

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



Images courtesy of Youth Sport Trust

Review of last year's spend and key achievements (2023/2024)

Activity/Action	Impact	Comments
Purchase equipment for PE, wellbeing ambassadors and peer mentors, lunch time activities and Sports Day	Pupil survey data	Purchased PlayPod for Key Stage 1 playground. This is used everyday and engages children in teamworking and physical play. This was part funded by Sports Premium and PTA. Other resources also bought with input from school council, peer mentors and wellbeing mentors including stocking the new KS2 wellbeing area.
Reviewed the outdoor curriculum offer	Added 'Forest School' opportunities as part of PE curriculum Reviewed residential visit offer to support Outdoors and Adventurous Sports Increased field work opportunities and learning outside the classroom Increased access to all weather surface provision for PE lessons increasing opportunity	
Funding for children unable to swim 25m at the end of Year 4	4 children took part in top sessions meaning 95% of children left primary school being able to swim 25m.	

<p>The role of Sports Leaders to mentor and coach Key Stage 1</p> <p>The introduction of lunchtime play leaders in the Key Stage 1 playground</p> <p>Focus on 5 ways to wellbeing including whole school events and workshops e.g. skipping workshops</p> <p>Regular items about sport and wellbeing in the whole school newsletter.</p> <p>Introduction of Level 1 Bikeability to complement existing level 2</p> <p>Active travel campaign including walk to school week.</p>	<p>Children in Key Stage 1 are supported to enjoy play and develop team working skills.</p> <p>Whole school language, experiences and excitement around PESSPA e.g. walk to school and skipping workshop</p> <p>Older children as role models inspires younger members of the school and creates a sporting community.</p> <p>Use of newsletter and social media promotes whole community engagement.</p>	<p>Additional lunchtime staff are part funded from school budget.</p> <p>Enrichment events funded by WPSA</p>
<p>Whole staff curriculum review and audit.</p>	<p>Curriculum reviewed to ensure key knowledge and skills outcomes were clear for all staff</p> <p>All progression grids clearly highlight links with prior and future learning</p> <p>Skills audit taken place to understand teacher gaps in knowledge.</p> <p>Subject lead monitored delivery and impact of lessons which form part of rigorous monitoring and review cycle.</p>	<p>PE is generally taught by specialist providers but teachers are accountable for planning, assessment and how the subject has been delivered.</p>

To enhance and improve sports offer by partnering with a specialist provider – SHINE who provide access to excellent sporting facilities and specialist sports coaches/trainers.	Children in Key Stage 2 have access to an astro, large field, sports track and forest school area. Children have access to specialist sports coaches e.g. an international lacrosse player as their coach. As a result children have the opportunity on top quality pitches.	
To build and grow the extra-curricular sports provision available across the school.	The school provides more than 2 sports activities for children to participate in. These are spread across EYFS, KS1 and KS 2 and offer a variety of accessible opportunities.	Children with additional needs are fully supported in these inclusive clubs.
To review and re categorise the competitive sports offer after feedback about lack of understanding around selection.		<p>The opportunities have been reclassified as follows:</p> <p>Inclusive: every child participates in the activity/sport being taught at a particular time in PE - learning the skills and rules. In KS2, we work towards end of term inter-house competitions and once a year Festivals of Sport (off site at RGS). These are friendly-competitive. The inter-house competitions are in whatever sport the children have been focusing on that term. In Years 3 and 4, the FoS is in athletics. In Years 5 and 6, it is netball and football.</p> <p>Volunteering: we encourage children to participate in extra events. Ultimately, they have to want to do these, but the teachers actively encourage them to volunteer. If children show a level of aptitude or enjoyment for a particular activity, a teacher will try gently to persuade them to take part in an extra event, such as a friendly match against another school.</p> <p>Fully competitive: we aim to give children the chance to take part in competitions with other schools and at tournaments. Often, the aim is to broadly match the standard of the opposition, so that the children can enjoy a close game. It is not always the 'strongest' team that gets picked. If a team takes part in a tournament over multiple rounds, we usually stick with the same team - i.e. if a team qualifies for the next stage of a competition - the children involved have earned that next level of competition.</p>

