





PE Funding Evaluation Form

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 2024/2025.
- 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.

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Details with regard to funding

Total amount carried over from 2023/24	£0
Total amount allocated for 2024/25	£18,616
How much (if any) do you intend to carry over from this total fund into 2025/26?	£0
Total amount allocated for 2025/26	£18,616 (TBC)
Total amount of funding for 2025/26. To be spent and reported on by 31st July 2026.	£18, 616 (TBC)

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

What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	70%
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	70%
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%
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?	N/A
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes

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?
Swimming lessons – all children in Year 3, 4, 5 and 6 had a swimming lesson every week for a term. These sessions were taught by a specialist and gave staff CPD.	Through staff voice staff said they felt more confident teaching. Improvements seen in confidence and ability of children. Pupil voice is extremely positive around swimming and these lessons have led to more children taking part in swimming outside of school too.	Not offering a wide range of clubs.	Due to staff capacity a range of clubs could not be provided.
		Began to implement active playtimes and lunchtimes but we weren't able to do this as much as we'd have liked.	Pupil and staff voice. Not enough staff resources collected.
One PE lesson a week was taught PE specialist for some year groups.	Pupil and staff voice. Children really enjoyed the lessons and said they gained a lot of skills from it.	Staff not confident in teaching sports they are unfamiliar with.	Staff voice.
PE specialist provided sessions to prepare for sporting events.	Children went into the competitions feeling more confident and more prepared. This was evident through pupil voice.		
'Gold' status awarded for the School Games Mark 24/25.	Some sporting events entered, participation levels were reasonably high, offer of inter and intra house competitions. Questionnaire completed with School Games Mark to provide evidence for 'Gold' status.		

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
1. To implement a new scheme across school to provide staff with the confidence and consistence to deliver effective PE lessons.	1. Staff gain confidence and deliver high quality lessons.
2. To ensure that children from a disadvantaged background are prioritised for after school club places within a range of sporting disciplines.	2. PE coach delivers 2 after school sessions a week, staff are approached at the beginning of the year to provide an after school club and PP and enrichment tracker is used to highlight gaps.
3. To make break times and lunchtimes an unmissable part of the school day.	3. Break times and lunchtimes would be more successful, attendance will improve and behaviour will be better across lunch.
4. To offer a range of competitive and non-competitive sporting events to KS2 children with a focus on increased attendance of disadvantaged groups within sport.	4. Sign up to the York School Sport Network (YSSN) which offers many different events including an 'inactive' festival, inclusive festival (children with SEN).

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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?
1. Lesson will be taught to a high standard and rich quality learning will take place. 2. All disadvantaged children have had some access to a sports club throughout the year. 3. Break times and lunchtimes will be more successful, attendance will improve and behaviour will be better across lunch. There will also be more routine for children who find it overwhelming without structure. Having up-to-date, functioning and exciting equipment will promote a love of being physically active and will mean children are enthused to take part to the best of their ability during playtime and lunchtime activities, and during their PE and physical activity lessons. 4. As a school we will attended more competitive competitions and the children will have access to a variety of enrichment.	1. Monitoring of lessons, staff and pupil voice and end of year data to show more children gain achieving or above. 2. PP and enrichment tracker will show evidence of this. Clubs and fixtures register will track the number of children (as well as age, gender, SEN, PP) who have represented the school by the end of 25/26. 3. Pupil voice, behaviour tracking and maybe more uptake in clubs. Time children are active for will be monitored through playground provision and timetabled PE lessons. 4. PP and enrichment tracker will show evidence of this. Clubs and fixtures register will track the number of children (as well as age, gender, SEN, PP) who have represented the school by the end of 25/26.

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?	What **evidence** do you have?
1. Teacher's confidence in teaching PE.	1. Staff voice
2. More children taking part in clubs with a wider range of clubs on offer – focus has been on disadvantaged children.	2. Club registers and data around which children have taken part in different clubs and extra-curricular offers
3. Break times and lunchtimes will be more successful, attendance will improve and behaviour will be better across lunch.	3. Pupil voice, behaviour tracking and maybe more uptake in clubs.
4. Be more competitive when attending sporting events.	4. PP and enrichment tracker will show evidence of this.