the events and give all opportunities a go.</p>	<p>Registers Questionnaires Pupil feedback Pictures on the website</p>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?