



2024/25 PE Funding Evaluation Form

2025/26 PE Funding Strategy

Crossdale 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 2024/2524

What went well	How we know	What didn't go well	How we know
Staff confidence in delivering high-quality PE improved significantly through targeted CPD (Indicator 1).	Lesson observations, staff surveys, and improved pupil engagement showed greater consistency and confidence in PE delivery.	Staff turnover mid-year required induction for a new team member not originally included in CPD plans.	Additional mentoring time and informal feedback highlighted a need to repeat elements of the training for new staff.
Pupil activity levels increased through expanded lunchtime and after-school physical activity offers (Indicator 2).	Attendance registers, pupil voice surveys, and daily mile tracking showed sustained participation across all year groups.	Some clubs (e.g. for KS1) initially struggled with low uptake.	Club registers and parental feedback indicated need for broader promotion and KS1-specific activity design.
PE and sport profile raised across the school, including increased celebration in assemblies and newsletters (Indicator 3).	Weekly assemblies, displays, and parental communication logs show frequent PE recognition and pupil involvement.	Some inconsistency in class teachers reporting sporting achievements for whole-school celebration.	Monitoring of newsletters and assembly logs showed uneven representation of all year groups and activities.
A broad range of inclusive activities was offered, including dance, boccia, and outdoor adventure, supporting all learners (Indicator 4).	Provision map and feedback from SEND pupils and staff reflect engagement and enthusiasm across diverse groups.	Equipment limitations for outdoor adventurous activities restricted delivery in colder terms.	PE lead noted session cancellations due to lack of suitable kit and storage during inclement weather.
Participation in intra- and inter-school competition improved, especially through local partnerships and transport support (Indicator 5).	Participation logs, competition results, and pupil surveys show increased access and enjoyment across KS2.	Limited competitive opportunities for EYFS and KS1 pupils.	Calendar review showed most competitions were upper KS2-focused, with few entry-level festivals for younger pupils.
Achieved Gold School Games Mark. Due to achieving Gold 4 years in a row, we can now apply for Platinum next academic year. (Indicator 5).	Gold School Games Mark certificate.	Areas for improvement identified when completing School Games Mark: - even more staff CPD - pupil voice regarding extra-curricular activities.	Identified as something that could be improved.
Healthy Living Week offered a range of activities for pupils. (Indicator 3).	Healthy Living Week Timetable and feedback from staff and pupils	Weather meant that we had to change/limit some activities so that they were indoors/in the shade. We had to change the school run from a whole school and parent event to just one class at a time.	Noted on Healthy Living Week timetable
PE Lead monitored use of adaptive teaching strategies in lessons (Indicator 3).	Lesson observation notes/Subject Leader Action plan identified that adaptive teaching strategies are being used effectively in lessons, allowing all children to achieve.	Learning walks only completed in Upper KS2.	Learning walk notes

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

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	Estimated Cost
PPG club participation	1	PPG children targeted for participation in extra-curricular clubs with free or subsidised places.	Internal	g	Reduced disparity in participation between PPG and non-PPG pupils.	Club registers analysed termly; comparison of PPG vs whole cohort attendance.	£800
Track club attendance	1	Continue to track, review and record attendance to sports clubs within school and the wider community.	Internal	c	Data informs targeted intervention to raise participation.	Termly attendance dashboard; action plans produced.	£0
After-school clubs (staff-led)	1	After-school physical activity clubs led by school staff.	Internal	g	More pupils achieve 60 active minutes per day.	Club registers; pupil activity tracker.	£1,200
Lunchtime activity (TAs)	1	Lunchtime structured physical activity delivered by teaching assistants.	Internal	g	Active and purposeful lunchtimes reduce inactivity.	Observation; pupil activity sampling.	£1,500
Subsidised clubs	1	Funded access to after-school physical activity clubs for priority pupils.	Internal	g	Financial barrier removed; participation gap narrows.	Payment records vs attendance; PPG participation data.	£1,000
Top-up swimming	1	Top-up swimming sessions for pupils not meeting NC standards.	External	i	Greater % of Y6 cohort meet NC swimming expectations.	Swimming assessment data pre/post.	£1,200
SEND swimming support	1	Provide 1:1 swimming instruction for pupils with significant SEND.	External	i	SEND pupils access swimming safely and make progress.	Individual progress records; parent feedback.	£800
Lunchtime play resources	1	Resources to support structured play and lunchtime activity.	Internal	k	More pupils active at lunchtimes through varied play.	Resource audit; lunchtime activity sampling.	£500
Develop pupil sports leadership	2	Maintain the sports leaders programme with the new sports coach to continue to develop skills for current sports leaders as well as train new pupils.	Internal	g	Pupils develop leadership, confidence and peer-mentoring skills; more sessions led by pupils.	Count of trained sports leaders; number of pupil-led sessions; pupil voice survey results.	£600
Equip sports	2	Buy resources to support sports	Internal	k	Leaders have appropriate, safe	Inventory records; observations of	£300

