

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?
<p>Exceptional School Games Participation and Recognition</p> <p>Our School Games programme delivered 30 competitive opportunities across all three terms, achieving sustained high participation rates and securing national recognition through the School Games Mark Gold Award - an external validation of excellence achieved.</p>	<ul style="list-style-type: none"> Comprehensive annual programme: 30 competitive events generating 502 individual participations Consistent termly engagement: Autumn (11 events, 192 participants), Spring (10 events, 167 participants), Summer (9 events, 143 participants) External validation: School Games Mark Gold Award achieved, meeting rigorous national criteria for competitive sport provision, coaching quality, and pupil outcomes <p>Impact Analysis: This data demonstrates systematic delivery of high-quality competitive opportunities with exceptional participation rates. The Gold Award provides independent verification that our provision meets the highest national standards, whilst participation data evidences inclusive access across our pupil population.</p>
<p>Outstanding Inclusion and Equality Achievements</p> <p>Our systematic approach to removing participation barriers and promoting inclusive access has achieved positive engagement rates among vulnerable pupil groups, demonstrating tangible progress toward educational equity through participation sport.</p>	<ul style="list-style-type: none"> SEND participation excellence: 20 pupils with SEND engaged in PLUS and INSPIRE events. Disadvantaged pupil engagement: 47 FSM-eligible pupils participated in School Games events (ACHIEVE, INSPIRE, PLUS events) Barrier removal impact: 100% implementation of equipment lending system across all year groups, eliminating financial barriers to participation Targeted support delivery: Specialized football equipment provision for Year 5/6 teams enabled full participation of 12 disadvantaged pupils. <p>Impact Analysis: This evidence demonstrates that our targeted interventions have successfully reversed typical patterns of sports participation inequality.</p>
<p>Enhanced Pupil Voice and Leadership Development</p>	<ul style="list-style-type: none"> Leadership programme: KS2 Playground Buddies now organise and deliver weekly events, demonstrating structured pupil leadership development Cultural integration evidence: Results from pupil-led activities are celebrated in weekly assemblies alongside

Review of last year 2024/25

<p>Our Playground Buddy programme has developed into a pupil leadership system that demonstrates measurable impact on school culture and responsive curriculum development through effective pupil consultation processes.</p>	<p>individual and team achievements, evidencing embedded recognition of student leadership</p> <ul style="list-style-type: none"> • Consultation effectiveness: Pupil voice feedback directly informed curriculum development, resulting in establishment of table tennis provision both during and after school • Responsive provision validation: Over 50 pupils participating in table tennis clubs demonstrates successful identification and response to pupil interests • Sustainable leadership model: Programme has evolved from basic supervision to integral part of break-time provision and whole-school celebration culture • Impact Analysis: This evidence demonstrates effective translation of pupil voice into curriculum action, moving beyond consultation to genuine responsive leadership. The immediate development of table tennis provision following pupil feedback, combined with high participation rates (50+ pupils), validates our consultation processes and demonstrates pupil ownership of provision. The integration of pupil-led achievements into our celebration framework evidences systematic cultural change that recognizes student agency as core to our school identity.
<p>Professional Development and Teaching Quality Enhancement</p> <p>Our professional development programme has enhanced teaching quality across PE provision, establishing sustainable internal capacity whilst supporting career development through targeted investment in staff expertise.</p>	<ul style="list-style-type: none"> • Strategic ECT investment: Year 2 Early Career Teacher completed structured PE-focused CPD programme, supporting professional development and career progression • Whole-school capacity enhancement: Training programme delivered by our specialist PE teachers to all teaching staff and teaching assistants, ensuring consistent quality standards across all year groups • Sustainable model implementation: Internal specialist expertise now provides ongoing professional development support, creating self-sufficient capacity building that reduces external dependency • Quality assurance framework: Training delivery utilises proven internal expertise, ensuring alignment with our school's specific context and curriculum priorities <p>Impact Analysis: This approach demonstrates strategic workforce development that builds sustainable internal capacity whilst supporting individual career progression. The utilisation of specialist internal expertise ensures training is contextually relevant and cost-effective, whilst the whole-school approach guarantees consistency of PE provision across all year groups. The investment in ECT development supports both immediate teaching quality enhancement and long-term staff retention through professional growth opportunities.</p>
<p>National Curriculum Swimming Compliance Progress</p> <p>Our swimming provision has established robust</p>	<ul style="list-style-type: none"> • 25m swimming proficiency: 55% of current Year 6 cohort demonstrate competent, confident and proficient swimming over the statutory 25-metre distance • Stroke competency development: 55% of Year 6 pupils effectively utilise a range of swimming strokes, meeting curriculum diversity requirements

Review of last year 2024/25

baseline assessment data and achieved measurable progress toward National Curriculum requirements, creating a strategic foundation for targeted improvement and future compliance.

