

PE Sports Premium Funding Evaluation Form 2025 - 2026

Commissioned by



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 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 2024/25

What went well 24/25	How do you know?	What will continue to be developed?
Intent 1 The engagement of all pupils in regular physical activity Different children that accessed a sports club during 2024/25 • 29 year 1's • 24 year 2's • 24 year 3's • 35 year 4's • 27 year 5's • 25 year 6's • Total: 164 • Different PPG children: 34 • SEND children: 26 • SEND with EHCP: 7 Total of different SEND children and SEND with EHCP: 33	• 5 Keys to wellbeing Awards given out in Friday assemblies – Be Active, connect • Children are chosen weekly to have Sports Awards • License granted by Watford Council so there is more space for physical activity in the winter months • Less behaviour incidents are being recorded on Arbor for KS2 • Sports provision and activities are available for all children at lunchtime and breaktimes. • Children have had access to the MUGA in the park – sports activities facilitated by Sports Coach • School has been responsive to pupil voice. • Sports Coach has monitored participation. • School participated in walk to school week • Children had opportunity to take part in inter and intra school events. • Daily mile is continuing	• Range of clubs offered • Healthy initiatives such as walk to school etc. • Active breaks throughout the school day • Use of playground markings and encouragement of active play • Clear activity zone • Develop home challenges for parents to participate in – weekly ideas on newsletter
Intent 2 The profile of PE and sport is raised across the school as a tool for whole-school improvement	• Sensory circuits supporting pupils with additional needs. Less behaviour issues logged. Action taken is preventative rather than reactive. • Children with additional needs are more-able to concentrate in class following sensory breaks. Their self-regulation increases. • Boxall profile difficulties for these children decrease. SENCo and Pastoral Lead to analyse the impact of these using Boxall. • Support staff are more confident to set up and run their own circuits. Support staff are upskilled and can run their own.	• Cross curricular links for PE
Intent 3 Broader experience of a range of sports and activities offered to all pupils	• Clubs updated in response to pupil voice. • Children attending is analysed by the sports coach to ensure accessibility and inclusion. • Here is a list of clubs that are in the surrounding areas that the children could attend outside of school time: • Everett Rovers Football Club • Cassiobury Rangers Football Club • West Herts Cricket Club • Watford Town Cricket Club • West Herts Hockey Junior Club • Watford Harriers Junior Athletics Club • Hertfordshire Cheetah's American Football Club • Watford Gymnastics Club • All pupils have had the opportunity to attend an inter school competition • All pupils have had the opportunity to take part in intra school competitions	
Swimming	• Year 6 2024-2025 – 53% can swim 25m.	



What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
Sports Premium Money: 19, 520	Intent 1 - School clubs run by sports coach - Breaktimes and lunchtimes games organized and played with sports coach total: £6201.16 Intent 2 - Sensory circuit whole school CPD - Working alongside Support Staff to run Sensory Circuits for the year £12, 018.94 - Nursery PE sessions twice a week - Two Reception PE sessions a week Intent 3 - Sports coach organizing and attending all Trust competitions - £260 - Sports coach running Sports Days - PE resources for lessons/lunchtime and break times provision/coach to competition £1000 (500 resources, 500 internal competitions) - AfPE £40
Intent 1 The engagement of all pupils in regular physical activity	- Continue to offer a range of clubs for pupils who are less engaged in traditional sports, including alternative activities like dance, martial arts, yoga, orienteering. - Create "taster sessions" throughout the year to expose all pupils to diverse physical activities and help them find something they enjoy. - Implement initiatives to encourage walking, cycling, or scooting to school, supported by bike maintenance workshops and safety training. - Continue with active breaks throughout the school day, including movement-based learning activities and "active classrooms" that incorporate physical activity into academic lessons. - Encourage use of playground markings and equipment to encourage active play during breaks and lunchtimes that all children can access regardless of ability. - Consider having clear activity zones that rotate weekly, ensuring all pupils have access to varied physical activities regardless of their confidence or ability levels. - Develop home activity challenges and provide resources for families to stay active together, extending the impact of school-based physical activity into pupils' home lives. Have weekly ideas on the newsletter.
Intent 2 The profile of PE and sport is raised across the school as a tool for whole-school improvement	- Think about physical activity and sport themes across subjects, using sport statistics in mathematics, sports science in science lessons, and sports history in assemblies and PSHE. - Establish sports leadership roles for pupils, including playground prefects, sports leaders, team captains, and event organizers. - Consider setting up a sports council where pupils can voice opinions about PE provision(clubs, break times, lunchtimes) and help plan sporting events, building confidence and leadership skills that transfer to other areas of school life - Use the house system and inter/intra-class competitions to continue to build school spirit and community, with regular assemblies highlighting sporting successes and their connection to school values.
Intent 3 Broader experience of a range of sports and activities offered to all pupils	- Introduce pupils to sports not traditionally offered in the curriculum, such as table tennis, badminton. - Continue to advertise local sports clubs to provide taster sessions and pathways for pupils to continue activities outside school hours. - Continue to develop a structured program where different year groups experience new activities each half-term, ensuring all pupils encounter at least 3-4 new sports or activities per year. Include both competitive and non-competitive options, such as golf, gymnastics, and team-building activities. - Introduce pupils to sports from different cultures and countries, linking to geography and cultural studies. Explore activities like kabaddi, tchoukball, ultimate frisbee, or traditional games from various cultures, broadening pupils' understanding of global sporting traditions in national schools sports week. - Develop outdoor learning opportunities including forest school activities and residential trips with adventure sports – Isle of Wight tree climbing.

