

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 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 last year 2023/24

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?
After school clubs- Water confidence	Impact on confidence improved for individual learners, uptake was really positive, waiting list for spots.	Employing CITC (City in the community) to deliver one day a week. In order to enhance delivery, bespoke delivery for our learners, CPD for staff etc.	The staff member was a new employer of CITC, she did not have any experience of working with our cohort of learners, she learnt from our staff rather than us from her. We have not carried on with this input
Lunchtime cycling clubs – outdoor learning	Learners are highly motivated, learner's confidence and physical activity increased.		
Host a Connect Collaborative Event	Excellent feedback from schools that took part		
Health and Wellbeing week	Learners experience activities that they would not normally get to experience. Positive feedback from parents, learners, classes. Achieved Your School Games – Gold Award – for the third year on the run		

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Update training on Sensory circuits / diets / regulation – purchase and replenish relevant resources. (£3169 equipment, cover £160)</p> <p>Update Aquatic Therapy Shallow Pool Rescue Award (ATSPRA)– (x6 staff LA/KF/LW/xx/JJ/HW) Attend the 2-day course and receive the associated qualifications. (£1200 training, cover £640) Replenish and purchase Hydro/water confidence equipment (£330.16)</p> <p>Top up swimming – attend one day a week all term (Transport and teachers etc. £4421.90)</p> <p>Continue membership of connect collaborative and Your School Games - providing opportunities to collaborate on joint ventures, activities and enter SEND specific sports events/activities, Quidditch day etc (£450- membership, travel costs and expenses £500) Training -Dance To School (CL) (cover £160)</p> <p>Attend Training MATP (Motor Activities Training Programme) provided by Special Olympics Great Britain - 14th February x 3 staff members (KF,SH,GB,EM) (cover £640)</p> <p>Purchase outdoor and adventurous equipment i.e. Climbing frames, tricycles etc. (£4550 equipment + £724 Safety matting)</p> <p>Replenish PE equipment (£614.60)</p> <p>Healthy schools application – look at lunch boxes Healthy eating etc- via Learner Council Culminate the year with a Focused Health and Wellbeing week (rafted canoeing, climbing wall, gong bath etc.) (£1500)</p>	<p>Staff meeting – Internal training for all staff, as well as modelling by SLT of delivery of circuits and OT deliver a sensory staff meeting.</p> <p>External training for 4 members of staff (JM, KM, KF, SH)– Youth Sport Trust – Sensory Circuits (disseminate)</p> <p>KM Teacher – Sensory profile Training (Disseminate via email and staff training)</p> <p>Look at all three stages of regulation i.e. Alerting, Organising, Calming – theory and practical JM in conjunction with class teachers, TA4’s, SLT and SBM to purchase relevant equipment – providing each class with a Sensory regulation resource pack including fish spinners, small trampolines, physio balls, stepping stones, body board, calming equipment, organising tasks etc.</p> <p>2 day ATSPRA training session to be delivered 4th & 5th September for 7 Springside staff and 5 Redwood staff on Springside site by RP Training.</p> <p>14th February x 4 staff members (KF,SH,GB,EM) to attend MATP training and then use back in class and disseminate by modelling and discussion, lesson studies etc.</p> <p>JM as EVC oversee RA for trips, attend members meetings, disseminate events and info to classes, liaise with SchoolGames Coordinator to apply Your school Games award mark</p> <p>JM in conjunction with class teachers, TA4’s, SLT and SBM to purchase relevant equipment and disseminate to classes or PE store etc add to audit.</p> <p>JM/RC/LA/BD in conjunction with the Learner council – look at healthy lunch boxes and health and wellbeing activities- book in activities and events and collect feedback from parents, learners and staff.</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?
