

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



Images courtesy of Youth Sport Trust

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 2024/25

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?
Renewed class time playtime equipment.	Playtimes are active and that children are engaged in purposeful play, which lessens incidents of low level behaviour.	Reduction in number of pupils participating in competitions off site due to rise in transport costs.	Reduced pupil numbers
Y1-Y6 have benefitted from one PE lesson a week being delivered by a sports specialist from PECO.	Sports coaches teaching children PE significantly enhances students' skill development and confidence, providing high-quality instruction that fosters motor competence. Additionally, their presence contributes to teachers' professional development (CPD) by sharing expertise and best practises, ultimately creating a lasting legacy of improved physical education within the school.		
Identified pupils in Y3, Y4 & Y5 have taken part in Bikeability sessions.	Pupils learned to ride a bike unaided. Sessions well received by pupils and parents alike.		
PECO staff have continued to engage children in sport at lunchtimes.	This contributes to children's enjoyment of lunchtimes, increases the children's level of physical activity and reduces incidents of low level behaviour because pupils are engaged in structured activity.		
Selected pupils involved in following sports competitions/ experiences: - Year 6 Large Football - Year 4 Large Football - Year 1- 2 Liverpool FC Academy visit - Year 5/6 Girls Football	Over 150 pupils (10+ PP) given opportunity to take part in competitive sport, apply taught skills and represent the school. Participating in a wide range of sporting competitions offered children valuable opportunities for personal development, enhancing their teamwork, resilience, and leadership skills. Engaging in physical education and competitive sports not only fostered a sense of school		

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• Year 3-4 Girls Football • Year 5/6 Girls Premier league • Primary Stars Football • Year 5/6 LFC Tournament • Year 5/6 Dodgeball • Year 1-2 Multi-Skills • KS2 Multi-Skills • Rainhill Cup • RHS Football Competition • Softball • Ultimate Frisbee	pride and community as they represented the school but also promoted physical fitness and mental well-being. Furthermore, these experiences helped children develop essential life skills, such as goal-setting, discipline, and the ability to cope with both success and failure.		
Broad range of extra-curricular sports provision, for all pupils, taken place before and after school	Number of pupils who have engaged with extra-curricular sports provision: Autumn: 262 (27 PP) Spring: 290 (24 PP) Summer: 305 (16 PP) Participation in extra-curricular sporting clubs offered children numerous benefits, including improved physical fitness and enhanced social skills through teamwork and cooperation. These activities also fostered a sense of belonging and community, helping to boost self-esteem and resilience. Additionally, engagement in sports positively impacted academic performance by promoting discipline and time management skills.		
Platinum School Games Award retained	Retaining the Platinum Schools Games Award demonstrates St Ann's CE Primary School's commitment to providing high-quality physical education and promoting an active lifestyle among children. This recognition not only enhances the school's reputation within the community but also fosters a culture of inclusivity and engagement, encouraging all children, regardless of ability, to participate in sports		

Review of last year 2024/25

	and physical activities. Furthermore, it serves as a motivational tool for staff and students alike, reinforcing the importance of teamwork, resilience, and personal achievement.		
PE Subject Lead produced 'a month in sport' feature for our whole school newsletter	Importance of sport, wellbeing and fitness kept high profile.		
Following annual reports produced: - Sports Competition Impact Report - Extra-Curricular Impact Report	These reports celebrate the positive impact of our sports related extra-curricular activities. They supported Ofsted's judgement of Outstanding for Personal Development (Feb 2025). Ofsted said: <i>There is an impressive range of opportunities that are available to nurture pupils' talents and interests. This is because the school places great importance on pupils' social and emotional development. Pupils enjoy a range of after-school clubs, such as art and archery, alongside clubs that support their learning. Pupils appreciate the sporting opportunities that the school provides and say that they are proud to represent their school in competitions. Such activities allow pupils to develop their confidence, team building and leadership skills. They are well prepared for the next stage of their education.</i>		
Top up swimming lessons provided beyond usual offer to target pupils who had not achieved the national swimming standards.	The impact of this year's Y6 swimming tuition has been as follows: 88% (52/59 children) can swim competently, confidently and proficiently over a distance of at least 25m. 90% (53/59 children) can use a range of strokes effectively. 98% (58/59 children) can perform safe self-rescue in different water-based situations.		
PE display created in main corridor	The profile of sport and the benefits of taking part in extra-curricular activities raised.		
Y5 Sports Leaders recruited	Year 5 Sport Leaders play a crucial role in fostering teamwork and leadership skills among their peers, promoting a positive and inclusive school culture. By organising and leading activities, they enhance their		

