

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?
<p>The school has invested in equipment designed to enhance the engagement of all pupils in regular activities. This equipment is tailored to meet the individual needs of each pupil, ensuring inclusivity and accessibility. The selection and implementation of these resources are guided by our Occupational Therapist and their team, who oversee the development and application of skills to maximize each pupil's participation and progress.</p>	<p>Children are now spending increased time participating in outdoor activities, which has positively contributed to their overall well-being. They have access to appropriate Occupational Therapy equipment, enabling better sensory regulation and engagement. As a result, some children are beginning to access the curriculum more effectively, demonstrating improved focus and readiness to learn.</p>	<p>The internal sports groups did not perform as expected, primarily due to the limited capacity of the tutors. This issue will be revisited and addressed in the following year to ensure improved planning and implementation.</p>	<p>These groups did not take place regularly as intended.</p>

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"> The aim is to promote the engagement of all pupils in regular physical activity, aligning with the Chief Medical Officers' guidelines, which recommend that primary school pupils participate in at least 30 minutes of physical activity daily during school hours. 	<ul style="list-style-type: none"> Occupational Health Circuit Groups: These will be conducted regularly throughout the week to support physical activity and skill development. External Partnerships: External providers, such as dance instructors, will deliver weekly sessions to engage pupils in diverse physical activities. Swimming: Weekly swimming sessions will be provided for Year 5 and Year 6 students, with additional opportunities for pupils requiring extra support or those struggling to access the curriculum.
<ul style="list-style-type: none"> To enhance the confidence, knowledge, and skills of all staff in teaching PE and sport, ensuring high-quality instruction and positive outcomes for pupils. 	<ul style="list-style-type: none"> Creation of Sport Curriculum: A sport curriculum will be developed that aligns with the ethos and overall curriculum of the school, ensuring a cohesive and integrated approach to physical education. Staff Training: Training will be provided to all relevant staff based on the principles outlined in the above statement, ensuring they are equipped to deliver high-quality PE and sport instruction.

Intended actions for 2024/26

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| <ul style="list-style-type: none">• To provide all pupils with a broader experience of a diverse range of sports and activities, promoting physical literacy and encouraging a lifelong interest in physical activity. | <ul style="list-style-type: none">• Sporting exposure: Children will be exposed to external sporting events, both within the local community and through agencies that can bring these experiences directly to the school site, offering a variety of opportunities to engage in diverse sports and activities. |
| <ul style="list-style-type: none">• To raise the profile of PESSPA (Physical Education, School Sport, and Physical Activity) across the school, using it as a key tool for whole-school improvement and promoting a culture of health, well-being, and active engagement. | <ul style="list-style-type: none">• Occupational Health team: run weekly sessions to support physical and sensory development.• External dance agency: deliver weekly sessions, providing students with exposure to diverse forms of physical activity.• Sport curriculum: created and implemented, aligned with the school's ethos and overall curriculum, ensuring a cohesive and comprehensive approach to physical education. |

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>Impact</p> <ul style="list-style-type: none"> • Enhanced Physical Engagement: Through the regular implementation of the Occupational Health team’s sessions and external dance agency involvement, students will experience increased engagement in physical activity, improving both their physical health and emotional well-being. • Improved Skills and Confidence: By exposing students to a broader range of sports and activities, including external sporting events, they will develop greater skills, confidence, and enjoyment in physical activities, fostering a lifelong interest in health and fitness. • Cohesive Curriculum: The creation of a sport curriculum that links to the school’s ethos will ensure that physical education is not only integrated with academic learning but also reflects the values and culture of the school, leading to a holistic approach to student development. <p>Intended Impact</p> <ul style="list-style-type: none"> • Increased PESSPA Awareness: Raising the profile of PESSPA throughout the school will lead to increased recognition of physical activity as a critical element of students’ development. This will create a culture where physical well-being is valued alongside academic success. 	<ol style="list-style-type: none"> 1. Student Engagement and Participation Records <ul style="list-style-type: none"> • Evidence: Regular attendance and participation logs for Occupational Health sessions, external dance sessions, and other physical activities. • Expected Outcome: Increased student attendance and engagement in physical activities, showing a growing interest in and commitment to PESSPA. 2. Improved Physical and Social Skills <ul style="list-style-type: none"> • Evidence: Observations from staff, including the Occupational Health team and external providers, regarding student progress in physical skills, confidence, and teamwork. • Expected Outcome: Enhanced physical abilities and improvements in social interactions as students participate in diverse activities, contributing to their overall development. 3. Teacher and Staff Feedback <ul style="list-style-type: none"> • Evidence: Surveys and informal discussions with staff to assess the impact of training on their confidence and knowledge in teaching PE. • Expected Outcome: Increased teacher confidence in delivering sporting activities, reflected in their ability to

Expected impact and sustainability will be achieved

- **Staff Confidence and Capacity:** The implementation of targeted staff training, based on the curriculum and ethos, will raise the confidence and competency of all staff in delivering PE and sport. This will ensure high-quality instruction across the school and sustained impact on student outcomes.
- **Broader Opportunities for Students:** Providing opportunities for students to participate in a wide range of sports and external events will broaden their experiences and allow them to discover activities they may not have been exposed to otherwise.

