

# PE Funding Evaluation Form

Commissioned by



Department  
for Education

Created by



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 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.*

## Review of last year 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?
<p>Engagement of pupils in regular physical activity:</p> <ul style="list-style-type: none"> <li>- Swimming lessons for Year 2</li> <li>- Swimming lessons for in-year admissions</li> <li>- Climbing sessions</li> <li>- Gymnastic sessions</li> <li>- Fitness coaches</li> <li>- New sports equipment (Bishops) including play time</li> <li>- Sports enrichment program uptake</li> <li>- School competitions uptake</li> <li>- School Games membership</li> <li>- Wandle Schools Sports leagues</li> <li>- Range of sports venues</li> </ul>	<p>Pupil feedback Staff feedback Participation in school games events</p>	<p>More KS1 opportunities needed with other schools More house events (internal)</p>	<p>Pupil and parent feedback</p>

## Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<p>At APSOL, our intent for the PE and Sport Premium is to promote inclusive, high-quality physical education and activity that supports both the <b>physical and mental well-being</b> of every pupil. We aim to ensure that all children, regardless of background or ability, have access to a <b>broad, engaging, and active curriculum</b>, both indoors and outdoors.</p> <p>We will use the funding to:</p> <ul style="list-style-type: none"> <li>• Increase opportunities for <b>outdoor learning and active play</b>, embedding physical activity across the school day.</li> <li>• Support the <b>mental health</b> of our pupils by using sport and movement as a tool to build confidence, reduce anxiety, and improve focus.</li> <li>• Ensure <b>inclusive access</b> to a wide range of sports, clubs, and events particularly for disadvantaged pupils and those with SEND.</li> <li>• Build <b>staff confidence</b> and capacity to deliver high-quality PE and active learning.</li> <li>• Create sustainable improvements that inspire children to lead <b>healthy, active lifestyles</b> beyond primary school.</li> </ul> <p>Our priorities align closely with the <b>five key indicators</b> set out by the DfE, and we are committed to making a measurable and lasting impact on every child's experience of sport and physical activity.</p> <ul style="list-style-type: none"> <li>○</li> </ul>	<p><b>The 5 Sport Premium Key Indicators</b></p> <p><b>1. The Engagement of All Pupils in Regular Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Aim: Get all children more active — especially the least active.</li> <li>• Examples: <ul style="list-style-type: none"> <li>○ Active playtimes</li> <li>○ Wake &amp; Shake sessions or movement breaks</li> <li>○ Active travel schemes – links to eco council initiatives</li> <li>○ Active outdoor play – more equipment/ replacement of equipment, Forest school sessions for younger pupils, continued access to sports centres for challenge and development including Gymfinity, climbing centres.</li> </ul> </li> </ul> <p><b>2. The Profile of PE and Sport is Raised Across the School as a Tool for Whole School Improvement</b></p> <ul style="list-style-type: none"> <li>• Aim: Use sport and PE to support wider learning, values, behaviour, and well-being.</li> <li>• Examples: <ul style="list-style-type: none"> <li>○ PE-themed assemblies (planned in annual assemblies planner linked to local and national events)</li> <li>○ Sports leadership roles for pupils – sports ambassadors/ young leaders (link to RRS)</li> <li>○ Links between PE and mental health (Striver – online PE framework and CPD for all staff)</li> </ul> </li> </ul> <p><b>3. Increased Confidence, Knowledge and Skills of All Staff in Teaching PE and Sport</b></p>

## Intended actions for 2025/26

- Aim: Upskill teachers so they can deliver high-quality PE sustainably.
- Examples:
  - PE CPD or coaching support – Striver and Fitness for schools – accredited sports coaches
  - Team teaching with specialists – Fitness for Schools
  - PE scheme of work training – striver including mental health and wellbeing.

### 4. Broader Experience of a Range of Sports and Activities Offered to All Pupils

- Aim: Expose pupils to diverse activities to inspire lifelong participation.
- Examples:
  - Dance, yoga, martial arts, climbing (as part of school offer, enrichment programme and recreation offer)
  - Adaptive sports (e.g., Boccia, seated volleyball) – to ensure all children including those with SEND actively participate
  - Taster days or enrichment weeks including swimming galas, sports events at Trinity Fields, local School Games opportunities, inter-schools competitions and festivals

### 5. Increased Participation in Competitive Sport

- Aim: Encourage more children to take part in inclusive and competitive events.
- Examples:
  - Inter-house competitions (Swimming gala, sports days)
  - Interschool tournaments (School Games, Trinity fields, Wandle Sports League)
  - Virtual competitions and personal challenges (with partner schools globally)



## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<p><b>1. Specific measurable goals</b></p> <ul style="list-style-type: none"> <li>• Increase % of pupils taking part in additional sports activity (in addition to 60 minutes physical play)</li> <li>• Use pupil voice, fitness assessments, or participation data to track progress.</li> </ul> <p><b>2. Target Funding Where It's Needed Most</b></p> <ul style="list-style-type: none"> <li>• Identify less active pupils, those with SEND, or those with low confidence.</li> <li>• Fund clubs, interventions, or mentoring directly for these groups.</li> <li>• Fund swimming sponsorships for in-year admissions so all children have the same opportunities and develop water safety/ competence skills</li> </ul> <p><b>3. Track Participation and Progress</b></p> <ul style="list-style-type: none"> <li>• Use attendance registers for clubs/events, teacher feedback, and pupil self-assessments.</li> </ul> <p><b>4. Link to Whole-School Priorities</b></p> <ul style="list-style-type: none"> <li>• Tie physical activity goals to wider school improvement areas e.g. behaviour, mental health, or attendance.</li> </ul> <p><b>How Sustainability Will Be Achieved</b> To make sure the impact continues beyond the funding year, schools focus on <b>building long-term capacity</b>:</p> <p><b>1. Upskilling Staff</b></p> <ul style="list-style-type: none"> <li>• Provide high-quality CPD so all teachers can confidently deliver PE without external coaches in future.</li> <li>• Develop internal PE subject leaders to embed good practice.</li> </ul> <p><b>2. Investing in Reusable Resources</b></p> <ul style="list-style-type: none"> <li>• Purchase equipment and curriculum resources that can be used year-on-year (e.g. PE schemes, sensory play items).</li> </ul> <p><b>3. Creating Leadership Roles</b></p>	<ul style="list-style-type: none"> <li>• A higher percentage of pupils taking part in physical activity</li> <li>• A higher percentage of pupils able to swim with school swimming programme (one year)</li> <li>• More children with SEND taking part in enrichment clubs before and after school</li> <li>• Staff aware of less active pupils – encourage them to join young leaders/ play leaders program and activities</li> <li>• Swimming assessments show progress children make throughout the year – swimming sponsorships provided to children who are still not confident swimmers.</li> <li>• More inclusive whole class movement breaks and wellbeing sessions.</li> <li>• Develop an internal PE leader.</li> <li>• Links to RRS – play leaders, activators.</li> <li>• Inclusive sensory play opportunities for all children</li> <li>• Links to eco-schools – active travel initiatives</li> <li>• Continue to build on existing and new links with external providers: other primary and secondary schools, School Games and Wandle Sports League, Spencer Cricket club, Trinity Fields</li> </ul> <p><i>Evidence: Pupils take ownership of activity, helping sustain a culture of movement.</i></p> <p><b>Whole-School Integration</b></p> <ul style="list-style-type: none"> <li>• PE and physical activity referenced in:             <ul style="list-style-type: none"> <li>○ Behaviour policy</li> <li>○ Well-being strategy</li> <li>○ Curriculum planning</li> </ul> </li> <li>• Timetables showing daily physical activity (e.g. Daily Mile, active play).</li> </ul>

## Expected impact and sustainability will be achieved

- Train **Sports Leaders** or **Playground Activators** so pupils help lead activities — building a self-sustaining culture.

#### 4. Embedding Physical Activity Across the School Day

- Incorporate active learning, daily physical activity, and outdoor learning into classroom practice.
- Adopt school-wide initiatives (e.g. more running, active travel) that continue without extra funding.

#### 5. Building Community Links

- Establish partnerships with local sports clubs, coaches, and networks that continue supporting pupils beyond Year 6.

*Evidence: Physical activity is built into the structure of the school day.*

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p><b>Upskilling Staff</b></p> <ul style="list-style-type: none"> <li>Training logs or certificates showing <b>staff CPD</b> (e.g. PE-specific courses).</li> </ul> <p><b>Sustainable Resources</b></p> <ul style="list-style-type: none"> <li>Purchase of reusable <b>PE schemes</b> (Striver)</li> <li>Planning documents showing integration into curriculum.</li> </ul> <p><b>Community Links</b></p> <ul style="list-style-type: none"> <li>Agreements or partnerships with local clubs and coaches, schools (Wandle league, School Games)</li> <li>Evidence of pupils joining external sports activities.</li> </ul>	<p><i>Evidence: Staff can now deliver PE lessons independently – Striver scheme provides teaching videos and explanations of the various skills</i></p> <p><i>Evidence: Resources and equipment continue to benefit pupils year after year.</i></p> <p><i>Evidence: Pathways exist for pupils to continue activity beyond school. Pupils more aware about different sports and what they are interested in.</i></p>