

# 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

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 2024/25

<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?	72%
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	72%
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	72%
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 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
Enhance pupil swimming proficiency in alignment with national curriculum expectations.	<p>To action these plans we will:</p> <ul style="list-style-type: none"><li>• Assess current swimming attainment levels across year groups to identify gaps in provision, facilities, and pupil access.</li><li>• Define measurable outcomes (e.g., % of pupils able to swim 25m unaided).</li><li>• Align targets with national curriculum benchmarks.</li><li>• Embed swimming into PE planning with dedicated termly blocks.</li><li>• Ensure progression from water confidence to stroke technique and water safety.</li><li>• Establish partnerships with swimming instructors and leisure centers</li><li>• Encourage staff to gain swimming qualifications.</li><li>• Prioritise pupils with limited access to swimming outside school.</li><li>• Communicate the importance of swimming proficiency to</li></ul>

	<p>parents.</p> <ul style="list-style-type: none"> <li>Track pupil attainment termly and adjust provision as needed.</li> </ul>
<p>Broaden the range of sports offered to pupils to increase engagement, inclusivity, and physical literacy across all ability levels.</p>	<p>To achieve this, we will:</p> <ul style="list-style-type: none"> <li>Review existing sports offered in PE curriculum and extracurricular clubs.</li> <li>Survey pupils to identify interests and gaps in provision.</li> <li>Provide CPD for staff to deliver new sports confidently.</li> <li>Partner with local clubs, coaches, and national governing bodies for specialist sessions.</li> <li>Invite guest instructors for taster days and enrichment weeks.</li> <li>Rotate sports termly to ensure exposure to a wide range.</li> <li>Embed new sports into PE curriculum and after-school clubs.</li> <li>Use enrichment days or themed weeks to trial new activities.</li> <li>Ensure sports are adapted for SEND pupils and those with lower confidence.</li> <li>Offer non-competitive formats and recreational versions.</li> <li>Celebrate achievements through assemblies, newsletters, and displays.</li> <li>Adjust offerings based on uptake and pupil voice.</li> </ul>
<p>Improve and diversify the range of sporting clubs available to pupils to increase participation, promote lifelong physical activity, and cater to varied interests and abilities.</p>	<p>To achieve this, we will:</p> <ul style="list-style-type: none"> <li>Review existing clubs, attendance rates, and pupil feedback.</li> <li>Identify underrepresented sports and groups (e.g., girls, SEND pupils, less active students)</li> <li>Offer a mix of competitive, recreational, and alternative clubs to appeal to a broader range of pupils.</li> </ul>

- Offer clubs before school, during lunch, and after school to accommodate different timetables.
- Rotate club offerings termly to maintain freshness and allow pupils to try new activities.
- Encourage staff to lead clubs aligned with their interests or expertise.
- Partner with local sports clubs, coaches, and organisations for specialist sessions.
- Invite guest instructors for enrichment days or short-term programmes.
- Adapt activities for SEND pupils and those with physical limitations.
- Provide equipment and financial support for disadvantaged pupils.
- Use assemblies, newsletters, and social media to promote clubs and celebrate achievements.
- Introduce reward systems (e.g., certificates, badges, recognition boards).
- Host inter-house or inter-school competitions to showcase talent.
- Track participation data and gather pupil voice regularly.
- Adjust offerings based on engagement, feedback, and seasonal trends.
- Set targets for increased participation and diversity in club attendance.

Establish and strengthen partnerships with local sporting organisations, clubs, and businesses to enrich pupils' access to high-quality sporting experience, coaching, and facilities.

To achieve this, we will:

- Map out local sports clubs, leisure centres, coaching academies, and fitness businesses.
- Prioritise organisations with youth programmes, inclusive practices, and community engagement.

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|  | <ul style="list-style-type: none"><li>• Reach out via email, phone, or in-person visits to introduce your school's vision.</li><li>• Invite partners to visit the school or attend sporting events.</li><li>• Ensure DBS checks and insurance are in place for external providers.</li><li>• Schedule regular check-ins to review progress and feedback.</li><li>• Celebrate collaborations through newsletters, social media, and local press.</li><li>• Display partner logos on event materials and school websites.</li><li>• Invite partners to awards evenings or celebration assemblies.</li><li>• Track pupil participation, skill development, and engagement.</li><li>• Gather feedback from pupils, staff, and partners.</li></ul> |
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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?
Enhance pupil swimming proficiency in alignment with national curriculum expectations.	We will know this by: <ul style="list-style-type: none"><li>• Using pre- and post-programme assessments to measure progress.</li><li>• Track percentage of pupils meeting national standards across year groups.</li><li>• Higher pupil attendance in swimming lessons and booster sessions.</li><li>• Positive pupil feedback on confidence and enjoyment in water.</li><li>• Reduction in the number of non-swimmers or reluctant participants.</li><li>• Teachers and swimming instructors report improved skill levels and engagement.</li></ul>
Broaden the range of sports offered to pupils to increase engagement, inclusivity, and physical literacy across all ability levels.	We will know this by: <ul style="list-style-type: none"><li>• Higher overall participation rates in PE and extracurricular sports.</li><li>• More pupils opting into previously underrepresented or new sports.</li><li>• Greater engagement from groups traditionally less active (e.g., girls, SEND pupils, less confident students).</li><li>• Documented increase in the number and variety of sports available across the curriculum and clubs.</li><li>• Inclusion of alternative, culturally diverse, and non-traditional sports.</li><li>• Termly rotation or enrichment weeks showcasing new</li></ul>



