





PE Funding Evaluation Form

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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.

association for Physical Education
YOUTH SPORT TRUST

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?
Sports provision has gone well over the last year. • We brought specialist coaches to help with cricket and tennis coaching. We also brought in inspire football to help engage the children being active. • The children competed in some Football related competitions in Islington with other schools and we ran our own inter school football competition. • The introduction of activity zones and adults leading smaller groups in the pitch area at lunch help keep the kids more active. • Naturehood and Gardening have been introduced to the school through a Environmental tutor	• Speaking to staff feedback reflected growing confidence and independence in planning and delivery of lessons • Observations recorded improved behaviour and higher physical activity levels at lunch, especially among younger pupils. • Pupils' skill levels increased in the sports we brought in specialist coaches for. • Pupil voice let us know that the new play ground set up was more engaging giving children more time on the ball in football and more structured and fairer sport • Effective incorporation of gardening and outdoor learning into the curriculum. Pupils regularly engaged in gardening, discussed nutritional benefits of growing and eating fruit and vegetables. Observable enthusiasm, curricular integration across year groups, and sustained projects like the Country Trust	**Limited Curriculum Coverage in Dance and Gymnastics** • *Issue:* There was an overemphasis on games-based units, with minimal coverage of dance and gymnastics. **Swimming Provision Started Too Late** *Issue:* Swimming was offered in Year 4 only, limiting time for intervention and skill progression. **Low Visibility and Identity in PE** • *Issue:* PE lacked a consistent presence or sense of identity across the school.	• Teacher feedback indicated low confidence in delivering dance lessons, and pupil voice reflected limited enjoyment or exposure to these areas. End-of-year swimming data showed that many pupils did not meet the 25m requirement. There was insufficient time for top-up sessions. PE and sport were not consistently celebrated in assemblies or communications. Pupils reported low sense of belonging or pride in sport. Staff noted difficulty engaging all pupils in PE and events.

Review of last year 2024/25

	"Food Discovery.	**Inconsistent Participation in Competitions** • *Issue:* Only a small number of pupils participated in external sports competitions, often the same individuals.	Participation logs showed low engagement from EYFS, KS1 and less confident pupils, SEND pupils, and certain year groups. Feedback highlighted a lack of inclusive opportunities.

Intended actions for 2025/2026

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
Curriculum-Ensure full curriculum coverage in PE A revised PE curriculum will be implemented to ensure greater coverage and progression in dance across all year groups. This will help meet national curriculum expectations while promoting creativity, confidence, and physical expression. To improve swimming outcomes and ensure earlier intervention, three classes (likely Years 4–6) will attend swimming lessons. This aims to increase the number of pupils meeting the 25m standard by the end of primary school. **Enhance the Sport and PE profile across the school** Enhance the PE profile across the school by embedding a whole-school house system that promotes teamwork, identity, and inclusive competition. This will be supported by the appointment of an in-house PE coach for 2 days visible house representation (e.g. coloured t-shirts), regular inter-house events, and the integration of the system into PE lessons and school celebrations to raise the visibility, value, and impact of physical education for all pupils. **Increase Participation in Competitions and Events:** to increase pupil participation in competitions and events to promote physical activity, teamwork, and confidence. By offering a wider range of inclusive opportunities across year groups and ability levels, we aim to foster a positive sporting culture where all pupils are encouraged to represent their school, challenge themselves, and celebrate their achievements in a supportive environment.	*1. Incorporate dance and Gymnastics* • **Actions:** • Purchase or subscribe to a scheme with a strong dance offer. • Provide CPD or team-teaching with the PE coach for staff confidence. • Embed dance *2. Increase swimming provision* • **Actions:** • Book swimming slots in advance with local pool (e.g. Year 4–6). • Liaise with swimming provider to ensure assessment and progress tracking. • Identify children needing top-up lessons early in the year. • Communicate plans clearly with families, especially regarding kit and expectations. *3. Develop a house system for PE* • **Actions:** • Source a qualified coach or partner with a trusted local sports organisation. • Pupils will be grouped into four houses, with cross-year membership to encourage collaboration. S • Staff will serve as house leaders. • The initiative will launch via assemblies and class activities to foster pride, teamwork, and sportsmanship. • Pupils will wear coloured t-shirts—funded through the PE and Sport Premium—during PE, sports days, and inter-house events.

Intended actions for 2025/2026

	• The system will be embedded in the PE curriculum, with points for effort and participation, and termly inter-house competitions to encourage inclusive, fair participation across all ages. *4. Increase Participation in Competitions* • **Actions:** • Join a local school sports partnership or borough-wide sports network. • Use the PE coach to prepare teams and transport pupils as needed. • Offer a mix of inclusive and competitive events across year groups. • Track participation to ensure fair access (e.g. by gender, SEND, year group).

