



PE Funding Evaluation Form



Department
for Education
Commissioned by



Created by

Details with regard to funding
Please complete the table below.

Description	Amount
Total amount carried over from 2023/24	£0
Total amount allocated for 2024/25	£21,040
How much (if any) do you intend to carry over from this total fund into 2025/26?	£0
Total amount allocated for 2024/25	£21,040
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£21,040

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Swimming Data

Please report on your Swimming Data below.

6. Swimming and water safety

Does your school have year 6 pupils? **Yes**

What percentage of pupils in your current year 6 cohort can swim competently, confidently, and proficiently over a distance

of 25 metres?

What percentage of pupils in your current year 6 cohort can use a range of strokes effectively (e.g. front crawl, backstroke, and breaststroke)? **66**

What percentage of pupils in your current year 6 cohort can perform safe self-rescue in different water-based situations? **62**

What impact has your school's spending of this funding had on swimming and water safety attainment? **Positive impact**

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.

Intended actions for 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
Improved swimming outcomes	Swimming assessment data shows an increase in the percentage of children meeting national standards.
High uptake of after-school clubs	Club registers show increased participation across year groups.
Lunchtimes have been calmer and more active	Staff observations and pupil feedback indicate improved behaviour and higher levels of physical activity.
Implementation of Complete PE scheme of work has been beneficial	Increased pupil engagement in lessons; Sports Coach reports improved planning and CPD opportunities.
Participation in inter-school competitions increased	Pupil voice reflects enjoyment and pride in representing school.
Funding used to support transport to competitions (e.g., coaches)	Enabled wider participation, especially for pupils with transport barriers.

What Didn't Go Well	How Do You Know
Trained member of staff in swimming left part way through the year. This had an impact on what we could deliver.	Attainment of swimming outcomes rose but not at the predicted rate at the beginning of the school year.
Planned spending to train more people up in 2025/2026	
Need to work more closely with Wellbeing and Sports Ambassadors	Limited visibility of their roles; fewer pupil-led initiatives and feedback sessions
Assessment of Complete PE needs to be communicated better with teachers, as it is an online system.	Teachers were not communicated with as well as they could have been.

Intended actions for 2024/25

What are your plans for 2024/2025?	How re you going to action and achieve these plans?
Intent	Implementation
<p><u>To develop high-quality PE teaching through leadership, CPD, and school-wide collaboration (Key Indicator 1)</u></p> <p>Additionally, to support staff well-being and encourage active lifestyles among adults within the school, contributing to a whole-school approach and positive role modeling.</p> <p><u>To engage all pupils in regular physical activity using universal physical activity programmes and active travel (Key Indicator 2)</u></p> <p><u>Using Student Leadership/Student Voice to raise the profile of PE as a tool for whole-school improvement (Key Indicator 3)</u></p> <p>To empower students by giving them leadership roles and a voice in shaping PE and school sports, making them active contributors to a healthier school environment. To focus on increasing physical activity during unstructured times and fostering leadership among older pupils. Additionally, promoting mental well-being through the 5 Ways to Well-being, particularly emphasizing "Being Active" to boost emotional literacy and resilience.</p>	<p>Key Indicator 1-The PE lead to engage in professional development through local network meetings and conferences, sharing key insights with staff during INSET and meetings. A staff-wide PE survey to be conducted to inform future planning and development. Staff CPD based on gaps in knowledge and confidence delivering PE informed by the survey results. Additionally, two staff members will undergo training as Staff Well-being Ambassadors to promote physical activity and workplace health, culminating in a school action plan.</p> <p>Key Indicator 2-To engage in the Move It March programme which will provide each child with a physical activity tracker, offer milestone-based rewards for physical activity completed (Bronze, Silver, Gold, Platinum).To engage with Active Travel programmes in October and throughout the year.</p> <p>Key Indicator 3- Four students from Years 5 and 6 will be trained as Sports Ambassadors to help lead a School Sport Organising Crew alongside staff. Additionally, 20 students will be trained as Playground Leaders to run active games for KS1 pupils, with support from the South Leicestershire School Sports Partnership (SLSSP). Four Well-being Ambassadors from Years 5 and 6 will promote the 5 ways to well-being and create a peer support action plan. Pupils in Years 3 and 6 will complete the National Koboca survey to share their views on sports, leadership, and well-being to inform future planning.</p>

