



The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

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 2026/27.
- 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.

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?
<p>The use of club time to introduce netball and joining a league allowed the children to see and feel progression across the year.</p> <p>Intra-school competition was celebrated and enjoyed by children across KS2 and even KS1 in the summer.</p> <p>Dance club continued to thrive and was at maximum capacity throughout the year.</p> <p>Booster group in swimming helped to target children who required further support.</p>	<p>Netball league celebrate in assembly and weekly newsletter.</p> <p>Whole school intra-school display.</p> <p>Clubs and event celebrated in newsletter.</p> <p>Boost group timetable and increased percentage of children reaching Y6 NC.</p>	<p>The extra-curricular swimming club was inconsistent and resulted in disappointment from children.</p> <p>Netball hasn't been sustainable as we don't have the staffing to continue it and many of the children who attend have since 'graduated' from the school.</p>	<p>Clubs cancelled.</p> <p>Children left for Y7 Netball club no longer on offer during club time.</p>

What are your plans for 2026/27

How are you going to action and achieve these plans?

Intent

Implementation

1. Train sports leaders in providing accessible games for KS1 children at lunchtimes

2. Provide coaching and support for ECT teachers in the delivery of PE and dance.

3. Work in collaboration with the local council to develop active travel within school

4. Work alongside the SENCo to action the delivery of Sensory Circuits where appropriate across the school.

1. Deliver training on leadership skills, communication and playground safety.
Introduce a bank of simple, inclusive games suitable for KS1 children. Provide structures sessions for lunchtime activities alongside sports leaders and build towards independently organising and running activities.
2. Audit ECTs confidence in PE and dance delivery.
Provide planning/ scheme of work to support with delivery. Organise mentoring from LSC teachers to build confidence in delivery.
3. Work with the sports leaders to promote active travel within the school community.
Organise bike-ability to train more children on how to ride a bike as well as Level 1 and Level 2 bike sessions.
Work alongside the council on initiatives to support children's activity.

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?
<ol style="list-style-type: none"> 1. KS1 children have access to structured, inclusive and enjoyable games. Improved behaviour, social interaction and engagement during lunchtimes. Older pupils develop leadership, communication and responsibility skills. Sports Leaders to be able to train future leaders for next year. 2. Improved confidence, subject knowledge and higher quality PE lessons delivered by ECT staff. Leading to staff retaining the skills and knowledge gained through coaching and mentoring. 3. Increased number of pupils able to ride a bike with an improvement in pupil fitness and physical activity levels. Hopefully see an increase in the number of children walking to school. 4. Improved emotional wellbeing, behaviour and readiness to learn throughout the school day. Reduced incidents of dysregulation, anxiety and disruption during key, transition times with staff trained to deliver sensory circuits consistently. 	<ol style="list-style-type: none"> 1. • List of trained Sports Leaders. Training materials and attendance records. Playground activity timetables. Photos of leaders running activities. Monitoring and observation notes from PE Lead. 2. CPD and coaching records. Teacher confidence audits completed before and after support. 3. Correspondence and meeting records with the council. Participation in active travel events and campaigns. Newsletters, assemblies and promotional materials. 4. Pupil voice surveys or comments about how the sensory circuits help them. Increased engagement and participation in class activities.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?