

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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Review of last year 2023/24

What went well?	How do you know?	What didn't go well?	How do you know?
Increased pupil participation in after-school sports clubs.	Attendance registers showed a 30% increase compared to the previous year.	Limited engagement in swimming top-up sessions.	Only 60% of targeted pupils attended sessions.
Successful sports day with high parental involvement.	Feedback forms and photos showed 90% positive responses.	Inconsistent delivery of PE lessons due to staff absence.	PE timetable logs showed missed sessions in Term 2.
CPD for staff improved confidence in teaching PE.	Staff surveys indicated improved confidence and lesson quality.	Lack of equipment for new sports introduced.	Pupil feedback and staff notes highlighted equipment shortages.

Swimming Data 2023/24

<u>Question</u>	<u>Stats:</u>
What percentage of your Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 meters?	67%
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	67%
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	67%
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?	Yes

Intended Outcomes for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Boost swimming proficiency to meet national standards</p>	<p>The swimming session will:</p> <ul style="list-style-type: none"> • Be delivered by qualified swimming instructors in collaboration with school staff. • Focus on key skills including swimming 25 metres confidently, using a range of strokes effectively, and performing safe self-rescue in different water-based situations. • Be scheduled during the summer and autumn terms to allow sufficient time for progress before the end of Key Stage 2. • Include regular assessment points to monitor individual progress and adapt instruction accordingly. • Be supported by Sports Premium funding to cover transport, pool hire, and instructor costs, ensuring equitable access for all pupils regardless of background.
<p>To create inclusive, engaging, and sustainable opportunities for physical activity that cater to a wide range of interests, abilities, and schedules—encouraging broader participation and improving overall wellbeing.</p>	<p>To achieve this, we will:</p> <ul style="list-style-type: none"> • Engage community organisations to host inclusive events or workshops. Leverage existing facilities (parks, community centres, school gyms) to reduce costs and increase accessibility. • Ensure Accessibility and Inclusivity - Offer adaptive programs for individuals with disabilities or Special Educational Needs – Boccia Competition Schedule activities at varied times (Lunch and After School Clubs) to accommodate different children’s needs • Promote and Communicate - Launch a communications campaign

	<p>using emails & social media. Highlight success stories and testimonials to build momentum.</p> <ul style="list-style-type: none"> • Monitor and Evaluate - Track participation rates, feedback, and satisfaction. Adjust offerings based on data and evolving needs. Celebrate milestones and recognize regular participants to foster a sense of community.
<p>To empower staff with the knowledge, skills, and self-assurance needed to deliver high-quality, inclusive, and engaging PE lessons—ultimately improving student outcomes and promoting lifelong physical activity.</p>	<p>To achieve this, we will:</p> <ul style="list-style-type: none"> • Conduct a Baseline Assessment - Use staff surveys to identify current confidence levels, areas of strength, and areas for development. Review existing PE delivery practices and curriculum coverage to spot inconsistencies or gaps. • Provide Targeted Professional Development - Organise CPD workshops focused on: <ul style="list-style-type: none"> • Inclusive PE strategies & Differentiation and adaptive teaching. Offer peer-led sessions where confident staff share best practices and model lessons. • Monitor and Evaluate - Track changes in staff confidence through follow-up surveys and observations. Collect student feedback to assess engagement and learning.
<p>To foster a culture of health and vitality by encouraging regular physical activity, mental wellness practices, and healthy habits—supporting individuals to lead more balanced and fulfilling lives.</p>	<p>To achieve this, we will:</p> <ul style="list-style-type: none"> • Create Awareness and Education - Share educational resources through newsletters, posters & social media. Host guest talks or webinars with health professionals, fitness experts, and mental health advocates. • Integrate Movement into Daily Routines - Encourage active commuting (walking, cycling) and provide facilities like bike racks. Promote movement breaks during the school day. • Offer Diverse Wellness Activities - Provide a range of physical activities to suit different preferences and abilities: Cardio and strength classes, Mindfulness and yoga sessions & Recreational

sports.

- Build Supportive Environments - Create safe and welcoming spaces for activity—indoors and outdoors. Ensure accessibility for all, including those with disabilities or chronic conditions. Foster a positive culture where wellbeing is valued and supported by leadership.
- Monitor, Evaluate, and Evolve - Collect feedback and participation data to understand impact and areas for improvement. Adjust offerings based on seasonal trends, feedback, and engagement levels. Share success stories to inspire others and build momentum.

