

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 2024/2025.
- 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.

Details with regard to funding

Please complete the table below.

How much (if any) do you intend to carry over from this total fund into 2024/25?	0
Total amount allocated for 2024/2025	£17,477

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2023. Please see note above	79%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	71%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	79%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/No

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?
<ul style="list-style-type: none"> • High participation levels in a variety of sporting opportunities. • Each class has 2 high quality PE lessons per week. • The school continued to take part in a wide range of sporting activities held in school through the PE network and the Girls in Sport programme. • Links made between cycle confident training and St Georges for Years 1, 3,4,5 and 6. • Swimming In years 4, 5 and 6 where 79% were competent swimmers at the end of Y6. • After school clubs in multi sports . • Links made with Platform Cricket with Y4- including Cricket festivals and potential GD children identified. • Links made with Lacrosse foundation. 6 week programme with Y5 and Y6. 	<ul style="list-style-type: none"> • Pupil voice showed children enjoyed PE and it was a regular part of their timetable. They were taught a range of sports and skills, and older children could talk about the transferrable skills between team games. They spoke positively about intra Athletics workshops they had been involved in. Y6 spoke confidently about Lacrosse sessions and enjoyed learning a new sport. • Observations and drop ins of PE lessons showed consistency. Across lessons and high levels of engagement from EYFS, KS1 and KS2. • Log of activities we took part in was an increase on 2023-2025. • 79% of Year 6 were able to Swim 25m by the end of the year. • High pupil intake of sporting clubs from years R-6 	<ul style="list-style-type: none"> • Opportunities to take part in more competitive sport to entre school games. • More opportunities for EYFS to take part in extra PE activities alongside their lessons. 	<ul style="list-style-type: none"> • Pupil Voice • PE network overview of competitions that have not been taken part in. • Observations and class drop ins. • After school club numbers.

Intended actions for 2025/26

What are your plans for 2025/26?

How are you going to action and achieve these plans?

Intent

Implementation

To expose children to a range of sporting activities that encourages children to take responsibility for their own physical and mental well-being through.

To embed playleaders into the ethos of PE and well-being of the school.

To work towards achieving the silver school games mark.

Make links with other schools to create inter school tournaments in

Organise days that promote well-being, physical and mental health and well-being.

Increase the number of children walking/ cycling/ scooting to school each week by embedding the TFL initiative and having incentives and prizes for those who choose to use this method to go to school.

Make links with local schools to have tournaments linked to a range of team sports that are being taught e.g. rounders, football, cricket, hockey.

Identify More able children to be provided with sporting opportunities to develop specialised skills and signpost them to clubs in the local community and within school- GD groups identified.

Continue to ensure girls to participate in significantly more football workshops and tournaments by highlighting and making them more available through in school opportunities and promoting the after- school opportunities in the borough working with the PE network.

Year 3, to be introduced to Swimming in Autumn 1 to build on progress in each year 4 Autumn 2. Y5 – Spring term and Y6 to go Swimming for a term this academic year, Year 6 to have the longer term to consolidate and ensure they are competent at 25m at the end of the year.

Expected impact and sustainability will be achieved

<p>What impact/intended impact/sustainability are you expecting?</p>	<p>How will you know? What evidence do you have or expect to have?</p>
<p>A high number of children participating and engaging in sporting opportunities.</p> <p>A targeted approach and sporting opportunities for those that are identified as more able in a particular sport allowing them to develop a particular sporting skill.</p> <p>Increased participation in school games competitions led by PE coach.</p> <p>Increased numbers in sports after school clubs.</p> <p>Children showing confidence in Water safety and swimming lessons from a younger age which should lead into more progress throughout the year groups and a higher percentage swimming 25m at the end of year 6.</p>	<p>Pupil voice will show children talk confidently about PE and well-being both in PE lessons and make links to their daily lives through what they have learnt.</p> <p>Lesson observations will show PE lessons at least good for all children.</p> <p>All children will have had opportunities for extracurricular clubs and workshops including EYFS and SEND targeted groups.</p> <p>All children will have had opportunities to take part in additions sporting opportunities and workshops.</p> <p>Continued increase in Girls taking part in Sport.</p> <p>Higher percentage of year 6 being able to swim 25m at the end of the academic year.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none">- High level of engagement in new sports workshops and PE lessons.- Children using transferrable skills taught across a variety of team games.- More confidence and consistency in Swimming with SEND provided for and supported with extra coach within a lesson.- Progression of skills evident across year groups.	<ul style="list-style-type: none">- Pupil Voice- Workshop and trip calendar logs- Lesson observation and drop in evidence.- Photographs- Staff voice- Swimming assessments