PE Funding Evaluation Form

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Commissioned by

Department for Education

Created by

association for Physical Education

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 the previous year.
- 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 2026 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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Review of last year 2024/25

Impact	Supporting Evidence
The dance workshops were extremely successful with full participation from the pupils it was offered to. For the majority of the pupils, this was a new sport that they had not participated in before. Over several weeks, pupils learnt the basic dance movements and techniques, building on experience, practicing and developing these skills. Pupils were enthusiastic and looked forward to the sessions each week. We saw pupils practicing the dance between sessions and demonstrating to others the moves and formations they had mastered. Pupils showed greater self-esteem, they were proud of their achievements and wanted to perform. Pupils are keen to continue and develop this area of sport further and to a higher level and with more varied types of dances.	Some pupils participated in a dance performance at the school summer festival in front of a large audience of pupils, staff and parents. Pupils have asked for dance workshops to continue next academic year so they can continue to enjoy the experience and develop their skills and techniques further.
A learning mentor was appointed to the role of PE coordinator. They were extremely capable and developed the capacity for PE opportunities across the school. They are a full-time member of staff and so were able to encourage and enhance PE and sport experiences throughout the whole week, including all break and lunchtimes, building capacity as the PE teacher is part time over 3 days a week. They were able to support planning and preparation, ensure equipment was in good order, available for pupils and suggest new initiatives. They developed a wider range of equipment and opportunities available to pupils during breaks and lunchtimes encouraging many pupils to have an active time. They ensured the pupils looked after the new equipment.	Pupils not only had more opportunities to develop their fitness levels throughout the whole week, but they practiced team skills, techniques, taking turns, understanding sport rules and experienced a wider variety of sports and games. Breaks and lunchtimes have become more active for the pupils with a wider range of equipment available and staff supervision to encourage team play and sportsmanship. Careers teaching included discussions with pupils around the wide variety of jobs in sports.
Boxing therapy has continued to have a good impact across a range of pupils. Over the year this therapy has been offered to groups of pupils who, under the direction of the therapy team, have needed this support. Our PE coordinator alongside our PE teacher have facilitated sessions on a weekly basis. This access to physical exercise in a very structured way has given pupils an opportunity to regulate and then feel ready to access learning in class. Other learning mentors across the school have been able to work under the direction and coaching of the PE teacher so they could offer sessions at other times in the week when specific pupils needed further times for regulation.	Full participation by all the pupils who were offered boxing therapy. Observations and reports from teachers and the therapy team of pupils more regulated and ready to learn in class. Teachers observed pupils being more engaged for learning with weekly boxing sessions. Pupils asked for opportunities to access boxing to self-regulate. They understood how it supports them to be ready to learn.

Review of last year 2024/25

All primary aged pupils accessed taught swimming lessons during the spring term, developing their skills, strokes and water confidence. Any primary pupil who had not achieved the end of Key stage goals for swimming had the opportunity to access taught swimming lessons for the full academic year.	Most pupils accessed the swimming and developed their skills and water confidence. Many students in years 1-6 have already achieved the expected standard for the end of key stage 2 and are confident and safe in the water. Some pupils needed more experience of swimming to achieve the expected standard by the end of key stage 2. There were 7 year 6 pupils and 5 achieved the expected standard (71%)
All primary pupils accessed weekly adventure learning sessions including climbing wall, swimming, gymnastics, cycling, bushcraft, archery, orienteering - a wide range of outdoor pursuits. We also had a week in the summer term where we had a mobile climbing wall in school and pupils had opportunities throughout the week to access instructor-led sessions giving the opportunity to practice and develop their skills in climbing to a greater depth and expertise. Pupils also had the opportunity to stay for after-school club to utilize the climbing wall further and encouraging a real interest and possible ongoing hobby to join the climbing club at a local Climbing Centre.	100% of primary pupils attended the weekly adventure learning lessons. They were active and engaged in these new experiences. Staff reported increasing self-esteem and confidence in the pupils. Pupils discussed their new experiences with enthusiasm and wanted to develop their new skills further. Pupils looked forward to the sessions and were motivated. This physical activity provided regulation for pupils. 50% of primary pupils attended the after school climbing club.

