



2024/25 PE Funding Evaluation Form

2025/26 PE Funding Strategy

Richard Bonington Primary School

Commissioned by



**Department
for Education**

Created by



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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>Opal</p> <ul style="list-style-type: none"> Children engaged in a wider variety of play types, including imaginative and creative play. Increased physical activity during break and lunch times, especially among less active groups. Staff and pupils embraced the initiative, leading to improved behaviour and wellbeing. 	<ul style="list-style-type: none"> Pupil Voice: Surveys and informal feedback showed increased enjoyment and engagement in PE and playtime activities. Behaviour Logs: Reduction in playtime incidents linked to OPAL implementation. 	<p>Children were able to opt out of physical activities and use quieter and calm areas that didn't involve practical engagement</p>	<p>Limited Impact on Less Active Pupils</p> <p>Despite a range of activities, some pupils (particularly older girls or those with low confidence) remained reluctant to engage in physical activity</p>
<p>PE Specialist Provision</p> <ul style="list-style-type: none"> High-quality, consistent PE lessons delivered across all year groups. Increased staff confidence through in-lesson CPD and modelling. Strong uptake in extracurricular clubs, including inclusive opportunities for SEND pupils. 	<ul style="list-style-type: none"> Participation Data: 77% of pupils attended at least one after-school club; 61% of SEND pupils accessed inclusive sports. External Recognition: Awarded the Platinum Kitemark for commitment to school sport. 	<p>Extracurricular Participation Gaps</p> <p>Some groups (e.g. Pupil Premium or SEND pupils) were underrepresented in after-school clubs despite targeted efforts.</p>	<p>Club and competition registers Sports coach logs and letters</p>
<p>Sports & Wellbeing Week</p> <ul style="list-style-type: none"> All pupils participated in a diverse range of physical activities. Staff felt supported and more confident delivering PE and wellbeing content. 	<ul style="list-style-type: none"> Positive pupil voice and feedback, with many expressing enjoyment and increased motivation. Feedback from teaching staff ELSA lead planning and resources, timetables 	<ul style="list-style-type: none"> A small number of pupils suggested new activities for next year Staff to be given more notice or training for teacher led activities e.g. Boccia To engage parent volunteers to 	<ul style="list-style-type: none"> Pupil feedback forms Staff verbal feedback Newsletter with parent requests

Review of last year 2024/25

<ul style="list-style-type: none"> • ELSA activities delivered by specialist and CPD for teachers • Variation of sports providers across the school 	<ul style="list-style-type: none"> • Timetables, photographs 	<p>support with providing sports/well-being session</p>	
<p>PE Monitoring and CPD</p> <ul style="list-style-type: none"> • Regular observations and planning checks led to improved lesson quality. • Mentoring and peer coaching 	<ul style="list-style-type: none"> • Staff audits identified strengths and areas for development, informing future CPD. • Monitoring Evidence: Lesson observations and planning reviews showed improved teaching quality and curriculum coverage. • PE half termly meetings to share good practice, respond to positive areas and areas to develop 	<p>Staff Confidence in Delivering Certain Sports</p> <p>While general confidence improved, some staff still lacked confidence in delivering less familiar sports or activities (e.g. gymnastics, dance).</p> <p>Limited Capacity for Monitoring and CPD</p> <ul style="list-style-type: none"> • Time constraints meant that not all planned monitoring or peer observations took place, reducing opportunities for feedback and development. • Opportunities to share good practice with staff in staff meetings or INSET training 	<ul style="list-style-type: none"> • Staff surveys • Reflective practice notes on lesson plans
<p>Swimming</p> <ul style="list-style-type: none"> • Majority of pupils by the end of KS2 achieved the National Curriculum requirement for swimming 25m (85%). • Good progress in stroke development: 85% can use a range of strokes effectively. • Pupils benefited from structured swimming lessons 	<ul style="list-style-type: none"> • End-of-year swimming assessment data collected from Year3 • Pupil voice and feedback from swimming instructors confirmed improved confidence and technique. 		

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	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

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
Enhance outdoor physical activity opportunities	1. The engagement of all pupils in regular physical activity.	OPAL – Outdoor Play and Learning lead within school to promote and source active play opportunities in school and train other members of staff to do the same. Manage a budget for resources	Internal	g) School based extra-curricular opportunities	Increased pupil engagement in physical activity during break and lunch times.	Observation of playground activity, pupil feedback, and activity logs.	£4000
Improve quality of extracurricular provision	3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.	PE specialist to provide high quality extra-curricular activities	Internal	f) Specialist sports coach supporting confidence and competence	increased pupil participation.	pupil participation records.	£4000
Promote healthy lifestyles and broaden activity experiences	4. Broader experience of a range of sports and physical activities offered to all pupils.	Sports Week (summer term) including, healthy eating, sporting activities and outside specialist providers Purchase new equipment to launch a new sport.	External	n) Activities organised by School Games organiser network	Broader exposure to sports and health education; increased enthusiasm for physical activity.	Pupil feedback, participation rates, and event evaluations.	£4500
Improve PE teaching through monitoring	3. Increased confidence, knowledge	PE Monitoring across the year (including observations, planning checks, staff audits & CPD.	Internal	c) Internal learning and	Enhanced quality of PE lessons through continuous	Monitoring reports, audit outcomes, and	£4000

Intended actions for 2025/26

and development	and skills of all staff in teaching PE and sport.	Coaching provided as an intervention to teachers who are struggling.		development	improvement and staff development.	CPD participation records.	
Encourages wider participation in sport	5. Increased participation in competitive sport.	<p>Fund entry fees for local leagues or tournaments</p> <p>Covering the cost of staff release time to accompany pupils to competitions</p> <p>Supporting transport arrangements</p> <p>Providing any necessary equipment or kit for safe and inclusive participation</p> <p>Hire external coaches or referees</p>	External	<p>o) Other inter-school sports competitions</p> <p>p) External coaching staff</p>	Increase participation in competitive sports	Pupil feedback, participation rates, and event evaluations.	£2500

End of 25/26 Review: Actual impact/sustainability

Impact we have seen	Evidence to support