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PE Funding

Evaluation Form

Commissioned by

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Department
for Education



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 2023/24.
- 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.

Key Achievements 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?
School games mark	Achieved Gold award		
Healthy Schools award	Awarded Healthy Schools		
CPD offered to ECTS	Improved level of teaching in PE		
Sports Coach	Enhanced teaching of PE and offering of after school clubs.		

Intended actions for 2025/26

Activity/Action	Impact	Comments
Provide equipment for activities run by young leader during break and lunchtimes, to encourage participation.	Enable a higher and continued active participation during all breaktimes. Also supporting the development of leadership, communication and Inspiration in young leaders.	Reviewing and investing in equipment to boost pupil participation in sports has positively influenced children's attitudes and engagement at playtime. We continue to see a steady rise in activity involvement and are consistently exploring new ways to expand the range of opportunities offered. One example of this is the introduction of girls' football during playtimes and lunchtime. CPD staff offered to increase commitment for girls.
Regular and thorough observations of PE lessons by coordinator and PE specialist.	All pupils (100%) receive effective teaching. PE specialists to support teachers who needed additional support.	This year we have recognized the impact of sustainable practice in PE and sport. Teachers who are identified as needing extra support or advice will get this from coordinators and PE specialist coaches. CPD has been given to x4 ECT teachers. In turn, increasing their knowledge of sport and PE. x4 additional teachers were given 1:1 session with cricket coach. This

Intended actions for 2025/26

		has improved their understanding of their curriculum subjects for their year groups.
The delivery of diverse, inclusive and engaging extra-curricular clubs.	Two or more sporting clubs are offered daily throughout the academic year. These are changed or adapted termly in line with pupil voice.	This year we have delivered girls football, dodgeball, cricket, rounders and much more. Most clubs are pupil voice selected. We monitor pupils' uptake termly, enabling us to decide on effective clubs.
Providing non-competitive clubs and activities for pupils.	Termly non-competitive clubs are offered for different pupils. This supports the development of resilience.	Clubs such as yoga, dance and more have been provided for children.
Attending more than 40 sporting events throughout the academic year.	Many events have been targeted, allowing children from all backgrounds to participate in sporting activities and events. High percentage of Pupil Premium children have taken part in 1 or more sporting events this year. This also includes SEND, girls and	Children have demonstrated increased resilience, interest, and engagement in PE lessons. A number of identified pupils attended a sports morning at their local secondary school, which helped ease

Intended actions for 2025/26

CPD offered to ECTs, teachers and Lunchtime supervisors.	transition activities within local secondary school. X4 ECTs given effective CPS by Stride Active (PK). Chance to shine cricket coaching and CPD Girls Football - Shooting Stars Training for lunchtime staff.	any concerns they had about the transition process. We participated in a variety of School Games and Stride Active events, including PP Dodgeball, the School Games, the 'Here Girls Can' festival, the SEND Bowling event, and the Values Festival. These opportunities allowed us to engage our target demographics effectively. Additionally, we provided Pupil Premium and girls' cricket sessions to further boost participation among these groups. Continuing Professional Development in PE for our ECTs has built confidence, enhanced subject knowledge, and supported high-quality teaching. By engaging in regular CPD, ECTs have created a positive impact on pupil outcomes, fostering resilience, teamwork, and a lifelong enjoyment of physical activity. Lunchtime supervisors can now use their training to engage girls in football at lunchtime (KS1) which has shown regularly uptake at lunchtime.
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Intended actions for 2025/26

Planning and delivering Intra-school sporting events.	All children offered opportunities to compete, enjoy and thrive in sporting activity. Main intent given to all children and staff. KS2 rounders house competition, KS1 multi-skills games, orienteering and more completed throughout the year.	Teachers who has cricket in their PE overview/ curriculum have received effective CPD to enable deeper knowledge of the subject. They have also developed skills and ideas for enriching PE lessons. Intra-school sports events provided valuable opportunities for pupils to develop teamwork, resilience, and a sense of belonging. We have encouraged friendly competition to boost confidence and promote positive attitudes towards physical activity. Most children showed an increased love of sport and social skills after these activities.
Planning and delivering Inter-school sporting events.	Leominster Primary School plans and runs own 'North Herefordshire Football Tournament for boys and girls.	Support us in making links with the community and other local schools within Herefordshire.
Continued subscriptions to stride active		

Intended actions for 2025/26

	This provided many opportunities for pupils. Including targeted events.	Allows a variety of children to compete in competitive and non-competitive sporting events throughout the year. Regular impact checks are taken, and discussions are made with children after attending. I.e. enjoyment, participation and skills development.
Promote awareness of the importance of achieving 60 minutes active each day, ensuring all staff, pupils, and families understand its value. Continue to collaborate with lunchtime supervisors and young leaders.	Regular activity throughout the school day, including games delivered by young leaders, equipment for engaging play and activity breaks in the afternoon.	Children gain 60 minutes and have a deeper awareness of how less/minimal activity can impact them negatively.
Young leaders to support with playtime, sports days and games.	In-house training by sports coaches and PE teacher to improve pupil engagement at breaktime.	Young leaders have supported sports days within the school, delivered fun activities for KS1 children and lead activities on KS2. This has helped many children to develop a sense of achievement and leadership.

Intended actions for 2025/26

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Swimming data 2024/25

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

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	35.5%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	54%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	29%	
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?	No	

Swimming data 2024/25

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?

No

The sessions are delivered by highly trained swimming instructors. These coaches assess and grade the children at the end of the intensive sessions.

