

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 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 2024/5

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>Increased access to physical activity and broadened opportunities available to all children.</p> <p>Sports coach has delivered a schedule of multi skills, dance/gymnastics ball skills and athletics for the children, which has given them access to different physical activities with specialist instruction.</p> <p>Self-confidence, resilience and self-belief has been developed in the children to raise their ambitions</p> <p>Specialist equipment and resource access to support the delivery of physical movement and PE for children with SEND</p>	<p>A consistent sports coach has ensured that all activities are accessible and the children have been able to build on skills learnt in previous weeks.</p> <p>Children have shown a real enjoyment in PE lessons with the sports coach, which has given them a positive view of sporting activities.</p> <p>Children have had the opportunity to take part in a sports day event, which has promoted their physical and mental health but also their social skills in terms of working alongside adults and their peers to take part in the different activities.</p> <p>Equipment which is used for sensory diets has been replenished and replaced to ensure all children have their sensory needs met to enable them to engage in learning.</p>	<p>The outdoor activities provision purchased and provided for daily lunch times did not last as most of it became damaged and or lost, despite there being storage sheds for the equipment.</p> <p>There are not enough sheds to store the bikes easily and to promote easy access. They are all piled on top of each other when put away and are heavy and awkward to get out, therefore they do not all get put away and are left out in the rain.</p>	<p>Stock checks showed supplies reduced and damaged.</p> <p>Bikes are left out and not put away appropriately.</p>

Intended actions for 2025/6

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> • Increase access to physical activity and broaden the opportunities available to all children • To promote a healthy lifestyle • To develop self-confidence, resilience and self-belief in the children to raise their ambitions • To give staff the confidence to be able to deliver an adaptive PE curriculum • To have the specialist equipment and access to resources to support the delivery of physical movement and PE for children with SEND • To develop social and teamwork skills 	<ul style="list-style-type: none"> • All children will be encouraged to take part in physical activity with an aim of a minimum of 30 minutes' movement each day • Children will have opportunities to move throughout the school day to maintain or improve their mental health, physical skills and stamina • Children will have access to a healthy school meal and healthy snack every day • Children will have the opportunity to take part in a sports day event, which promotes their physical and mental health but also their social skills in terms of working alongside adults and their peers to take part in the different activities • Staff will work alongside the sports coach to develop their knowledge and understanding of different sporting activities and the progression of skills in different activities • Outdoor equipment to increase the offer of physical activity in the outdoor environment • Equipment for classes which gives proprioceptive input to enable sensory circuits • Equipment will be replenished as necessary to ensure children have access to the specialist equipment to support the delivery of PE and sensory diets • Many of our children need to be taught how to interact and work with each other and they also need to be taught that they might not always win • Working with our chair of Governors and the MAT will ensure we give the children opportunities to take part in competitive sport

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?
<ul style="list-style-type: none"> • Children will have increased self-confidence, resilience and self-belief to raise their ambitions • Staff will have the confidence to be able to deliver an adaptive PE curriculum to their children • To have the specialist equipment and accessible resources to support the delivery of physical movement and PE for children with SEND • To have outdoor equipment and activities that are robust and age/stage appropriate for all children whilst being able to withstand the weather and usage • Social and teamwork skills will be developed 	<ul style="list-style-type: none"> • An increase in children's social skills in terms of working alongside adults and their peers to take part in the different activities • Staff will understand the importance of movement/physical activity for the children and ensure it is interwoven throughout their school day • Staff will fulfil their role of supporting children to engage with physical activities and games when outdoors • There will be equipment for classes which gives proprioceptive input to support the delivery of sensory circuits • Children will have access to the specialist equipment to support the delivery of PE and sensory diets. • Children will develop their skills to enable them to interact and work with each other and have an increased understanding that in competitive sports they may not always win

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> Throughout this year, all children have had daily access to indoor and outdoor physical activity and movement as part of their daily timetable, and for some children according to their sensory regulation needs as outlined in their sensory assessments and reports from the occupational therapist. Because of this, children have shown increased levels of resilience and confidence in their physical skills and physical and emotional regulation. This has had a positive effect on the mental wellbeing of all children. Because of the children's frequent timetabled indoor and outdoor physical exercise and movement across each day, they are healthier and they show readiness to concentrate and access all other areas of the curriculum. Children are accessing weekly PE sessions delivered by sports coach, supported by staff from all classes. Because of the grouping, timetabling of sessions and adaptive planning and teaching, the sessions are tailored to what each group of children need and can access. During the session the children are practicing their skills, and some are mastering new skills, in a range of sports. Staff are developing their knowledge and skills in how to teach specific skills to the children. The sports coach now provides a weekly lunch club, supported by school staff, some children across all classes are participating in the team sports on offer. 	<ul style="list-style-type: none"> Class timetables with scheduled exercise and movement. Occupational therapy reports with physical and sensory movement and regulations recommendations and suggestions of strategies for staff. OT impact statement. Classroom environments set up with physical and sensory equipment are in place and being utilised frequently daily. Children are accessing the trim trail, adventure playground, trampoline, bikes, and large field space. Pupil assessment data showing progress in assessed areas. Planning and photographic evidence of PE timetabled weekly sessions. Photographic evidence of lunch time sports club- table cricket indoor, outdoor field cricket, football, targets and maps. Class groupings rota, photographs.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> • Ongoing replenishment of PE, movement and sensory equipment has meant that children have had the consistent high-quality access to physical exercise and movement. Specific types of equipment have been purchased to give different experiences, e.g. different types of balls. Sensory diets have been consistently implemented through ordering more and replenishing of old sensory diet items. • Children across school have accessed the table cricket and Kwik cricket sessions provided by Trent bridge SEND team. This has resulted in children coming together to form new groups in school. They have taken part in new team sports and have gained skills and confidence to interact with each other and have increased. 	