Excellence in Cycling Education and Road Safety

Our Bikeability programme has delivered positive outcomes across all key stages in achieving road safety and competency

- **Water safety capability:** 55% of Year 6 pupils demonstrate competency in safe self-rescue across different water-based situations.

Impact Analysis: The consistent 55% achievement rate across all three National Curriculum swimming requirements provides a solid platform for improvement strategies in 2025-26. This data-driven approach ensures future investment can be precisely targeted to address identified gaps and accelerate progress toward full compliance.

- **Whole-school programme delivery:** Outstanding individual achievements systematically recorded across Reception, KS1, and KS2, demonstrating full curriculum coverage
- **Year 6 road safety excellence:** 74% of Year 6 pupils achieved competency in safe road cycling.
- **Progressive curriculum implementation:** Systematic skill development from foundational balance skills in EYFS through to advanced road cycling competency in Year 6
- **External validation:** Formal recognition received from Derby Bikeability programme acknowledging exceptional pupil outcomes and programme quality

Impact Analysis: This Bikeability cycling education provides pupils with essential life skills, promotes active lifestyles, and contributes to broader road safety objectives within our community.

7. Gender Equality and Extra-Curricular Excellence

Our strategic focus on gender equality in sports participation has delivered exceptional outcomes that directly address national policy priorities, whilst our extra-curricular programme demonstrates sustained high engagement across diverse sporting activities.

- **Girls' sports participation leadership:** Girls' Sports Club achieved status as our highest-attended after-school sports provision, demonstrating successful targeted intervention
- **National policy contribution:** Programme directly addresses government priorities around girls' participation in physical activity, contributing to wider sector improvement goals
- **Extra-curricular expansion impact:** Measurable increase in engagement across multiple sports clubs, evidencing broadened participation base
- **Retention excellence:** Sustained high attendance rates maintained throughout the academic year across all extra-curricular provision
- **Strategic intervention validation:** Targeted approach to girls' engagement has created demonstrable behavioural change in sports participation patterns

Impact Analysis: The achievement of our Girls' Sports Club as the highest-attended after-school provision provides quantitative evidence that strategic, targeted interventions can successfully address gender participation gaps in sport. This

Review of last year 2024/25

Competitive Sport Excellence and Community Recognition

Our competitive sport programme has achieved demonstrable performance improvements across multiple disciplines and age groups, establishing enhanced reputation within the local sporting community and securing recognition at city-wide level.

outcome directly aligns with national policy objectives around girls' physical activity engagement and demonstrates effective local implementation of broader educational priorities. The sustained high attendance across our extra-curricular programme evidences systematic success in creating inclusive, engaging provision that maintains pupil interest and commitment throughout the academic year.

- Multi-disciplinary success: Measurable performance improvements recorded across athletics, football, dodgeball, and KS1 core skills competitions, demonstrating breadth of sporting excellence
- Cross-phase achievement: Success systematically evidenced in both KS1 and KS2 competitions, indicating effective curriculum progression and skill development
- Strategic community engagement: First-time participation in whole-school PE awards ceremony (ages 6-16), with our pupils receiving recognition alongside secondary school students, demonstrating elevated competitive standards
- Peer validation: Success formally acknowledged by other schools and sporting organizations within Derby City partnership, evidencing external recognition of programme quality
- Reputation enhancement: Growing community profile established through consistent competitive performance and active partnership engagement
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Impact Analysis: The systematic competitive success across diverse sports and age groups provides evidence of effective foundational PE teaching and coaching provision that translates into measurable performance outcomes. The milestone achievement of first-time participation in city-wide awards, with pupils receiving recognition alongside secondary students, demonstrates significant elevation in competitive standards and community profile. This external validation from peers and sporting organisations evidences our enhanced reputation within the Derby City partnership, whilst providing aspirational experiences that motivate continued pupil engagement and achievement.

Intended actions for 2025/26

1. What are your plans for 2025/26?
2. What impact/intended impact/sustainability are you expecting?
3. How are you going to action and achieve these plans?

PE Premium Strategic Plan 2025-26

1.1 Cultural Development and Recognition Systems

Objective: Establish systematic celebration of PE achievements that elevates sporting success to equivalent status with academic attainment, creating a culture where physical education excellence is valued and recognized across the school community.

