

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?
<ul style="list-style-type: none"> • Sports Factor Clubs – provided sporting opportunities for children within school who might not otherwise experience these sports • Physio provision – additional physiotherapy bought in, not available through NHS, that develops physiotherapy programmes for all children beyond their recognized 'health' needs • PMLD training around floor programmes and associated physiotherapy strategies 	<ul style="list-style-type: none"> • Observation and feedback from children and staff of Sports Factor clubs – children enjoying the sports and taking part in the clubs • Observation of children across the school and their physiotherapy programmes, demonstrating progression and preventing regression for some children • Observation and feedback from teachers 	<ul style="list-style-type: none"> • Children do not always have access to all the equipment they need to support their regulation. The nature of the pupils now in school is growing in complexity, and requires resources which have not previously been needed. • Relevant CPD for teachers within a special school setting • Appropriate skills or clubs for children with more complex needs • The complexity of running swim sessions for our pupils has increased, and requires additional spotters to support safe swimming 	<ul style="list-style-type: none"> • Liaison, observation and discussion with Occupational Therapists, citing pieces of equipment required for every classroom • Teachers feedback about requesting additional support, but struggling to source this for children with severe and profound learning difficulties • Feedback from teachers and identification from leaders that clubs are focused around our most able pupils • Feedback from teaching staff and swim teacher

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> • Resource every classroom within the school with appropriate supports for children’s regulation • Ongoing physiotherapy support • Identify and deliver specific skills sessions for children with severe and profound learning difficulties • Source more appropriate CPD for PE across the school to support teachers and senior teaching assistants • Increased capacity to enable swimming for all pupils 	<ul style="list-style-type: none"> • Liaise with Occupational Therapists regarding resources required to supplement existing resources. Purchase and roll out resources, alongside training for staff in their use. • Continuation of contract already in existence for physiotherapy • Liaise with PACE, contractor, to provide Boccia sessions • Liaise with local special school network in relation to high quality PE provision for children with severe and profound learning difficulties and seek out high quality CPD • Additional spotter for all swimming sessions.

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">• Resources readily available to support regulation should enable staff to more readily help children use a range of strategies to prevent significant levels of dysregulation.• Physiotherapy programmes aid children's ability to access learning and supports their life chances through appropriate exercise and stretching• Developing activities for children with more complex learning difficulties through clubs should support our staff to further develop activities on a similar basis. It also intended that the children accessing these activities derive a lot of fun and enjoyment, and may be motivated to continue these activities beyond school.• Appropriate CPD should enable teachers to develop their skills and understanding of teaching the cohort of pupils we have, which should sustain higher quality PE provision for the future• The impact of ensuring all children can swim on a regular basis is positive for their physical wellbeing, and supports their communication too	<ul style="list-style-type: none">• Behaviour learning walks to focus on this, in liaison with Occupational Therapy• Feedback from teachers, learning walk evidence• Feedback from teachers and observation of activities • Feedback from teaching teams, and observation of lessons • Feedback from teaching staff, learning walks

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> • The equipment to support children’s regulation, which included trampettes, peanut balls, and other equipment to encourage movement, was challenging to collate as an order and to source. Parts of the order did come through over the course of the year, and when in evidence, were beneficial to children to use on an ad hoc basis, or as part of a circuit of activities. • The funding for physiotherapy ensured that all children for whom it was relevant had regular access to a physiotherapist, who oversaw the physio programmes and provided support and training for staff working with those children every day. • The boccia sessions that ran were very well received, and engaged some of our groups far more than other PE activities we run. Some staff from within the school gained experience in running these sessions for future use. • Additional capacity for swimming ensured groups could be safely supervised and sessions led. Children gain a great deal from their activities in the water, including gaining confidence, getting a physical workout, but also having the opportunity to develop social skills. 	<ul style="list-style-type: none"> • Learning walks by senior leaders frequently evidenced the use of regulation strategies within class, supported by the equipment sourced. • Monitoring and support from middle and senior leaders regularly observed aspects of physio programmes across the school, and liaised with physiotherapists through MDTs or other more informal meetings. • Senior leaders dropped in to these sessions when running. • Senior leaders also dropped in to swim sessions from time to time and observed the impact of these sessions on the children.