

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



Images courtesy of Youth Sport Trust

This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make

additional and sustainable

improvements to the quality of the PE, School Sport and Physical Activity (PESSPA)

they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance outlines 5 key priorities that funding should be used towards. It is not necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2026.**

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.

Key priorities and Planning

Key Indicator 1: Increasing all staff's confidence, knowledge and skills in teaching PE and sport.				
Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Purchase an online subscription to GetSet4PE to support all staff's confidence, knowledge and skills in teaching high quality PE so that PE has a further raised profile within the school. This will also improve the assessment of PE.	Teachers Sports Coaches SLT Children	Increasing all staff's confidence, knowledge and skills in teaching PE and sport	Online subscription is reviewed annually and will be an ongoing cost.	£550 per year.

Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sport.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Subscription to Crown Hills, Inspire Together	Children of all abilities and genders can participate in the school games competitions organised by Inspire Together. Ensuring equity for all pupils.	Children will be able to attend a variety of sports and the school's sports coach will have opportunities to develop skills.	Skill development from the sports coach will continue to impact the children in forthcoming years.	£1850
Skipping coach to run an after school skipping club within the school hall.	Children Staff	Monitor engagement levels Ensure children receive an equitable offer.	Children will develop their core strength and improve their cardio. Children will be able to complete and develop their skills outside of school in an inexpensive way when all they need is a skipping rope.	£1575
Skipping coach and Grove Hire.	Children Staff	90% of children will be able to complete 5 continuous skips with an individual rope.	Children will develop their core strength and improve their cardio. Children will be able to complete and develop their skills outside of school in an inexpensive way when all they need is a skipping rope.	£1575 for skipping coach £400 for hall hire
Continue to develop structured activities at break and lunch, led by trained staff or play leaders or specific lunchtime coaches. This has already reduced behaviour incidents and increased engagement, as noted in your previous plans.	Invest in equipment specifically for playtimes to avoid loss/damage of PE lesson resources.	60% of children will be involved in at least one activity over lunch time.	Training staff how to deliver lunchtime clubs will support the longevity of this aim.	£3000

Key Indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Work with local sports clubs to enhance the PE provision within school. Such as: Leicestershire Cricket Coaching, Riders and Tigers.	Children Coaches Staff	Professional clubs will come into school and work with select pupils or year groups to further enhance their sport provision and raise the profile of sport.	Children will be exposed to additional sports and further, high-quality specialist PE. The school will make connections with the local professional clubs and seek further opportunities for the children to participate in outside of the school.	£0
Create a group of play leaders to run lunch time activities to engage children in sports/games during their unstructured time. This includes purchasing high-visibility jackets and lunchtime equipment.	All children	Children will be engaged with physical activities during lunch time. Children will develop leadership skills in running games and sports or being a play buddy. With many games and sports on offer, this should reduce the number of behavioural incidents at lunchtime and further develop social interactions and participation within the games.	This is an on-going project that will need to be reviewed regularly to ensure the impact on the children who lead the activities. Replenishment of stock is essential to ensure the health and safety of the equipment.	£1000

Key Indicator 4: Offer broader and more equal experience of a range of sports and physical activities to all pupils.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Hire specialist coach to teach Balanceability with F2 children for a term.	Foundation 2 Children Year 1 Children Sports Coach PE Lead	Offer a broader and more equal experience of a range of sports and physical activities to all pupils.	Children can continue to develop their skills on the school's balance bikes. This supports the children with developing their core strength which then supports the children in other areas of learning such as writing.	Linked to our Inspire Together subscription
Organise a Learn to Ride coach for Year 2 pupils.	Children	80% of children in year 2 will learn to ride a bike from the program.		£1000
Purchase 30 pairs of cycle/sports gloves for children in year 5 to wear when they participate in Bikeability.	Children Staff	All children will be able to participate in the Bikeability regardless of whether they have the appropriate clothing from home. 70% of children will achieve the level 1 Bikeability award. 50% of children will achieve the level 2 Bikeability award.	Gloves will be part of the school's sports kit.	£300
Ensure children have equitable access to a national talent competition.	Children's aspirations and cultural experiences are further enhanced. Participation in rehearsals of dancing will improve fitness and levels of concentration.	25% of the children at BCPS attend the competition.	Legacy of participation for the children and future pupils of school.	£3000 coach hire £500 costumes
Replenishment of PE equipment.	Children's engagement in high-quality sports that are resourced by high-quality equipment.	Replenishment of the equipment will be regularly reviewed.	Ensuring equipment is replenished regularly	£2500

Key Indicator 5: Increase participation in competitive sport.				
Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Arrange transportation via taxi's for children to participate in sporting activities.	Ensure children are not disadvantaged due to the barrier of transport.	Children will be able to attend a variety of sporting competitions to further enhance their health and well-being.	Children will be able to use their skills they have learnt to apply it to other situations e.g. leadership.	£400

