

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 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.

Review of last year 2025/26

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?
The amount of children participating in extra-curricular activities is at its highest. Children are active at break and lunch times and this has improved behaviour. Increased opportunities for pupil engagement – broadening the sports and physical activities offered. Opportunity for all Year 4 pupils to access swimming lessons. Extended booster swimming lessons for Y5 and Y6 Swimming children.	76% children participated in an extra-curricular. FSM children 81% SEND children 79% Reduced amount of yellow folders/ incidents at break and lunch time. Pupil voice and Sports Council monitoring outside equipment. This year we offered 27 clubs, including a Cricket club led by Derbyshire Cricket and a Spanish club. Level 1 and 2 Bikeability completed with Cycle Derby. 50% of Y4 children can swim 25m. 84% of Y6 children can swim 25m. This shows our commitment to PE. We	More time is needed for PE moderation to ensure consistency in assessment judgements across the school. This will be a focus next year through moderation opportunities and staff discussions around standards and progress. The percentage of Year 5 pupils able to swim 25 metres decreased this year. This was partly due to an increase in new pupils joining the school who had not previously accessed swimming lessons, resulting in a greater proportion of pupils requiring additional support to develop their swimming skills.	Through staff feedback, subject monitoring and discussions around assessment. At the end of 2025-2026 - 50% of Y5 children can swim 25m.

Review of last year 2025/26

We achieved Gold in the School Games Mark for the fourth consecutive year.	attended 5 competitions and festivals with DCCT, focusing on developing and applying the skills learnt within the curriculum. This included: KS2 Gymnastics, Y3 Fitness is Fun, Y4 Sports Hall Athletics, Y5 & Y6 Swimming Gala and Y2 Track and Field.		
Improved quality and delivery of the PE curriculum.	Assessment shows the percentage of children who are a 1 or is increasing across the year. 53% of pupils are assessed as a 2. 23% of pupils are assessed as a 1.		

What are your plans for 2026/27?	How are you going to action and achieve these plans?
Intent	Implementation
Quality of Physical Education Teaching .1 To further improve the quality and consistency of PE teaching across the school, ensuring all pupils receive high-quality, inclusive and progressive PE lessons. OSHL/ Leadership .2 Participation and Enrichment To sustain high levels of participation in PE, school sport and physical activity by maintaining a broad and inclusive programme of curricular and extra-curricular opportunities. Progress .3 To further improve progress and attainment in PE by ensuring all pupils, particularly those with SEND, access a fully inclusive curriculum through high-quality adaptive teaching.	- Monitor the quality of PE teaching through lesson observations, learning walks and pupil voice. - Provide coaching, support and professional development for staff. - Share best practice and high-quality teaching strategies during staff meetings and CPD opportunities. - Monitor planning to ensure lessons are appropriately adapted to meet the needs of all pupils, including SEND and the most able. - Continue to provide a wide range of extra-curricular sports clubs across the academic year, maintaining opportunities for pupils to participate in local festivals, competitions and School Games events. - Continue to work with external providers (SoccerStarsUK and DCCT) to enhance PE and school sport provision. - Promote local sports clubs and community links to encourage participation beyond school. - Monitor participation data to ensure opportunities remain inclusive for all pupils, including girls, SEND and disadvantaged pupils. - Gather pupil voice to review the quality and variety of PE, clubs and competitions, adapting provision where appropriate. - Monitor the progress and attainment of all pupils in PE, with a particular focus on SEND pupils. Use assessment and monitoring to identify pupils requiring additional support and adapt provision accordingly. - Support staff to implement effective adaptive teaching strategies that enable all pupils to access and succeed in PE lessons. - Share effective inclusive practice through staff meetings, CPD and collaboration. - Gather pupil voice to evaluate how well PE lessons meet the needs of all learners.

Swimming and Self Rescue

.4 To increase the percentage of KS2 pupils meeting the National Curriculum expectations for swimming and self-rescue through high-quality teaching, targeted intervention and effective progress tracking.

- To continue to provide booster lessons in Years 5 and 6 for the identified children who cannot swim 25 metres by the end of their swimming lessons in Year 4. A focus placed more on Year 5 and Year 6.
- Assess pupils' swimming ability at regular intervals and track progress throughout the year.
- To continue to keep a complete and updated whole school record of the distance each child can swim (from Years 3 to 6).
- To award certificates in assembly for every child based on the distance they can swim during their school swimming lessons (at Woodlands Swimming Pool).
- Share outcomes and next steps (especially for Y5/Y6) to support home reinforcement and awareness.

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
- Pupils will receive consistently high-quality PE lessons that develop their knowledge, skills, confidence and enjoyment of physical activity. - All pupils, including SEND and disadvantaged pupils, will be supported to make progress from their individual starting points through inclusive and adaptive teaching approaches. - Increased numbers of pupils will meet the National Curriculum expectations for swimming and self-rescue, with targeted support provided for those who require additional intervention. - A broad and inclusive programme of PE, clubs, competitions and enrichment opportunities will continue to encourage participation and promote positive attitudes towards physical activity. - Staff subject knowledge will continue to improve through ongoing monitoring, support and professional development, ensuring improvements are sustained. - Effective assessment, tracking and moderation will support teachers in identifying next steps for pupils and ensuring consistent expectations across the school. - Pupils will develop positive lifelong attitudes towards physical activity, recognising the importance of being active for their health and wellbeing.	- Lesson observations, learning walks and monitoring demonstrate consistently high-quality PE teaching across the school. - Staff feedback show increased confidence and subject knowledge in delivering PE. - Assessment and tracking data demonstrate good progress for all pupils, including SEND pupils, across the PE curriculum. - Swimming data shows an increased percentage of pupils meeting the National Curriculum expectation of swimming 25 metres and demonstrating self-rescue skills. - Participation registers show high levels of engagement in extra-curricular clubs, festivals and competitions, with representation from all pupil groups. - Pupil voice indicates that children enjoy PE, feel included, are confident in their abilities and can talk about their learning. - Planning and assessment monitoring demonstrate consistent use of the school's PE curriculum and progression documents. - PE moderation activities show greater consistency in assessment judgements across year groups. - Subject leader monitoring provides evidence that actions have been implemented successfully and identifies sustained improvements in teaching, participation and pupil outcomes.