PE & Sport Premium Allocation 2024/25	**16,170**	
Actual Expenditure		**DfE Category**
Continuation of Boxing Therapy	£1,518	Extra-Curricular Opportunities
Primary Swimming	£1,510	Top Up Swimming Lessons
Primary Adventure Learning	£6,436	Extra-Curricular Opportunities
Dance Workshops	£1,237	Extra-Curricular Opportunities
On Site Climbing Wall	£2,085	Extra-Curricular Opportunities
Sports & PE Co-ordinator	£2,267	Extra-Curricular Opportunities
Equipment to support the continuation of new initiatives	£1,117	Equipment & Resources
Total	**16,170**	

Intended actions for 2025/26

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

PE & Sport Premium Allocation 2025/26	**£16,210**
Proposed Expenditure	
Continuation of Boxing Therapy	£1,520
Primary Swimming	£2,000
Primary Adventure Learning	£7,000
Dance Workshops	£1,620
On Site Climbing Wall	£2,230
Sports & PE Co-ordinator	£1,840
Total	**£16,210**

1. Provide all pupils in primary the opportunity to participate in a series of dance workshops.

2. Appointment of staff member as Sports and PE co-ordinator.

3. Continuation of boxing therapy to support pupils in managing their emotions, self-regulate anxieties and make changes to build good mental health.

4. All primary aged students will access weekly top up swimming lessons during the year.

5. All primary students to be offered and participate in weekly adventure learning sessions. To experience onsite and offsite activities in a broader range of sports such as Gymnastics, dry skiing, bushcraft and climbing walls.

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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. Dance - A new experience that many of the pupils will not have tried before. Pupils will learn basic dance movements / motifs, mirroring, group formations, changing directions, confidence and performance skills. Sessions will be based around engaging topics. 2. A learning mentor in school will be appointed extra responsibilities to work alongside the PE teachers and assist in the planning, developing and delivering a range of Sport and PE activities to Primary students. They will work collaboratively with all educational staff to ensure that Sport and PE are further integrated into curriculum planning and delivery, as well as promoting and driving new initiatives forward. 3. Boxing therapy - Pupils be able to express emotions in a safe, controlled environment. They will begin to understand the benefit themselves of using the therapy to regulate their levels of anxiety. Pupils will build self-esteem and confidence whilst also increasing fitness and improved boxing skills. School staff can be trained by the PE staff to be able to facilitate boxing therapy sessions at other times in the week outside of the therapy sessions to allow pupils to use this strategy to self-regulate and be safely supervised to do so when required. Pupils built self-esteem and confidence whilst also increasing fitness and improved boxing skills. 4. All primary pupils to be able to swim confidently over a distance of at least 25 metres by the end of Key stage 2, using a range of strokes effectively and perform self-rescue in different water-based situations. All primary pupils to know how to be safe in and around the water. Pupils will develop essential independent life skills and increased confidence, supporting the encouragement of active participation in sport.	1. Dance – Staff will report pupils increased confidence and engagement with the dance workshop. Pupils dance skills will improve and develop. The pupils will be able to show their new skills in a performance. 2. Increased capacity and sustainability in school around planning and implementation of Sports and PE for primary pupils. New initiatives introduced and developed in Primary. Pupils in primary having the opportunity to experience a broad range of sports. Pupils' aspirations for future careers include jobs and roles in the world of sports. 3. Those pupils accessing boxing therapy will show better self-regulation of anxieties leading to a greater engagement in learning across all curriculum areas. More staff members will feel confident to supervise and support pupils to access boxing therapy in a safe environment. 4. 100% of pupils at the end of key stage 2 will have achieved the expected standard for swimming. Pupils show enjoyment in this sport and enthusiasm to continue to develop their skills and stamina. Pupils' aspirations for future careers include jobs and roles in the world of sports. 5. Staff will observe pupils increased confidence to try new experiences building self-esteem and resilience. Pupils will be more aware of the broad range of sports and activities available to them. Pupil's will be encouraged to take new interests further and be introduced to opportunities to join clubs outside of school. Pupils' aspirations for future careers include jobs and roles in the world of sports.

Expected impact and sustainability will be achieved

5. Primary pupils will have tried an element of PE, a sport or outdoor activity that they either have not tried before or in the cases of older primary pupils, an activity which they can become more proficient in. They will have the opportunity to develop their skills and techniques within these sports over a number of weeks. Pupils will gain confidence to try new experiences building self-esteem and resilience. Pupils will be more aware of the broad range of sports and activities available to them.	

