



# PE Funding Evaluation Form

  
Commissioned by  
Department  
for Education

Created by  *association for  
Physical  
Education*

 **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 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?
<p>More pupils are meeting their daily physical activity goal of at least 30 minutes each day, and more pupils are being encouraged to take part in PE and Sport Activities.</p> <p>Children are experiencing a range of sports and activities outside of previous PE curriculum– including 'new' sports such as pop lacrosse, dodgeball, kickball etc.</p> <p>More children will experience a diverse range of physical activities, some otherwise unavailable to them at home due to financial/family circumstances – ie. try golf, archery, Stickfit sessions have taken place within school timetable. Also after school clubs have been diverse – dance, tag rugby, gymnastics, dodgeball, handball etc.</p> <p>More children feel confident to swim 25 meters using a range of swimming strokes, and understand key principles of water safety.</p>	<p>Lunchtime clubs ran by RS Coaching are continuously attended by children. These are varied day by day as to which groups/classes are encouraged to attend. Also Sports Captains have been carrying out activities at lunchtimes also.</p> <p>The curriculum has been mapped out to ensure a diverse range of sports and activities are planned and resources are available to children and adults. There are no 'repeated' sports and the learning knowledge and skills have been designed to be progressive and build upon prior knowledge; with new themes each year – ie athletics has a different topic per year group (shot, discus, track etc) as well as fundamental skills.</p> <p>Multiple year groups have engaged in a range of sports, taught by external sports leaders – Premier Sports (tri golf, archery), RS Coaching (handball, dodgeball, football, dance, gymnastics), Rocking Robins (Stickfit). After school clubs are regularly filled.</p>	<p>Some children consistently are active with the coaches and Sports Captains however there is a small group that do not seem to engage.</p> <p>At times, it is often the same children who offer themselves to play in competitions – although more children are expressing confidence to do so, which is encouraging.</p> <p>Some staff are reluctant to run or support after school training for sports leagues or attend matches with the children.</p> <p>Some intra-school sporting competition opportunities are not being accessed to their full potential (football/netball). We need to ensure more teams are playing against other schools in a range of sports. At times, considerations to be made of after-school club evenings (e.g. not overlapping with choir in school or local clubs).</p> <p>Bikability for Y3/Y5 and climbing for Y4 - climbing has not gone ahead.</p>	<p>. Coaches reported having mostly the same children engaging.</p> <p>Parents/carers have expressed to me that often transport is an issue with attending events. Subsequently more school transport has been provided for certain events which has increased child participation, however it does often still have similar groups of children according to event registers.</p> <p>We have had difficulty with organizing staff to attend certain events and occasionally had to cancel some of them due to this.</p> <p>Again, difficulty arranging staff to run/attend these, or events have clashed, so a couple of matches/completions haven't gone forward.</p> <p>Bikeability, run by an external provider, was unavailable to deliver session this year,</p>