Implementation Strategy:

- Bi-termly newsletter features showcasing sporting achievements and curriculum progression
- Dynamic PE display board highlighting individual progress and collective accomplishments
- Integration of Playground Buddy achievements into house point reward system
- Enhanced Sports Day provision as flagship community engagement event
- Systematic inclusion of PE successes within established whole-school recognition protocols

Success Criteria:

- PE achievements featured in 100% of weekly assemblies
- Measurable increase in School Games competition sign-up rates
- Positive stakeholder feedback through parent and pupil consultation surveys
- Enhanced house competition participation rates demonstrating increased pupil engagement

Expected impact and sustainability will be achieved:

Impact: Celebration of PE achievements will elevate the status of sport within school culture, increasing pupil motivation and participation. Visible recognition through newsletters, displays, and assemblies will create sporting role models and boost self-esteem, particularly for pupils who excel physically rather than academically. Integration into the house point system will drive competitive enthusiasm across all year groups, leading to measurable increases in competition sign-ups and extra-curricular club attendance. Enhanced Sports Day

Intended actions for 2025/26

will strengthen parent engagement and position PE as central to school identity.

Sustainability: PE recognition is embedded into existing whole-school systems (assemblies, newsletters, house points), requiring minimal ongoing cost. Staff training ensures celebration becomes routine practice, while display boards and protocols continue year-on-year with teacher ownership. As the culture of valuing PE becomes part of school ethos, future cohorts inherit this positive attitude, creating a self-sustaining cycle of participation and achievement beyond the funded period

1.2 Equity and Inclusion

Objective: Eliminate financial and logistical barriers to PE participation, ensuring universal access to high-quality physical education provision regardless of socioeconomic background.

Implementation Strategy:

- Comprehensive PE kit provision: minimum 5 spare sets per class plus targeted individual allocations
- Year 4 swimming provision enhancement with additional kit and towel resources
- Strategic equipment provision for competitive teams (football boots, shin pads) ensuring inclusive access
- Centralised office management system for resource allocation and tracking

Success Criteria:

- Zero PE lesson absences attributable to kit-related barriers
- Proportionate representation of FSM-eligible pupils across all School Games teams
- Systematic tracking data evidencing enhanced participation rates among disadvantaged pupils
- Maintained over-representation of vulnerable groups in competitive opportunities

Expected impact and sustainability will be achieved:

Impact: Removing financial barriers ensures all pupils fully participate in PE, swimming, and ACHIEVE events. Zero kit-related absences maximise curriculum time.

Sustainability: Initial kit investment (5+ sets per class) provides multi-year resources with minimal replacement costs. The centralised tracking system ensures efficient allocation and accountability

2.1 Derby County Community Trust Strategic Partnership

Objective: DCCT expertise to enhance pedagogical quality through Physical Literacy programme integration, building sustainable internal capacity whilst accessing specialist external support.

Implementation Strategy:

- Annual partnership investment with rigorous value-for-money evaluation
- Strategic programme selection complementing existing curriculum provision
- Staff professional development through DCCT training pathways
- Resource integration supporting enhanced lesson delivery

Intended actions for 2025/26

Success Criteria:

- Measurable staff confidence improvements through pre/post training assessment
- Enhanced pupil fundamental movement skill development evidenced through systematic assessment
- Demonstrated curriculum enrichment through varied, high-quality lesson provision
- Cost-effectiveness validation through partnership impact evaluation

Expected impact and sustainability will be achieved:

Impact: DCCT expertise will enhance teaching quality and pupil fundamental movement skills through the Physical Literacy programme and INSPIRE events. Staff confidence and pedagogical knowledge increase via structured training, improving lesson delivery and pupil engagement across the curriculum.

Sustainability: Staff CPD—teachers retain enhanced skills, pedagogical approaches, and assessment techniques. As internal capacity grows, staff become self-sufficient in delivering high-quality PE, reducing reliance on internal and external support while maintaining elevated standards.

2.2.1 Pupil Leadership and Active Break Times

Objective: Develop pupil leadership capacity through Playground Buddy training and Sports Captain empowerment, creating sustainable peer-led activity provision and authentic pupil voice in PE decision-making.

Implementation Strategy:

- Weekly Playground Buddy training programme with structured activity leadership
- Sports Captain integration into PE planning and decision-making processes
- Systematic activity recording and impact tracking
- Assembly recognition celebrating leadership achievements

Success Criteria:

- Increased KS2 participation in active break-time activities
- Reduced playground behavioural incidents through structured activity provision
- Authentic Sports Captain contribution to PE strategic decisions
- Enhanced leadership skill development evidenced through pupil self-evaluation

Expected impact and sustainability will be achieved:

Impact: Playground Buddy training and Sports Captain empowerment will increase KS2 and KS1 active break-time participation and reduce behavioural incidents. Pupils develop leadership skills, confidence, and decision-making abilities while peer-led activities promote physical activity beyond curriculum time.