Review of last year 2024/25

	own confidence and responsibility while encouraging participation in physical activity among younger students.		
Healthy Living Week planned and delivered	To enhance the profile of sport, the PE Subject Lead organised our annual Healthy Living Week (HLW), filled with engaging activities for all pupils. Highlights included road safety workshops, a visit from the RNLI, Zumba sessions, and a vibrant Sports Day. We were excited to have Women's Saints player Katie Mottershead lead an inspiring workshop, and the Mark Barrow Annual Run showcased pupils' enthusiasm and determination. The school nurse also spoke about health and wellbeing. HLW successfully promoted physical and mental wellbeing through inclusive events like fitness circuits and healthy eating discussions. The involvement of Rainhill High Year 10 Sports Leaders strengthened community ties as they supported staff during Sports Day. A pupil survey led by Sports Leaders from 5G and 5BF captured feedback across year groups. Children enjoyed races and suggested exciting additions for next year, such as hurdle and beanbag races, as well as more fitness sessions. This reflects high engagement and the importance of pupil voice in shaping future events. Importantly, HLW ensured Pupil Premium pupils participated alongside their peers, promoting inclusion and enriching experiences. A brief survey provided valuable data on enjoyment and impact, guiding plans for an even more dynamic Healthy Living Week next year.		
St Ann's has hosted several exciting sporting events, including the Rainhill Cup, where five local schools competed in football, a Softball competition for Year 4 and 5 children, and an Ultimate Frisbee	These events enriched our PE curriculum by fostering teamwork, enhancing physical fitness, and promoting resilience and sportsmanship. Additionally, they provided pupils with exposure to various sports, encouraging the discovery of new interests and talents. By engaging with local schools, we also strengthened community ties,		

Review of last year 2024/25

event for Year 5 and 6 students across the borough.	fostering a sense of belonging and pride among our pupils and their families.		
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Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
Regularly quality assure the PE curriculum to ensure the Physical Education curriculum continues to show the psychology of learning and is a progressive model of knowledge and skills that: • is coherently planned and carefully sequenced • revisits previous learning • builds on prior knowledge • enables learners to remember in the long term the content they have been taught • integrates new knowledge into larger concepts • develops vocabulary	• PE Lead to conduct regular monitoring exercises to identify and swiftly address areas for development. Monitoring will include: - lesson visits - speaking with pupils and coaches/ teachers - analysis of pupil attainment data in PE
Encourage active play during playtimes and lunchtimes in order to increase children's physical activity during the school day.	• Sports Leaders to meet to decide which playtime equipment they would like to purchase • Equipment to be ordered and purchased by PDWB Lead. • Adults on duty to engage children in active play during playtimes and lunchtimes • Sports coaches to lead a lunchtime club • Sports Leaders to engage children in active play during playtimes and lunchtimes • Equipment to be looked after and replenished by Y6 House Captains under the supervision of PDWB Lead on regular basis.
Active 30:30 initiative to be promoted throughout the year.	• Active 30:30 to be promoted via the Home School Diary. • Sports Leaders to promote and develop Active 30:30 initiative. • Bikeability organised for several year groups • Walk to School Week promoted. • Blue Sky sporting experience to be organised • Celebrate pupil involvement in sports related opportunities outside school through St Ann's

