

PE Funding

Evaluation Form

Commissioned by



Department
for Education



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 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.

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?
Lunch time clubs and football coaching	Children were engaged and active in the lunchtime clubs which gave them the opportunity to practice skills across a variety of areas	n/a	n/a
Equipment to support with playtimes	Equipment that was purchased provided children and staff with a variety of equipment to deliver quality learning and provision across the school		
Top-up swimming	Top-up swimming gave the opportunity to ensure that as many children as possible reached national expectations		

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Lunchtime club five times a week with Premier Education</p> <p>Football coaching for boys and girls</p> <p>Children engaged in competitive sports though coaching with Premier Education and through Potters Bar Schools Sports Activities</p> <p>School subscribed to Challenge Sports and activities through the year that include golf and basketball tournaments</p> <p>Equipment purchased for KS1 And KS2 to support with increased lunchtime activities and gymnastics as part of the curriculum</p> <p>New lines in the playground to encourage different types of</p>	<p>Provide structured lunchtime sports sessions five days a week, increasing participation so that at least 85% of pupils take part in a physical activity at least once a week</p> <p>Deliver weekly football coaching for boys and girls throughout 2024–2025, ensuring a minimum of 40% of KS2 pupils participate and enter at least three football competitions by July 2025.</p> <p>Increase competitive sport participation ensuring each year group participates in at least one alternative sport event (e.g., golf, basketball) by July 2025, evaluated through pupil feedback.</p> <p>Audit and purchase required PE and lunchtime equipment to encourage further participation and improving gymnastics curriculum delivery as evidenced by teacher assessment</p> <p>Install new playground markings to support structured</p>

activities and variety

Top up swimming for Year 3 during summer term

Olympic Athlete visit

activities at break and lunch

Provide top-up swimming sessions in the Summer Term 2025 to support targeted Year 3 pupils, maximizing the % of pupils that meet the 25m swimming standard

Host an Olympic athlete visit delivering an inspirational assembly and workshops, and measure impact through pupil voice

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>The planned actions will increase daily physical activity, with more pupils regularly participating in structured lunchtime sport. Football coaching and competitive opportunities will raise skill levels, confidence, and resilience while widening participation across KS2. Access to a broader range of sports through Challenge Sport will help pupils discover new interests and develop transferable skills.</p> <p>New equipment and playground markings will create long-term improvements to PE lessons and active play, ensuring sustainable increases in activity levels.</p> <p>Top-up swimming will help more pupils meet national curriculum expectations and improve water safety outcomes.</p> <p>The Olympic athlete visit will inspire pupils, promote positive attitudes towards sport, and embed motivation that continues beyond the event.</p> <p>Overall, these actions aim to build lasting habits of physical activity, improve the quality of PE provision, and ensure long-term sustainability through enhanced resources, staff confidence, and continued pupil engagement.</p>	<p>Impact will be measured through participation records from lunchtime clubs, football coaching, competitions, and Challenge Sport events.</p> <p>Pupil voice surveys and observations will show increased engagement, confidence, and enjoyment in physical activity.</p> <p>Swimming outcomes will evidence improved skill levels.</p> <p>Staff feedback will demonstrate wider participation and success in sporting events.</p> <p>Monitoring of playground activity will show increased active play following new equipment and markings.</p> <p>The Olympic athlete visit will be evaluated through pupil voice and teacher observations of motivation and attitudes towards sport.</p>

Expected impact and sustainability will be achieved

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>We have seen a clear increase in pupil participation in daily physical activity, with many more children regularly engaging in structured lunchtime sessions.</p> <p>Football coaching has improved skills, teamwork, and confidence, with improved results in cross-school competitions.</p> <p>Participation in Challenge Sport events has broadened pupils' exposure to new activities such as golf and basketball, with pupils showing increased enthusiasm and willingness to try unfamiliar sports.</p> <p>New PE and lunchtime equipment have supported higher-quality lessons and more active breaktimes, and staff have reported improved levels of engagement in gymnastics.</p> <p>Playground markings have encouraged a wider variety of games, leading to more inclusive and active play.</p> <p>Top-up swimming resulted in improved outcomes for Year 3</p>	<p>We have a range of evidence demonstrating the impact of our Sports Premium actions, including:</p> <ul style="list-style-type: none"> ● Participation registers from lunchtime clubs, football coaching, top-up swimming, and Challenge Sport events. ● Competition records and team lists showing increased involvement in inter-school and intra-school events. ● Pupil voice feedback, highlighting increased enjoyment, confidence, and motivation in PE and sport. ● Teacher evaluations showing improved gymnastics skills, greater engagement, and progress across PE units. ● Swimming assessment data confirming Year 4 and Year 6 outcomes for distance, strokes, and water safety. ● Staff feedback from Premier Education coaches and teachers on pupil engagement, confidence, and skill development. <p>This evidence collectively demonstrates rising participation, improved skill development, and sustained pupil engagement in physical activity across the school.</p>

Actual impact/sustainability and supporting evidence

The Olympic athlete visit had a strong motivational impact, with pupils expressing increased aspiration and enthusiasm for sport.

Pupil Voice:

“I like that there are always games to play at lunchtime now—there’s something for everyone.”

- “I didn’t think I’d be good at golf, but it was really fun trying something new.”
- “The athlete made me want to keep practicing and not give up.”

Overall, pupils are more active, more confident, and more positive about PE and sport across the school.