

PE Funding

Evaluation Form



Department
for Education



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 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?
- Utilising the platinum service level agreement with Schools Sports Partnership Chester le street and County Durham (Indicators 1,2,3,4,5) - Increasing participation of children in physical activity during break times and lunchtimes (Indicators 2,3,4)	- Effective CPD from qualified, specialist coaches working with members of staff within EYFS, KS1 and KS2. - Staff feel more confident in implementing the PE curriculum and understand key objectives and indicators. - Children have participated in many sports events and competitions organised by SSP and SGO network. - SSP Core tasks have been used to support teaching and progression within the PE curriculum. - Core tasks have sequenced lesson plans with adaptation to support teacher confidence and delivery. - Opal Play - Platinum Award	- Year 6 Swimming below national outcomes. - Increasing links with local schools to arrange more local competitions. - Core task recording and assessment still inconsistent across all keystages. - need to look at - RAG rating assessment.	- Swimming data 65% of Year 6 children swam 25m unaided 65% of children performed a range of recognised strokes. 65% of children can perform a safe self rescue. This is a 3% decrease from last year and swimming data is still below national. - Swimming sessions interrupted due to pool closure from Jan to May. - No availability from other swimming pools contacted (Freeman quays/ Spennymoor). - Not all core tasks and assessments uploaded or completed by all year groups consistently. - Networking and discussions regarding local schools competing in football and netball, but no timetable was made until the end of term and schools were busy

# - Increasing number of children participating in sports and games after school clubs - Raising the profile of Sport and physical education across the whole school.	achieved. Children participate in activity throughout break and lunchtimes including climbing frame, sand play, game play on field and Muga. - Line markings (race tracks) used daily during breaktimes and lunchtimes for all keystages completing athletic events. - Attendance registers for afterschool clubs significantly increased from previous year. - Greater use of external coaches and teachers to implement after school clubs - After School provision is shared equally among all key stages promoting inclusivity. - Higher percentage of girls participating in Cricket, football, dance and gymnastics clubs. - Corridor displays - promotes sporting events and achievements of children. - Announcements in the whole school assembly. - Sharing of information on School Facebook and Website.	- The percentage of children with SEND accessing team games after school is low. - Variety of clubs and repetition of clubs during week for KS1 and KS2 children.	with end of year celebrations. - Opal play leader and team recognised for their work with Opal play providing play opportunities and areas for physical literacy throughout school. - Termly afterschool club analysis focussing on vulnerable groups completed by Pe Lead and inclusion lead. - Clubs adapted and children encouraged by PE lead and teachers to participate. - Taster sessions of clubs given during curriculum time.
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- Using Education platform 'Teach Active' to implement activity and movement within core curriculum. - Outdoor and Adventure activity residentials	- All keystages completing wake up shake up/ physical literacy activities at peak transition times to support regulation and increase activity. - School achieved the Gold School Games Mark this year. - Great Athletes Competition - school raised over £3000 completing physical activity. - Children completing Active English, Maths and Science lessons. - Positive feedback from teaching staff and children regarding Teach Active activities. - High percentage of disadvantaged students and pupils with SEND attended residentials. - All students gave positive feedback and completed all activities. - Positive feedback from instructors.	The consistency and usage of the active English and Maths lessons across EYFS - KS2.	Lesson visits focusing on active learning walks. Not consistent across key phases.
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What are your plans for 2026/27?

How are you going to action and achieve these plans?

Intent

Implementation

To continue with SLA with SSP Chester Le Street and County Durham.
(INDICATORS 1,2,4,5) and utilise the new Services provided due to DFE funding.

Use Triangulation of data (Pupil voice, staff voice, lesson visits, assessments, national outcomes to utilize sports premium to increase physical literacy and support excellent PE lessons.
Utilise specialist coaching to support teachers in implementing PE curriculum.
Organise and attend Sports Competitions and events including events linking with the Esh Winning community.
Use teacher voice and feedback to ensure CPD is focussed and specific to build on teachers own CPD needs and support increase in knowledge in particular PE areas.
Build on parent and other school partnerships through football tournaments and local sports events being hosted in school.

To ensure PE equipment is well resourced and replenished to ensure quality PE sessions across Key Stages. (Indicators 1,2,4)

Audit PE equipment termly, Autumn term 1, Spring 1, Summer 1.
Purchase equipment for PE sessions and afterschool clubs.
Ensure basic fundamental equipment is in good condition and replaced when needed.

To continue to implement effective CPD to staff increasing knowledge of PE and Sport. (Indicator 1)

CPD sessions held with PE lead.
CPD sessions through SSP.
Utilising CPD sessions through County Durham Sport.

To ensure progression and effective implementation of an inclusive PE curriculum across all key stages. (Indicators 1,3)

Observe, monitor and evaluate progression and impact of physical education across key stages.
Focus on assessment being used consistently and core tasks being uploaded onto the network.
Continue implementation of physical literacy and promote regulation through physical activity.

To increase the percentage of Year 6 children achieving national expectations in Swimming and Water Safety. (Indicator 3) To continue to use Teach Active resources and lessons across all keystages at least 1x weekly.. (Indicators 2,3,4) to further enhance inclusion with vulnerable children. To maintain and continue to purchase outdoor equipment for Opal Play to support all children being active throughout break times and lunchtimes. To raise the profile of sport and PE and link to Careers.	Continue to use core tasks and sequences of lessons with adaptations to meet needs of the children provided. Key focus on foundational movement and coordination skills throughout keystages. Add extra Swimming sessions for Year 6 pupils to support and promote meeting the national expectations. Monitor Year 3, 4 and 5 swimming data closely to support early intervention with additional swimming sessions if needed. Lesson walks and visits focussing on active English and Maths Staff and Student voice data collection Resources to be used and highlighted in weekly planning to support all children actively learning. Liaise with Opal play leaders and team to monitor and assess equipment. Evaluate and assess impact of play equipment by using pupil and staff voice. Liaise with School Careers lead. Invite employers and businesses into school linked with Career Days. Organise and implement a Games Day inviting parents and sports people within the local community to participate. Utilise 'Team building skills and events' with athletes via SSP Complete the Great Athletes competition to include all children in physical activity.
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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?
- Increased number and percentage of Y6 children being able to swim 25m unaided and perform a range of recognised strokes. - Physical Literacy is implemented throughout key stages and continues to be daily practice. - Increased staff knowledge and confidence in delivering high quality PE lessons across key stages. - Heightened aspirations of future careers in sport and PE.	Data from Swimphony and collaboration with swimming coach will show an increase in the number of children able to swim. All children will continue to participate and enjoy daily physical activity. Staff voice/ pupil voice will show a positive impact on regulation and behaviour for learning. Lesson walks Year group progression documents Staff voice Esh Winning Community to be involved in Games Days and Sports events. Esh Winning Academy Outdoor areas to be used within the community to promote physical activity.

Expected impact and sustainability will be achieved

What impact/sustainability have you seen?	What evidence do you have?
● Increase in children involved in active after school clubs there for increasing and improving physical literacy. ● Staff confident with using core tasks effectively to teach fundamental skills and apply in game situations. ● An inclusive curriculum is taught consistently and to a high standard.	● Afterschool club analysis shows increase in participation across the whole school. ● Learning walks evidence teaching Children have competed in sports festivals. ● Gold School Games Mark Awarded