Key achievements 2025-2026

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Next steps:
Key Indicator 1: Increasing all staff's confidence, knowledge and skills in teaching PE and sport.	The investment in GetSet4PE has had a highly positive impact on the quality, consistency and confidence of PE teaching across the school. Staff now have access to high-quality planning, progressive lesson sequences and clearer assessment tools, which has strengthened subject knowledge and supported more confident delivery of PE lessons. This has directly benefited pupils by ensuring they receive well-structured, engaging and inclusive PE lessons that build skills over time. The raised profile of PE across the school has also supported stronger curriculum leadership, as teachers, sports coaches and SLT are able to use a shared platform to plan, deliver and review provision. This spending has created a sustainable model because the subscription can continue to support staff development year on year, ensuring that improvements in teaching quality benefit both current pupils and future cohorts.	Continue to embed the use of GetSet4PE across all year groups so that planning, teaching and assessment in PE remain consistent and progressive. Use staff feedback and pupil outcomes to identify any areas where teachers would benefit from further CPD, particularly in delivering high-quality skill progression, assessment and inclusive PE. The PE lead and sports coach could also carry out informal monitoring, such as lesson drop-ins, pupil voice and planning reviews, to ensure the subscription continues to strengthen staff confidence and improve outcomes for pupils.
Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sport.	The actions completed under this key indicator have had an excellent impact on pupils' engagement, enjoyment and participation in regular physical activity. The subscription to Crown Hills/Inspire Together has enabled pupils of different abilities and genders to access a wider range of school games competitions, supporting equity and inclusion across the school. The investment in skipping coaching, hall hire and structured lunchtime activity has significantly increased opportunities for pupils to be active beyond formal PE lessons. Pupils have developed core strength, cardiovascular fitness, coordination and resilience through regular skipping and active play. The focus on structured break and lunchtime activities has also supported positive behaviour, social interaction and pupil wellbeing by giving children purposeful, energetic and enjoyable ways to spend unstructured time. This has had a particularly strong impact on engagement because pupils are developing physical skills in ways that are accessible, low-cost and easy to continue beyond school.	Continue to monitor participation in lunchtime activities, skipping clubs and wider physical activity opportunities to ensure that all groups of pupils are engaging regularly, including less active pupils and those who may lack confidence in sport. Build on the success of the skipping provision by encouraging pupils to practise independently at playtimes and at home, using skipping as an accessible, low-cost way to improve fitness, coordination and resilience. Further develop structured lunchtime activities so that a high proportion of pupils are active each day and positive behaviour at social times continues to improve

Key Indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement.	PE and sport have been raised very successfully across the school through purposeful links with local sports clubs and the development of play leaders. Work with professional and local clubs, including opportunities such as cricket, basketball and rugby enrichment, has helped pupils see sport as exciting, aspirational and connected to the wider community. This has broadened pupils' experiences and increased enthusiasm for PE and physical activity. The creation of play leaders has also had a very positive whole-school impact. Pupils have been given meaningful leadership responsibilities and have developed confidence, communication skills and the ability to organise and support games for others. The purchase of high-visibility jackets and lunchtime equipment has helped make active leadership visible and valued across the school. These actions have contributed to a more active, positive and inclusive playground culture, supporting behaviour, teamwork, pupil voice and wider personal development.	Strengthen links with local sports clubs and professional organisations so that pupils continue to experience inspiring, high-quality sports opportunities within and beyond school. Celebrate sporting participation and achievement more regularly through assemblies, newsletters, displays and pupil leadership opportunities so that PE remains highly visible across the school community. Continue to develop the play leader programme by training new pupils each year, reviewing the impact of lunchtime leadership and ensuring play leaders are supported to run inclusive and engaging activities for younger pupils.
Key Indicator 4: Offer broader and more equal experience of a range of sports and physical activities to all pupils.	The school has made excellent progress in broadening pupils' experiences and ensuring more equal access to a wide range of physical activities. The use of specialist coaching for Balanceability in Foundation 2 has supported younger pupils to develop balance, coordination, core strength and confidence at an early stage, providing strong foundations for future physical development. The planned Learn to Ride programme for Year 2 and Bikeability support for Year 5 have helped remove barriers to participation and ensured that pupils can take part regardless of whether they have equipment or clothing from home. The purchase of cycle/sports gloves has promoted inclusion, safety and equity. Investment in access to a national talent competition has also had a highly positive impact on pupils' aspirations, cultural experiences and physical engagement through rehearsal and performance. Alongside this, replenishment of PE equipment has ensured pupils can continue to access high-quality, well-resourced lessons and activities. Overall, this spending has significantly enhanced pupil outcomes by increasing confidence, widening opportunity and allowing more children to participate successfully in activities they may not otherwise have experienced.	Continue to prioritise equity of access by identifying barriers that may prevent pupils from participating fully in wider sporting opportunities, such as equipment, clothing, confidence or transport. Build on Balanceability, Learn to Ride and Bikeability by creating a clear progression of cycling and balance skills from Early Years through Key Stage 2. Review participation data to ensure pupils across different year groups, abilities and backgrounds continue to access a broad range of physical activities. Maintain regular equipment audits so that high-quality, safe and inclusive resources are available for PE lessons, clubs and active play.
Key Indicator 5: Increase participation in competitive sport.	The use of funding to support transport has had a very positive impact on pupils' participation in competitive sport by removing a key barrier to attendance. Providing taxis and transport has ensured	Continue to use funding strategically to remove barriers to competitive sport, particularly transport, so that pupils can access competitions and represent the school regardless of personal

