



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 2024/2025	£0
Total amount allocated for 2025/2026	£ 20,840
How much (if any) do you intend to carry over from this total fund into 2025/2026?	£0
Total amount allocated for 2025/2026	£ 20,840
Total amount of funding for 2024/2025. To be spent and reported by 31 st July 2026	£ 20,840

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 for academic year 2025 to 2026?

67 %

What percentage of pupils in your current year 6 cohort can use a range of strokes effectively (e.g. front crawl, backstroke, and breaststroke) for academic year 2025 to 2026?

66 %

What percentage of pupils in your current year 6 cohort can perform safe self-rescue in different water-based situations for academic year 2025 to 2026?

63 %

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 2025/26.
 - 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.

Intended actions for 2025/2026

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 demonstrates a clear increase in the proportion of pupils achieving the expected national curriculum swimming standards. This reflects the positive impact of targeted swimming provision and support.
Lunchtimes have been calmer and more active	Staff observations and pupil feedback indicate improved behaviour and higher levels of physical activity during lunchtime provision.
Implementation of the Complete PE scheme of work has been beneficial	Staff observations and pupil voice indicate that pupils are engaging in a wider range of activities, resulting in improved behaviour, increased participation and enhanced wellbeing. The scheme has also supported improved curriculum planning and progression.
Excellent uptake of Move It March – Winning both the pupil and staff competitions	Large numbers of staff and pupils actively participated in Move It March. The school won the pupil competition for recording the highest number of active minutes and was also recognised as the highest-performing primary school overall.
Culture Week enhanced pupils' understanding of different cultures and experiences	Through workshops, performances and enrichment activities, pupils developed a greater understanding and appreciation of different cultures. Pupil voice and staff observations demonstrated increased cultural awareness, curiosity and engagement.
External coaching sessions increased participation and aspirations in sport	Specialist coaches delivered high-quality hockey, rugby and cricket sessions, resulting in high levels of pupil engagement and enthusiasm. Several pupils were inspired to continue participating in these sports outside school, with some progressing to play at county level. These opportunities broadened pupils' experiences and increased awareness of sporting pathways.

What Didn't Go Well	How Do You Know
We were planning for the Sports Coach to be trained to deliver swimming lessons, but the swimming coach left.	The planned member of staff who was going to be responsible for swimming provision left during the academic year, which impacted the continuity and capacity of the programme. While swimming attainment improved overall, progress was slower than originally anticipated. To address this, additional staff training is planned for 2026/27 to strengthen capacity and ensure sustainability.
Need to work more closely with Wellbeing Ambassadors and Sports Ambassadors	Greater collaboration is needed with both Wellbeing Ambassadors and Sports Ambassadors to maximise their impact. Limited visibility of these roles resulted in fewer pupil-led initiatives and reduced opportunities for gathering pupil feedback. Developing these leadership roles will be a key priority moving forward.
Assessment within Complete PE needs to be communicated more effectively to teachers	Although the Complete PE scheme has been implemented successfully, assessment processes within the online platform were not communicated as effectively as they could have been to teaching staff. Improved training and clearer communication will ensure that assessment information is used consistently across the school and supports accurate tracking of pupil progress.

Intended actions for 2026/2027

What are your plans for 2026/2027?	How are you going to action and achieve these plans?
Impact	Implementation
To develop high-quality PE teaching through leadership, CPD, and school-wide collaboration (Key Indicator 1) Teachers will have the confidence, knowledge and skills to independently deliver high-quality PE lessons across the curriculum, ensuring that all pupils receive consistently strong teaching regardless of year group. Increased staff expertise in both indoor and outdoor PE will broaden the range of activities offered and improve curriculum progression. The Sports Coach will develop enhanced subject knowledge and teaching expertise through specialist coaching, observation and professional learning opportunities, enabling them to provide stronger support for staff and pupils. This will contribute to improved lesson quality, greater pupil engagement and increased participation in PE and school sport. A sustainable model of PE delivery will be established, reducing reliance on external specialists whilst building long-term staff capacity. This will ensure that high-quality PE remains embedded within the school and continues to improve over time.	The PE Lead will continue to engage in professional development through local network meetings, conferences and partnerships, sharing key learning with staff through INSET, staff meetings and ongoing coaching. A staff-wide PE survey will be conducted to identify strengths and areas for development, enabling CPD to be tailored to staff needs. As class teachers will begin delivering PE lessons from September 2026, a comprehensive programme of high-quality PE CPD will be implemented to ensure staff have the knowledge, skills and confidence to teach PE effectively. This will include training in both indoor and outdoor PE, with a particular focus on progression, assessment, adapting activities for all learners and delivering high-quality physical education lessons. The school's Sports Coach will also access additional professional development opportunities to further enhance curriculum delivery. This will include observing and working alongside experienced PE specialist teachers, engaging in professional dialogue, and attending relevant courses and training opportunities. These experiences will support the Sports Coach in broadening subject knowledge, refining teaching practice and developing a wider range of strategies to support both pupils and staff. Additionally, two members of staff will undertake training as Staff Well-being Ambassadors, promoting physical activity and healthy lifestyles amongst adults within the school and contributing to a whole-school wellbeing action plan.