Sustainability: Pupil leadership creates a self-perpetuating model—trained buddies and captains mentor future cohorts annually with minimal adult intervention or ongoing costs.

Intended actions for 2025/26

Leadership structures and pupil voice in PE decision-making become embedded culture.

2.2.2 Active Playground Equipment and Facilities Development

Objective: Implement evidence-based playground equipment provision supporting government guidance on 30 minutes additional daily activity, utilising pupil consultation to ensure maximum engagement and resource efficiency.

Implementation Strategy:

- Pupil-led equipment selection through Playground Buddy consultation
- Research-informed procurement prioritising durability and engagement potential
- Systematic storage and maintenance protocols ensuring resource longevity
- Regular equipment auditing and replacement planning

Success Criteria:

- Increased break-time physical activity participation rates
- Positive pupil feedback through systematic consultation processes
- Cost-effective resource management evidenced through maintenance tracking
- Sustained equipment utilisation demonstrating successful selection processes

Expected impact and sustainability will be achieved:

Impact: Playground equipment will increase break-time physical activity participation, supporting the 30-minutes daily activity target. Pupil-led selection ensures high engagement and resource relevance, maximising usage rates. Enhanced active play opportunities improve fitness, social skills, and break-time behaviour while fostering pupil ownership of physical activity.

Sustainability: Durable, research-informed equipment provides multi-year provision with minimal replacement costs. Systematic storage and maintenance protocols extend resource longevity, ensuring continued use. Regular auditing identifies replacement needs efficiently, preventing waste.

3.1 Staff Development

Objective: Build sustainable internal PE teaching capacity through targeted professional development, ensuring all staff demonstrate confidence and competence across the full PE curriculum.

Implementation Strategy:

- Individualised professional development pathways through DCCT partnership
- Internal and external specialist-led training delivery for all teaching staff and support personnel
- Systematic lesson observation and feedback processes
- Personalised development planning addressing individual needs

Intended actions for 2025/26

Success Criteria:

- Enhanced staff confidence evidenced through pre/post training evaluation
- Improved lesson quality demonstrated through systematic observation data
- Increased voluntary participation in extra-curricular sports provision
- Measurable improvement in pupils' PE experience quality

Expected impact and sustainability will be achieved:

Impact: Targeted professional development will build staff confidence and competence across the full PE curriculum, improving lesson quality and pupil experiences. Enhanced teacher skills lead to more engaging, progressive PE delivery.

Sustainability: Staff training creates lasting internal capacity—teachers retain enhanced pedagogical knowledge, subject expertise, and assessment skills permanently. As confidence grows, reliance on external support diminishes while quality standards remain elevated.

3.2 Resource and Equipment Management

Objective: Ensure curriculum coverage through systematic equipment provision, including inclusive resources supporting SEND pupils and maintaining high-quality provision across all PE disciplines.

Implementation Strategy:

- Annual equipment audit and strategic procurement planning
- Teacher consultation ensuring practical utility and curriculum alignment
- Systematic storage and maintenance protocols
- Specialist SEND equipment provision ensuring inclusive access

Success Criteria:

- Zero curriculum delivery limitations attributable to equipment deficits
- Full National Curriculum coverage evidenced through resource mapping
- Enhanced SEND pupil participation through appropriate equipment provision
- Compliance with health and safety requirements through systematic checking

Expected impact and sustainability will be achieved:

Impact: Specific equipment provision ensures full National Curriculum coverage without delivery limitations. Specialist SEND resources enable inclusive participation, ensuring all pupils access high-quality PE. Well-maintained, appropriate equipment enhances lesson quality, skill development, and pupil safety across all PE disciplines.

Sustainability: Annual audits and strategic procurement prevent wasteful purchasing and extend equipment lifespan. Systematic storage and maintenance protocols ensure resources

Intended actions for 2025/26

remain functional for multiple years.

3.3 National Curriculum Swimming

Objective: Achieve optimal progress toward National Curriculum swimming requirements through systematic provision, assessment, and targeted intervention for pupils requiring additional support.

Implementation Strategy:

- Year 4 swimming programme with qualified instructor delivery
- Individual pupil assessment and progress tracking systems
- Targeted intervention provision for pupils requiring additional support
- Comprehensive resource provision including spare kit and equipment

Success Criteria:

- Measurable improvement in Year 6 swimming competency rates from 55% baseline
- Systematic progress tracking from Year 4 through Year 6
- Enhanced water safety competency across all pupil cohorts
- Performance comparison with national benchmarks informing future strategy

Expected impact and sustainability will be achieved:

Impact: Year 4 swimming provision with qualified instruction will increase pupil competency rates from the 55% baseline toward National Curriculum requirements. Progress tracking enables early identification of needs and evidences improvement over time.

