



PE Funding

Intended spending 2025-2026

St Saviour's C of E Academy



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 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.

Review of 2024/2025

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?
• Working alongside an experienced PE coach • High quality planning and delivery – Use of Real PE • More children attended after school clubs • Putting money into buying high quality resources for the outdoor areas to be used at playtimes • Increased after school clubs with a physical focus • Children have opportunity to experience a wide variety of sports activities	• Increased confidence in knowledge and skills in staff • Children all accessing high quality PE sessions - monitoring • Data • Children experience a wider range of sports • More children engaging in regular physical activities: specific children targeted • Broader range of sports and activities offered to pupils	• Limited participation in sports competitions/tournaments	• Number of competitions entered

Actions 2025/2026

What are your plans for 2025/2026 Budget: £17,380 (2025-2026)	How are you going to action and achieve these plans?	
Intent	Implementation	Costings
Joining inter school competitions and taking part in after school competitive sports	- Increased number of pupils participating in inter-school competitions. - Increased attendance at after-school sports clubs. - Greater participation from disadvantaged pupils and less active children. - Pupils demonstrate improved teamwork, resilience and sportsmanship. - Positive pupil voice indicating increased enjoyment and confidence in PE and sport. - The school enters a wider range of local sporting competitions.	£1925
To encourage life-long healthy lifestyles for all pupils from a young age	- Increased participation in physical activity during lessons, breaktimes and extra-curricular clubs. - Pupils can explain the benefits of regular exercise and healthy lifestyles. - Improved pupil wellbeing and engagement in school life. - Increased participation of less active and disadvantaged pupils in physical activities. - Positive pupil voice demonstrating enjoyment of being active and confidence in trying new sports. - Sustainable healthy lifestyle habits are promoted across the whole school community	£1875
Children have more opportunities to take part in physical activity	- Increased levels of physical activity during playtimes and lunchtimes. - OPAL zones are well used and provide a wide range of active play opportunities. - Pupils demonstrate improved cooperation, resilience and social skills through play. - Reduced incidents of poor behaviour at breaktimes and lunchtimes. - Positive pupil voice showing increased enjoyment of outdoor play.	£7130 £840

	- Increased participation in active play by all groups of pupils, including disadvantaged pupils and those with SEND. - Pupils achieve the recommended 60 minutes of physical activity each day through a combination of curriculum PE, active play and extra-curricular opportunities where possible.	
Increase participation in a broader range of sports and physical activities, ensuring all pupils can find activities they enjoy.	- Sports Coaches for lunchtime/after school club - A wider range of sports and physical activities is offered throughout the year. - Increased participation in PE lessons, clubs and enrichment activities. - Greater engagement from disadvantaged pupils, pupils with SEND and previously inactive pupils. - Positive pupil voice demonstrates increased enjoyment and willingness to try new sports. - Pupils develop new physical skills, confidence and resilience through varied sporting experiences. - More pupils continue participating in physical activity beyond the school day, supporting healthier and more active lifestyles.	£4060
Continue to develop staff knowledge, skills and confidence in delivering high-quality PE through a programme of continuing professional development (CPD), coaching and professional support, ensuring sustainable improvements in teaching and learning.	- Provide high-quality CPD for teachers and teaching assistants through specialist coaches and external providers. - Deliver team teaching and mentoring to improve staff confidence in teaching PE. - Share best practice and provide opportunities for staff to observe high-quality PE lessons. - Ensure staff are confident in delivering a broad, progressive and inclusive PE curriculum. - Provide training to support inclusive practice, enabling all pupils, including those with SEND, to participate fully.	£1550

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?
Children are provided with an increased opportunity to participate in competitive sports Pupils develop confidence, resilience and teamwork through competitive sport. Participation in competitive sporting events increases across all year groups, including disadvantaged pupils and those who are less active. More pupils represent the school in local competitions, leading to improved physical skills, greater enjoyment of sport and increased motivation to remain physically active. The school develops a positive sporting culture and provides pathways for pupils to progress in a range of sports	• The school enters a greater number and wider range of inter-school competitions and festivals. • Increased numbers of pupils participate in competitive sporting events throughout the year. • Participation data shows increased involvement from all pupil groups, including disadvantaged pupils, pupils with SEND and those who are less active. • More pupils attend after-school sports clubs that prepare them for competitive events. • Pupil voice demonstrates increased confidence, enjoyment and enthusiasm for competitive sport. • Pupils develop teamwork, resilience, determination and good sportsmanship, evidenced through staff observations and competition feedback. • Staff monitor and record pupils' progress in confidence, skills and engagement through competitive opportunities. • Parents provide positive feedback about the increased range of competitive sporting experiences available.
Children are taught the importance of a healthy lifestyle from a young age Pupils develop positive attitudes towards physical activity and understand the importance of regular exercise, healthy eating and overall wellbeing. More pupils engage in daily physical activity, make healthier lifestyle choices and establish habits that support lifelong physical and mental health. The school fosters a culture where being active is valued and enjoyed by all pupils, regardless of ability or background.	• Pupils can explain the importance of regular physical activity, healthy eating, good hydration, sleep and emotional wellbeing. • Healthy lifestyle messages are embedded across the curriculum, including PE, PSHE, science and wider school activities. • Pupil voice demonstrates increased understanding of how healthy choices support physical and mental wellbeing. • Pupils make positive choices about participating in physical activity during the school day. • Increased participation in PE lessons, active play, extra-curricular clubs and sporting events. • Monitoring shows that healthy lifestyle education is consistently delivered across all year groups.