Expected impact and sustainability will be achieved

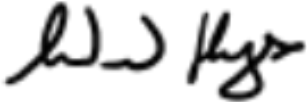

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
<p>Key Indicator 1- We aim for our Sports Coach to feel more confident in teaching a wider range of sports next academic year- the impact will be a roader curriculum delivery and increased pupil engagement in diverse sports.</p> <p>Key Indicator 2- We anticipate an increase in children actively travelling to school benefitting both the environment and their physical well-being. We expect most children to participate in the Move It March programme. This will promote the CMO Physical Activity Guidelines. Sustainability- the school will continue to engage with the SLSSP to host more universal physical activity projects.</p> <p>Key Indicator 3-Daily Lunchtime Physical Activities will be supported by Playground Leaders, organised activity zones, and rotating leaders. This initiative aims to make more KS1 students active, encourage better social interaction, and boost the confidence of student leaders.</p> <p>Sports Ambassador duties will include managing a PE noticeboard, running intra-school events, collecting peer feedback, and leading activities for younger pupils. This is expected to increase engagement in PE and raise the visibility of physical activity initiatives across the school. To sustain this, new student leaders can be trained annually.</p> <p>Well-being Ambassadors will take charge of initiatives such as supporting pastoral to create "Worry Boxes," leading activities during Children's Mental Health Week, and coordinating well-being challenges. These efforts aim to foster greater pupil confidence in sharing concerns and heighten awareness of emotional well-being. To sustain this, new student leaders can be trained annually.</p> <p>The National Koboca Survey will collect feedback on sports, leadership, and well-being, providing valuable insights to guide the future planning of sports and well-being initiatives. The survey can be conducted annually, with findings used to refine and improve the programme each year.</p>	<p>Key Indicator 1- Improved Teaching Quality: Evidence from observations, surveys, and feedback. Increased Confidence in PE: Changes in self-reported confidence levels from staff surveys. Curriculum Consistency: Consistency in lesson plans, teaching methods, and content delivery across the school.</p> <p>Modelling Healthy Lifestyles for Pupils: Observations or informal feedback from students (such as noting changes in their engagement with physical activities or comments about staff role models) could show if staff are effectively modelling the desired behaviours.</p> <p>Key Indicators 2- Increased Active Travel: Measured through participation data. Sustained Behavioural Change: Evidence from follow-up surveys or informal interviews showing long-term adoption of active travel. Increased Physical Activity: Measured through tracking participation data and feedback from students' Knowledge of Physical Activity Guidelines: Measured by improvements by informal interviews with students. School-wide Impact: Feedback from teachers and students about a potential shift in the school's overall attitude toward physical activity.</p> <p>Key Indicator 3- Engagement: Track the number of programmes and participation in provision delivered by student leaders. High engagement indicates success in promoting activity and well-being.</p> <p>Impact on Peers: Informal interviews with participants/pupils about the impact of the student leadership programmes.</p> <p>Leadership & Knowledge: Track leadership development and students' knowledge of physical activity and well-being.</p> <p>Data-Driven Refinement: Use feedback from surveys (e.g., Koboca) to adapt programmes. Continuous improvement based on feedback.</p>