## Review of last year 2024/25

<p>Primary teachers are more confident to deliver effective PE after receiving CPD based on the feedback from last year's teacher survey. As a result of the survey, dance and gymnastics have been taught by a specialist provider and teachers have been coached, to help improve teacher knowledge and skills.</p> <p>More children to have had the opportunity to participate in competitive sport if they choose.</p>	<p>Feedback from pupils and teachers after sessions with RNLI volunteers who did workshops about water safety for year 4. Higher percentage of children able to swim/know water safety according to parent and child surveys.</p> <p>Teacher feedback after CPD from specialist coaches has been overall positive. Also specific learning knowledge and skills in these areas has been improved (made more specific and detailed) to help teachers with future planning.</p> <p>There have been multiple external competitions for key stage 1 and key stage 2 running throughout the year – handball, dodgeball, and also football and tag rugby leagues against other schools. There has also been internal competitions too – ie on sports day.</p>		<p>however information and data required by them has gone out for next year. Climbing was not possible due to budget and staffing.</p>
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## 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. Retrain lunchtime sports/activity clubs with midday staff and RS Coaching to ensure high quality and diverse provision for all children.</p> <p>2. Continue to promote competitive sport and get children involved in as many inter and intra school competitions as possible – ie. tag rugby, football, netball. Have school staff be aware of expectations of this and encourage support from them.</p> <p>3. Offer range of after-school clubs including a variety of sports.</p> <p>4. Ensure PE, sports and the health benefits are regularly spoke about in school and are encouraged throughout the curriculum. Support teachers with this.</p> <p>5. Monitor recent adaptations to curriculum and gain feedback from staff and children and adjust content/knowledge/resources where appropriate.</p> <p>6. To increase the percentage of children that can swim competently, confidently and proficiently over a distance of at least 25 meters and to increase the percentage of children that can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke.</p>	<p>1. Focus on keeping all children active for 30 minutes and target groups consistently less active. Monitor this, using registers of children attending sessions and adjust who is invited and what sports are provided based on pupil feedback (termly).</p> <p>2. With the help of staff, continue to offer a wide range of sporting events, leagues and competitions. Ensure that competitions are designed to include students with SEND, such as having separate categories or events. Actively promote sporting events within the school community to encourage participation. Celebrate achievements, regardless of skill level, to foster a sense of community and support. Promote the programs through newsletters, meetings, and social media, highlighting success stories and positive experiences.</p> <p>3. Organise a variety of sports clubs that cater to different skill levels and interests (e.g., athletics, team sports, individual events). Include non-traditional sports or activities that may appeal to different groups of students. Promote the programs through newsletters, meetings, and social media, highlighting success stories and positive experiences.</p> <p>4. Use programs such as My Happy Minds to support mental health and highlight the link between exercise and mental health. Have a designated staff member to ensure this is being monitored.</p> <p>5. Have regular conversations with staff and children, including termly feedback forms/pupil voice questionnaires to ensure the provision being provided is appropriate and engaging.</p> <p>6. Prepare a plan that will sustainably improve the percentage of able swimmers in CPP – ie. children to be taken to lessons will be year 3, and none-swimmers from year 5 and 6 receiving top up sessions. Year 3 to have a longer course of lessons also to ensure most children are confident by the end of the learning, and ensure less children are receiving ‘top up’ sessions the following year. Next year it will be year 3 and 5 and then top up sessions for none swimmers in year 6 who go again.</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>Children will be regularly engaging in daily activity and will recognize the impact of sports and exercise on the body and mind. Sports Captains and lunchtime leaders (RS Coaching or School staff) to become a pivotal part of playtimes and lunchtime. Leaders to seek out children for opportunities for healthy 'unstructured' times of the day.</p> <p>Children will feel empowered and confident to become involved in competitive sport and have the resources and support they need to reach their goals. To see pupils' positive engagement in competition within school, including improved behaviour and response if not successful. Also to see a positive attitude to competition and sportsmanship within school to extend beyond the school gates. Staff will feel more confident in running/attending sessions and recognize the value of this and its impact on the children.</p> <p>Children will be able to access a diverse range of sports and activities, provided by experts.</p> <p>To see further engagement with healthy lifestyles and know the benefits of this - children walking or cycling to and from school, children talking about being physically and mentally healthy, higher intake in sports outside of the curriculum.</p> <p>To study the effectiveness of the provision and ensure it meets the needs of the children.</p> <p>The percentage of pupils that can swim competently, confidently and proficiently over a distance of at least 25 meters will be improved upon. Also, the percentage of pupils that can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke will be improved upon.</p>	<ul style="list-style-type: none"> <li>• Attendance Records: Track the number of students participating in lunchtime, after school clubs, events and competitions and compare this data to previous years.</li> <li>• Parent Feedback: Collect input from parents regarding their child's abilities in swimming and the extracurricular provision provided in school – what can be done to improve this etc.</li> <li>• Teacher Observations: Regularly observe clubs and after-school sessions to note engagement levels, skill development, and interactions among students.</li> <li>• Relationship with staff: Gather qualitative data through discussions with other teachers, swimming instructors and school coaches to assess the effectiveness of provision and improvements to be made.</li> <li>• Confidence and Engagement: Use self-assessment tools where students can reflect on their confidence and enjoyment in physical activities – termly.</li> <li>• Collaborative Events: Document the number and types of events held in partnership with local organizations, noting student participation levels and feedback.</li> <li>• Sustained Relationships: Track ongoing communications and initiatives with community partners, such as other schools within the sports leagues or external competition providers.</li> <li>• Regular Curriculum Assessments: Schedule and document reviews of the PE curriculum to ensure it evolves with student need, and discuss with staff if any changes/adaptions need to be made.</li> </ul>