	<p>activities.</p> <ul style="list-style-type: none"> <li>• Pupils demonstrate a broader range of movement skills, coordination, and confidence across different sports.</li> <li>• Assessment data shows progress in agility, balance, and control.</li> <li>• Staff report improved pupil adaptability and willingness to try new activities.</li> <li>• Survey results show increased enjoyment and interest in PE.</li> <li>• Pupils express enthusiasm for new sports and feel their preferences are reflected.</li> <li>• Feedback highlights improved self-esteem and sense of belonging.</li> </ul>
<p>Improve and diversify the range of sporting clubs available to pupils to increase participation, promote lifelong physical activity, and cater to varied interests and abilities.</p>	<p>We will know this by:</p> <ul style="list-style-type: none"> <li>• More pupils regularly attend sporting clubs across year groups.</li> <li>• Growth in participation from previously underrepresented groups (e.g., girls, SEND pupils, less active students).</li> <li>• Higher retention rates term-to-term in club attendance.</li> <li>• Documented increase in the number and variety of clubs available.</li> <li>• Inclusion of alternative, recreational, and culturally diverse sports.</li> <li>• Termly rotation or seasonal offerings that reflect pupil interests.</li> <li>• Survey results show increased enjoyment, motivation, and sense of belonging.</li> <li>• Pupils report trying new sports and feeling more confident in physical activity.</li> <li>• Feedback highlights that clubs reflect a wider range of interests and abilities.</li> </ul>

	<ul style="list-style-type: none"> <li>• More staff involved in leading or supporting clubs.</li> <li>• Partnerships with local coaches, clubs, or organisations to deliver specialist sessions.</li> <li>• Staff report improved pupil engagement and enthusiasm.</li> </ul>
<p>Establish and strengthen partnerships with local sporting organisations, clubs, and businesses to enrich pupils' access to high-quality sporting experience, coaching, and facilities.</p>	<p>We will know this by:</p> <ul style="list-style-type: none"> <li>• Documented increase in active partnerships with local sports providers.</li> <li>• Variety of partners across different sports, coaching styles, and facilities.</li> <li>• Inclusion of organisations that support inclusive and adaptive sports.</li> <li>• More pupils participating in externally led sessions, workshops, or events.</li> <li>• Pupils gain access to specialist coaching, new sports, or professional-grade facilities.</li> <li>• Positive pupil feedback on the quality and variety of experiences.</li> <li>• Staff report increased confidence and support from external coaches.</li> <li>• PE curriculum includes co-delivered or externally supported sessions.</li> <li>• Staff CPD opportunities provided through partner organisations.</li> <li>• Joint events, tournaments, or showcases hosted with partners.</li> <li>• School presence in community sports initiatives or local media.</li> <li>• Recognition or awards from sports networks or governing bodies.</li> </ul>

**Actual impact/sustainability and supporting evidence**

What impact/sustainability have you seen?	What evidence do you have?
<p><b>Sustainable Impact:</b></p> <ul style="list-style-type: none"> <li>Swimming is now a consistent part of the PE curriculum.</li> <li>Booster sessions and catch-up programmes are embedded annually.</li> <li>Partnerships with pools and instructors are ongoing.</li> </ul> <p><b>Sustainable Impact:</b></p> <ul style="list-style-type: none"> <li>Diverse sports are now part of termly planning and enrichment weeks.</li> <li>Staff are trained to deliver a wider range of activities.</li> <li>Pupil voice regularly informs sport selection.</li> </ul> <p><b>Sustainable Impact:</b></p> <ul style="list-style-type: none"> <li>Clubs run consistently across terms and year groups.</li> <li>Participation is high and inclusive, with targeted support for underrepresented groups.</li> <li>External coaches and staff lead clubs with long-term commitment</li> </ul> <p><b>Sustainable Impact:</b></p> <ul style="list-style-type: none"> <li>Formal agreements with local organisations are renewed annually.</li> <li>External coaches and facilities are integrated into curriculum and clubs.</li> <li>Joint events and sponsorships continue year after year.</li> </ul>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Year-on-year increase in pupils meeting national standards.</li> <li>Longitudinal tracking shows reduced numbers of non-swimmers.</li> <li>Staff CPD records and stable external provider contracts</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Curriculum maps show consistent inclusion of alternative sports.</li> <li>Pupil surveys show sustained interest and engagement.</li> <li>Staff CPD logs and lesson observations reflect confidence in delivery</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Club registers show steady or growing attendance.</li> <li>Feedback forms show high satisfaction and repeat engagement.</li> <li>Termly reports highlight club diversity and pupil outcomes.</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Records of joint events, coaching sessions, and facility use.</li> <li>Testimonials from partners and recognition from local networks.</li> </ul>