

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



Images courtesy of Youth Sport Trust

PE Funding Evaluation Form - 2025/2026

- 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 2025/26.
- 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 last year 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?
Our school continues to implement a successful scheme of work (Get Set 4 PE) to support the PE coordinators and sports coaches, as well as class teachers, utilising numerous teaching resources effectively. This structured approach ensures consistency, enhances student engagement, and improves overall physical education outcomes. We make use of our Play Leaders to gather feedback from the pupils, and their insights further affirm the success of our schools PE and sport. 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. This have further been reinforced through assemblies at the beginning of term, showcasing the sporting opportunities available to them for that term.	Our curriculum is designed to cover a wide range of sports and physical activities, catering to different age groups and skill levels. Each unit is broken down into detailed lesson plans, ensuring a progressive development of skills and knowledge. Continued observation of the playground at lunchtimes suggests a large % of pupils from all year groups are engaged in active play.	A small number of sporting activities required adaptation due to missing or damaged equipment. While these instances were managed effectively, they did temporarily limit the full delivery of some planned sessions. This highlighted the need for more regular and systematic equipment audits to ensure that all year groups have consistent access to high-quality resources. We also recognised the importance of maintaining close communication with external sports coaches and staff to identify gaps in provision promptly and to ensure that future purchases are directly linked to enhancing children's learning experiences and engagement in PE.	Feedback from staff and sports coaches identified occasions where lessons had to be adjusted or activities modified due to unavailable equipment. Inventory checks and observations confirmed that some items were in need of replacement or repair. Ongoing dialogue with coaches and PE leads continues to provide valuable insight into areas for improvement and resource planning.

Key Priorities and Planning

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
To improve outcomes in swimming by increasing the percentage of Year 5 pupils who meet or exceed national expectations. By the end of Year 5, a higher proportion of children will be able to: - Swim confidently and competently over a distance of at least 25 metres. - Use a range of strokes effectively (e.g. front crawl, backstroke, breaststroke). - Demonstrate competence in safe self-rescue and essential water safety skills. This will ensure all pupils leave primary school equipped with vital swimming and life-saving abilities, supporting both their physical development and long-term wellbeing. To increase the number and range of inclusive in-school sporting events accessible to all pupils across the school. These events will be designed to inspire participation and build confidence. Increase sporting opportunities to pupils by working with specialist sports coaches in areas such as Bikeability, gymnastics, and boxercise. Ensure inclusivity by offering unique and engaging activities, including Quidditch, wheelchair basketball, and SEND Sports, which cater to a wide range of interests, abilities, and needs. Strengthen whole-school engagement in physical education, ensuring every child can experience success and enjoyment through sport.	Monitor progress systematically: Implement consistent assessment tracking throughout the swimming programme to identify pupils requiring extra intervention early. Enhance staff collaboration: Work closely with swimming instructors, PE leads, and class teachers to ensure clear communication about pupils' progress and next steps. Promote water safety awareness: Integrate classroom-based learning on water safety and self-rescue into the wider PE and PSHE curriculum to reinforce confidence and understanding beyond the pool. Partner with specialist coaches (Bikeability, gymnastics, boxercise, etc.) to deliver high-quality, skills-focused experiences. Identify pupils who may benefit most from additional opportunities (e.g. low confidence, SEND, or low physical activity levels) and prioritise their participation to ensure equity. Gather feedback from pupils, coaches and staff after each event to assess enjoyment, inclusivity, and areas for further improvement, using this insight to refine future planning.

Key Priorities and Planning

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
To ensure that all pupils benefit from being taught by a specialist sports coach for a proportion of their PE lessons. Members of staff from ESSP (Erewash School Sports Partnership) and S4K (Sports for Kids) employed to work at Granby Junior School for 4 afternoons a week to engage pupils in after school clubs.	Pupils- as they will take part. External sports coaches	Key Indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and sport. Key indicator 2- Engagement of all pupils in regular physical activity.	Increased access to high-quality sports provision and a wider range of physical activities. Children will develop improved physical skills, teamwork, and resilience through specialist-led sessions. Increased variety in after-school clubs will help target fewer active pupils.	25/26 after school clubs with Erewash School Sports Partnership = £2667 25/26 cost of after school clubs with S4K = £1008
To ensure all pupils benefit from high-quality PE and sporting opportunities through the delivery of lessons and activities led by specialist staff from the Erewash School Sports Partnership (ESSP). ESSP will deliver a range of sporting sessions during afternoon lessons to enhance pupils' physical skills, confidence and enjoyment of PE. In addition, Granby Junior School's affiliation with ESSP	Pupils- as they will take part. Teaching staff, support staff, Sports Coach, as they need to lead lessons.	Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport through observation and collaboration with ESSP coaches. Key Indicator 2: Engagement of all pupils in regular physical activity through access to high-quality PE lessons and structured sporting opportunities.	Pupils will develop greater confidence, enjoyment, and competence in a broad range of sports through specialist-led sessions. Increased participation in both curricular and extracurricular sport will promote physical, social, and emotional wellbeing. Access to local competitions will inspire pupils to represent	25/26 silver affiliation package from Erewash School Sports Partnership = £4200 Income from afterschool clubs raised: • Autumn 1 income - £266 • Autumn 2 income £236 • Spring 1 income - £228

