

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.

Details with regard to funding

Total amount carried over from 2023/24	£0
Total amount allocated for 2024/25	£19330
How much (if any) do you intend to carry over from this total fund into 2025/26?	£0
Total amount allocated for 2025/26	£19,360 (TBC)
Total amount of funding for 2025/26 to be spent and reported on by 31 st July 2026	£19,360 (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?	71%
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	68%
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?	N/A coaches at venue provide lessons

Review of last year

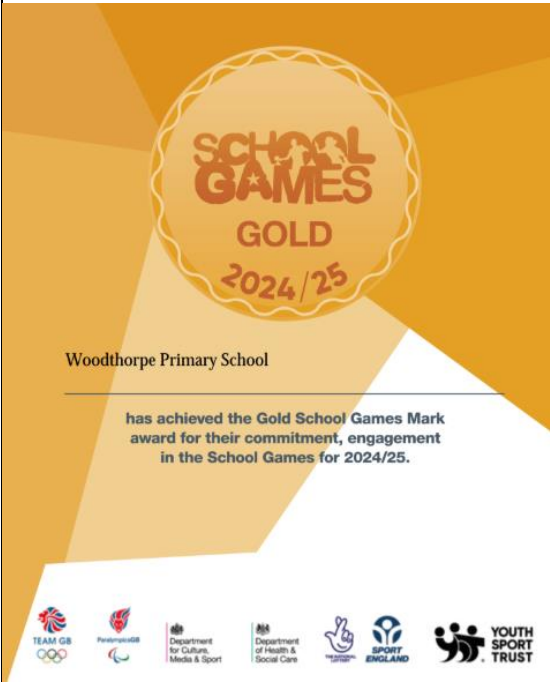
We recommend that you start by reflecting on the impact of current provision and reviewing your previous spend

What went well?	How do you know?	What didn't go well?	How do you know?
CPD offer for all teachers which was tailored to their needs – staff completed a survey to indicate which sport area they struggle with and then a qualified coach was provided to team-teach with them for that unit.	Positive staff voice around this, teachers felt more confident with that sport area. Children also enjoyed having an external coach in.	Some of the quality of the coaches we used weren't at a high-enough standard. We had to contact the company who changed them to ensure the quality was as expected.	Staff voice around this, lesson observations from PE Lead which led to conversations with the company and this was rectified quickly.
Swimming lessons – all children in Year 4, 5 and 6 had a swimming lesson every week for a half term.	Improvements seen in confidence and ability of children. This is also helping to improve our Year 6 data around swimming as children go into Year 6 with more experience and better skills. Pupil voice is extremely positive around swimming and these lessons have led to more children taking part in swimming outside of school too.	Began to implement active playtimes but we weren't able to do this as much as we'd have liked.	Only began to start to collect some resources for this – funding has been an issue along with time from staff to fully implement it.
Football coaches in to support with running leagues, organizing matches and training the team – focus has been around developing the more-able children with this.	Boys' football team reached North Yorkshire finals. More participation in matches and leagues across the city. Positive pupil voice and improved interest in school due to training and fixtures.		

Review of last year

'Gold' status awarded for the School Games Mark 24/25.

Varying sporting events entered, participation levels were high, offer of inter and intra house competitions. Interview with School Games Mark coordinators 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 offer a range of competitive and non-competitive sporting events to both KS1 and KS2 children with a focus on increased attendance of disadvantaged groups within sport. 2. To ensure that children from a disadvantaged background are prioritised for after school club places within a range of sporting disciplines. 3. To maintain/improve our current successes within schools' football leagues with a focus on developing the 'whole' child. 4. To ensure that all children remain physically active during their time at school for a minimum of 30 minutes per day.	1. Sign up to the York School Sport Network (YSSN) which offers many different events including an 'inactive' festival, inclusive festival (children with SEN), girls only events and targeted festivals around transition and resilience. 2. To use pupil voice from 24/25 to carefully map out clubs and ensure that interests and age groups are appropriately chosen to ensure maximum uptake of club places. 3. Specialist football coaches to run our girls' and boys' teams including support in organising and refereeing fixtures as well as nurturing positive sportsmanship. 4. To invest in and replenish current sporting and playground equipment which will encourage highest quality participation and an enthusiasm for physical activity.

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. Anticipated number of single events is 15 throughout the school year (approximately 100 children). 2. 5 different sport clubs to be offered per half term (30 different sport clubs throughout the year) meaning that children will have the opportunity to be exposed to a range of sports which they may not take part in in their PE lessons, allowing them feelings of enjoyment and success which will lead to continued participation. Children who are disadvantaged will take priority on places for these clubs. 3. These coaching sessions will expose children to a range of skills including both football skills but also teamwork, resilience, communication and sportsmanship. By focusing on all these skills with equal importance children are more likely to be successful when playing competitive fixtures. 4. 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.	1. 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. 2. See above 3. Results from girls' and boys' football leagues will show pathway to regional finals which can be tracked. This is expected to match, if not better, 24/25 boys' league results. 4. Time children are active for will be monitored through playground provision and timetabled PE lessons.

Expected impact and sustainability will be achieved

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Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Year 6 data in swimming is increasing each year as we are now able to offer swimming lessons to Years 4, 5 and 6 rather than just in Year 6. More children taking part in clubs with a wider range of clubs on offer – focus has been on disadvantaged children. Children are performing at a higher-level in football. Teacher's confidence in teaching PE is now greater.	Year 6 data over the past few years. Club registers and data around which children have taken part in different clubs and extra-curricular offers. Boys' team reach the North Yorkshire finals. Staff voice after Ignite CPD sessions.