Key achievements 2024-2025

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity		
Activity/Action	Impact	Comments
<p>Objective:</p> <p>To increase the engagement of all pupils in regular physical activity through structured and inclusive play opportunities during break and lunch times.</p> <p>Action Taken:</p> <p>To achieve this, the school employed two additional Play Leaders per day. These Play Leaders worked for 1.5 hours daily during lunch break periods. Their role focused on facilitating and encouraging active play, with an emphasis on imaginative, creative, and physical activities such as:</p> <ul style="list-style-type: none"> Imaginative play scenarios (e.g., role-play zones and adventure games, Play Pod) Team sports including football and hockey Individual activities like skipping and obstacle courses Top Up swimming lessons for those that have not met the end of key stage target <p>This initiative was implemented at an annual cost of £9,731.</p> <p>Additional costs to meet the need to provide top up swimming lessons including releasing staff to make this happen was £400</p>	<p>Impact and Outcomes:</p> <ol style="list-style-type: none"> Increased Physical Activity: <ul style="list-style-type: none"> All pupils had access to a variety of physical activities every day. Observations showed a higher number of children actively engaged during playtimes, including those previously reluctant to participate in sports. Improved Behaviour: <ul style="list-style-type: none"> A reduction in reported behaviour incidents during unstructured times (compared to the previous year). Anecdotal evidence from staff indicated more positive social interactions and reduced conflicts. Fewer First Aid Incidents: <ul style="list-style-type: none"> Decrease in minor first aid incidents (e.g., trips, bumps) during lunch and break periods, attributed to better supervision and purposeful engagement. Positive Feedback from Stakeholders: <ul style="list-style-type: none"> A school-wide survey indicated a notable increase in satisfaction: <ul style="list-style-type: none"> Teachers also reported children returning to 	<p>The employment of dedicated Play Leaders has significantly enhanced the physical activity engagement of all pupils. The structured and varied nature of the play activities has not only increased participation but has also positively impacted behaviour, safety, and overall well-being. The initiative represents a successful investment in promoting active, healthy, and happy learners.</p>

	<p>class more settled and ready to learn.</p> <p>Measurement Methods:</p> <ul style="list-style-type: none"> Behaviour logs and incident reports were monitored and compared to baseline data from the previous year. First aid records were tracked termly and analysed for trends. Surveys were conducted with pupils and parents at the end of each term to assess satisfaction, enjoyment, and perceived benefits. <p>Play Leader feedback and weekly reports were used to adapt and improve activity offerings.</p>	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement		
Activity/Action	Impact	Comments
<p>Actions Taken:</p> <p>To achieve this goal, the school implemented a student leadership programme, which included:</p> <ul style="list-style-type: none"> Training pupils as Sports Leaders, Peer Mentors, and Wellbeing Champions These pupils worked proactively with peers across all year groups to promote physical activity, sport participation, and wellbeing. <p>Their responsibilities included:</p> <ul style="list-style-type: none"> Leading and supporting activities at break and lunch times Assisting at whole-school events such as sports days and inter-house competitions Running assemblies to promote healthy lifestyles, teamwork, and inclusivity Training Sports leaders 	<p>Impact and Outcomes:</p> <ol style="list-style-type: none"> Stronger School Identity Around PESSPA: <ul style="list-style-type: none"> PESSPA became more visible and valued across the school through leadership presence and pupil-led events. Physical activity was increasingly referenced in class discussions, newsletters, and assemblies. Increased Pupil Engagement: <ul style="list-style-type: none"> Pupils reported feeling more involved and motivated, particularly those in leadership roles. Greater peer encouragement led to increased participation in lunchtime activities across key stages. Enhanced Pupil Leadership and Confidence: 	<p>Conclusion:</p> <p>This initiative successfully raised the profile of PESSPA, using it as a vehicle for wider school improvement. Through structured pupil leadership roles, the school not only increased physical activity and wellbeing but also developed confident, responsible students who are actively contributing to a positive and inclusive school culture. The programme represents a sustainable model for long-term impact, delivered at a relatively low cost.</p>