<p>Sensory - Consistent, informed and relevant use of sensory regulation throughout school. Leads to less incidents therefore, less barriers to learning, therefore more learning.</p> <p>ASTPRA – Facilitates Hydro- water confidence and KS2 swimming – after school clubs, Delivery of hydrotherapy for those learners with physical development needs. Allows for safe delivery in a high-risk environment. Improves wellbeing, physical development and independence.</p> <p>Connect Collaborative/RBSPG Opportunities to attend SEND specific events. Relevant, well matched competition opportunities. Inclusion opportunities. Socialising with other schools, appropriate behavior in these situations, dealing with defeat and success appropriately. Building confidence and expanding play and leisure activities, finding likes and dislikes. Reduced cost for training courses -increasing expertise in PE.</p> <p>Individual physical movement goals achieved, facilitate movement, increase or decrease muscle tone, aid relaxation and sensory integration as well as aid communication and promote assist physio therapy requirements for individuals. Learners with less opportunities for physical activity participate regularly in activity through MAPT.</p> <p>outdoor and adventurous equipment improves fitness and health, supports chief medical officer guidelines. Allows hands on learning – learning by doing. Improves Wellbeing. Improves independence, emotional wellbeing. Offers My Independence and my play and leisure opportunities Increase physical ability, social skills and wellbeing through Outdoor learning</p> <p>Healthy schools / Health & Wellbeing week - Learners who have no access to these sports generally, access them and can be signposted to use with parents. Increases Play and Leisure opportunities, improves all round health and fitness.</p>	<p>Barriers to learning log Evidence for learning log CPOMs Learning Walks Drop ins Lesson studies Photographic Health and Well-being week – evidence file Learners voice EHCP's External visitor feedback PLP evaluation particularly Physical and Sensory</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Sensory -All classes are delivering at least one sensory circuit session consistently each day and feel it is now informed and relevant use of sensory regulation. Leads to less incidents therefore, less barriers to learning, therefore more learning.</p> <p>ASTPRA – Facilitates Hydro- water confidence and KS2 swimming – after school clubs, Delivery of hydrotherapy for those learners with physical development needs. Allows for safe delivery in a high-risk environment. Improves wellbeing, physical development and independence. Ongoing.</p> <p>Connect Collaborative/RBSPG Opportunities to attend SEND specific events. Relevant, well matched competition opportunities. Inclusion opportunities. Socialising with other schools, appropriate behavior in these situations, dealing with defeat and success appropriately. Building confidence and expanding play and leisure activities, finding likes and dislikes. Reduced cost for training courses -increasing expertise in PE.</p> <p>Individual physical movement goals achieved, facilitate movement, increase or decrease muscle tone, aid relaxation and sensory integration as well as aid communication and promote assist physio therapy requirements for individuals. Learners with less opportunities for physical activity participate regularly in activity through MAPT.</p> <p>outdoor and adventurous equipment improves fitness and health, supports chief medical officer guidelines. Allows hands on learning – learning by doing. Improves Wellbeing. Improves independence, emotional wellbeing. Offers My Independence and my play and leisure opportunities Increase physical ability, social skills and wellbeing through Outdoor learning</p> <p>Healthy schools / Health & Wellbeing week - Learners who have no access to these sports generally, access them and can be signposted to use with parents. Increases Play and Leisure opportunities, improves all round health and fitness. Week focussed on the five ways to Wellbeing- 'A Way A Day'</p>	<p>Barriers to learning log Evidence for learning log CPOMs</p> <p>After school clubs ran all year in the Hydro pool Daily use of pool during curriculum time – PIP'S (Personal learning plans), Individual physical and well-being targets.</p> <p>Entered or attended the following activities - bowling, quidditch, sparks gym, dance Festival, SEND Festival day, KS1 Panathlon, KS2 Panathlon, Rafted Canoeing, Climbing wall.</p> <p>MAPT delivery and impact can be seen among the PMLD classes when focusing on their individual targets.</p> <p>Throughout school the equipment can be seen in full use during specific curriculum activities and play and leisure activities</p> <p>Lots of photographic evidence from the week. Parent, learner and staff feedback forms.</p>