leaders		leaders.			equipment to plan varied activities.	equipment usage in sessions.	
Active lifestyle assemblies	2	Continue to plan in sports leader assemblies to increase pupils' awareness of the benefits of an active lifestyle.	Internal	g	Whole-school understands importance of daily activity.	Pupil questionnaire on health knowledge; assembly evaluations.	£0
Wellbeing & PA link assembly	2	Combine wellbeing officer assembly with a sports leader assembly to raise awareness of physical activity as one of the five ways to wellbeing.	Internal	g	Pupils link physical activity to mental wellbeing.	Pupil wellbeing survey items; assembly quiz outcomes.	£0
Celebrate sports leaders	2	Sports Coach promotes sports leaders in newsletters and blogs.	Internal	g	Raised profile of pupil leadership and sport across community.	Frequency of newsletter features; parent engagement metrics (clicks, feedback).	£0
Pupil-led sessions	2	Pupil sports leaders plan and lead active sessions supervised by staff.	Internal	g	Peer-to-peer leadership broadens activity offer.	Session timetable; pupil feedback forms.	£0
Upskill new sports coach	3	PE lead to induct and support new sports coach to ensure sports leaders are effectively mentored.	Internal	c	New coach understands school systems and mentors leaders effectively.	Induction checklist completed; observation feedback; sports leader feedback.	£300
Active lunchtimes CPD	3	Book CPD for MMS team on keeping active at lunchtime play (Chris Ballard RSSP).	External	a	Midday staff confidently deliver structured active play.	Staff confidence survey pre/post; lunchtime activity observations.	£500
Review lunchtime CPD impact	3	PE Lead reviews impact of MMS CPD regularly.	Internal	c	Continuous improvement of lunchtime provision.	Review meeting notes; increased pupil activity levels at lunch.	£0
Inclusive leadership training	3	Book further training for sports leaders (Chris Ballard RSSP) to focus on promoting inclusivity and fairness.	External	a	Sports leaders apply inclusive practices during activities.	Observation checklist for inclusive behaviours; participant feedback.	£400
Sports coach mentoring	3	Sports Coach mentors sports leaders.	Internal	c	Ongoing coaching refines leaders' delivery quality.	Mentor meeting logs; improvement seen in leader session evaluations.	£0
Coach induction CPD	3	PE lead to induct and work alongside new sports coach, offering CPD and guidance.	Internal	c	Coach feels supported and shares good practice with staff.	Coach self-evaluation; joint lesson observations.	£300
Inclusive PE	3	Embed and monitor use of adaptive	Internal	c	All pupils, inc. SEND, can access and	Learning walk records;	£0

pedagogy		and inclusive teaching strategies within PE lessons to allow access for all.			succeed in PE.	participation/engagement data of SEND pupils.	
Healthy Living Week – staff CPD	3	Healthy Living Week will feature outside providers; teachers participate to broaden their knowledge of different sports and teaching strategies.	External	p	Teachers gain ideas and confidence to teach new activities.	Teacher CPD reflections; evidence of new activities in future PE plans.	£500
Accredited PE courses	3	Accredited PE CPD courses for staff (e.g. gymnastics, dance, athletics).	External	a	Staff gain accredited qualifications and specialist skills.	Certificates gained; observed improvement in lesson quality.	£1,000
PE conferences	3	Attendance at national or regional PE conferences (e.g. afPE, Youth Sport Trust).	External	a	Staff keep abreast of national developments and share learning.	Post-conference dissemination notes; new initiatives implemented.	£600
Wellbeing CPD	3	Mental health or wellbeing CPD linked to physical education.	External	a	PE lessons embed wellbeing strategies supporting pupil MH.	Lesson observations; pupil wellbeing survey trends.	£400
Midday Supervisor training	3	Training for Midday Supervisors to deliver structured activity at lunchtimes.	External	a	Supervisors confidently lead active play zones.	Observation checklist; reduction in lunchtime behaviour incidents.	£400
Support-staff mentoring	3	Training and mentoring to equip support staff to confidently lead active, inclusive sessions.	Internal	c	Support staff extend provision and model inclusivity.	Mentor logs; staff confidence survey.	£300
Curriculum PE equipment	3	Replenishment of curriculum-aligned PE equipment.	Internal	k	High-quality lessons delivered with adequate kit.	Equipment inventory; staff feedback.	£1,000
Healthy Living Week – pupil offer	4	Run 'Healthy Living Week' to broaden the range of physical activities offered and promote a holistic understanding of a healthy lifestyle.	External	p	Pupils experience at least three new activities and understand healthy lifestyle components.	Post-week pupil reflection sheets; activity attendance logs.	£700
Enrichment – new sports	4	Healthy Living & Sports Week activities incl. guest-led enrichment such as yoga, fencing, martial arts.	External	p	Pupils discover and pursue new lifelong activities.	Follow-up survey on continued participation; club sign-ups post-event.	£1,200
Inclusive PE	4	Inclusive PE equipment (e.g. Boccia,	Internal	k	Broader curriculum accessible to all	Equipment log; evidence of use in	£500

