

# PE Funding Evaluation Form

Commissioned by



Department  
for Education

Created by



## 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.*

## Review of last year 2024/25

**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"> <li>• Meeting national curriculum requirements for swimming and water safety</li> <li>• A high percentage of 95% of Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>• To deliver swimming lessons to all pupils from YN – Y6</li> <li>• To provide high quality PE lessons for 2 hours a week to all children from Y1 – Y6</li> <li>• To raise profile of physical education for all children in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Y6 have had 2 x 6-week block of swimming. 95% pass rate for swimming.</li> <li>• Regular swimming lessons in blocks twice a year from Reception. Swimming passports follow them up through the year to monitor progress.</li> <li>• All year groups have participated in 2 blocks of swimming this year.</li> <li>• Children each week took part in 2 PE lessons a mix of indoor and outdoor lessons.</li> <li>• Summer implementation fitness scheme tracked by Mr. Hales and Mr. Roche.</li> </ul>	<ul style="list-style-type: none"> <li>• To upskill all teaching staff to deliver high quality PE lessons across all areas of the NC.</li> <li>• To promote a wide range of clubs to give opportunities to different sports.</li> </ul>	<ul style="list-style-type: none"> <li>• No further training for PE was delivered. Looked into gymnastics CPD but was unable to confirm a time that would work.</li> <li>▪ Although we have a good range of clubs already, we could not introduce a tag-rugby club this year due to lack on interest. Club numbers are down. Parents filled in questionnaire as to why. Costing and timings a big issue.</li> </ul>

## Review of last year 2024/25

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| <ul style="list-style-type: none"><li>• To give children the opportunity to participate in a wide range of sports.</li></ul> | <ul style="list-style-type: none"><li>• In the Autumn term we had a cricket coach come in and run lessons for different year groups.</li></ul> |  |  |
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## Intended actions for 2025/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> <li>▪ Meeting national curriculum requirements for swimming and water safety.</li> <li>▪ To continue to have a high percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>▪ Have a high percentage of your Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke.</li> <li>▪ What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</li> <li>▪ To provide a range of extra-curricular sport's clubs both before and after school and at lunchtime.</li> <li>▪ To encourage children to engage in active playtimes and lunchtimes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Y6 have had 2 x 6-week block of swimming.</li> <li>▪ Y6 have had 2 x 6-week block of swimming. As well as regularly swimming lessons twice a year in younger years.</li> <li>▪ Y6 have had 2 x 6-week block of swimming. As well as regularly swimming lessons twice a year in younger years.</li> <li>▪ Y6 Cohort residential June 2025: all children trained in how to be safe in water and what to do if kayak/canoe/paddleboard capsizes</li> <li>▪ Before School, Aine runs a variety of clubs such as running, netball, football. We bring in extra coaching for clubs such as tennis and dodgeball.</li> <li>▪ We have sports CREW which undergo training to put on lunch time clubs for younger years specifically EYFS and infant age.</li> </ul>

## Intended actions for 2025/26

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| <ul style="list-style-type: none"><li>▪ To ensure that a wide variety of sport's are available both in PE lessons and through extra-curricular clubs to enjoy.</li><li>▪ To ensure that equipment is updated to provide the best experiences for children and ensure high levels of participation</li><li>▪ To participate in a wide range of sporting fixtures and tournaments, for different age groups and genders.</li><li>▪ To upskill all teaching staff to deliver high quality PE lessons in specific focus of gymnastics.</li></ul> | <ul style="list-style-type: none"><li>▪ Aine to continue to run the clubs that she currently does. To hire coaches to run the clubs currently.</li><li>▪ Audit and update damaged equipment and replace. Liaise with sport's coaches to see what equipment is needed.</li><li>▪ Aine and Mr. Hales to liaise with other schools in the area to create fixture dates. Aine and Mr. Hales to attend fixtures and tournaments.</li><li>▪ To reach out and book gymnastics CPD for staff to help in the delivery of their lessons.</li></ul> |
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## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<ul style="list-style-type: none"> <li>▪ To encourage children to engage in a wide range of lunch/extra-curricular clubs of varying sports to develop an enjoyment of sport for many years.</li> <li>▪ Children to develop swimming life skills like fundamental strokes and life saving exercises. They start in reception and continue you through until Y6 and go on residential to TYM (Thames Young Mariners) to take part in water sports.</li> <li>▪ Maintaining Equipment and making sure it is properly cared for to be used for long periods of time.</li> <li>▪ Teachers to share what areas of PE development they would like to participate in to gain confidence in their practise.</li> <li>▪ To ensure that a wide variety of sport's are available both in PE lessons and through extra-curricular clubs to enjoy</li> <li>▪ To develop sports leadership skills in children to influence and inspire younger years.</li> </ul>	<ul style="list-style-type: none"> <li>▪ School will continue to put on a wide range of clubs that go at lunch time, before and after school. Running club, and multiple football and netball clubs that run throughout the week. We can see that this is has lasting impact has children often stay at the club through the years.</li> <li>▪ Swimming passports are maintained by the swimming teachers and they follow the year groups up to monitor progression. Children should improve every year of the swimming journey.</li> <li>▪ Regular audits of equipment per term as well as logging and discussing with outside coaches in case any equipment is damaged and needs replacing.</li> <li>▪ Continue to link with outside agencies providing specialist coaching and set up opportunities for teachers to observe these coaches. Survey teachers to ascertain areas where they lack in confidence and knowledge – target accordingly</li> <li>▪ Continue to link with external providers and secondary school to extend core and additional offers</li> <li>▪ Book dates for sport's crew training for next year and beyond. Continue to encourage the school captains to attend events with the TA sports lead</li> </ul>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<ul style="list-style-type: none"> <li>▪ To develop sports leadership skills in children.</li>   <li>▪ Swimming becoming a big part of the PE curriculum and children developing a passion for it.</li>   <li>▪ Using sports fixtures and clubs to develop a love of sport and competition.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sports CREW and House/Sports Captains are highly sought after job roles by Year 6 pupils. Children remember playing games with Year 6's when they were younger and often look forward to putting them on. House and Sports captains are vital roles of responsibility and help run Sports Days for each Key stage.</li>   <li>▪ Since the Claygate community pool's construction the quality of swimming is greatly improved. We are now able to track progress across many years and due to strong teaching of the swimming coaches. Each year produces stronger swimmers with more of their swimming passports completed.</li>   <li>▪ PE staff regularly accompany children to sporting fixtures. A wide range of sports tournaments take place. We often find that each has a healthy mix of students from the previous year who have found a passion of the sport and a mix of people trying it for the first time. Netball and football teams often see a lot of students start in Year 3/4 and continue through to Year 6.</li> </ul>