

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 2025/6

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?
Staff confidence in delivering adapted PE increased following focused CPD sessions (sensory circuits, manual handling). Daily physical activity (including sensory circuits and movement breaks) was integrated into class routines across most key stages. Rebound therapy was accessed regularly by more pupils, particularly those with complex physical needs. The use of PE Coach/HLTA for multi-sensory PE sessions helped model effective practices for class staff. Student participation in inclusive sports events improved compared to 2023/24, including sports days and President Sports Day Event. Investment in inclusive equipment (sensory circuit items) enabled better access to activities for all pupils.	Staff feedback showed a marked improvement in self-reported confidence delivering PE activities. Timetables and observations confirmed that most classes included structured movement breaks and/or sensory circuits. PE lead monitoring and SLT learning walks evidenced high levels of pupil engagement during PE activities. Pupil engagement data, recorded on EfL, showed wider take-up of physical activity across different need profiles. Photographic evidence showing equipment usage (EfL), and event participation records support these findings.	Rebound therapy was disrupted due to equipment servicing delays in Spring term. A planned off-site swimming intervention could not be delivered with intended frequency, due to staffing constraints, transport logistics, and site closures. Some classes struggled to maintain consistency in movement-based routines during staffing shortages. Limited availability of suitably adapted inter-school sporting opportunities for pupils with complex SEND reduced opportunities for external competition.	Site Manager feedback and updates on limited use of rebound equipment during Summer Term 26. Staff and parent feedback pointed to staffing shortfalls impacting off-site provision (swimming). The PE Lead's planned calendar of competitions was only partially fulfilled due to lack of local SEN-specific fixtures.

Review of last year 2025/6

Swimming provision enabled pupils with SEND who would otherwise be unable to access mainstream swimming opportunities to develop water confidence and safety skills.

Intended actions for 2026/27

What are your plans for 2026/27?	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. PE and Sport Premium allocation for 2026/27 - £8,525
Develop staff expertise and consistency in delivering a high-quality, progressive and adapted PE curriculum which meets the diverse needs of all pupils. Develop pupils' independence, resilience and preparation for adulthood through participation in physical activity, sporting events and community-based opportunities. Build sustainable in-school capacity for PE leadership, curriculum delivery and physical activity through the deployment of the school's PE Coach/HLTA. Increase participation in daily physical activity and active learning opportunities to support physical development, regulation, engagement and readiness to learn. Increase opportunities for pupils to participate in inclusive sporting events, festivals and collaborative physical activities both within school and with partner settings. Broaden the range of activities on offer, including out-of-class time. Ensure swimming and water safety opportunities reach more pupils.	Deliver a programme of coaching, team teaching, modelling and professional development led by the school's PE Coach/HLTA and Physical and Sensory Coordinator. Staff will receive in-class support, demonstration lessons and ongoing feedback to improve confidence and consistency in delivering adapted PE. The PE Coach/HLTA will deliver targeted PE interventions, support curriculum delivery across classes, organise enrichment opportunities and sporting events, monitor participation and work alongside teachers to develop practice. 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. Organise in-school inclusive competitions across phases. Establish links with other SEN settings within the Trust, for joint sporting events. Introduce new equipment (e.g. portable ramps, large tactile balls) to expand outdoor activity options. Develop wheelchair-accessible movement trail in playground. Provide additional swimming intervention with another pool provider. Ensure transport and risk planning is secured in Autumn term. Physical development opportunities will be tracked through Evidence for Learning and incorporated within wider preparation for adulthood pathways where appropriate.	• School directed training: £10,000 • Step up and Step on training: £750 • Sensory items: £2,000 • Debs Tennis: £600 • Educational Services (Annual Membership for Network of Excellence): £180 • Duke of Edinburgh Resources/Enrolments: £3000 • PE (Curriculum Development): £1,000 • Swimming - Abbey Croft pool hire: £9,120 (£8,525 funded from PE Grant) • Swimming - Travel Costs Galloways: £16,340

Intended actions for 2026/27

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?
• Staff expertise will increase through ongoing coaching and modelling, resulting in more consistent PE provision across the school. • Pupils will demonstrate improved engagement, readiness to learn, emotional regulation and independence through regular participation in physical activity. • Pupils will access a broader range of physical activities delivered by staff who have increased confidence and subject knowledge. • 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 2025/26 will access swimming again. • Sustainable internal capacity will be developed through the PE Coach/HLTA role, reducing reliance on external providers.	• 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. • PE Coach monitoring records. • Curriculum monitoring and learning walks. • Participation tracking for physical activity and sporting events.

Actual impact/sustainability and supporting evidence

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