

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.

Review of Last Year

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?
<p>To maintain the current CPD programme with JASC 2 x days per week.</p> <p>To continue to develop the CPD model further by increasing the amount of class teacher led PE sessions with JASC supporting, observing and feeding back. (increase further next year to ensure consistency).</p> <p>To continue to offer a wide range for the extra-curricular programme, with clubs before and after school with a variety of local providers.</p>	<p>Achievement of target and staff engagement. Staff have provided feedback forms which can be located in the PE sports folder, as well as our sports specialists providing observations and feedback to support increasing knowledge and confidence of staff. Staff have continued to be up skilled and all requested that these sessions continue into the following academic year. (Curriculum plan to be looked at in order to ensure staff are up skilled in different areas of the PE curriculum.)</p> <p>Families have been provided with a greater access to a wider range of sports and activities before and after school which diversified throughout the year. These included tennis, yoga, multisports, football and dance</p>	<p>Intro sports crew. At team of children across Y1 and Y2 to work alongside sports leaders in a supportive capacity.</p> <p>Increase number of interschool competitions for Year One and Year Two.</p> <p>Introduce trophy cabinet on wall in central area.</p> <p>Whole school focus on taking increasing numbers of lessons outdoors throughout the year.</p>	<p>Not yet achieved - continue to next academic year.</p> <p>Comps happened but not an increased number, work with an increasing number of schools in the local authority to ensure more competitions happen next academic year.</p> <p>Display cabinet and board to be implemented still. Target for September 2025.</p> <p>This has increased in Year One and been maintained in YR. Consider ways to increase also in Y2 in the next academic year and focus on a percentage of timetabling.</p>

Review of Last Year

<p>Revise and include new activities on an updated curriculum plan that includes a diverse range of activities and fosters clear progression. These activities to be available on the school website for families to access. local providers.</p> <p>Continue with the Year Two sports leader programme. Sports leaders to meet with the PE lead / JASC once a half term.</p> <p>Transition groups: To meet first thing in the morning as the school day starts for a morning session with</p>	<p>club. Clubs were fully attended. This should continue into the next year and where there are time tabling gaps an increase of providers to be introduced where possible.</p> <p>Updated curriculum plan is on the website. The plan fosters progression and the children have experienced a wide variety of activities which they might not have taken part in before. These have included Basketball, netball, football, hockey, rugby and badminton.</p> <p>Target achieved and to be continued. Sports leaders participated in small sessions with younger year groups which built their knowledge and communication skills. They were confident to run events at the YR and Y1 sports days in the summer term. They explained the rules, scored using score sheets and helped to run the activity. The children worked with a variety of partners and reported any news to the school throughout the year during assemblies.</p> <p>Potential school refusers have joined</p>		
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Review of Last Year

<p>JASC.</p> <p>Sensory Circuits group and gross motor circuits group: To meet first thing in the morning (Friday morning) as the school day starts for a morning session with JASC.</p> <p>Keep competitive element to sports day – re use trophies.</p> <p>Competitive element through inter-form competitions, intra school competitions and sporting events.</p> <p>Whole school sporting events</p>	<p>JASC 1 x per week for fun active games in a safe and nurturing environment. Helping regulation, and anxiety reduction. IMPACT: attendance.</p> <p>Children presenting with sensory needs have attended these small group sessions once a week. These sessions have helped regulation, engagement, benefitted mental health barriers and taught skills which help children to work with others. IMPACT: behaviour / focus /attendance / physical and mental health.</p> <p>This continued, and should be further celebrated and displays increased, and parent communication increased in these areas also.</p> <p>Achieved, students have learned to compete, be governed by rules and understand the value of being able to lose and win with good sportsmanship. This should be increased into the following year, ensuring those less active are as involved as those who are already</p>		
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Review of Last Year