Sustainability: Established Year 4 swimming programme becomes embedded annual provision with predictable costs. Spare kit provision removes participation barriers long-term.

4.1 Targeted Sports Coaching Programme

Objective: Utilise Premier Sports expertise to broaden sporting opportunities and engage pupils typically disengaged from traditional PE provision, with particular focus on gender equality and inclusive participation.

Implementation Strategy:

- Lunchtime and Golden Time specialist coaching sessions
- Strategic focus on girls' participation enhancement
- Targeted outreach to traditionally disengaged pupils
- Diverse sport portfolio expanding beyond core curriculum provision

Success Criteria:

- Increased participation rates among target demographics (girls and disengaged pupils)
- Enhanced lunchtime behaviour through positive activity provision

Intended actions for 2025/26

- Positive stakeholder feedback through systematic consultation
- Quality assurance validation of external coaching provision

Expected impact and sustainability will be achieved:

Impact: Premier Sports coaching will broaden sporting opportunities and increase participation among girls and traditionally disengaged pupils. Diverse sport exposure beyond core curriculum ignites new interests and engagement. Positive lunchtime activity provision improves behaviour while developing skills and confidence in target groups, promoting gender equality in sport.

Sustainability: While external coaching requires ongoing investment, its primary value is inspiring sustained interest in new sports. Pupils who discover activities through these sessions continue participation independently or via school/community clubs. Enhanced participation culture and improved attitudes toward PE among previously disengaged groups create lasting behavioural change beyond the coaching period itself.

4.2 Cycling Education Programme (Bikeability)

Objective: Deliver systematic cycling education from Reception through Year 6, providing essential life skills, road safety competency, and active travel capability supporting broader community health objectives.

Implementation Strategy:

- Progressive skill development: Balancability (Reception/Year 1), Pre-level 1 (Year 2), Levels 1&2 (Years 5&6)
- Qualified instructor delivery meeting national training standards
- Individual assessment and certification processes
- Integration of road safety education throughout programme

Success Criteria:

- Universal cycling competency achievement across appropriate age groups
- Optimal Year 6 road cycling confidence rates maintaining current 74% performance
- Enhanced road safety awareness evidenced through assessment outcomes
- Positive community impact supporting active travel initiatives

Expected impact and sustainability will be achieved:

Impact: Cycling education from Reception to Year 6 develops essential life skills and road safety competency. Universal access ensures all pupils gain cycling proficiency and confidence for independent active travel.

Sustainability: Bikeability delivers lifelong skills—pupils retain cycling ability and road safety knowledge permanently, promoting active travel into adulthood. Qualified instructor delivery ensures consistent quality standards year-on-year. As cycling competency becomes an expected outcome for all cohorts, the programme embeds as core provision. Skills gained reduce future intervention needs while supporting long-term health, environmental, and community transport goals beyond school years.

Intended actions for 2025/26

5.1 School Games Competition Programme and Community Engagement

Objective: Maximise School Games participation across both Inspire (participation) and Achieve (competitive) pathways, maintaining Gold Award status whilst broadening access to competitive sport experiences.

Implementation Strategy:

- Comprehensive event calendar maximising available opportunities
- Strategic balance between participation festivals and competitive events
- Systematic transport and staffing provision eliminating logistical barriers
- Progressive pathway from KS1 participation through KS2 competitive excellence

Success Criteria:

- Sustained School Games Gold Award status
- Increased pupil participation rates across all competitive opportunities
- Enhanced school sporting reputation within Derby City partnership
- Measurable development of resilience, teamwork, and competitive skills

Expected impact and sustainability will be achieved:

Impact: Comprehensive School Games participation develops competitive skills, resilience, and teamwork while broadening pupils' sporting experiences. Progressive pathways from KS1 participation festivals to KS2 competitive events ensure inclusive access at appropriate levels. Sustained Gold Award status enhances school sporting reputation and pupil pride, motivating continued engagement and achievement across the school community.

Sustainability: Established competition calendar and transport provision become embedded annual practice with predictable costs. Participation culture created through consistent opportunities sustains itself as pupils aspire to represent school. Competitive experiences build lasting confidence and sporting habits that extend beyond school, while Gold Award status expectations maintain ongoing commitment to maximising opportunities.

Actual impact/sustainability and supporting evidence – 2025-26

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