## Actual impact/sustainability and supporting evidence

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

# Reporting PE and sport premium grant expenditure - your funding allocation

Submission Id : **A2EsmalJBz**  
Submission Status : **SUBMITTED**

2025-06-23, 02:25 PM

UKPRN **10067212**

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## 1. Funding grant

Is the total amount for PE and sport premium grant for academic year 2024 to 2025 correct? **Yes**

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Did your school have any unspent grant funding from the allocation for academic year 2024 to 2025? **No**

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Did your school carry forward any grant funding from previous years for use in academic year 2024 to 2025? **No**

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Declaration 1 **I have the authority to submit this return on behalf of my school**

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Declaration 2 **the data is true and accurate to the best of my knowledge**

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# Reporting PE and sport premium grant expenditure - categories of grant spending

Submission Id : iZ\_IzdAPdE  
Submission Status : SUBMITTED

2025-06-23, 02:28 PM

## 2. Categories of grant spending

UKPRN	10067212
Has your school spent any of its PE and sport premium grant on CPD?	Yes
How much has your school spent on CPD external training courses?	0
How much has your school spent on CPD upskilling staff to deliver swimming lessons?	0
How much has your school spent on CPD internal learning and development?	0
How much has your school spent on CPD inter-school development sessions?	0
How much has your school spent on CPD online training / resource development?	301.46
How much has your school spent on CPD external coaches supporting confidence and competence?	2621.5
External training courses	0
Upskilling staff to deliver swimming lessons	0
Internal learning and development	0
Inter-school development sessions	0
Online training / resource development	301.46
External coaches supporting confidence and competence	2621.5

Total school spending on CPD	<b>2922.96</b>
Has your school spent any of its PE and sport premium grant on internal activities?	<b>Yes</b>
How much has your school spent on internal school based extra-curricular opportunities?	<b>970</b>
How much has your school spent on internal sports competitions?	<b>418.54</b>
How much has your school spent on internal top-swimming lessons or broadening aquatic opportunities for pupils?	<b>2700</b>
How much has your school spent on internal active travel?	<b>0</b>
How much has your school spent on internal equipment and resources?	<b>4929</b>
How much has your school spent on internal membership fees?	<b>0</b>
How much has your school spent on internal use of educational platforms and resources?	<b>0</b>
School based extra-curricular opportunities	<b>970</b>
Internal sports competitions	<b>418.54</b>
Top-up swimming lessons or broadening aquatic opportunities for pupils	<b>2700</b>
Active travel	<b>0</b>
Equipment and resources	<b>4929</b>
Membership fees	<b>0</b>
Use of educational platforms and resources	<b>0</b>
Total school spending on internal activities	<b>9017.54</b>
Has your school spent any of its PE and sport premium grant on external activities?	<b>Yes</b>

How much has your school spent on external activities organised by School Games organiser network?	<b>0</b>
How much has your school spent on external - other inter-school sports competitions?	<b>1500</b>
How much has your school spent on external coaching staff?	<b>4749.5</b>
Activities organised by School Games organiser network	<b>0</b>
Other inter-school sports competitions	<b>1500</b>
External Coaching staff	<b>4749.5</b>
Total school spending on external activities	<b>6249.5</b>
Total CPD category spend	<b>2922.96</b>
Total internal category spend	<b>9017.54</b>
Total external category spend	<b>6249.5</b>
Total spent of PE and sports premium	<b>18190</b>
Declaration 1	<b>I have the authority to submit this return on behalf of my school</b>
Declaration 2	<b>The data is true and accurate to the best of my knowledge</b>

# Reporting PE and sport premium grant expenditure - opportunities, impacts and sustainability details

Submission Id : wxpHd9Qwzg  
Submission Status : **SUBMITTED**

2025-06-23, 02:21 PM

UKPRN

10067212

## 3. Opportunities in sport

Has your school targeted any spending on providing or improving opportunities in PE, sport and physical activities for pupils with SEND or long-term medical conditions? **Yes**

SEND list

**Training or CPD to support inclusive PE sport and physical activity provision, Supporting participation in extra-curricular opportunities or competitions, Top-up swimming lessons for pupils requiring additional assistance, Peer to peer led activity**

Has your school targeted any spending on increasing or improving girls' access to PE lessons or access to extra-curricular sport and physical activities? **Yes**

How has this been done?