Actual impact/sustainability and supporting evidence

Primary Swimming	1,708.72
Adventure Learning	6,509.75
Boxing Therapy	1,495.30
PE Co-ordinator	2,293.40
On Site Climbing Wall	1,950.00
Sports Day	300
Sports provision	1,541.15
Sports Equipment	604.00
	16,402.32

What **impact/sustainability** have you seen?	What **evidence** do you have?
1. On site Climbing Wall experience. Unfortunately, we were unable to book a dance tutor for the sessions in school with the primary pupils. We decided to offer an alternative new PE experience that many of the pupils would not have tried before. The climbing wall was on site for a few days and therefore pupils were able to have several sessions so that not only did they try a new experience they also had the opportunity to develop, improve and practice their skills in this sport. Some pupils expressed an interest in taking this sport further, by joining a club at the climbing centre.	1. Primary pupils were very engaged in this activity. They benefitted from being in small groups so they were able to be active throughout the session with little waiting time. Many of the pupils planned ahead on the aspects of the climbing that they were going to try on their next session encouraged by the expert instructors and school staff who could teach them the skills and guide them as they were climbing. Staff reported many examples of pupils over coming fears to try something new and resilience and determination to achieve more complex climbing or reaching higher up the tower.
2. A learning mentor in school was appointed as PE coordinator and has extra responsibilities working alongside the PE teacher and assisting in the planning, development, and delivery of a range of Sport and PE activities to Primary students. They collaborate with all educational staff to ensure that Sport and PE are further integrated into curriculum planning and delivery, as well as promoting and driving new initiatives forward.	2. Staff have observed increased engagement from the primary pupils in PE and sport activities in both timetabled lessons and at breaks and lunchtimes. The PE coordinator has been proactive in linking PE and sports skills and rules from the taught PE lessons to breaks and lunchtimes. They facilitated team sports games during breaks and lunchtimes, organizing rotas to share spaces, staff to support positive attitudes during play, supporting fair play and refereeing. The PE coordinator also planned a whole school sports day off site at a local sports stadium and a mobile climbing wall in school that all the pupils accessed. They encouraged pupils to fully participate, including roles such as taking photographs and videos during the events. They promoted good sporting attitudes, supporting the pupils to

Actual impact/sustainability and supporting evidence

	cheer on both those who had achieved and those who had tried hard in races and events. Medals and certificates were awarded. These new initiatives also promoted pupils' aspirations for future careers including jobs and roles in the world of sports.
3. Pupils had timetabled sessions for Boxing therapy. These sessions were initially with the PE teacher and PE coordinator, however other school staff, learning mentors and therapy support staff, were trained to deliver the sessions. This allowed pupils to access boxing therapy at a variety of times and when they needed to self-regulate. Pupils could express emotions in a safe and controlled environment. They begin to understand the benefit themselves of using the therapy to regulate their levels of anxiety. Pupils built self-esteem and confidence whilst also increasing fitness and improved boxing skills.	3. Pupils accessing boxing therapy showed better self-regulation of anxieties leading to a greater engagement in learning across all curriculum areas. A number of staff members now feel confident to supervise and support pupils to access boxing therapy in a safe environment.
4. All primary pupils accessed weekly swimming lessons for a full term with the aim that they would to be able to swim confidently over a distance of at least 25 metres by the end of Key stage 2, using a range of strokes effectively and perform self-rescue in different water-based situations. The lessons and follow up work in school also focussed on pupils knowing how to be safe in and around the water. Pupils who had not yet achieved these learning goals accessed weekly swimming lesson for the full year. Pupils will develop essential independent life skills and increased confidence, supporting the encouragement of active participation in sport.	4. We are very proud to report that we have achieved the end of key stage 2 goal and 100% of Y6 pupils could swim 25m. 100% of Y6 pupils could use a range of strokes And 100% of Y6 pupils could use self-rescue techniques Pupils across the primary department showed enjoyment in this sport and enthusiasm to continue to develop their skills and stamina. Some pupils who had met the required standard of achievement but expressed an interest in continuing to develop their swimming skills and stroke techniques to a higher level had access to continue with swimming lessons throughout the year.
5. All primary pupils had weekly lessons for a half term to learn to ride a bicycle or develop their cycling skills and safety with the bike ability course. Many of the pupils had not tried cycling before and using our school bicycles had time and support to learn the ride and gain their confidence in an off-road environment. Some students who were already more confident cyclist gained skills and knowledge of road safety and were supervised to complete their bike ability on the road.	5. As part of the adventure learning Pupils gained the ability to ride a bike independently, gaining confidence in their ability. Pupils were introduced to this new sport, and many expressed an interest in getting their own bike at home. Pupils are more aware of the broad range of sports and activities available to them including cycling. Staff observed pupils increased confidence to try new experiences building self-esteem and resilience.