



2025/26 PE Funding Evaluation Form

(No outlined spend for 26-27 as Sports grant in current form ends. There is a transitional payment for the Autumn term.

Richard Bonington Primary School)



Commissioned by



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for Education

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Review of last year 2025-26

What went well	How we know	What didn't go well	How we know
OPAL and active play provision continued to develop successfully. Pupils accessed a wide range of active play opportunities, resulting in increased levels of engagement during break and lunchtimes. Behaviour and social interaction remained positive.	Pupil voice surveys showed high levels of enjoyment. Behaviour logs recorded a low number of playtime incidents. Staff observations evidenced increased pupil engagement in active play.	Some pupils, particularly older girls and less confident pupils, continued to choose sedentary activities over more active play opportunities.	Playground observations and participation monitoring identified a small group of pupils who were less likely to engage in physical activities independently.
PE specialist provision and extracurricular clubs had a positive impact. A broad range of clubs increased participation and provided opportunities for pupils to develop confidence, skills and enjoyment of sport. Staff benefited from observing high-quality practice	Club attendance records remained strong throughout the year. Staff feedback indicated increased confidence in delivering PE lessons and activities.	Despite targeted invitations, some disadvantaged and SEND pupils did not attend extracurricular clubs regularly.	Participation data highlighted that some pupil groups remained underrepresented in extracurricular activities compared with their peers.
Sports and Wellbeing Week successfully broadened pupils' experiences. Pupils participated in a variety of sports, health and wellbeing activities and demonstrated enthusiasm for trying new experiences	Positive pupil and staff feedback, photographs, timetables and participation records demonstrated full engagement across the school.	An extreme heatwave meant that some activities had to be heavily adapted.	Pupil questionnaires and staff discussions showed the weather changes made the activities less effective..
Competitive sport, monitoring and CPD strengthened overall provision. More pupils represented the school at competitions and staff benefited from ongoing monitoring. PE provision is now more sustainable due to increased staff expertise	Staff surveys, lesson observations, planning scrutiny and monitoring records evidenced improvements in teaching quality and curriculum coverage.	Time constraints limited opportunities for peer observations and sharing best practice across the school.	Monitoring records showed that not all planned coaching and peer support opportunities were able to take place.
Swimming outcomes remained positive overall, with the majority of pupils achieving National Curriculum expectations in swimming and stroke development. Pupils demonstrated increasing confidence in the water and improved technique.	End-of-year assessment data showed 75% could swim 25 metres and 80% could use a range of strokes effectively. Swimming instructors reported improvements in confidence and participation.	Water safety and self-rescue outcomes were lower than swimming and stroke-development outcomes and remain an area for development.	Year 6 assessment data showed 61% of pupils could perform safe self-rescue in different water-based situations, highlighting a need for further focus on water safety skills.