Intended actions for 2025/26

	University initiative, Newsletter and Worship & Praise.
Continue to maintain or even increase the range of sports clubs offered to pupils across all key stages to ensure at least 50% are sports based, and to signpost pupils to external sports clubs and organisations to increase access to competitive sport.	• PDWB to organise a breadth of wider sports clubs including Yoga, Football, Multi-Sports Rugby, Cricket, Handball, Dodgeball, Archery Judo, Basketball and Dance. • Develop a timetable of sports based extra-curricular activities (before school, after school, playtimes and lunchtimes). • External sports coaches to run before and after school sports clubs. • External sports coaches to run playtime and lunchtime clubs. • Additional external sports coaches to run afterschool clubs (All Stars Cricket, Judo, Archery). • All year groups Y1 – Y6 to be offered opportunities to attend these clubs from Autumn 1, with EYFS being offered a place Summer Term. • Continually evaluate extra-curricular provision and seek out new and exciting opportunities for PE and sports related clubs, including in response to pupil voice. • PDWB Lead to signpost children and families to sports related opportunities outside school via the newsletter and social media (in line with GDPR). • Celebrate and promote pupil involvement in external sports clubs and organisations through St Ann's University initiative, Newsletter and Worship & Praise. • Follow the development and achievements of pupils who attend external sports clubs and participate in competitions. • Celebrate and promote pupil involvement in clubs through St Ann's University initiative and Praise and Worship. • Facilitate sports clubs during the school holidays. • PE Lead to write sports clubs annual report to demonstrate impact.
Provide top up swimming lessons to ensure all pupils leave Y6 meeting the swimming requirements outlined in the National Curriculum.	Children in Y6 who did not meet the National Standard for swimming following national curriculum sessions to access top up lessons.
PDWB Lead and other staff to access PE and sports related CPD relevant to their role and individual strengths and areas for development and to keep abreast of national and local PE and sports related initiatives and developments.	• Service Level Agreement with St Helens Association for Physical Education and School Sport (SHAPES) • Staff to access PE and sports related CPD • PDWB Lead to deliver relevant staff CPD/ updates. • Sports specialist to team teach with staff to upskill.

Intended actions for 2025/26

	• External sports coaches to deliver model lessons/ training to staff. • PDWB Lead to attend training and networks as relevant and available • PDWB Lead to keep abreast of PE Health & Safety advice and support • PDWB Lead to undertake Deep Dives in PE to monitor and evaluate the quality of PE and sports provision, identifying areas for development and addressing them. • Swimming training for KS2 teachers as required.
Co-ordinate and deliver regular, high quality, intra-class, inter school, borough wide competitions as part of the national School Games programme. Increase the number of pupils representing the school in competitive sports competitions. Provide competitive sports opportunities for children of all abilities	• Service Level Agreement with St Helens Association for Physical Education and School Sport (SHAPES) • Sports Specialist/ PE Key Teacher to enter teams into inter-school, borough wide competitions. • Ensure a variety of year groups, team selections, events and opportunities. • St Ann's to host sports competitions for other primary schools • Children to be prepared for competitive sports competitions through PE lessons and club participation. • Sports Specialist to attend and supervise pupils attending competitions. • Sports Specialist/ PE Key Teacher to plan and lead several intra-class competitions. • A, B and C Teams to be entered for competitions as appropriate • Monitor the pupils taking part in competitive competitions to ensure that all children experience representing the school during their school career. • PE Lead to write sports competitions annual report to demonstrate impact.
Raise profile of PE and sport through Healthy Living Week (inc sports days), Aspirations Focus Day, Blue Sky Experiences, PE & Sports Noticeboard and books about inspirational sports people to promote good habits for life and other enrichments such as visits.	• Explore an engaging way to launch Healthy Living Week such as a guest speaker, a role model for sports & active lifestyles, memorable wider experiences to engage children in regular physical activity to promote good mental health. • Healthy Living Week to be enhanced by other sporting opportunity. • PDWB Lead to plan a week of physical activity during the Healthy Living Week. • Separate sports days for Early Years, KS1, LKS2 and UKS2 to be organised to increase participation. • PDWB Lead to organise high profile sports days. • Resources to be purchased for sports days as required. • External sports companies to be booked to bring attention to the event.

Intended actions for 2025/26

	• Introduce a new/ different physical activity to sports day each year to encourage pupil excitement and interest. • PDWB Team to invite sports role models to speak during Aspirations Focus Day. • Blue Sky experiences to be reviewed to ensure a number are PE and sports related. • Blue Sky experiences to be organised. • PE & Sports noticeboard to be regularly updated. • Noticeboard to promote and celebrate: - Active 30:30 - International sporting events (e.g. Common Wealth Games/ World Cup/ Wimbledon/ Olympics) - Platinum Schools Games Award - Past pupils sporting achievements
To maintain the Platinum Sainsbury's Schools Games Award in 2025-26	Work within framework and submit evidence as required.
To create and maintain a register of children's sporting pursuits and achievements	• PE Lead to regularly survey parents/carers about their children's sporting pursuits and achievements to create and maintain a register. • Register to be used to inform children's experiences and abilities in sports. • Register to be used to celebrate and promote children's sporting achievements.
Increasing opportunities for sports leaders enhances their leadership, organisational, and communication skills while boosting student engagement, improving physical literacy, building confidence and teamwork, fostering community spirit, promoting healthy lifestyles, and aligning with school values, ultimately contributing to a vibrant and inclusive school culture.	• Sports Leaders to select playtime equipment. • Sports Leaders to organise games at playtime/ lunchtime for other pupils • Sports Leaders to assist at sporting events.