Intended actions for 2026/2027

What are your plans for 2026/2027?	How are you going to action and achieve these plans?
Impact	Implementation
Key Indicator 4: To increase participation in competitive sport for all pupils Impact More pupils, including those who are less active, disadvantaged, SEND and girls, will have opportunities to represent the school and take part in competitive sport. This will increase confidence, resilience, teamwork and enjoyment of physical activity whilst further embedding a culture of participation and achievement. The school will continue to build on its successful involvement in inter-school competitions and maintain high levels of engagement in school sport.	Implementation • Increase the number and range of intra-school and inter-school competitions offered throughout the year. • Use pupil voice, assessment data and club participation records to identify groups who are underrepresented in competitive sport and target provision accordingly. • Develop a calendar of inclusive festivals and competitive events through the South Leicestershire School Sports Partnership (SLSSP). • Sports Ambassadors to help organise house competitions and personal challenge events throughout the year.
Key Indicator 5: To improve assessment, monitoring and progression in PE Impact Teachers will have a clearer understanding of pupil attainment and progress in PE, enabling lessons to be better matched to pupils' needs. Consistent assessment practices across the school will ensure that strengths, gaps and next steps are identified accurately, leading to improved outcomes and curriculum progression for all pupils. This will also support the transition to class teachers delivering PE lessons and strengthen subject leadership.	Implementation • Provide staff training on the assessment functions within Complete PE and expectations for recording attainment. • Develop a whole-school assessment and monitoring system linked to the Complete PE progression framework. • Conduct termly monitoring of assessment data, planning and pupil outcomes. • Use lesson observations, pupil voice and learning walks to evaluate the impact of teaching and identify further CPD needs. • Share best practice through staff meetings and moderation activities to ensure consistency across year groups

Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you expect to have?
Key Indicator 1 – High-Quality PE Teaching Through Leadership and CPD Class teachers will have the confidence, knowledge and skills to deliver high-quality PE lessons independently across all year groups. Through high-quality CPD in both indoor and outdoor PE, staff will be better equipped to plan, teach and assess PE effectively, ensuring a broad, balanced and progressive curriculum for all pupils. The Sports Coach will further develop subject knowledge and teaching expertise through additional professional development opportunities, including observing PE specialist teachers, engaging in professional dialogue and attending specialist training. This will strengthen curriculum delivery, increase pupil engagement and provide greater support for teaching staff. A sustainable model of PE provision will be established by building staff expertise across the school, reducing reliance on external providers whilst maintaining high-quality PE teaching for future years.	• Improved lesson observations demonstrating strong teaching and learning in PE. • Increased staff confidence evidenced through staff surveys and professional discussions. • Greater consistency in planning, assessment and curriculum delivery across year groups. • Increased pupil engagement and enjoyment in PE lessons. • Sports Coach CPD records, observations and reflective evaluations showing enhanced practice.
Key Indicator 2 – Increasing Physical Activity and Active Travel We anticipate an increase in the number of pupils participating in regular physical activity both during and beyond the school day. Greater engagement in active travel initiatives will contribute positively to pupils' physical health, mental wellbeing and environmental awareness. Continued participation in programmes such as Move It March and active travel initiatives will encourage pupils to develop lifelong healthy habits. Sustainability will be achieved through embedding these programmes within the school calendar and continuing partnerships with the South Leicestershire School Sports Partnership (SLSSP).	• Increased participation in Move It March and active travel initiatives. • Pupil surveys demonstrating increased understanding of healthy lifestyles and physical activity. • Participation data showing sustained engagement in physical activity opportunities. • Feedback from pupils and staff showing a positive culture around physical activity.
Key Indicator 3 – Pupil Leadership and Wellbeing Playground Leaders, Sports Ambassadors and Wellbeing Ambassadors will play a greater role in leading activities, gathering pupil voice and promoting positive wellbeing across the school. These leadership opportunities will increase pupil confidence, responsibility and communication skills while promoting greater participation in physical activity. By training new ambassadors annually, leadership opportunities will remain sustainable and continue to strengthen pupil voice within the school community.	• Increased participation in activities led by Sports Ambassadors, Playground Leaders and Wellbeing Ambassadors. • Pupil voice demonstrating positive impact of leadership opportunities. • Increased confidence and leadership skills evidenced through ambassador evaluations and staff observations.