	● Parents report that children are talking about and applying healthy lifestyle choices at home. ● Pupils demonstrate positive attitudes towards physical activity and recognise its benefits for lifelong health. ● Whole-school initiatives, such as Healthy Schools, OPAL, Walk to School and sports events, are well attended and actively promoted.
Children have more opportunities to take part in physical activity (OPAL) Pupils are more physically active during breaktimes and lunchtimes, leading to improved fitness, wellbeing and engagement in learning. OPAL provides inclusive, child-led play opportunities that encourage movement, creativity, cooperation and problem-solving. All pupils, including those who are less active, have increased opportunities to participate in enjoyable physical activity, supporting healthier lifestyles and improved behaviour.	● Increased levels of physical activity are observed during breaktimes and lunchtimes. ● OPAL monitoring shows that pupils are engaging with a wide range of active play opportunities. ● Pupil voice indicates that children enjoy playtimes and feel they have more opportunities to be active. ● Behaviour records show a reduction in playtime incidents and improved behaviour at lunchtimes. ● Increased participation in active play by all groups of pupils, including disadvantaged pupils and pupils with SEND. ● Play observations demonstrate high levels of engagement, cooperation, creativity and problem-solving. ● OPAL audits and action plans demonstrate continued development and effective use of outdoor spaces. ● Staff report improved quality of play and increased levels of purposeful, active engagement during breaktimes.
Increase participation in a broader range of sports and physical activities, ensuring all pupils can find activities they enjoy. Pupils have access to a wider variety of sports and physical activities, enabling them to discover activities that match their interests and strengths. Participation in PE, extra-curricular clubs and enrichment activities increases, particularly among less active pupils, disadvantaged pupils and those with SEND. As a result, pupils develop greater confidence, motivation and physical competence, fostering a lifelong enjoyment of being active.	● Increased number of pupils attending sports clubs and enrichment activities. ● Registers show higher participation across a wider range of sports. ● Increased participation from disadvantaged pupils, pupils with SEND and those previously less active. ● Pupil voice surveys show that pupils enjoy PE and can identify new sports and activities they have experienced. ● The school offers a broader range of sporting opportunities than in previous years. ● More pupils represent the school in inter-school competitions and festivals. ● PE lesson observations show high levels of engagement and participation. ● Monitoring demonstrates that all pupils have access to a varied and inclusive PE curriculum. ● Pupils demonstrate increased confidence, physical competence and willingness to try new activities.

Continue to develop staff knowledge, skills and confidence in delivering high-quality PE through a programme of continuing professional development (CPD), coaching and professional support, ensuring sustainable improvements in teaching and learning.

Staff demonstrate increased confidence and competence in delivering high-quality PE lessons. PE teaching is consistently good or better across the school.

Pupils benefit from engaging, inclusive and progressive PE lessons that develop skills, knowledge and enjoyment. High-quality teaching leads to improved pupil participation, physical competence and attainment in PE. The impact of CPD is sustainable, with improved staff expertise remaining within the school beyond the funding period.

- Staff evaluations show increased confidence in teaching PE.
- Monitoring identifies improved quality of PE teaching across the school.
- Specialist coaching has a measurable impact on classroom practice.
- Pupils make good progress in PE and demonstrate improved physical literacy.
- Staff independently deliver a broad range of sports and activities with confidence.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
- Resources in school are high quality, and children are offered a broad range of sports and activities - PE coach has modelled effective practice, provided on the job CPD and has improved confidence in teachers - A wider group of children have taken part in structured physical activity out of curriculum time - Every year group covers the importance of exercise and living a healthy lifestyle	PE equipment audit demonstrates investment in high-quality resources. Pupils access a wide range of sports and activities through PE lessons, OPAL, enrichment days and after-school clubs. Lesson observations and pupil voice confirm that resources are well used and enhance participation and skill development. Curriculum planning shows a broad and balanced PE offer across all year groups. Staff timetables and lesson observations demonstrate ongoing support from the PE coach. Teachers report increased confidence through staff questionnaires and evaluations. Monitoring shows improved quality of PE teaching, with staff independently applying strategies and delivering high-quality lessons. Registers show increased attendance at lunch/after-school sports clubs. Participation data demonstrates increased involvement across year groups, including disadvantaged pupils, pupils with SEND and previously inactive pupils. A wider range of clubs is available, with pupil voice confirming increased enjoyment and participation. Long-term curriculum plans and medium-term planning demonstrate coverage of healthy lifestyles through PE, PSHE, Science and other curriculum areas. Learning walks, book scrutiny and pupil voice confirm pupils understand the benefits of exercise, healthy eating, sleep and wellbeing. Whole-school initiatives such as OPAL, Healthy Schools activities and active travel further reinforce healthy lifestyle messages.

Meeting National Curriculum and Water Safety Requirements

What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of the academic year?	76%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of the academic year?	53%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of the academic year?	41%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming, but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No

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