Sustainability

- **Long-Term Curriculum Integration:** The creation of a sport curriculum tied to the school's ethos ensures long-term sustainability. As it becomes embedded in the school's structure, it will continue to benefit future cohorts of students, providing them with consistent access to high-quality physical education.
- **Ongoing Staff Development:** The training provided to staff will have a lasting impact, building their knowledge and confidence in delivering PE and sport. This will ensure continued high standards of physical education, even as staff turnover occurs.
- **External Partnerships:** The continued involvement of external agencies, such as the dance company, will offer sustainability through established relationships and community connections, ensuring a variety of physical activities remain accessible to students.

integrate physical activities into the broader curriculum effectively.

4. Curriculum Monitoring and Observations

- **Evidence:** Monitoring and evaluation of the newly created sport curriculum, assessing its alignment with the school's ethos and how well it supports student learning outcomes.
- **Expected Outcome:** Evidence of a well-integrated curriculum that enhances both physical and academic learning, with students achieving greater holistic development.

Expected impact and sustainability will be achieved

- **Support from the Occupational Health Team:** The weekly sessions from the Occupational Health team will remain a key feature, providing consistent support for students' physical and sensory development, helping to build long-term resilience and well-being.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p><u>Enhanced Physical Engagement:</u></p> <ul style="list-style-type: none"> Occupational Health Team The Occupational Health Team has delivered group sessions throughout the year, primarily targeting children who already possess the prerequisite physical skills. While this has supported skill application, further development is required to achieve the intended outcomes. Future group objectives should be clearly aligned with the newly developed curriculum. Additionally, the transition of responsibility for these groups—from the Occupational Health Team to Senior Tutors, Teachers, and Tutors—needs further development and assessment procedures to ensure sustainability and wider impact. Dance Provision An external provider has delivered weekly dance sessions for a selected group of students, while in-house staff have led sessions for the remaining pupils to attend. As with the Occupational Health Team's work, there are areas for growth. Specifically, session objectives must be better aligned with the new curriculum. Furthermore, a clear outcome—such as a performance or showcase—should be established to demonstrate the skills developed through these sessions. Swimming Swimming lessons have been provided weekly for pupils in Year 5 and Year 6 over the year. Two terms were focusing on building foundational skills essential for formal swimming instruction in the last term. These include safe entry and exit from the water, developing water confidence, and acquiring 	<p><u>Enhanced Physical Engagement:</u></p> <p>Occupational Health Team: OT data sheets, attendance sheets, EFL evidence and feedback from staff.</p> <p>Dance Provision: timetables/registers, session plans, EFL evidence and progress tracking.</p> <p>Swimming: Skill trackers from school, swimming pool awards, feedback from the swim instructors and tutors.</p>

Actual impact/sustainability and supporting evidence

basic techniques necessary for accessing and participating in community-based swimming activities.

Improve Skills and Confidence

Sport Curriculum

- A new Sport Curriculum has been developed with input from a SEND afPE Specialist, the Occupational Therapy (OT) Team, and the PE Lead. As this curriculum is newly introduced, all objectives must be clearly linked either to existing structured groups or to the creation of new groups and individualised activities to support pupils' skill development.

Staff Training

- Staff training has been delivered through OT-led sessions and during regular Teacher and Senior Tutor check-ins. Additionally, the recruitment of two full-time Therapy Assistants will strengthen next year's provision by supporting the ongoing training of tutors and enhancing the quality of sport sessions.
- Real PE has been acquired as a resource to support the delivery of the PE curriculum. In-person training will be provided to teachers, the therapy team, and senior tutors to assist with the weekly sessions.

Broader Opportunities for Students

Sporting Opportunities

- Sporting opportunities provided this year have reached a satisfactory level, offering pupils access to a variety of activities including Bouncability, Wheels for All, a Danbury residential trip, community-based swimming and parkour, as well as in-school dance and sports groups.

Improve Skills and Confidence

Sport Curriculum: The new curriculum document, reflections and input from AFPE SEND Specialist

Staff Training: Recruitment of two full-time therapy assistants, check-in documents, OT session records, purchase of Real PE.

Broader Opportunities for Students

Sporting Opportunities: Attendance records of all sporting trips, EFL evidence, consent forms, risk assessments, meeting notes.

Actual impact/sustainability and supporting evidence

- Links have been established with another school, and the planning of upcoming sporting events is now underway.

Raising the Profile of PESSPA

- While the current range of experiences is positive, there remains scope for further development. One key area is the introduction of a family sports day, sporting events with local schools and in-house sporting events, which should be explored for next year. This initiative would enhance whole-school engagement and contribute meaningfully to the delivery of PESSPA (Physical Education, School Sport and Physical Activity) across the setting.