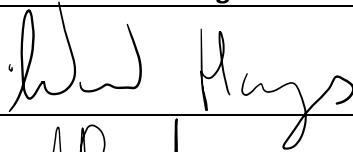
Key Indicator 4 – Increasing Participation in Competitive Sport More pupils, including disadvantaged pupils, less active pupils and those with SEND, will have opportunities to participate in competitive sport and represent the school. Through a wider range of festivals, competitions and intra-school events, pupils will develop resilience, teamwork and confidence whilst increasing participation rates across all groups. Continued support for transport and competition entry will ensure barriers to participation are reduced and opportunities remain accessible to all pupils.	• Increased numbers of pupils participating in competitions and sporting events. • Participation data demonstrating improved engagement from underrepresented groups. • Pupil voice reflecting enjoyment, confidence and pride in representing the school. • Competition records showing sustained and increased involvement in inter-school sport.
Key Indicator 5 – Improving Assessment and Curriculum Progression Teachers will have a clearer understanding of pupil attainment and progression within PE through improved use of the Complete PE assessment system. Consistent assessment practices across the school will enable staff to identify strengths, gaps and next steps more effectively, leading to improved pupil outcomes and stronger curriculum progression. Better assessment information will also support subject leadership monitoring and future curriculum planning.	• Accurate and consistent assessment information recorded within Complete PE. • Assessment monitoring demonstrating improved consistency across year groups. • Staff confidence in assessment processes increasing through surveys and training evaluations. • Curriculum monitoring showing clear progression in pupils' knowledge, skills and understanding across PE.

Expected impact and sustainability will be achieved

What impact/sustainability have you seen?	What evidence do you expect to have?
The initiatives funded through the PE and Sport Premium will lead to sustainable improvements in the quality of PE teaching, pupil participation, leadership opportunities and physical activity across the school. Improved quality of PE teaching: Through targeted professional development, teachers will develop the confidence and expertise to independently deliver high-quality PE lessons. This will create a sustainable model of PE provision and ensure consistency of delivery across all year groups. Increased staff expertise: Teachers and the Sports Coach will benefit from ongoing CPD, including specialist training, lesson observations and collaborative working. This will broaden subject knowledge and strengthen the delivery of a wider range of sports and physical activities. Enhanced pupil engagement: High-quality teaching and a broad, inclusive curriculum will increase pupil participation, enjoyment and achievement in PE lessons and school sport. Greater participation in physical activity and competitive sport: Increased opportunities for active travel, lunchtime activities, festivals and competitions will encourage more pupils to be physically active and develop healthy lifestyles. Strengthened pupil leadership: Sports Ambassadors, Playground Leaders and Wellbeing Ambassadors will play a greater role in leading initiatives, gathering pupil voice and promoting physical activity and wellbeing across the school. Improved assessment and curriculum progression: Consistent use of the Complete PE assessment system will enable teachers to accurately identify pupil strengths and next steps, ensuring progression throughout the PE curriculum. These developments will ensure that high-quality PE remains embedded within the school and that improvements are sustained beyond the period of Sports Premium funding.	Improved Teaching Quality: Lesson observations, learning walks and staff feedback will demonstrate increased confidence and effective PE teaching across the school. Staff Professional Development: CPD records, training evaluations and coaching notes will show the impact of professional development on teacher and Sports Coach practice. Increased Participation: Participation registers for clubs, competitions, active travel initiatives and lunchtime activities will show increased engagement across all pupil groups. Improved Physical Activity Levels: Monitoring data, pupil surveys and participation records will demonstrate increased levels of physical activity throughout the school day. Greater Competition Involvement: Competition records will show increased participation in inter-school events, festivals and intra-school competitions. Enhanced Pupil Leadership: Records of Sports Ambassador, Playground Leader and Wellbeing Ambassador activities, alongside pupil voice surveys, will demonstrate increased leadership opportunities and impact. Improved Assessment and Progression: Complete PE assessment data, monitoring of pupil outcomes and curriculum reviews will demonstrate improved consistency in assessment and clear progression in pupils' knowledge, skills and understanding. Positive School Culture: Feedback from pupils, staff and parents will indicate a strengthened culture of physical activity, wellbeing and participation across the school community. Recognition of PE and School Sport Provision: Progress towards maintaining or achieving School Games Mark accreditation and engagement with the South Leicestershire School Sports Partnership will provide further evidence of the impact and sustainability of school sport provision.

Categories of grant spending

		activities organised by the SGO network for academic year 2025 to 2026?	
		How much has your school spent on entering external school sports competitions for academic year 2025 to 2026?	£ 0
		How much has your school spent on external coaching staff for academic year 2025 to 2026?	£ 7,000
		Has your school targeted any spending to provide or improve opportunities in PE, sport and physical activities for pupils with SEND for academic year 2025 to 2026?	Yes
Has your school spent any of its PE and sport premium grant on CPD in academic year 2025 to 2026?	No	Has your school targeted any spending to provide or improve opportunities in PE, sport and physical activities for pupils with long-term medical conditions for academic year 2025 to 2026?	No
How much has your school spent extra-curricular opportunities for academic year 2025 to 2026?	£ 7,295	Has your school targeted any spending to increase or improve girls' access to PE lessons or access to extra-curricular sport and physical activities for academic year 2025 to 2026?	Yes
How much has your school spent on equipment and resources for academic year 2025 to 2026?	£ 0		
How much has your school spent on membership and subscription fees for academic year 2025 to 2026?	£ 3,010	Has your school targeted any spending to provide or improve opportunities in sport and physical activities for disadvantaged pupils for academic year 2025 to 2026?	Yes
How much has your school spent on	£ 0		

Signed off by	Signature	Date
Headteacher- Andrew Hayes		6 th July 2026
Subject Leader-Abbie Peel		7 th July 2026
Chair of Advisory Bord- Lauren Charlton	L. Charlton	7 th July 2026

