



# 2024/25 PE Funding Evaluation Form

## 2025/26 PE Funding Strategy

### Round Hill 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.*

# Review of last year 2024/25

What went well	How we know	What didn't go well	How we know
<p><b>Maintaining &amp; developing the sports leaders programme;</b></p> <ul style="list-style-type: none"> <li>- 44 sports leaders across KS2</li> <li>- Regularly fortnightly meetings for training, timetable updates and to review what's working well and what needs changing as well as maintaining and planning equipment use.</li> <li>- Termly assemblies highlight Sports Leader Roles and Responsibilities and reinforce and promote the importance of being active.</li> <li>- Sports Leaders supported the design, planning and practical running of Sports Days across school from EYFS-KS2</li> </ul> <p>Individual skills competition run throughout the summer term</p>	<p>At least 80% of pupils active during playtimes (especially lunch times when Sports Leaders will be running activities).</p> <p>Pupils know and understand the importance of being active and how they can be active during the school day.</p>	<p>Displaying and celebrating sporting achievements in the school environment. Although this has been done on the shared platform with parents (Dojo).</p>	<p>Limited time for administration duties in school.</p>
<p><b>CPD for staff;</b></p> <ul style="list-style-type: none"> <li>- <b>PPA teachers plus targeted team of teachers received focused CPD on</b> adaptive and inclusive teaching strategies with a particular focus on transitions, challenge and engagement.</li> <li>- <b>All staff received CPD on the new PE Scheme;</b> elements of PE as a subject were identified, resources shared that support teacher knowledge and specific vocabulary.</li> </ul>	<p>PPA cover staff more confidently leading and teaching PE.</p> <p>PE Provision across school is consistent and systematic, builds year on year to consolidate skills with focused use of subject specific vocabulary.</p>	<p>In terms of CPD, MMS remain a priority going into next year to ensure the same consistency of approach when leading activities outside.</p>	<p>Observations and feedback from pupils show there is still more CPD to be done to ensure MMS have sufficient confidence and competence with leading play and games.</p>

## Review of last year 2024/25

What went well	How we know	What didn't go well	How we know
<p><b>High participation in sporting events;</b></p> <ul style="list-style-type: none"> <li>- In school tracking ensured that more pupils in KS2 to were invited to attend sports events run by the Broxtowe collaboration or EQT and ensure and increase in participation of PPG pupils participate compared to 2024.</li> <li>- A lunchtime Basketball Tournament ran throughout spring to increase activity during playtimes as well as participation in a sporting event.</li> <li>- A full timetable of lunchtime activities including age and gender specific sports e.g. girls only cricket / year group specific football etc. runs throughout the year.</li> </ul>	<p>At least 80% of pupils active during playtimes (especially lunch times when Sports Leaders will be running activities).</p>	<p>Lunchtime provision for SEND pupils - plans are in place ready for Autumn 2025 to ensure inclusivity for all pupils and transition of new starters into active spaces/playgrounds is sustained.</p>	<p>Number of behaviour incidents reported at lunchtime involving SEND pupils.</p>

## Intended actions for 2025/26

### 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 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	Activities, resources, and staffing led or hosted within the school. 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	External events, providers, or competitions that enhance pupil experience. n) Activities organised by School Games organiser network o) Other inter-school sports competitions p) External coaching staff

## Intended actions for 2025/26

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
The engagement of all pupils in regular physical activity at lunchtime.	1	<ul style="list-style-type: none"> <li>Funded or targeted access to before, lunch- or after-school physical activity clubs for pupils where increasing participation is a priority - including disadvantaged pupils, those with low activity levels, SEND, SEMH needs, or low confidence. Provision should be scheduled to maximise access and engagement.</li> <li>Lunchtime structured physical activity delivered by teaching assistants or midday supervisors (including paid additional hours outside contracted roles). Provision must be additional to core duties and focused on increasing pupil physical activity.</li> <li>Training, mentoring and investment in equipment and storage to equip support staff to confidently lead active, inclusive sessions.</li> <li>Sports Leader programmes or pupil-led games to increase peer engagement during breaks or lunchtimes.</li> </ul>	CPD & Internal	C & G	<p>Increase participation among less active or disadvantaged pupils by removing barriers and offering inclusive, accessible opportunities.</p> <p>Boost daily physical activity levels through purposeful, supervised sessions during unstructured times.</p> <p>Equip staff with the skills and confidence to lead inclusive, engaging physical activity sessions independently.</p> <p>Increase peer engagement and leadership by empowering pupils to lead inclusive, active play opportunities</p>	<p>We will evaluate the success of these actions by:</p> <ul style="list-style-type: none"> <li>tracking participation rates of all pupils especially vulnerable groups</li> <li>pupil and staff feedback surveys</li> <li>Learning walks during PE lessons and lunchtime sessions</li> </ul>	£3000
Increased confidence, knowledge and skills of all staff in teaching PE	3	<ul style="list-style-type: none"> <li>External coaches working alongside staff</li> </ul>	CPD	A	Enhance staff skills and confidence	We will evaluate the success of these actions by:	£6000