	that pupils are not disadvantaged because of logistical or financial barriers, allowing more children to represent the school and experience sporting competitions beyond the school site. This has strengthened pupils' confidence, teamwork, resilience and sense of achievement, while also giving them valuable opportunities to apply the skills they have developed in PE lessons and wider school sport. Participation in competitive sport has supported pupils' health and wellbeing and contributed to their personal development by encouraging leadership, determination and pride in representing the school. This investment has helped ensure that competitive sport is more inclusive, accessible and aspirational for pupils.	circumstances. Track which pupils attend competitions to ensure opportunities are broad, inclusive and not limited to the same children. Use competitive events to develop pupils' teamwork, resilience, leadership and pride in representing the school, while also celebrating participation as well as achievement. Review the competition calendar through Inspire Together/Crown Hills and local partnerships to ensure pupils experience a wide variety of competitive opportunities across the year.
Overall next step: The school will continue to use pupil voice, participation data, staff feedback and curriculum monitoring to ensure that PE Premium spending remains purposeful, inclusive and sustainable, with a continued focus on improving pupil outcomes, achievement, wellbeing and engagement in PE and sport.		

Grant Spending	Amount
CPD for the Academic Year 2025 - 2026	£1,389
CPD to upskill staff to deliver swimming lessons for the academic year 2025 - 2026	£0
How much has your school spent extracurricular opportunities	£5,409.31
How much has your school spent on equipment and resources for academic year 2025 to 2026?	£2,397.38
How much has your school spent on membership and subscription fees for the academic year 2025 - 2026?	£585
How much has your school spent on activities organised by the SGO network for academic year 2025- 2026	£3,425
How much has your school spent on entering external school sports competitions for academic year 2025 to 2026?	£3,209
How much has your school spent on external coaching staff for academic year 2025 - 2026	£3,105
Total:	£19,520

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum program of study

Question	Stats:
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	43% by the end of year 5. This is a significant improvement to when the children finished in year 4. 11% of children in year 4 could swim at least 25metres. The children have 1.5 terms to learn to swim from February half-term until the summer holidays. They continue their swimming lessons when they're in year 5 from September to the next February half-term so that they have a full year of swimming.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	25% by the end of year 5. This is a significant improvement to when the children finished in year 4. 6% of children in year 4 could swim a range of strokes.
What percentage of your current Year 6 cohort can perform safe self-rescue in different water-based situations?	13% - not assessed when the children were in year 4.
Further context - Relative to local challenges: Due to the high levels of deprivation within the local area, access to swimming lessons and wider water-based activities is not always a priority or possibility for all families. For many parents and carers, significant financial pressures mean that essential needs, such as food and household costs, must take precedence over additional activities outside of school. Although the local swimming pool is relatively close to the school, it may still be perceived by some families as difficult to access due to time, transport, cost or confidence-related barriers. In addition, some parents and carers may not be confident swimmers themselves, which can unintentionally influence children's own confidence in and around water. As a school, we go well beyond statutory expectations to ensure that pupils have meaningful and sustained opportunities to learn to swim and develop essential water safety skills. Each cohort is provided with swimming provision across a full academic year, split over two consecutive years in Year 4 and Year 5. This extended approach reflects the very low starting points for many pupils in relation to water confidence. For some children, simply entering the poolside environment is a significant challenge and an important first step in overcoming fear and building confidence. Through sustained, carefully supported provision, pupils are given the time, encouragement and repeated exposure needed to develop confidence, resilience and progress in the water. This commitment ensures that school swimming provision plays a vital role in promoting equity, improving pupil outcomes and giving children access to a life skill that many may not otherwise could develop.	
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet	The school goes beyond the National Curriculum expectations already.

National Curriculum requirements after the completion of core lessons. Have you done this?	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety.	Staff use the GetSet4PE to support with teaching swimming, however the swim coaches are the local leisure centre are the people who teach swimming. Staff are wet-side or dry-side pool trained and this has been ran through the leisure centre itself.

Signed off by:

Head Teacher:	
Subject Leader or the individual responsible for the Primary PE and sport premium:	
Governor:	
Date:	