





The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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 2025/26

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?
Having AVSSP staff supporting active lunchtimes every day of the week. SEN PE session with AVSSP coach once a week, replicated by school staff throughout the rest of the week. Attended all competitions possible, ensuring different children attended throughout the year. This also included a fundamentals festival for children that are still emerging.	More children are active at lunchtime. SEN children are more active at a level appropriate to them. Weekly SEN sessions with AVSSP coach have worked well in helping this and giving TAs ideas and activities. More children have been exposed to more competitive games and children try harder in PE to be chosen for the competition.	Physical interventions only happen once a week for 20 minutes with the PE coach.	Assessments show that this is having little impact on the children.

Intended actions for 2026/27

What are your plans for 26/27	How are you going to action and achieve these plans?
Intent	Implementation
Further developing provision in school for SEN children.	Ensuring the gym area that these children use is fully equipped weekly for the activity planned by the AVSSP coach.
Continue to attend competitions and host more competitions in school with other schools.	Book onto competitions using AVSSP website. Use links known through AVSSP to arrange fixtures to hold at school, focussing on children who would not be the chosen children to attend competitions.
To increase further the number of children to attend after school clubs. To address the need for physical interventions within school.	Providing 1 free term of after school clubs through John Bell. Ensuring all children that need interventions are attending these multiple times a week. Use AVSSP coach to run these interventions on the day they are in school, ensuring another member of staff picks these up throughout the week.

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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?
Children to better understand the meaning of competitiveness and to be more familiar with the feelings of winning/losing. Sustainability of this depends on other schools. Physical interventions are planned into AVSSP coach timetable, which will remain the same for the year. Children to become more physically able.	When competing between each other in PE sessions, children will be less emotional about losing but also more competitive and want to win. Videos of children. Assessments.

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?	What **evidence** do you have?
The MATP programme within school was unsuccessful due to staffing. However, the SEN children within Rainbow Room have their own PE session every week with the AVSSP PE coach. In addition to this, we have developed our 'gym' area that the SEN children use daily with their 1:1 support.	Pictures and videos on Seesaw.
We have attended multiple competitions and have taken numerous different children. These children have dealt very well with the feelings of winning/losing games and have had a strong mindset that they participate in these competitions as a team.	Pictures on social media. Evidence during competitions of children working together and being less emotional.
Uptake in after school clubs have not been as successful as last year.	After school clubs register.
The physical intervention plan has been ran by our AVSSP coach weekly.	Children have better core strength. Assessment data.