**Training or CPD to support including girls in PE sport and physical activity, Supporting participation in extra-curricular opportunities or competitions, Peer to peer led activity**

Has your school targeted any spending on providing or improving opportunities in sport and physical activities for disadvantaged pupils? **Yes**

Confirm how for disadvantaged pupils from the options listed below:

**After-school sport and physical activity clubs - free of charge for all pupils, Staff training and CPD specific to tackling inequalities in relation to sport and physical activity, Peer to peer led activity, Other**

## 4. Perceived impacts and improvements

What impact has this funding had within your school on increasing all staff's confidence, knowledge and skills in teaching PE and sport? **Positive impact**

What impact has this funding had within your school on increasing engagement of all pupils in regular physical activity and sport?	<b>Positive impact</b>
What impact has this funding had within your school on raising the profile of PE and sport across the school to support whole school improvement?	<b>Positive impact</b>
What impact has this funding had within your school on offering a broader and more equal experience of a range of sports and physical activities to all pupils?	<b>Positive impact</b>
What impact has this funding had within your school on increasing participation in competitive sport?	<b>Positive impact</b>
Has your school's PE and sport premium spending achieved any of the following?	<b>An increase in pupils' physical activity levels, An increase in the number of pupils participating in school sport , An increase in the number of pupils participating in extra-curricular activities , An increase in staff completing training and CPD, An increase in number of staff participating in extra-curricular activities and school sports competitions</b>
What impact has your school's spending of this funding had on PE attainment?	<b>No impact</b>
What impact has your school's spending of this funding had on increasing teachers' confidence and competence in teaching PE and school sport?	<b>Positive impact</b>
What impact has your school's spending of this funding had on increasing teachers' confidence and competence in teaching PE and school sport?	<b>Positive impact</b>
What impact has your school's spending of this funding had on increasing pupil participation in extra-curricular activities?	<b>Positive impact</b>

## 5. Sustainability

What impact has your school's spending of this funding had on ensuring that the improvements made are sustainable?	<b>Positive impact</b>
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## 6. Swimming and water safety

Does your school have year 6 pupils? **Yes**

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What percentage of pupils in your current year 6 cohort can swim competently, confidently, and proficiently over a distance of 25 metres? **55**

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What percentage of pupils in your current year 6 cohort can use a range of strokes effectively (e.g. front crawl, backstroke, and breaststroke)? **55**

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What percentage of pupils in your current year 6 cohort can perform safe self-rescue in different water-based situations? **47**

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What impact has your school's spending of this funding had on swimming and water safety attainment? **Not sure**

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## 7, Declarations

Declaration 1 **I have the authority to submit this return on behalf of my school**

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Declaration 2 **The data is true and accurate to the best of my knowledge**

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# Reporting PE and sport premium grant expenditure - your school's declarations

Submission Id : **HI3CHL5c5b**  
Submission Status : **SUBMITTED**

2025-06-23, 01:31 PM

UKPRN

10067212

## 7, Declarations

Declaration 1	the information contained in this PE and sport premium assurance return is accurate and has been signed off by the school headteacher
Declaration 2	the information contained in this PE and sport premium assurance return is accurate and has been authorised by Chair of Board of governors or trustees
Declaration 3	the reported spending detailed within this submission will be published on our school's website
Declaration 4	I am authorised to submit this PE and sport premium assurance return on behalf of my school

## 8. Feedback

How long did it take you to gather the relevant information to complete this submission?	2 to 4 hours
How long did this submission take you to complete?	Less than 2 hours
In comparison to producing a written report, how much time did it take to complete this form?	It took about the same amount of time
In comparison to producing a written report, how straightforward did you find completing this form?	It was more straightforward