<p>including mini-marathon, sponsored walk and dance-athon.</p> <p>Celebrate units of learning through performances in assemblies and to other year groups. Celebration of achievements in whole school assemblies.</p> <p>Introduction of Forest School sessions across KS1. Every child will attend forest school for 1 half term.</p>	<p>very active.</p> <p>Mini marathon, achieved! Sponsored walk and dance-athon not - consider for next academic year.</p> <p>Achieved in assemblies.</p> <p>Every child in Year 1 and Year 2 took part in a 5-6 week block of forest school sessions. Sessions greatly received, parental engagement each week and children's confidence in the outdoors increased. Forest School principles covered in every session. Including, nature, holistic learning, risk, community, leadership and long term principles. To be continued into next year. Feedback and pupil voice have been collected from the children and next academic year, the impact should be collected from class teachers also.</p>		
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Intended Actions for 2025/26

Total Sports Premium Grant for 2025/2026: £17,780

What are your plans for 2025/26	How are you going to action and achieve these plans?
Intent (Cost predictions are highlighted in yellow.)	Implementation
<p>1) (KI 2,3) Deepen CPD model with JASC & teacher sports coach discussions, feedback and reflections. (Cost prediction: £14060)</p> <p>2) (KI 3,4) Update curriculum map to include a broader range of sports. These should be inclusive as well as showing clear progression moving further up the school.</p> <p>3) (KI4,5) Expand extra-curricular clubs with 'taster weeks' to be introduced during lessons. (Innovation)</p> <p>4) (KI 1,2,5) Maintain Forest School and include an increased number of PE-linked, physical challenges (map reading, team relays, active games). (Innovation)</p> <p>5) (KI 1,2,5) Y2 sports leaders and Y1 sports crew to be appointed. Develop pupil leadership and peer mentoring of younger children. (Innovation) (Cost prediction: £100)</p> <p>6) (KI 4,5) Expand cluster for inter-school sports events / festivals. Increased competitive sport participation opportunities for all. (Cost prediction: £700)</p>	<p>1) (KI 2,3) Weekly CPD with JASC plus termly lesson observation cycles and reflections.</p> <p>2) (KI 3,4) Publish new curriculum map with at least 3 additional sports (e.g. basketball, yoga, pickleball).</p> <p>3) (KI4,5) Provide at least 2 taster weeks of new sports and monitor registers. PP chdn to have priority access to sign up to these clubs.</p> <p>4) (KI 1,2,5) Deliver 5–6 week blocks for every KS1 child, integrating physical challenges and team relays.</p> <p>5) (KI 1,2,5) 12 Y2 Sports leaders to be appointed in the Autumn term and 12 Y1 Sports Crew to be appointed in the Summer term, Leaders to be trained up in half termly meetings with PE lead / JASC. In the Summer term, structured peer led games and mentoring to commence. Sports crew and sports leaders to support others at playtimes.</p> <p>6) (KI 4,5) At least 3 events to be hosted throughout the school academic year (1 per term), including SEND-friendly activities.</p>

Intended Actions for 2025/26

7) Continue element of safe competition within school through sports days, interform and interclass competitions across KS1. (Cost prediction: £870)

8) (KI 1,5) Raise profile of PE and sport in the school through celebrating successes via trophy display, PE display, newsletters , sports leaders and sports crew as well as assemblies. (Repeated) (Cost prediction: £350)

9 (KI 1,2) Continue to target intervention and well groups. Support children with SEMH / SEND needs through safe, small physical activity and nurture groups. (Repeated) (Cost prediction: £500)

11) (KI 1,2,3) Embed active cross-curricular learning. Increase profile of increased activity across the school day through active lessons, brain breaks, daily mile etc. (Innovation)

12) (KI 4, 5) Strengthen sporting partnership with The Windmills Junior school (Years 3–6) Build a sustainable transition pathway from infants (Y2) into juniors (Y3–6), ensuring continuity of sporting opportunities. (Cost prediction: £500)

port7) Liaise with class teachers, JASC, sports leaders, PE lead and the staff at Windmills Junior School to ensure the smooth running of these events and that they still go ahead annually.