<ul style="list-style-type: none"> Meeting with senior leaders to provide feedback and contribute to school wellbeing and PESSPA policies <p>The initiative required an investment of £1,280, covering:</p>	<ul style="list-style-type: none"> Leadership pupils developed strong communication, teamwork, and responsibility skills. Staff noted improvements in pupil behaviour and classroom focus among leaders. <p>4. Wellbeing Improvements:</p> <ul style="list-style-type: none"> Peer mentors provided informal support to other pupils, helping reduce isolation and promoting positive social interaction. The school saw a notable drop in low-level behaviour issues during unstructured times <p>Measurement Methods:</p> <ul style="list-style-type: none"> Pupil voice sessions provided qualitative data on the experience and development of leaders. Behaviour and wellbeing data indicated fewer incidents requiring adult intervention during playtimes. Feedback from SLT meetings with pupil leaders showed their input was valuable and influenced changes in school practice, such as more inclusive activity zones. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport		
Activity/Action	Impact	Comments

<p>1. Specialist Support from External Coaches:</p> <ul style="list-style-type: none"> Engaged qualified tennis coaches and a professional dance teacher to work alongside school staff during PE lessons. These coaches not only delivered high-quality sessions but also modelled effective teaching strategies and differentiated instruction. Staff participated actively in co-delivery, observation, and post-lesson reflections to build confidence and competence. <p>2. Curriculum Development and Investment:</p> <ul style="list-style-type: none"> Invested £1,000 in purchasing and adapting a progressive, skills-based PE curriculum to ensure consistency across year groups. Resources included lesson plans, assessment tools, and activity cards aligned with national standards. Teachers were trained to use these resources effectively to support planning and delivery. <p>Total Financial Investment:</p> <ul style="list-style-type: none"> £1,248 for specialist coaches £205 for curriculum teaching resources 	<p>Impact and Outcomes:</p> <p>1. Improved Staff Confidence and Capability:</p> <ul style="list-style-type: none"> Staff reported feeling more confident in delivering PE, particularly in areas where they previously lacked experience (e.g., dance and racket sports). Teachers demonstrated better use of technical vocabulary, clearer skill progression, and improved lesson structure. <p>2. Higher Quality PE Lessons:</p> <ul style="list-style-type: none"> Observations showed an increase in active learning time, improved pupil engagement, and more purposeful skill development. Lessons were more inclusive and catered effectively to a range of abilities. <p>3. Sustainable Skill Development:</p> <ul style="list-style-type: none"> Staff lead sessions independently, applying new methods and adapting plans with confidence. Ongoing informal coaching continued with internal support networks forming around subject leads and PE champions. <p>Measurement and Evidence of Impact:</p> <ul style="list-style-type: none"> Staff Surveys and Self-Assessments: <ul style="list-style-type: none"> Teachers reported improved understanding of progression and differentiation in PE. Lesson Observations and Learning Walks: <ul style="list-style-type: none"> Conducted termly, these showed measurable improvements in delivery quality, engagement, and clarity of learning objectives. Pupil Feedback: 	<p>Conclusion:</p> <p>The use of specialist coaches and a high-quality, well-resourced curriculum has significantly enhanced the capability of staff to deliver engaging and effective PE lessons. The increased confidence and improved subject knowledge among teachers have translated into better outcomes for pupils in terms of skill development, enjoyment, and participation. The investment has led to sustainable improvement, with a clear framework in place for continued staff development.</p>
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	<ul style="list-style-type: none"> ○ Pupils reported enjoying PE more, citing more variety and clearer instruction. ○ More pupils felt they were “getting better at PE” (based on end-of-unit feedback). <ul style="list-style-type: none"> ● Curriculum Monitoring: <ul style="list-style-type: none"> ○ PE leads reviewed lesson planning, pupil assessments, and progression across year groups, showing increased consistency and ambition. 	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Activity/Action	Impact	Comments
<p>Context: The school site includes two large concrete playgrounds, which restrict opportunities for field-based sports, gymnastics, and swimming. To address this, the school invested in access to a range of local community sports venues.</p> <p>Actions Taken: To broaden the sports and activity offer, the school hired multiple external venues, enabling access to:</p> <ul style="list-style-type: none"> • A local field to deliver activities such as pop lacrosse, athletics, and cross country • A swimming pool for curriculum swimming lessons and water safety education • Tennis courts at a nearby tennis club for racket sport development • Local halls for dance and gymnastics, ensuring a safe and suitable indoor environment <p>Total cost of venue hire: £8121</p>	<p>Impact and Outcomes:</p> <ol style="list-style-type: none"> Wider Participation in Varied Activities: <ul style="list-style-type: none"> ○ Pupils accessed a more diverse range of sports, including those previously unavailable due to site constraints. ○ Increased engagement and enthusiasm across all year groups. Improved Skill Development: <ul style="list-style-type: none"> ○ Pupils had the opportunity to develop sport-specific skills in appropriate environments (e.g., proper courts for tennis, safe halls for gymnastics). Increased Swimming Proficiency: <ul style="list-style-type: none"> ○ A higher proportion of Year 6 pupils met national curriculum swimming expectations due to regular access to pool facilities. Inclusive Opportunities: <ul style="list-style-type: none"> ○ Activities were designed to be accessible to all pupils, including those with SEND and those less likely to 	<p>Conclusion: Despite the physical limitations of the school site, strategic investment in community sports venues has enabled the school to offer a significantly broader range of physical activities. This has enhanced pupil engagement, skill development, and overall enjoyment of PE and sport. The initiative represents a strong example of how creative use of resources can ensure all pupils have access to high-quality, diverse physical experiences.</p>

