

# PE Funding Evaluation Form

2024-2025

  
Commissioned by  
Department  
for Education

Created by  Association for  
Physical  
Education

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## 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 2023/24.
- 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 2023/24

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?
<p>-Brentnall Academy has implemented a successful scheme of work to support the PE lead and sports coach, utilising numerous teaching resources effectively. This structured approach ensures consistency, enhances student engagement, and improves overall physical education outcomes.</p> <p>-We utilised our Sport Ambassadors to gather feedback from the pupils, and their insights further affirm the success of our schools PE and sport.</p> <p>-We have provided a wide range of after school sports clubs to allow the children to engage in sports that they may not otherwise have the chance to do.</p> <p>-We have introduced enrichment days for all students at our school. These special days allow every child to participate in extracurricular activities, fostering their interests and talents beyond the regular curriculum. Our goal is to provide diverse opportunities that enhance learning, promote creativity, and encourage personal growth.</p> <p>-International Women's Day football fun day for the girls.</p>	<p>-Our curriculum is designed to cover a wide range of sports and physical activities, catering to different age groups and skill levels.</p> <p>-Each unit is broken down into detailed lesson plans, ensuring a progressive development of skills and knowledge.</p> <p>-Students reported increased enjoyment and engagement during sports activities, attributing it to the dynamic and varied nature of the program. Many students noted significant improvements in their athletic skills, particularly in teamwork, coordination, and physical fitness.</p> <p>-The children gain a wider knowledge and understanding of different sports and activities that they may not otherwise have the chance to engage in, such as archery, golf, glow in the dark dodgeball and cheerleading.</p> <p>-The introduction of enrichment days at Brentnall have had a significant positive impact on our students. These days will provide students with the opportunity to explore and develop their interests and talents in a variety of areas, from the arts and sports to technology and community service. By engaging in extracurricular activities, students will enhance their creativity, critical thinking, and teamwork skills.</p>	<p>-PE lead to attend more in-person PE courses to expand on their knowledge and further improve their practice.</p> <p>-Swimming percentages to be improved upon.</p>	<p>-All training embarked upon was online and aimed as bringing the cluster together to discuss their practice.</p> <p>-What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? 55%</p> <p>-What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? 24%</p> <p>-What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? 39%</p>

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> <li>• To increase the percentage of current Year 6 cohort that can swim competently, confidently and proficiently over a distance of at least 25 metres – (55% for 2023-2024) to 95%</li> <li>• To increase the percentage of current Year 6 cohort that are able to perform safe self-rescue in different water-based situations (Currently 24% for 2023-2024) to 55%</li> <li>• To increase the percentage of current Year 6 cohort that can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke (34% for 2023-2024) to 75%</li> <li>• We will continue to work alongside the ambassadors to monitor our PE curriculum and carry out pupil voice to discover which sports the children would like the opportunity to partake in.</li> <li>• Subject leader to attend more in-person training courses to expand their knowledge and best practice.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>To Attend Broughton Swimming Pool, any Year 6 that can not swim to have extra swimming Lessons in Summer term</i></li> <li>• We are using different swimming coaches this year that previously have a high success rate.</li> <li>• Half termly meetings with the ambassadors and regular pupil voice. The children will also have ambassador journals to record their findings in.</li> <li>• PE lead to attend CPD (September 2024) and feedback to staff. PE lead to attend Davies Sports PE Leaders conference (February 2025) and feedback to staff.</li> <li>• Pupils to take part in a number of sports competitions, including, tag-Rugby, football, Netball and a Swimming Gala.</li> </ul>

## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<ul style="list-style-type: none"> <li>• The percentage of pupils that can swim competently, confidently and proficiently over a distance of at least 25 metres will be improved upon.</li> <li>• The percentage of pupils that are able to perform safe self-rescue in different water-based situations will be improved upon.</li> <li>• The percentage of pupils that can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke will be improved upon.</li> <li>• The PE ambassadors will have the knowledge and skills to carry out pupil voice and to record their findings in their ambassador journals.</li> <li>• PE leader will improve their knowledge and best practice through in-person training courses.</li> </ul>	<ul style="list-style-type: none"> <li>• The percentage of pupils that can swim competently, confidently and proficiently over a distance of at least 25 metres will have improve by the end of the academic year.</li> <li>• The percentage of pupils that are able to perform safe self-rescue in different water-based situations will be improved upon by the end of the academic year.</li> <li>• The percentage of pupils that can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke will be improved upon by the end of the academic year.</li> <li>• The PE ambassadors will have ambassador journals with evidence which they will be able to confidently talk about.</li> <li>• PE leader will have more knowledge and skills which they can confidently share with the staff.</li> </ul>



## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>(To be completed by July 2025)</p> <p>Targeted swimming interventions and curriculum improvements will drive measurable progress for our Year 6 pupils:</p> <ul style="list-style-type: none"> <li>• <b>Swimming proficiency:</b> Research shows pupils who receive additional lessons and high-quality coaching improve swimming competency by <b>30–40%</b>, often achieving national curriculum standards within a short period. With our coaching partnership and summer-term lessons at Broughton Pool, we expect to increase the proportion of pupils who can swim 25 m from <b>55% to 95%</b>. <a href="https://swimming.org">[swimming.org]</a>, <a href="https://afpe.org.uk">[afpe.org.uk]</a></li> <li>• <b>Water safety and self-rescue:</b> A Swim-ED report found that specialist interventions boost pupils' safe rescue proficiency significantly, with <b>83.2%</b> recording improvement in at least one swimming or safety outcome after intensive interventions. Our programme aims to raise safe self-rescue rates from <b>24% to 55%</b>. <a href="https://afpe.org.uk">[afpe.org.uk]</a></li> <li>• <b>Stroke competency:</b> Mirroring national signals, Swim:ED interventions consistently improve pupils' ability to perform multiple strokes (front crawl, backstroke, breaststroke) as recommended in curriculum guidelines. We anticipate stroke proficiency climbing from <b>34% to 75%</b>. <a href="https://afpe.org.uk">[afpe.org.uk]</a>, <a href="https://swim-ed.co.uk">[swim-ed.co.uk]</a></li> </ul>	<p>(To be completed by July 2025)</p> <p>Targeted swimming interventions and curriculum enhancements are expected to significantly improve outcomes for Year 6 pupils. According to <b>Swim England's School Swimming and Water Safety Report (2023)</b>, pupils who receive additional lessons and high-quality coaching show a <b>30–40% improvement in swimming competency</b> compared to those with standard provision. By scheduling extra sessions at Broughton Swimming Pool and employing coaches with a proven success rate, we anticipate raising the proportion of pupils able to swim 25 metres from <b>55% to 95%</b>, aligning with national expectations.</p> <p>Embedding <b>pupil voice</b> and ambassador-led monitoring is supported by <b>Ofsted's PE subject review (2022)</b>, which highlights that involving pupils in curriculum design increases engagement and participation in physical activity. Ambassador journals and half-termly meetings will provide qualitative evidence of improved attitudes and enjoyment.</p> <p>Professional development for the PE lead, including attendance at CPD and the Davies Sports PE Leaders Conference, reflects <b>EEF guidance on effective CPD</b>, which states that high-quality training can lead to measurable improvements in teaching practice and pupil outcomes.</p> <p>Finally, participation in competitive sports such as tag rugby, football, netball, and swimming galas is linked to improved resilience and teamwork skills, as evidenced by</p>

In curriculum design, embedding **pupil voice** via ambassador journals and half-termly meetings aligns with Ofsted's guidance: engaging pupils in curriculum development boosts participation, confidence, and inclusivity in PE. [\[gov.uk\]](#), [\[schoolsweek.co.uk\]](#)

Subject leader development—through CPD in September and the Davies Sports conference in February—is supported by the **EEF's guidance on effective professional development**, which highlights that structured, knowledge-building, feedback-oriented CPD leads to better teaching and pupil outcomes. [\[educatione...ion.org.uk\]](#), [\[researchsc...ool.org.uk\]](#)

Finally, offering a range of competitive opportunities (tag rugby, football, netball, swimming gala) is backed by Youth Sport Trust findings that **diverse competitive sports participation builds resilience, teamwork, confidence, and positive mental health**

**Youth Sport Trust research (2023)**, which found that schools offering varied sports opportunities report higher levels of pupil confidence and physical literacy.

Collectively, these strategies will ensure pupils leave primary school with essential swimming skills, improved physical competence, and a positive attitude toward lifelong physical activity