8) (KI 1,5) Complete central displays, celebrate achievements in assemblies and perform achievements to other year groups in the school such as dance. Termly newsletter PE spotlight. Y2 leaders to update board where appropriate and possible. (Innovation)

9 (KI 1,2) JASC to run weekly early morning transition, sensory and gross motor groups for children who struggle to come to school or display additional needs and would benefit from this start to the day. Chdn to be chosen through recommendation from the class teacher or SENCO.

11) (KI 1,2,3) Time allocated to talk and plan in staff meetings about introducing at least one active lesson (aside from PE) per week per class. (Innovation)

12) (KI 4, 5) Strategies for this to include, building links with the PE co-ordinator and new head teacher of The Windmills Junior School. Suggesting ideas e.g. Termly joint training sessions for Y2 & Y3 pupils. Meetings between PE leads and JASC to align curriculum progression. Y5 and 6 sports leaders supporting an increased number of infant events including sports day, building role models for younger children.

Expected impact and sustainability will be

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
1) (KI 2,3) Enhance staff skills and independence in knowledge of and delivering high-quality PE. Pupils receive high quality coaching.	1) (KI 2,3) 100% KS1 teaching staff report improved confidence (survey); lesson observations show consistent high-quality delivery; sustainability through upskilled staff reducing reliance on coaches.
2) (KI 3,4) Impacting both staff and pupils. Children will show increased enjoyment and engagement.	2) (KI 3,4) 100% curriculum plan mapped, pupil voice showing increased enjoyment, knowledge and engagement. Plan monitored annually.
3) (KI4,5) Increase the less-active pupil participation and engagement.	3) (KI4,5) Sports Leaders to monitor update of extra-curricular activities. Specific children to be supported to access clubs. Sports leader to monitor uptake.
4) (KI 1,2,5) Increased mental and physical health including fitness and long term relationships with the outdoors, risk taking, self confidence and resilience.	4) (KI 1,2,5) 100% KS1 access. 80% reporting through pupil voice greater confidence with the outdoors. Simple staff surveys on impact on indoor learning post forest school experiences.
5) (KI 1,2,5) Whole school impact. Sports Leaders to support lunch time play. Have responsibilities within school such as announcements, supporting sporting events, updating the PE board, supporting areas at playtimes.	5) (KI 1,2,5) Leaders report confidence and increased knowledge or rules and sporting activities. Increased peer-led play on the playground.
6) (KI 4,5) 50 % + children in Y2 to attend at least one competitive event. SEND pupils should be represented.	6) (KI 4,5) Evidenced through registers and attendance.
7) Children will understand the importance of healthy competition against either themselves (personal best) or other children, the importance of an active and healthy lifestyle and the role that physical activity plays in achieving this.	7) Evidence through staff and pupil voice.

Expected impact and sustainability will be

8) (KI 1,5) Pupils, staff and families to be impacted through the profile raised in PE and sport. Families to be increasingly motivated and engaged. Therefore getting more active both at school and outside of school.

9) (KI 1,2) Pupils to feel happier to come into school in the morning improving attendance for the target group. Chdn's focus in class to improve. Chdn to feel safe and happy and engaged.

11) (KI 1,2,3) Pupils physical and mental well being improved. Focus in class improved and motivation for learning and engagement improved.

12) (KI 4,5) Long-term sustainability: partnership embedded into both schools' PE development plans. Clear curriculum alignment and progression across Y2–Y3.

8) (KI 1,5) PE displays, newsletters and number of announcements in assemblies to be monitored and logged. (At least 6 x assembly celebrations, 3 x newsletters covered with sports coverage).

9) (KI 1,2) Attendance to improve by 5% (registers). 80% to improve focus (teacher feedback and observations). Chdn to feel happy and safe and ready for the school day (pupil voice).

11) (KI 1,2,3) Pupil and staff voice. 80% of children report enjoying active lessons and increased confidence in staff to deliver more active lessons.

12) (KI 4,5) At least 2 additional joint events/activities held annually (beyond the Y2 sports afternoon).

100% of Y2 pupils participate in transition sports events.

Pupil voice shows 80%+ of Y2 pupils feel confident about commencing in sport at junior school.