	engage in traditional team sports.	
	Measurement of Impact: <ul style="list-style-type: none"> • Pupil voice surveys showed a marked increase in enjoyment and confidence, with most pupils stating they enjoyed trying new sports. • Teacher assessments and PE tracking demonstrated broader skill development and improved physical literacy. • Swimming assessment records indicated a good number of pupils meeting the 25m swimming standard and demonstrating water safety. • Increased extracurricular participation, with more pupils joining clubs linked to the new sports introduced. 	

Key indicator 5: Increased participation in competitive sport		
Activity/Action	Impact	Comments
Actions Taken: <ol style="list-style-type: none"> 1. Employment of a Dedicated Sports Events Coordinator: <ul style="list-style-type: none"> ○ A member of staff was employed to organise, manage, and accompany pupils to competitive sports events throughout the year. ○ The role included liaising with event organisers, selecting teams, and supporting pupils at events. ○ The staff member received training in first aid, safeguarding, and sports supervision to ensure safe and inclusive participation. <p>Cost: £7,640 (including salary and training)</p> <ol style="list-style-type: none"> 2. Affiliation with Sports Networks and Organisations: <ul style="list-style-type: none"> ○ The school joined multiple local and national 	Impact and Outcomes: <ol style="list-style-type: none"> 1. Increased Number of Events Attended: <ul style="list-style-type: none"> ○ The school participated in over 25 competitive events across the academic year 2. Wider Pupil Involvement: <ul style="list-style-type: none"> ○ Pupils from across all KS2 year groups, including those not previously involved in school teams, were given the opportunity to compete. ○ Clear efforts were made to include pupils of all abilities and from underrepresented groups (e.g. SEND pupils, less active pupils). 3. Enhanced Pupil Confidence and Resilience: <ul style="list-style-type: none"> ○ Staff reported increased confidence, teamwork, and motivation among pupils who participated. 	Conclusion: The appointment of a dedicated staff member and affiliation with sports networks has significantly increased the school's ability to engage pupils in competitive sport. The initiative has broadened access, enhanced pupil development, and strengthened the sporting culture of the school. This investment has made competitive sport a key feature of school life, accessible and enjoyable for all.