Key Priorities and Planning

provides access to a wide range of inter-school and county-level competitions, festivals and events, enabling all children – regardless of ability – to participate in inclusive and competitive sport both in and beyond school.		Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils through participation in ESSP-led sessions and events. Key Indicator 5: Increased participation in competitive sport through involvement in inter-school and county-level competitions organised by ESSP.	the school and sustain long-term engagement in physical activity. Teachers will benefit from observing high-quality coaching, improving their own practice and ensuring long-term impact once external support ends. Sustainable impact will be achieved through the upskilling of staff, strengthened links with ESSP, and continued participation in partnership competitions and CPD opportunities year on year.	
To ensure all Year 4 and Year 5 pupils receive structured swimming instruction delivered by qualified swimming teachers and Granby teaching staff. External instructors will focus on developing pupils' water confidence, stroke technique and safety skills, while school staff will teach and extend the higher and more able	Year 4 and 5 Pupils - as they will take part Year 4 and 5 Class Teachers/Derbyshire County Council Swim Coaches/ Support Staff.	Key Indicator 2: Engagement of all pupils in regular physical activity. Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key Indicator 5: Increased participation in competitive sport (where applicable	Increased percentage of pupils achieving national swimming outcomes, including 25 metres, a range of strokes, and self-rescue skills. More able swimmers receive additional challenge to improve endurance, technique, and competitive readiness. Improved confidence and	Transport costs to the leisure centre = £0 Cost of Derbyshire County Council swimming instructors = TBC

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swimmers to further refine technique, stamina and performance across all strokes. Progress will be monitored regularly to track achievement and identify pupils requiring additional support or challenge.		through intra-school swimming challenges or galas).	ability across all pupils, supporting both physical development and water safety competence. Staff-led delivery for higher-ability groups strengthens in-school expertise and ensures sustainability beyond external provider input.	
To provide a Sports Leader scheme for all pupils within KS2, led by Year 5 and 6 with the support of Mrs Horsfall.	Pupils, Support staff – as they supervise break and lunchtime.	Key Indicator 2- The profile of PE and sport is raised across the school as a tool for whole school improvement. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Children are still able to participate in daily activities supported by their peers.	£4000 - play leader salary
A large portable JBL speaker to enhance the delivery of PE lessons, lunchtime activities, and whole-school sporting events. The speaker is in key PE lessons, fitness sessions, and dance activities to create a motivating and engaging environment for pupils. Its portability allows lessons to be delivered outdoors, freeing	All pupils, who benefit from more engaging, motivating, and enjoyable PE lessons and lunchtime activities supported by music. Less active pupils, who are encouraged to participate more readily in structured, music-led physical activity, promoting inclusion and	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key Indicator 2: Engagement of all pupils in regular physical activity. Key Indicator 4: Broader experience of a range of sports	Pupils show improved motivation, focus, and participation in both curriculum PE and lunchtime sport. Outdoor lesson delivery has increased flexibility and reduced disruption to other classes, enhancing the overall learning environment across	JBL speaker = £250

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up the school hall for other curriculum use and reducing noise levels that previously disrupted Year 6 learning. Support lunchtimes, enables structured, music-led physical activities - an approach that has already had a positive impact on pupil engagement, behaviour, and overall enjoyment during break times.	enjoyment. Teaching and support staff, Year 6 pupils, whose learning environment is calmer and more focused due to reduced noise disruption from PE lessons previously held in the hall. The wider school due to positive lunchtime experiences.	and activities offered to all pupils.	the school. Lunchtime activities are now more structured and inclusive, leading to improved pupil wellbeing and engagement. Continued use of the equipment going forward and staff familiarity with integrating music effectively into PE and lunchtime provision.	
Provide transport for KS2 pupils to attend the ESSP Erewash Valley Gymnastics Competition (EVGC), organised through Erewash School Sport Partnership. This event prioritises pupils who do not access sporting opportunities outside school, particularly those from disadvantaged backgrounds.	Selected KS2 children, particularly those who are less likely to participate in sport outside school.	Indicator 2: Engagement of all pupils in regular physical activity. Indicator 4: Broader experience of a range of sports and activities. Indicator 5: Increased participation in competitive sport.	Children's experience a competitive gymnastics environment and represent the school at a local sporting event. This supports confidence, teamwork and motivation to take part in further sporting opportunities. Working alongside ESSP ensures continued access to similar competitions and strengthens links with local sporting organisations for future participation.	Bus for EVGC (Erewash Valley Gymnastics Club) - £140