Expected impact and sustainability will be achieved

<p>What impact/intended impact/sustainability are you expecting?</p>	<p>How will you know? What evidence do you have or expect to have?</p>
<p>To ensure the majority of pupils meet the national curriculum requirements for swimming and water safety. This targeted intervention aims to close the gap in swimming proficiency, promote water safety, and support pupils in achieving the statutory requirements before transitioning to secondary school.</p>	<p>To monitor and evaluate students' development in swimming, a range of evidence is collected throughout the academic year. This includes:</p> <ul style="list-style-type: none"> • Swimming Progress Logs: These document each student's skill acquisition, attendance, and milestones achieved during swimming sessions. • End-of-Year Assessments: Formal evaluations are conducted to assess each student's swimming proficiency against age-appropriate benchmarks. Results are used to inform future instruction and identify areas needing support. • Reports from Swimming Teachers: Swimming instructors provide qualitative feedback based on direct observation. Teachers may also note any special achievements or challenges encountered. <p>Together, these sources offer a comprehensive picture of each student's swimming journey.</p>
<p>Increased participation in a wider range of sports will help more people stay active, discover new interests, and build stronger connections with others.</p>	<p>To evaluate the impact and success of the club or activity, we will use a combination of attendance records, pupil feedback, and sports day involvement as key indicators.</p> <p>We will know the club or initiative is having a positive impact if:</p> <ul style="list-style-type: none"> • There is consistent or increasing attendance over time, indicating sustained interest and engagement. • Pupils provide positive feedback through surveys, informal conversations, or structured reflection activities, showing they find the experience enjoyable, valuable, or beneficial. • Pupils who participate in the club also show active involvement in sports day, suggesting that the club has helped build

	<p>confidence, skills, or motivation to engage in wider school events.</p> <p>We will gain evidence through:</p> <ul style="list-style-type: none"> • Club attendance records: These will show who is attending, how regularly, and any trends in participation. This data can help identify which sessions are most popular or if certain groups are underrepresented. • Pupil feedback: Collected through questionnaires & interviews this will provide qualitative insights into pupils' experiences, what they've learned, and suggestions for improvement.
<p>Improved teaching quality and consistency in PE will ensure students receive better, more equal learning experiences, helping them develop skills and confidence in physical activity.</p>	<p>We will know teaching practices and professional development efforts are effective if:</p> <ul style="list-style-type: none"> • Peer observations highlight strengths in instructional delivery, classroom management, and pupil engagement, and show improvements over time. • Staff surveys reflect increased confidence, satisfaction, and perceived support among colleagues, indicating a positive impact on staff morale and collaboration. • Lesson quality reviews demonstrate consistent or improved standards in planning, differentiation, assessment, and pupil outcomes, confirming that teaching is meeting expected benchmarks. <p>We will gain evidence through:</p> <ul style="list-style-type: none"> • Peer observation records: These will include structured feedback from colleagues, noting areas of strength and development. Repeated observations can show progress and consistency. • Staff survey results: Quantitative and qualitative data from surveys will provide insight into staff perceptions of the teaching environment, leadership support, and professional development opportunities.

	<ul style="list-style-type: none"> • Lesson quality review documentation: This will include formal evaluations or walkthrough notes that assess lesson structure, pupil engagement, and learning outcomes. These reviews will help identify trends and areas for improvement.
<p>Enhanced physical and mental wellbeing will support healthier lifestyles, better mood, and improved ability to manage stress.</p>	<p>We will know if the initiative is positively impacting pupils' physical and emotional wellbeing if:</p> <ul style="list-style-type: none"> • Fitness tracking results show measurable improvements in physical activity levels, endurance, or strength over time. • Wellbeing surveys indicate increased levels of happiness, reduced stress, and a stronger sense of belonging or motivation among pupils. • Pupil reflections reveal personal insights, growth in self-awareness, and positive attitudes toward health and wellbeing. <p>We will gain evidence through:</p> <ul style="list-style-type: none"> • Wellbeing surveys: Surveys will provide quantitative and qualitative data on pupils' emotional health, including their feelings about school, relationships, and self-esteem. • Pupil reflections: Written or verbal reflections will offer personal accounts of how pupils perceive their own wellbeing journey, what they've learned, and how their attitudes or behaviours have changed.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Following the implementation of targeted top-up swimming sessions, 67% of Year 6 pupils successfully met the national curriculum swimming standards. The sessions provided additional instruction and practice, helping to close skill gaps and build confidence in the water.</p>	<p>Swimming assessment data and feedback from instructors.</p>
<p>Participation in newly introduced sports activities rose by 40%, with particularly notable engagement among pupils with Special Educational Needs and Disabilities (SEND). This increase reflects the success of inclusive programming and targeted outreach efforts designed to broaden access and appeal. By offering a wider variety of sports—such as non-traditional or adapted activities—the initiative helped to break down barriers to participation, encourage physical activity among groups who may have previously not participated.</p>	<p>Club registers, pupil voice surveys, and termly activity reports.</p>
<p>"Staff confidence in delivering high-quality PE lessons improved significantly. This development was supported by targeted professional development opportunities, mentoring, and access to structured PE resources. The increase in confidence has led to more consistent and enthusiastic PE delivery across the school, contributing to better pupil outcomes and a more positive attitude towards physical education.</p>	<p>CPD logs, teacher feedback forms, and lesson observation notes.</p>
<p>Pupils demonstrated increased engagement in daily physical activity, which has had a noticeable positive impact on their overall focus, behaviour, and wellbeing. Structured opportunities such as active breaks, playground initiatives, and classroom movement activities have contributed to a more dynamic school day. This shift reflects the success of a whole-school approach to embedding movement into daily routines and promoting a culture of active living.</p>	<p>Pupil interviews and teacher observations.</p>