equipment		adapted bats).			abilities.	lesson plans.	
Residential adventurous activities	4	Staffing costs to enable access to adventurous activities during residential.	External	o	Pupils experience outdoor adventurous challenges.	Residential evaluations; pupil confidence reflections.	£600
Track SGO event attendance	5	Continue to track, review and record attendance to events run by Chris Ballard (RSSP) and target PP children and children with SEND.	External	n	Increased competitive opportunities for PP and SEND pupils.	Event participation reports; comparison year-on-year.	£0
Achieve Platinum School Games Mark	5	Strive to apply for the Platinum award following this year's Gold.	External	l	External validation of high-quality PE & sport provision.	Award outcome; feedback from assessor.	£0
SGO subscription	5	School Games Organiser or local SSP subscription.	External	l	Access to competition calendar and CPD opportunities.	Subscription confirmation; number of events accessed.	£400
Transport to SGO events	5	Staffing and transport to support pupil participation in SGO events.	External	o	All pupils able to attend competitions regardless of logistics.	Transport logs; event attendance records.	£400
Local sports events	5	Entry fees, transport, and staffing for local sports events.	External	o	Increased participation in competitive sport.	Event entry receipts; participation reports.	£250
						TOTAL	£17650

End of 25/26 Review: Actual impact/sustainability and supporting evidence (completed July 2026)

Impact we have seen	Evidence to support
Key Indicator 1 – Engagement of all pupils in regular physical activity Pupils had a range of additional opportunities to be physically active through extra-curricular provision, lunchtime activity and targeted swimming support. Provision supported pupils with SEND and pupils who had not yet met National Curriculum swimming requirements.	The PE coach delivered a free after-school activity. Top-up swimming was provided for pupils not yet meeting National Curriculum standards, alongside 1:1 swimming support for pupils with SEND. Lunchtime play and Sports Leader resources were available to encourage active play. Pupil interviews indicated that some pupils who had previously been less active at playtimes were making greater use of the equipment. Extra-curricular participation was monitored.
Key Indicator 2 – Profile of PE and sport raised across the school The Sports Leaders programme continued to develop, giving pupils responsibility for promoting and leading physical activity. Sports Leaders had a visible role across the school and supported activity at playtimes and lunchtimes.	Two coaching sessions were delivered by the School Games Organiser, with ongoing support and guidance from the PE coach. Sports Leader equipment was purchased and replenished. Sports Leaders were promoted through the school sports blog and displays in the school entrance, and a Sports Leaders timetable supported regular pupil-led activity.
Key Indicator 3 – Increased confidence, knowledge and skills of staff PE leadership capacity and expertise continued to develop through CPD, joint working and ongoing review. Monitoring also showed that adaptive practice was supporting pupils with SEND to access and succeed in PE.	The PE Lead and Sports Coach met regularly and attended CPD including the PE conference, gymnastics training and SGO meetings. Learning walks focused on SEND provision and found that lessons were being adapted effectively to meet pupils' needs. Staff had access to an SEND provision checklist to support adaptations. PE resources were regularly monitored and reviewed.
Key Indicator 4 – Broader experience of a range of sports and physical activities Pupils experienced a broad range of activities and opportunities beyond the usual curriculum offer. Pupil voice helped inform subsequent provision.	Healthy Living Week included activities such as Paceball, basketball and woodland walking, alongside wider healthy-lifestyle learning. Pupil feedback showed that children valued opportunities to try unfamiliar activities. Dance was introduced as an after-school club following pupil voice. Y4, Y5 and Y6 pupils experienced adventurous activities including canoeing and abseiling on residential visits. A drowning-prevention assembly and Healthy Living lessons also took place.
Key Indicator 5 – Increased participation in competitive sport Participation in School Games and other competitive opportunities was monitored, including the involvement of disadvantaged pupils and pupils with SEND. The school also applied for the Platinum School Games Mark.	SGO event attendance was recorded throughout the year, including tracking of PP and SEND participation. SGO event forms, registers and participation records were maintained. The Platinum School Games Mark application was submitted.