



## 2024/25 PE Funding Evaluation Form

## 2025/26 PE Funding Strategy

Wadsworth Fields Primary School



Commissioned by



Department  
for Education  
Created by



Images courtesy of Youth Sport Trust



## PE Funding Evaluation Form

- Before you decide how you are going to use the funding for this 25/26 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.*

## End of 25/26 Review: Actual impact/sustainability

What went well	How we know	What didn't go well	How we know
Children had the opportunity to compete and participate in sporting festivals and competitions against other local schools.	Competitions and festivals were organised and children attended.	The aim of having premier education was to develop staff knowledge, skills and understanding of lesser well-known sports. However, the calibre of provision did not meet the required expectations and therefore the provision was terminated.	Observations and feedback from staff reported that the provision did not meet their expectations.
Children were given the chance to engage in less familiar physical activities, fostering curiosity and motivating them to be more active.	Children attended events which offered taster sessions in a variety of different sports including frisbee golf, croquet and boccia.		
Children have been able to play with a wide variety of equipment at playtimes and lunchtimes which has encouraged them to become more active on a regular basis.	Observations of children at playtimes and lunchtimes playing with the new equipment on a regular basis.		
Children are more active during PE lessons due to having access to more equipment.	PE lessons have ensured individual access to equipment, with each pupil supplied with one piece such as a hockey stick and ball.		
Children had the opportunity to attend an after-school club ran by an external provider.	After school club took place.		

## End of 25/26 Review: Actual impact/sustainability

The profile of PE has been raised across the school.	Positive attitudes from the children about their PE experiences in school obtained through pupil interviews. Sporting successes are shared through assemblies. PE is timetabled and regularly taught giving it equal importance alongside other core subjects.		
Staff have better skills, knowledge and understanding of the teaching of yoga and how to support children adequately.	Yoga sessions have taken place in EYFS with staff becoming upskilled as a result.		
Children have built up their core strength over the year as well as increased concentration and flexibility.	Feedback from EYFS staff about the results of engaging in weekly Yoga sessions.		

Swimming Data	
Perform a safe self-rescue in different water-based situations	72.5% Number of children in year 6: 40 Number of children to achieve this target: 29
Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	55% Number of children in year 6: 40 Number of children to achieve this target: 22
Swim competently, confidently and proficiently over a distance of at least 25 metres	45% Number of children in year 6: 40 Number of children to achieve this target: 18
Commentary	The above percentages do not match the Nottinghamshire School Swimming Service swimming report as we only sent 31 year 6 children to additional swimming lessons. There were 9 children who did not attend swimming lessons in year 6 as they had already met the criteria when they accessed swimming in year 4. Therefore these 9 children make the percentages higher than the percentages provided by the Nottinghamshire Swimming Service.

## End of 25/26 Review: Actual impact/sustainability

### DfE 5 Key Indicators

1. The engagement of all pupils in regular physical activity.
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. Broader experience of a range of sports and physical activities offered to all pupils.
5. Increased participation in competitive sport.

### Spend Categories Explained:

CPD	Internal	External
Training and development for staff to improve the delivery of PE and sport	Activities, resources, and staffing led or hosted within the school.	External events, providers, or competitions that enhance pupil experience.
a) External training courses b) Upskilling staff to deliver swimming lessons c) Internal learning and development d) Inter-school development sessions e) Online training / resource development f) External coaches supporting confidence and competence	g) School based extra-curricular opportunities h) Internal sports competitions i) Top-up swimming lessons or broadening aquatic opportunities for pupils j) Active travel k) Equipment and resource l) Membership fees m) Use of educational platforms and resources	n) Activities organised by School Games organiser network o) Other inter-school sports competitions p) External coaching staff

## End of 25/26 Review: Actual impact/sustainability

Key Priorities	DfE Indicator Link	Actions to achieve these	Spend Category	Sub Category	Intended impact	How we will find out and know if we have intended impact	Cost
Enable access to competitive sports	4/5	Pay for transport costs when taking children out to festivals and competitions.	External	o) Other inter-school sports competitions	More pupils participate in external sporting events.	Participation records and event attendance logs.	£3000
Promote physical activity during free time	1	Purchase a wide variety of sporting equipment for use at playtimes and lunchtimes.	Internal	k) Equipment and resource	Children engage in physical activity during breaks.	Playtime observations and equipment usage logs.	£3000
Celebrate sporting achievements	2	Purchase stickers, medals and trophies as rewards for sporting achievements.	Internal	k) Equipment and resource	Children feel motivated and proud of their achievements.	Award records and pupil motivation surveys.	£300
Support participation in competitive sports	5	Release PE and other members of staff to take children to various sporting events and competitions.	Internal	h) Internal sports competitions	Children have opportunities to compete and represent the school.	Event participation logs and staff reports.	£3000
Replenish sports equipment for use during curriculum PE and after school clubs.	1	Audit of current equipment and replenish as and when required.	Internal	k) Equipment and resource	Children having access to high quality equipment during the teaching of PE.	Observations of equipment usage.	£2000
Create wet weather solution boxes for when outdoor PE is affected by unfavorable weather	1/2	Purchase of equipment for indoor use in limited spaces.	Internal	k) Equipment and resource	PE lessons will continue to be taught when poor weather results in children unable to be outside.	Wet weather solution boxes will be used when poor weather results in outdoor lessons being cancelled.	£500



## End of 25/26 Review: Actual impact/sustainability

Apply for School Games Mark	2	Release PE Coordinator to collate data and complete application.	Internal	m) Use of educational platform and resources.	School will achieve the School Games mark which in turn raises the profile of PE across the school.	School Games Mark Achieved.	£200
Engage with Bikeability training program for year 5 children and balance bike training for children in EYFS.	1/4	Liaise with First Grade Coaching to organize and deliver coaching sessions. Pay to cover staff supporting Bikeability instructors.	Internal	g) School Based extra curricular opportunities.	Children will have increased confidence whilst riding bikes.	Year 5 children will have passed level 1 and 2 Bikeability levels. Balance bike training will have taken place in EYFS.	£400

Impact we have seen	Evidence to support