Expected impact and sustainability will be achieved

What impact/sustainability have you seen?	What evidence do you have?
<p>The initiatives implemented through the Sports Premium funding have led to several long-term benefits:</p> <p>**Improved pupil engagement**: The adoption of the Complete PE scheme and increased opportunities for participation have resulted in more children actively engaging in physical education and school sport.</p> <p>**Increased staff confidence**: The Sports Coach has benefited from structured planning tools and CPD opportunities, leading to greater confidence in delivering a broader range of sports.</p> <p>**Sustained participation in clubs and competitions**: High uptake in after-school clubs and regular participation in inter-school competitions have become embedded in the school culture.</p> <p>**Embedded use of Complete PE**: The scheme has become a core part of PE delivery, supporting consistency, progression, and inclusive practice across year groups.</p> <p>These outcomes contribute to lasting improvements in physical education by fostering a positive attitude towards physical activity, building staff capacity, and ensuring that high-quality PE is a sustained priority within the school.</p>	<p>**Improved Swimming Outcomes**: Swimming assessment data shows a year-on-year increase in the percentage of pupils meeting national curriculum requirements.</p> <p>**Increased Participation in After-School Clubs**: Club participation registers indicate a broader range of pupils engaging in extracurricular physical activities.</p> <p>**Enhanced Lunchtime Activity**: Staff observations and pupil feedback confirm that lunchtimes are calmer and more active, contributing to improved behaviour and wellbeing.</p> <p>**Effective Use of Complete PE Scheme**: CPD logs and planning documentation from the Sports Coach demonstrate improved lesson delivery and teacher confidence.</p> <p>**Greater Competition Involvement**: Competition records show increased entries in inter-school events, supported by transport funding, enabling inclusive participation.</p> <p>**Professional Development**: CPD logs show that the Sports Coach has accessed training and resources that will continue to benefit PE delivery in future years.</p> <p>-Parkland Primary School has achieved gold mark in 2024/2025 school games.</p>

Categories of grant spending

Has your school spent any of its PE and sport premium grant on CPD?	Yes	Total school spending on CPD	1350	How much has your school spent on external activities organised by School Games organiser network?	200
How much has your school spent on CPD external training courses?	0	Has your school spent any of its PE and sport premium grant on internal activities?	Yes	How much has your school spent on external - other inter-school sports competitions?	0
How much has your school spent on CPD upskilling staff to deliver swimming lessons?	0	How much has your school spent on internal school based extra-curricular opportunities?	5000	How much has your school spent on external coaching staff?	3000
How much has your school spent on CPD internal learning and development?	1350	How much has your school spent on internal sports competitions?	0	Activities organised by School Games organiser network	200
How much has your school spent on CPD inter-school development sessions?	0	How much has your school spent on internal top-swimming lessons or broadening aquatic opportunities for pupils?	3535	Other inter-school sports competitions	0
How much has your school spent on CPD online training / resource development?	0	How much has your school spent on internal active travel?	0	External Coaching staff	3000
How much has your school spent on CPD external coaches supporting confidence and competence?	0	How much has your school spent on internal equipment and resources?	0	Total school spending on external activities	3200
External training courses	0	How much has your school spent on internal membership fees?	5700	Total CPD category spend	1350
Upskilling staff to deliver swimming lessons	0	How much has your school spent on internal use of educational platforms and resources?	2255	Total internal category spend	16490
Internal learning and development	1350	School based extra-curricular opportunities	5000	Total external category spend	3200
Inter-school development sessions	0	Internal sports competitions	0	Total spent of PE and sports premium	21040
Online training / resource development	0	Top-up swimming lessons or broadening aquatic opportunities for pupils	3535		
External coaches supporting confidence and competence	0	Active travel	0		
		Equipment and resources	0		
		Membership fees	5700		
		Use of educational platforms and resources	2255		
		Total school spending on internal activities	16490		
		Has your school spent any of its PE and sport premium grant on external activities?	Yes		

Signed off by:	Signature	Date
Headteacher - Andrew Hayes		7 th July 2025
Subject Leader – Abbie Peel	A.Peel	7/7/2025
Chair of Advisory Board – Lauren Charlton		9/7/2025