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?
1. Inspiring Excellence in Physical Education A high-quality PE curriculum that motivates all children to succeed and excel in competitive sports and physically demanding activities, fostering a lifelong love for physical fitness. 2. Consistent Implementation Across the School The PE curriculum is implemented consistently across all year groups, ensuring that each child experiences its intended benefits in skill development and physical fitness. 3. Promoting Physical Confidence and Health A PE curriculum that provides diverse opportunities for children to become physically confident, enhancing their overall health and fitness through engaging activities. 4. Character Development and Core Values The PE curriculum fosters character development by embedding core values such as fairness, respect, and teamwork, which are essential for personal growth and social interaction. 5. Active Participation Goals Increase the percentage of children who engage in at least 30 minutes of physical activity during the school day, promoting a culture of health and well-being. 6. Competitive Sports Engagement Enhance the number of children participating in competitive sports, encouraging teamwork, resilience, and sportsmanship. 7. Swimming Standards Achievement Ensure that all children meet the swimming standards outlined in the national	1. Curriculum Documentation ○ Curriculum Plans: Detailed outlines of the PE curriculum, including objectives and assessments. ○ Lesson Plans: Specific lesson outlines showing how each session aligns with the curriculum goals. 2. Pupil Work Samples ○ Performance Records: Documentation of individual and group performances in various sports and activities. ○ Skill Assessments: Pre- and post-assessment data showing skill development over time. 3. Observational Evidence ○ Teaching Observations: Notes from observations of PE lessons, focusing on teaching methods, pupil engagement, and interaction. ○ Peer Reviews: Feedback from colleagues on lesson delivery and pupil participation. 4. Participation Data ○ Attendance Records: Data showing pupil attendance in PE classes and extracurricular sports. ○ Activity Logs: Records of pupil participation in physical activities throughout the school day. 5. Feedback and Reflection ○ Pupil Surveys: Feedback from children regarding their enjoyment and engagement in PE and sports. ○ Staff Reflections: Teachers' journals or notes reflecting on lesson effectiveness and areas for improvement. 6. Impact on Health and Fitness

Expected impact and sustainability will be achieved

curriculum by the end of Year 6, equipping them with essential water safety skills.

8. Staff Development in PE Instruction

Improve staff confidence, knowledge, and skills in teaching PE and sports, leading to more effective and engaging lessons for all children.

9. High Profile for PE and Sports

Establish a high profile for PE and sports within the school, ensuring visibility and recognition of achievements across all pupil groups.

10. Inclusive Participation Across All Groups

Achieve high participation rates in sports from all pupil groups, ensuring that every child has the opportunity to engage in physical activities.

11. Positive Pupil Feedback

Gather and analyse pupil voice to confirm that children enjoy PE and sports, reflecting a positive attitude towards physical activity.

12. Understanding Health Benefits

Ensure that children understand the benefits of regular physical activity and healthy lifestyles, empowering them to make informed choices.

13. Tailored PE Lessons

Staff will utilise knowledge of each child's sporting experiences and abilities to tailor PE lessons, ensuring that all children are appropriately challenged and supported in their development.

- **Health Assessments:** Data on pupil fitness levels.

- **Activity Tracking:** Records of pupils' physical activity levels during school hours, aiming for the 30-minute activity target.

7. Competitive Sports Participation

- **Competition Records:** Documentation of pupil participation in inter-school competitions and results.

- **Club Registrations:** Evidence of pupil involvement in local sports clubs or community sports events.

8. Swimming Standards Evidence

- **Swimming Assessment Records:** Documentation showing which pupils have met swimming standards by Year 6.

- **Swimming Lesson Plans:** Outlines of swimming instruction provided to pupils.

9. Professional Development Evidence

- **CPD Certificates:** Documentation of professional development courses attended by staff related to PE and sports.

- **Staff Training Records:** Evidence of training sessions conducted to enhance staff knowledge and skills in PE.