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?
Intent 1 The engagement of all pupils in regular physical activity - Continue to offer a range of clubs for pupils who are less engaged in traditional sports, including alternative activities like dance, martial arts, yoga, orienteering. - Create "taster sessions" throughout the year to expose all pupils to diverse physical activities and help them find something they enjoy. - Implement initiatives to encourage walking, cycling, or scooting to school, supported by bike maintenance workshops and safety training. - Continue with active breaks throughout the school day, including movement-based learning activities and "active classrooms" that incorporate physical activity into academic lessons. - Encourage use of playground markings and equipment to encourage active play during breaks and lunchtimes that all children can access regardless of ability. - Consider having clear activity zones that rotate weekly, ensuring all pupils have access to varied physical activities regardless of their confidence or ability levels. - Develop home activity challenges and provide resources for families to stay active together, extending the impact of school-based physical activity into pupils' home lives. Have weekly ideas on the newsletter.	Intent 1 The engagement of all pupils in regular physical activity - Range of clubs - Children engaging in regular physical activity during breaktime and lunchtime - Playground is zoned - Playground has resources
Intent 2 The profile of PE and sport is raised across the school as a tool for whole-school improvement - Think about physical activity and sport themes across subjects, using sport statistics in mathematics, sports science in science lessons, and sports history in assemblies and PSHE. - Establish sports leadership roles for pupils, including playground prefects, sports leaders, team captains, and event organizers. - Consider setting up a sports council where pupils can voice opinions about PE provision (clubs, break times, lunchtimes) and help plan sporting events, building confidence and leadership skills that transfer to other areas of school life - Use the house system and inter/intra-class competitions to continue to build school spirit and community, with regular assemblies highlighting sporting successes and their connection to school values and 5 keys to wellbeing.	Intent 2 The profile of PE and sport is raised across the school as a tool for whole-school improvement - Children enjoying PE lessons - Children enjoying participating in school competitions
Intent 3 Broader experience of a range of sports and activities offered to all pupils - Introduce pupils to sports not traditionally offered in the curriculum, such as table tennis, badminton. - Continue to advertise local sports clubs to provide taster sessions and pathways for pupils to continue activities outside school hours. - Continue to develop a structured program where different year groups experience new activities each half-term, ensuring all pupils encounter at least 3-4 new sports or activities per year. Include both competitive and non-competitive options, such as golf, gymnastics, and team-building activities. - Introduce pupils to sports from different cultures and countries, linking to geography and cultural studies. Explore activities like kabaddi, tchoukball, ultimate frisbee, or traditional games from various cultures, broadening pupils' understanding of global sporting traditions in national schools sports week. - Develop outdoor learning opportunities including forest school activities and residential trips with adventure sports – Isle of Wight tree climbing.	Intent 3 Broader experience of a range of sports and activities offered to all pupils - Children learning about sports from around the world on culture day - Children have outdoor learning opportunities e.g., tree climbing in Isle of Wight

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen? What **evidence** do you have?

Intent 1

The engagement of all pupils in regular physical activity

- Continuing to offer a range of clubs
- Continuing to develop active breaktimes – ensuring each year group has resources to play with in zoned areas.
- Encouraging use of playground markings

Autumn 1 Sports Club Numbers

Club	Boys	Girls	SEND	Pupil Premium
Tuesday AM- Tennis Year 3-6	4	7	0	1
Thursday AM- Basketball Year 3-6	3	1	0	0
Friday AM- Multi Sports Year 3-6	6	4	1	0
Monday PM- Hockey Year 3&4	8	5	2	2
Tuesday PM- Football Year 1&2	16	14	3	3
Wednesday PM- Football Year 3&4	17	1	3	5
Thursday PM- Girls Football Year 3-6	0	14	1	2
Friday PM- Football Year 5&6	15	0	3	2
Total	69	46	13	15

Club Autumn 2	Boys	Girls	SEND	Pupil Premium
Thursday AM- Dodgeball Year 3-6	7	2	1	1
Friday AM- Multi Sports Year 3-6	6	3	1	1
Monday PM- Indoor Multi Sports Year 1&2	11	9	2	2
Tuesday PM- Hockey Year 5&6	2	0	2	1
Wednesday PM- Football Year 3&4	17	1	3	5
Thursday PM- Girls Football Year 3-6	0	16	1	4
Friday PM- Football Year 5&6	13	0	2	3
Total	56	31	12	17