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?
Enhancing the Sport and PE profile across the school • Improves overall daily physical activity levels for all pupils. • Develops pupils' stamina, motivation, and enjoyment of running in a non-competitive setting. • Enhances focus and behaviour in afternoon lessons due to increased physical outlet. • Fosters a positive attitude towards fitness and active lifestyles. **Sustainability:** Requires minimal resources and can be embedded into the weekly timetable. Involvement from school staff and parents builds long-term community ownership and consistency. **.Developing a House System for PE** • Promotes inclusion, teamwork, and belonging across the school through structured sport and physical activity. • Encourages healthy competition, leadership, and sportsmanship among pupils of all ages. • Increases motivation and pride in participation, not just performance. • Boosts visibility of sport in the school community with recognisable team identities. • **Sustainability:** Once established, the house system becomes a low-cost, embedded feature of school life. Peer-led events and staff house leaders ensure continuity without extra burden on staff or budget. **Increasing Participation in Competitions**	**Enhancing the Sport and PE profile across the school** • Increased motivation and enjoyment in daily physical activity. • Positive impact on behaviour and focus in class after lunch. **Evidence expected:** • Participation logs or class tracking sheets. • Pupil and staff feedback (surveys or discussions). • Observations by staff on pupil activity levels. • Photos/videos of participation and final event. **Curriculum** • Dance/Gymnastics is taught consistently across year groups. • Teachers deliver dance lessons with improved confidence and structure. • Pupils show increased engagement, creativity, and skill in dance. **Evidence expected:** • PE lesson plans and timetables including dance. • Staff CPD records and feedback forms. • Lesson observations and learning walks. • Pupil voice and samples of dance work where relevant. **Increase Swimming Provision** • More pupils meet or exceed national swimming standards. • Top-up lessons address gaps in attainment early. • Families are informed and engaged in supporting swimming. **Evidence expected:** • Assessment data from swimming provider.

Expected impact and sustainability will be achieved

- Provides more pupils with the opportunity to represent the school, improving confidence, team spirit, and resilience.
- Broadens access to a wider range of sports, catering to diverse interests and abilities, including SEND pupils.
- Raises the profile of PE and sport across the school and encourages regular training and practice.
- Supports social development and the ability to cope with winning and losing positively.

Sustainability: Partnership with local sports networks allows for regular, cost-effective access to competitions. Tracking participation ensures inclusion and helps embed events into the school's yearly calendar.

Curriculum coverage

- Ensures pupils experience a broader and more balanced PE curriculum that includes expressive movement and creativity.
- Increases staff confidence and competence in teaching dance, reducing dependence on external specialists.
- Supports pupils' coordination, rhythm, and self-expression, especially benefiting those less engaged in traditional sports.
- **Sustainability:** CPD and high-quality resources enable long-term delivery by teaching staff. Once embedded, the scheme will provide reusable planning and structure without recurring costs.
- Provides more pupils with the opportunity to meet national curriculum swimming expectations (25m unaided, use of different strokes, and water safety).

Sustainability: Developing strong partnerships with providers and tracking systems ensures future efficiency. Early identification of need supports long-term planning and allocation of appropriate resources.

- Registers of pupils attending sessions and top-up lessons.
- Statutory Y6 swimming attainment report.
- Parent communication logs and responses.

House System for PE

- Pupils can identify their house and understand the system.
- House competitions are well attended and promote teamwork.
- Increased enthusiasm and inclusive participation in PE and sport.

Evidence expected:

- House allocation lists and visuals around school.
- Records of house points and competitions held.
- Photos/videos of house events and sports day.
- Pupil and staff feedback on the system's impact.

Increased Participation in Competitions

- Higher numbers of pupils take part in external and internal sports events.
- Participation is balanced across gender, year groups, and SEND pupils.
- Pupils express pride and enjoyment in representing the school.

Evidence expected:

- Competition attendance registers and team lists.
- Match reports or newsletters documenting events.
- Participation tracker by year group, gender, and SEND.
- Pupil voice and reflections from sports leaders or ambassadors.

Expected impact and sustainability will be achieved

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?	What **evidence** do you have?
Increased pupil engagement in physical activity through activity zones and smaller group leadership at lunchtime	Observation records showing improved behaviour and higher physical activity, especially among younger pupils
Enhanced skill development in cricket, tennis, and football through specialist coaching	Observations and teacher feedback noted improved skill levels in targeted sports
Higher pupil engagement and fairness in playground sport setups	Pupil voice surveys indicated more structured, fairer games and more time on the ball
Participation in intra- and inter-school football competitions increased motivation Greater staff confidence and independence in delivering lessons	Competition records and participation logs from Islington events and internal lunch sporting activities.
Sustainability of environmental learning through Naturehood and Gardening integration	Regular pupil participation, cross-curricular integration, sustained projects like “Food Discovery”, and observed enthusiasm