<p>sports associations to gain access to inter-school competitions in a wide variety of sports.</p> <ul style="list-style-type: none"> ○ This included leagues, festivals, and tournaments in football, netball, athletics, cross country, and more. <p>Cost: £1100 (annual affiliation fees) Shine plus FA</p>	<ul style="list-style-type: none"> ○ Pupils demonstrated greater perseverance and a more positive attitude toward PE and sport in general. <p>4. Stronger School Identity and Pride:</p> <ul style="list-style-type: none"> ○ Participation in competitions enhanced school spirit, and pupils took pride in representing their school in official events. ○ Regular celebration of achievements in assemblies helped to raise the profile of sport and encouraged more pupils to get involved. <p>Measurement of Impact:</p> <ul style="list-style-type: none"> • Participation Logs tracked the number and diversity of pupils involved in competitions.. • Teacher Feedback confirmed improvements in pupil confidence and teamworking skills, particularly among those who had not previously taken part in sports. • Event Records and Certificates were used to monitor engagement and celebrate successes, creating a culture of recognition and motivation. 	
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Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	97%	<i>We complete our swimming courses in Years 3 and 4. 2 children offered further swimming in Y6. All children confident in the pool in France on residential.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	97%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	<i>We could only assess this using a swimming pool but all could self rescue even if not confident to swim 25m.</i>
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?	Yes	We do use the Sports premium to offer top up where necessary and will ask for a parental contribution if appropriate.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	All staff attend. Some staff have level 2 swim teaching qualifications and they teach the children. Other staff observe and assist. Whilst on residential visit, members of staff assisted the lifeguard with monitoring children's water safety. Water safety in part of our PSHE curriculum (alongside sun safety) in younger years.

Key priorities and Planning 25-26

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Purchase new playground equipment (trim trails, sports markings, daily mile track)</p> <p>Employ and train lunchtime supervisors;</p> <p>Launch an active travel initiative (e.g., 'Walk to School Week'). Reward incentives; banners, promotion material</p>	<p>Increase daily activity levels across all year groups</p> <p>Implement structured lunchtime and breaktime activities</p> <p>Encourage active lifestyles</p>	<p>The engagement of all pupils in regular physical activity</p>		£15,000
<p>Develop a school sport vision; reward system for PE effort (e.g., PE Stars, Sport Leader Badges)</p> <p>Host termly sports assemblies; produce a termly newsletter</p> <p>Purchase leader t-shirts, training resources</p>	<p>Embed sport and activity into school ethos</p> <p>Celebrate pupil achievement in sport</p> <p>Appoint and train Sports Leaders (Y5/6)</p>	<p>The profile of PE, sport and physical activity (PESSPA) being raised across the school as a tool for whole-school improvement</p>		£750

<p>Hire specialist coaches to team-teach and mentor staff</p> <p>Staff attend local PE training, courses, network events</p> <p>Subscribe to PE scheme (e.g., Complete PE)</p>	<p>Improve staff subject knowledge</p> <p>Access high-quality CPD opportunities</p> <p>Purchase updated PE schemes of work/resources</p>	<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>		<p>£5,750</p>
<p>Provide non-traditional sports opportunities</p> <p>Offer after-school clubs with variety</p> <p>Enrichment days or PE week</p> <p>Hire venues to provide further sporting opportunities</p>	<p>Hire external providers (e.g., fencing, archery, yoga)</p> <p>Subsidise extra-curricular club places to ensure access for all</p> <p>Plan themed sports weeks or health days</p> <p>Hire external Venues</p>	<p>Broader experience of a range of sports and activities offered to all pupils</p>		<p>£6,250</p>
<p>Run regular house tournaments (termly)</p> <p>Pay School Games affiliation fees and transport</p> <p>Purchase kits/equipment; appoint staff coach lead</p>	<p>Increase intra-school competition</p> <p>Enter more inter-school events</p> <p>Develop sports teams</p>	<p>Increased participation in competitive sport</p>		<p>£9,200</p>

Signed off by:

Head Teacher:	<i>Richard Bamber</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Adam Bailey and Aaron Coleman</i>
Governor:	<i>Catherine Brennan</i>
Date:	08.07.2025