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Provide ESSP-led after school sports clubs throughout the academic year to increase opportunities for children to participate in structured physical activity beyond curriculum PE. The clubs provide access to a range of sports and aim to encourage children who may not normally attend external sports clubs.	KS2 children, particularly those who may not access sports outside of school and children from disadvantaged backgrounds.	Indicator 2: Engagement of all pupils in regular physical activity. Indicator 4: Broader experience of a range of sports and activities. Indicator 5: Increased participation in competitive sport.	Children develop physical skills, confidence and enjoyment of sport through regular participation in structured clubs. The clubs introduce children to new activities and can lead to increased involvement in school teams and inter-school competitions. Working alongside ESSP coaches also supports staff through observation of high-quality delivery, helping to strengthen future PE provision within school.	ESSP after school clubs (whole year) £2667
Attendance at ESSP PE coordinator meeting to collaborate with local schools and receive updates on sporting opportunities, competitions and initiatives such as Bikeability. Supply cover was required for Mr Gibson to attend the meeting.	Whole school impact through improved PE provision and increased opportunities for KS2 children.	Indicator 1: Increased confidence, knowledge and skills of staff delivering PE. Indicator 3: Profile of PE and sport raised across the school.	Information shared through ESSP allows the school to access additional competitions, events and initiatives. Knowledge gained is used to plan opportunities such as Bikeability and inter-school competitions. Continued engagement with the ESSP cluster ensures the school remains involved in local sporting events and develops stronger community links.	Supply for PE meeting £150

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Deliver the annual whole-school Quidditch event which contributes to the school house competition. This two-day event promotes inclusive participation and encourages children of all abilities to engage in physical activity.	Whole school participation across all houses.	Indicator 2: Engagement of all children in regular physical activity. Indicator 3: Profile of PE and sport raised across the school. Indicator 4: Broader experience of a range of sports and activities.	The event provides an alternative sport which increases engagement from children who may not usually participate in traditional sports. It promotes teamwork, house pride and healthy competition. As an established annual event within the school calendar, it supports long-term sustainability and encourages continued whole-school participation in physical activity.	Quidditch = £1642.20
Renew the Get Set 4 PE scheme to support consistent, high-quality PE teaching across the school. The scheme provides staff with progressive lesson plans, curriculum mapping, assessment tools and supporting resources, enabling teachers to plan and deliver inclusive PE lessons with confidence. This will ensure children experience a broad and balanced PE curriculum with clear progression in skills, knowledge and vocabulary	All children, who benefit from well-planned, progressive and inclusive PE lessons. Teaching staff, who are supported with clear planning, assessment guidance and resources to deliver PE confidently.	Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport. Indicator 2: Engagement of all children in regular physical activity. Indicator 4: Broader experience of a range of sports and activities offered to all children.	Teachers will have access to structured lesson plans, progression documents and assessment support, improving consistency and confidence in PE delivery across the school. Children will benefit from a broad, progressive curriculum that develops physical skills, teamwork, confidence and enjoyment of sport. Sustainability will be achieved by embedding the scheme into long-term curriculum planning, supporting staff CPD and using assessment information to	Get Set = £375.25

Key Priorities and Planning

from year to year.

inform future PE provision.

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?
Pupils will experience high-quality, engaging PE lessons delivered by both specialist external coaches and confident school staff, leading to improved participation, enjoyment, and skill development. Increased opportunities for all pupils, including less active children, to engage in structured physical activity both during and after school. Improved outcomes in swimming, with a greater percentage of pupils achieving the 25-metre standard and demonstrating water safety competence. Outdoor lesson delivery supported by the portable JBL speaker will reduce noise disruption to Year 6 classrooms, create a calmer learning environment indoors, and allow more flexible use of the hall. Enhanced lunchtime provision will promote positive pupil behaviour, inclusion, and wellbeing through structured, music-led activities. Long-term sustainability achieved through continued collaboration with ESSP and S4K, upskilled staff, and effective use of purchased resources to enrich provision year after year.	Increased pupil participation in PE lessons, after-school clubs, and lunchtime activities (attendance registers, participation data). Lesson observations and staff feedback evidencing improved confidence and delivery of PE sessions. Pupil voice surveys showing higher enjoyment, motivation, and engagement in sport. Swimming assessment data demonstrating progress towards national curriculum outcomes (25 metres, range of strokes, self-rescue). Reduced hall usage and improved feedback from Year 6 staff regarding decreased noise disruption. Photographs and Seesaw posts showcasing participation and success in PE and sport. Sustained use of purchased equipment and long-term planning for continued PE development through existing partnerships.

Actual impact/sustainability and supporting evidence

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