

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 2024/25.

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.



<p>The % of children able to successfully swim 25m+ increased towards the national average which means a greater number of our children can swim confidently.</p> <p>Sports coaches are now in place and offer a wide range of sporting activities at lunchtimes.</p> <p>Our curriculum has been streamlined to focus on 9 key strands and we have worked in partnership with Wakefield Trinity to ensure that key knowledge progression is mapped across all year groups and age ranges.</p> <p>A full resource audit has been completed with new equipment bought where necessary</p>	<p>% of children who could swim 25m+ by the end of KS2 increased by 14%.</p> <p>Pupils tell us that sports coaches add to their lunchtime offer. The % of behavioral incidents at lunchtime has reduced dramatically over the past 12 months</p> <p>Teachers tell us that their confidence in teaching PE (based on a simple 5 part lesson structure) has helped them with their delivery. CPD delivered on a simple approach to gymnastics has helped in debunking myths around the effective teaching of PE</p>	<p>Although children took part in sporting enrichment activities, there were not enough opportunities for them to take part in aspirational visits to sporting venues last year</p> <p>We also need to make sure we are utilizing Waterton PE networks to ensure that a full program of inter school sporting competitions are accessed and children are competing across the region</p> <p>A nutrition coach was not sourced and so the important work that needs to take place to educate children and families on the benefits of healthy eating did not take place. This will need to roll over to the 24-25 academic year.</p>	<p>Only 1 aspirational enrichment activity took place in each key stage in 24-25. We were hoping to ensure that there was 1 per term. This will be a further aim next year</p> <p>Our participation in the Waterton sporting fixtures were limited due to transport costs and limited availability of other options for transportation. We are looking into leasing or transport sharing with another trust school for the 24-25 academic year.</p>
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There have been a wide range (over 12) sporting clubs and activities offered throughout the year leading to increased participation in sport and physical activity.

Tracking the take up of clubs has seen over 140 children taking part in sports clubs and enrichment activities over the course of the year. 42% of these children were classed as disadvantaged and nearly 20% were classed as SEND



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?



What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation

- 1) Undertake a review of breakfast club and after school club provision with a view to providing more healthy alternatives to sugar rich cereals.
- 2) 'Niche' clubs to be sought out, offered and subsidized, allowing a wide range of children the access and opportunity to get involved in clubs, sports and activities which may be unfamiliar to them. The sports will include the following:
KorfBall
Archery
Gymnastics
- 3) Transport to The Brownlee Triathlon will be funded through sports premium, providing children with the opportunity to take part in a high-profile and exciting new sport. (UKS2)
- 4) A personal trainer will be sought to offer a parent and child fitness session in the school gym for a 6 week block in the summer term. If successful, this will become a sustainable club will be paid for by willing families.
- 5) As our sports teams become more involved in competitive sport, transport to and from events becomes a crucial aspect for participation. Sports premium will be used to provide transport to and from events where parents are unable to take their children.
- 6) All Year 5 children to swim all year round.

SLT to meet with breakfast club and after school club staff regularly to look at menu requirement – sugar intake, calories in cereals etc. Sports premium to subsidise 'higher quality' cereals with lower sugar content if necessary

Arrange pupil surveys to ascertain what pupils would like to do. Seek children's opinions of success of clubs currently offered

SLT/ class teachers to arrange coach to transport 60 children to triathlon.

Sports lead to research and contact personal trainers in the local area

Transport to be arranged as appropriate by teachers and coaches



<p>7) Pupils engage in regular physical activity (30 minutes of physical activity a day in school).</p>	<p>Premium to be paid if necessary so all children (including any who didn't achieve 25m in current Y6 class) to attend</p> <p>Pastoral role/ sports coach employment for lunchtimes during playtimes and lunchtimes. Role includes co-ordinating the extracurricular programme at lunchtimes.</p>
	<p>Pupils to engage with: 1 PE session per week; 45 minutes of play time each day where physical activity and games are encouraged and facilitated by coaches</p>

What impact/intended impact/sustainability are you expecting?

How will you know? What **evidence** do you have or expect to have?

- 1) Reduction in sugar intake among children attending these clubs, tracked through observational data on breakfast and snack choices; Increased awareness and understanding of healthy eating choices
- 2) Increase in pupil participation in non-traditional sports, tracked through registration and attendance records; Enhanced diversity in physical skillsets, measured through assessments of motor skills and coordination development in PE.
- 3) Participation numbers in the triathlon, tracked annually; Increased confidence and resilience among children who participate in the triathlon, measured through self-assessment surveys and reflections.
- 4) Increase in physical activity levels of participating families, tracked through participation records and feedback forms; Enhanced parent-child bonding and collaborative fitness goals, measured through feedback forms and anecdotal records.
- 5) Increased participation in external competitive sports, tracked by monitoring attendance records and event participation; Improved team cohesion and sense of school representation, measured through pupil feedback and participation in school assemblies about their experiences.
- 6) Improvement in swimming proficiency for all Year 5 children, tracked through swim assessments; Increased water safety knowledge and skills, measured through swim proficiency and water safety tests.

- 1) Decrease in reported energy "crashes" post-breakfast, fewer instances of hyperactivity tied to high sugar intake; Improvement in children's focus and participation during morning lessons, measured through teacher observations.
- 2) Positive pupil feedback indicating a willingness to try new sports, gathered from surveys; Growth in niche sports clubs over time, showing sustained interest and engagement.
- 3) Pupil voice and surveys showing a sense of accomplishment and motivation to continue with physical challenges; Teacher observations of improved teamwork, endurance, and perseverance in other PE activities.
- 4) Positive feedback from families on joint fitness activities, documented in post-session surveys; Higher retention rates for families choosing to participate in additional fitness blocks, indicating a sustained interest.
- 5) Documentation of increased child representation at inter-school sports events, demonstrating sustained commitment; Parent feedback indicating reduced stress due to transport support, fostering a stronger community around school sports.
- 6) Swim assessments show an improvement in swim strokes and safety techniques; Positive feedback from parents, students, and teachers noting increased water confidence and enjoyment.

7) Improvement in classroom focus and overall fitness levels, measured through academic engagement and general health indicators like reduced sedentary behaviour.

7) Teacher-reported improvements in pupil focus and engagement during lessons, correlating with physical activity increases.



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