10. Community Engagement

- **Partnership Agreements:** Documentation of partnerships with local sports organisations or community groups.

- **Event Participation:** Records of community events involving pupils, such as sports days or health fairs.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
The Sports Premium funding continues to have a significant and sustainable impact on the quality of physical education, school sport and physical activity at St Ann's. High-quality PE provision is embedded through the successful partnership with PECO, with specialist coaches delivering one PE lesson each week alongside teachers who deliver a second curriculum lesson. This model has improved teachers' confidence, subject knowledge and long-term capacity to deliver high-quality PE independently, ensuring that the impact extends beyond the funding period. Pupils consistently demonstrate high levels of participation, enjoyment and achievement in PE. A broad, progressive curriculum, combined with a wide range of enrichment opportunities, enables children to develop physical competence, confidence and resilience. The curriculum is carefully monitored to identify and address any minor attainment gaps through its spiral design, ensuring sustained progress for all pupils. Physical activity beyond lessons is firmly embedded within school life. Structured lunchtime activities, playground games and an extensive extra-curricular programme have significantly increased daily activity levels while improving behaviour, cooperation and wellbeing. Pupils are purposefully engaged throughout the day, contributing to a calm, active and inclusive school environment. The school's commitment to inclusion is evident through consistently strong participation by pupils with SEND and those eligible for Pupil Premium. Targeted clubs, competitions and adapted provision ensure that all pupils are able to access sporting opportunities, develop confidence and experience success regardless of starting point.	High-quality curriculum provision - Weekly specialist PE lessons delivered by PECO alongside teacher-led curriculum PE throughout the year. - Broad curriculum covering Fundamentals, Team Building, Tag Rugby, Hockey, Athletics, Gymnastics, OAA, Tennis, Handball, Net and Wall Games. - PE assessment shows 83–100% of pupils working at age-related expectations, with no significant attainment gaps across the school. Improved swimming outcomes - Year 6 outcomes improved to: 93% swimming confidently over 25 metres. 91% using a range of strokes effectively. 95% performing safe self-rescue. - Swimming provision continued for Year 4, Year 5 and identified Year 6 pupils. Exceptional participation in extra-curricular sport - Autumn: 333 club places. - Spring: 298 club places. - Summer: 329 club places. - Additional participation analysis recorded 490 attendances across 52 sessions, demonstrating sustained engagement throughout the year. - Wide range of clubs including football, dodgeball, multi-sports, cricket, dance, yoga and Atemi Jitsu. Strong inclusion - Consistently high participation from pupils with SEND and Pupil Premium. - Summer clubs included 83 SEND attendances and 29 Pupil Premium attendances.

Actual impact/sustainability and supporting evidence

Children have benefited from an increasingly diverse range of sporting experiences, competitions and partnerships with local organisations. These opportunities have broadened aspirations, raised the profile of sport, promoted healthy lifestyles and strengthened community links. Retaining the Platinum School Games Award demonstrates that excellence in school sport is now embedded within the school's culture and provides a sustainable framework for future development.

Investment in replacing and expanding PE equipment, alongside continued curriculum monitoring, annual participation analysis and staff development, ensures that improvements made through Sports Premium funding will continue to benefit future cohorts of pupils.

- SEND pupils actively represented the school in competitions, demonstrating effective inclusive practice.

• **Greater opportunities for competitive sport**

- Pupils participated in numerous competitions including football, rugby, cricket, dodgeball, swimming, athletics, padel, New Age Kurling and multi-skills festivals.
- Over **150 pupils represented the school** across sporting competitions.
- Clear progression from participation through to higher-level competitive opportunities.

• **Enhanced physical activity and wellbeing**

- Structured PECO lunchtime provision and traditional playground games increased activity levels and reduced low-level behaviour.
- Healthy Living Week, Sports Days, the Mark Barrow Fun Run, Bikeability and safety workshops promoted healthy lifestyles, resilience and personal safety.

• **Investment in sustainable resources**

- Great Athlete sponsorship funding used to replenish and replace PE equipment across all year groups, including Early Years.
- Additional equipment purchased to enhance Sports Day provision and support future curriculum delivery.

• **External validation**

- **Retention of Platinum School Games Award**, recognising the school's sustained commitment to high-quality PE, school sport and physical activity, to be confirmed in Autumn 2026.
- Annual club and competition impact reports demonstrate consistently high participation, broad opportunities and effective use of Sports Premium funding.