Spring 2 Sports Club Numbers

Club	Boys	Girls	SEND	Pupil Premium
Monday PM- Football Matches				
Tuesday PM- Girls Football Year 3-6	0	12	1	2
Wednesday PM- Football Year 3&4	17	1	5	7
Thursday PM- Indoor Multi Sports Year 1&2	13	7	1	3
Friday PM- Football Year 5&6	19	2	3	3
Total	49	22	10	15

Actual impact/sustainability and supporting evidence

Spring 1 Sports Club Numbers

Club	Boys	Girls	SEND	Pupil Premium
Monday PM- Football Matches				
Tuesday PM- Girls Football Year 3-6	0	14	1	3
Wednesday PM- Football Year 3&4	13	1	3	4
Thursday PM- Indoor Multi Sports Year 1&2	12	6	1	2
Friday PM- Football Year 5&6	18	1	3	3
Total	43	22	8	12

Summer 1 Sports Club Numbers

Club	Boys	Girls	SEND	Pupil Premium
Monday PM- Year 1&2 Athletics	6	10	3	2
Tuesday PM- Year 5&6 Tennis	7	6	3	4
Wednesday PM- Year 3&4 Tennis	18	4	4	7
Thursday PM- Year 3&4 Tennis	12	5	4	5
Friday PM- Year 5&6 Athletics	5	3	2	2
Total	48	28	16	20

Summer 2 Sports Club Numbers

Club	Boys	Girls	SEND	Pupil Premium
Monday PM- Year 1&2 Summer Multi Sports	6	11	2	2
Tuesday PM- Year 5&6 Cricket	10	0	4	2
Wednesday PM- Year 3&4 Cricket	10	4	3	3
Thursday PM- Year 3&4 Rounders	17	5	5	5
Friday PM- Year 5&6 Rounders	4	6	2	1
Total	47	26	16	13

Number of different children that participated in an afterschool club during 2025/26

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
21	27	19	31	33	28	159

There is strong, measurable evidence that participation and access have improved:

- High participation across clubs
- Continued provision of a range of clubs, active breaktimes, and structured opportunities
- Year-round club data shows consistent engagement across terms (Autumn, Spring 1, Spring 2)
- Inclusive access evidenced through:
- SEND participation in clubs
- Pupil Premium representation
- Additional ongoing strategies: Daily mile, active play, MUGA use, walk-to-school initiatives

This intent is clearly embedded and sustained, with strong quantitative and qualitative evidence.

Actual impact/sustainability and supporting evidence

Intent 2

The profile of PE and sport is raised across the school as a tool for whole-school improvement

- Sports Leader roles
- Playground prefects
- Consider setting up Sports Council
- Using house system to build community spirit
- Use of sensory circuits to support with social and emotional well being
- Assemblies highlighting sporting achievements and connections to school values and 5 keys to wellbeing

- Peer Mediators work each lunchtime to solve disputes – 15 Year 5 pupils work on a rota
- House system is in place and house points are collected each week
- Children participate in sensory circuits each day 9:00-9:30 and 2:00-2:30 this supports with regulation and emotional wellbeing for our pupils with additional needs.
- 2 children do sensory circuits 8:30-9:00 to enable them to access learning.
- In assembly each week on a Friday Sports Awards are giving for children showing sporting achievement and progress during the week.
- 5 Keys to wellbeing certificates given out in assemblies each week.

There is clear whole-school impact:

- Sensory circuits improving behaviour and regulation
- Increased staff confidence (sustainability built in)
- Whole-school systems in place:
- Peer mediators (15 pupils leading play)
- House system
- Weekly celebration assemblies with sports awards
- Explicit link to wellbeing (5 keys) and behaviour improvement
- This intent is well met and sustainable, with clear links to behaviour, wellbeing, and leadership opportunities.

Intent 3

Broader experience of a range of sports and activities offered to all pupils

- Introduce sports such as badminton, table tennis
- Continue to advertise local clubs
- Pupils to encounter different sports
- Introduce children to sports from different cultures or traditional games from other cultures

- Children are participating in table tennis at lunchtimes since the purchase of the new tables.
- Local clubs continue to be advertised.
- Children have been able to access sports clubs after school
- New opportunities introduced: Table tennis now accessed at lunchtimes
- Continued promotion of local clubs
- Pupils access clubs and competitions across the year
- Clubs run over the year include: tennis, athletics, cricket, multi sports, rounders, football, hockey.

However: we will continue to work on ensuring that pupils are consistently experiencing a wide range of new/non-traditional sports (e.g. cultural sports, structured rotation programme)

Swimming

- Year 5 children swim for three terms at our school as the vast majority do not have swimming lessons, or go swimming outside of school.

- Year 5 have been swimming all year once a week
- But national expectation (100%) not yet reached
- Year 6: 56% meeting 25m standard