

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>Staff confidence in delivering adapted PE increased following focused CPD sessions (sensory circuits, manual handling).</p> <p>Daily physical activity (including sensory circuits and movement breaks) was integrated into class routines across most key stages.</p> <p>Rebound therapy was accessed regularly by more pupils, particularly those with complex physical needs.</p> <p>The use of external specialists for multi-sensory PE sessions helped model effective practices for class staff.</p> <p>Student participation in inclusive sports events improved compared to 2023/24, including sports days and President Sports Day Event.</p> <p>Investment in inclusive equipment (sensory circuit items) enabled better access to activities for all pupils.</p> | <p>Staff feedback showed a marked improvement in self-reported confidence delivering PE activities.</p> <p>Timetables and observations confirmed that most classes included structured movement breaks and/or sensory circuits.</p> <p>PE lead monitoring and SLT learning walks evidenced high levels of pupil engagement during PE activities.</p> <p>Pupil engagement data, recorded on EFL, showed wider take-up of physical activity across different need profiles.</p> <p>Photographic evidence showing equipment usage (EFL), and event participation records support these findings.</p> | <p>Rebound therapy was disrupted due to equipment servicing delays in Spring term.</p> <p>A planned off-site swimming intervention could not be delivered with intended frequency, due to staffing constraints and transport logistics.</p> <p>Some classes struggled to maintain consistency in movement-based routines during staffing shortages.</p> <p>There were few external competitive opportunities, limiting inter-school participation.</p> | <p>Site Manager feedback and updates on limited use of rebound equipment during Summer Term 25.</p> <p>Staff and parent feedback pointed to staffing shortfalls impacting off-site provision (swimming).</p> <p>The PE Lead's planned calendar of competitions was only partially fulfilled due to lack of local SEN-specific fixtures.</p> |

Intended actions for 2025/26

| What are your plans for 2025/26? | How are you going to action and achieve these plans? | Associated Costs |
|---|---|---|
| Intent | Implementation | The school is using various funding streams, including Pupil Premium and High Needs Funding, to fund improvements to PE provision. |
| <p>Improve staff knowledge and consistency in delivering adapted PE.</p> <p>Strengthen engagement in structured physical activity for all pupils.</p> <p>Increase access to competitive and collaborative physical opportunities.</p> <p>Broaden the range of activities on offer, including out-of-class time.</p> <p>Ensure swimming and water safety opportunities reach more pupils.</p> | <p>Deliver twilight CPD sessions on inclusive and sensory PE (led by internal Physical and Sensory Coordinator, and external specialist). PSC to monitor implementation through observations and team teaching.</p> <p>Expand use of class-based sensory circuits and physical activity routines. Integrate 'active learning' opportunities into curriculum subjects. PE Lead, together with PSC, to support planning in team meetings.</p> <p>Organise in-school inclusive competitions across phases. Establish links with other SEN settings within the Trust, for joint sporting events.</p> <p>Introduce new equipment (e.g. portable ramps, large tactile balls) to expand outdoor activity options. Develop wheelchair-accessible movement trail in playground.</p> <p>Provide additional swimming intervention with another pool provider. Ensure transport and risk planning is secured in Autumn term.</p> | <ul style="list-style-type: none"> School directed training: £10,000 Step up and Step on training: £750 Sensory items: £2,000 A&M Multisports (50% from PE Grant/50% Educational Services): £15,500* Debs Tennis: £1,600* Educational Services (Annual Membership for Network of Excellence): £3,300 Duke of Edinburgh Resources/Enrolments: £1,000 PE (Curriculum Development): £1,000 Swimming - Abbey Croft pool hire (£120 x2 per week (1x Upper 1x EYFS): £9,120 Swimming - Travel Costs Galloways (£195 x2 per week):£14,820 <p><i>*funded from PE Grant.</i></p> |

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"> • Staff will feel more confident planning and delivering inclusive PE, even in mixed-ability or high-need groups. • Pupils will take part in daily physical activity adapted to their needs, improving regulation and focus. • More pupils will participate in collaborative or competitive activity, developing self-esteem and communication. • New equipment and outdoor zoning will promote wider participation during free time and structured sessions. • Pupils who missed out in 2024/25 will access swimming again. | <ul style="list-style-type: none"> • Staff feedback pre/post CPD; PE Lead observation logs, evidencing improved consistency across settings. • Class timetables; lesson observations; incident reduction logs; pupil voice; EFL evidence. • Event participation records; photos/videos; post-event reflections; staff/pupil feedback. • Lunch and break activity monitoring logs; use of new resources; behaviour data. • Swimming attendance, progress reports, assessment against KS2 swimming benchmarks. |

Actual impact/sustainability and supporting evidence

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