## Intended actions for 2025/26

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
and sport.		<p>in PE lessons using a team-teach model.</p> <ul style="list-style-type: none"> <li>Targeted support for ECTs or non-specialists to develop confidence and competence.</li> <li>Coaching in specialist or enrichment activities to extend staff skills (e.g. OAA, dance).</li> </ul>		C E	<p>through expert modelling and collaborative delivery.</p> <p>Build competence and self-assurance in delivering high-quality PE lessons.</p> <p>Broaden staff expertise to offer a more diverse and engaging PE curriculum.</p> <p>Improve access and efficiency, enabling smoother delivery of active sessions and maximising learning time.</p>	<ul style="list-style-type: none"> <li>assessing impact through staff feedback &amp; learning walks</li> <li>ECT reviews and termly reports against teacher standards</li> </ul>	
The profile of PE and sport is raised across the school as a tool for whole-school improvement and The engagement of all pupils in regular physical activity at lunchtime.	1 & 2	<ul style="list-style-type: none"> <li>Bikeability workshops for Year 5 &amp; 6.</li> <li>Walk to school and cycle to school active travel programmes.</li> <li>Top-up swimming sessions for pupils not meeting NC standards.</li> </ul>	Internal	J J i	<p>Promote road safety awareness and active travel habits among pupils.</p> <p>Encourage healthier lifestyles and reduce car use through increased active commuting.</p>	<p>We will evaluate the success of these actions by:</p> <ul style="list-style-type: none"> <li>tracking pupil participation and pass rate in Bikeability</li> <li>active travel participation</li> </ul>	£9000

## Intended actions for 2025/26

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
					Ensure all pupils achieve national curriculum swimming and water safety requirements.	(Parent Forum feedback) - measure the number of pupils achieving national curriculum standards after top-up sessions.	
Broader experience of a range of sports and physical activities offered to all pupils and an increased participation in competitive sport.	4 & 5	<ul style="list-style-type: none"> <li>• Entry into inclusive School Games competitions and festivals; Broxtowe Sports Alliance &amp; EQT competitions</li> <li>• Staffing and transport to support pupil participation in SGO &amp; EQT events</li> <li>• Staffing costs to enable access to adventurous activities during residential; Y2, Y4 &amp; Y6</li> <li>• Funding targeted at disadvantaged or SEND pupils for activity access.</li> </ul>	External	N & O	<p>Promote broad participation and inclusion in competitive sport, fostering teamwork and aspiration.</p> <p>Enable equitable access to external sporting opportunities by removing logistical barriers.</p> <p>Ensure all pupils can participate in physically challenging experiences that build resilience and confidence.</p> <p>Reduce inequality by supporting access to enriching physical activities for pupils</p>	<p>We will evaluate the success of these actions by:</p> <ul style="list-style-type: none"> <li>- monitor participation data across competitions and residential activities (with a focus on vulnerable groups).</li> <li>- School council and sports leader feedback (pupil voice).</li> </ul>	£4000

## Intended actions for 2025/26

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
					who may otherwise miss out.		

<b>Impact we have seen</b>	<b>Evidence to support</b>
This is deliberately left blank until the end of the academic year 2026	This is deliberately left blank until the end of the academic year 2026

# 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 programme of study*

Question	Stats:	Further context Relative to local challenges
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	77%	All Year Six pupils are offered top up swimming sessions. Those who are not proficient are taken for 6 weeks.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	77%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	All pupils passed their self-rescue assessment.
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 National Curriculum requirements after the completion of core lessons. Have you done this?	Yes	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	This was offered. Staff that teach are confident and competent to teach swimming and water safety. Leisure Centre swimming teacher staff take us above and beyond required ratios.