



PE Funding Evaluation Form

Commissioned by



Department
for Education



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>Learners in Darell Campus continue to make progress comparable to other campuses, as evidenced on Earwig.</p> <p>We maintained the Games Gold Award for the third year in a row, showcasing commitment to physical development.</p> <p>The sensory garden revamp at GC Campus was highly successful, creating an engaging and accessible outdoor space.</p>	<ul style="list-style-type: none"> ✓ Earwig evidence showing progress in physical development. ✓ Staff observations and feedback. ✓ Comparing progress with other campuses. ✓ Successfully meeting all the criteria for the award. ✓ Observations of physical development being embedded throughout the school day. ✓ Increased use of the sensory garden by learners. ✓ Positive feedback from staff, learners, and families. ✓ Observations of engagement in sensory activities 	<p>Limited space for physical activities and lack of accessible storage.</p> <p>Although the school maintained the Games Gold Award, many stakeholders and staff were not fully aware of what it is or its significance. This meant that the achievement wasn't widely recognised or celebrated, and opportunities to engage more staff and learners in its purpose were missed.</p> <p>Staff retention and resource maintenance became an issue. With staff turnover and the challenges of maintaining the garden's resources, ensuring the garden's long-term effectiveness became difficult. Additionally, some staff were unsure how to use the space effectively for physical development activities, and further training is needed to ensure the space is utilised to its full potential.</p>	<p>Storage and space constraints limited the amount of equipment purchased and made maintenance difficult.</p> <p>Feedback from staff and learners: If feedback from staff or learners indicates that they didn't understand why the award was important or how it impacted their physical development, it can highlight a missed opportunity to emphasise the significance of the Games Gold Award</p> <p>Feedback from the staff who maintain the sensory garden.</p>

Review of last year 2023/24

<p>Delivered a 6-week block of sensory PD sessions to primary staff and learners.</p>	<ul style="list-style-type: none"> ✓ Staff feedback forms post-training. ✓ Observations of staff delivering adapted PD sessions. ✓ Earwig or other tracking showing pupil engagement 	<p>The sensory PD sessions were well received, but some staff lacked confidence in independently implementing the strategies after training. More follow-up support is required to embed these approaches effectively.</p>	<p>Feedback from the staff and SEND consultant.</p>
<p>Continued access to the local community for physical development experiences.</p>	<ul style="list-style-type: none"> ✓ Photos, videos, or reports of community-based activities. ✓ Learner voice. ✓ Parent/carer feedback. 	<p>Transport issues limited the number of community-based activities that took place, reducing the opportunities for learners to engage in physical activities outside of school.</p>	<p>We could have attended more competitions if we had sufficient transport and drivers.</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
Sensory room redevelopment at GC	Review current sensory room use and needs. Engage staff and therapists in redesign ideas. Source quotes and plan refurbishment. Ensure spend reflects sensory profiles of learners. Monitor impact on engagement and regulation.
Update Outside Areas	Audit current outdoor provision. Identify areas for development (e.g. sensory regulation opportunities, outdoor learning zones, suitability of equipment based on cohort). Consult with OT/teachers and learners. Purchase equipment and evaluate impact on sensory regulation and learning opportunities.
Staff minibus training / hiring RAKAT	Identify staff requiring MIDAS training or renewal. Liaise with RAKAT to increase accessibility to community-based learning/events. Track impact via number of trips and learner participation data.
Review PD teaching standards	Conduct an internal review of PD provision. Offer CPD or external moderation where needed. Gather learner voice and staff feedback. Monitor quality through learning walks and progress evidence.
Better utilisation of play areas to support sensory regulation (Link to SDP)	Continue working alongside Occupational Therapy (OT) to implement strategies and resources that enhance sensory regulation outdoors. Ensure staff are aware of how to use play spaces effectively to support individual sensory needs. Monitor through observation and learner engagement.

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"> • Sensory Room Redevelopment (GC): The improved sensory space will offer more targeted regulation opportunities tailored to individual sensory profiles. This is expected to improve student engagement, readiness to learn, and emotional regulation. The redesign will be informed by therapist and staff input, ensuring a sustainable space that meets evolving needs and can be maintained effectively over time. • Outdoor Area Improvements: Enhancing sensory-friendly outdoor areas will provide additional regulation and learning spaces beyond the classroom. These developments aim to increase physical activity, independence, and emotional wellbeing. The use of durable materials and design input from staff and learners will ensure the spaces are sustainable, engaging, and low maintenance in the long term. • Minibus Training and RAKAT Access: Increasing staff capacity to drive the minibus and hiring external transport services will broaden learners' access to community experiences and enrichment activities. This supports social development and inclusion while reducing reliance on a small number of staff. Ongoing staff training will ensure sustainability of this access across future cohorts. • PE Provision Review: By ensuring PE teaching is of a consistently high standard, learners will benefit from better physical development opportunities, team-building skills, and regulation through movement. Supporting staff with CPD and guidance ensures this impact continues sustainably over time, embedding quality practice. 	<ul style="list-style-type: none"> • Sensory Room Redevelopment: <ul style="list-style-type: none"> ○ Staff and therapist feedback on functionality and effectiveness of the new space. ○ Observation records showing improved regulation and engagement during and after sensory input sessions. ○ Learner progress data, behaviour tracking, and case studies highlighting improved outcomes linked to better regulation. • Outdoor Area Improvements: <ul style="list-style-type: none"> ○ Before-and-after comparisons of use and engagement in outdoor spaces. ○ Staff observations and learner engagement records showing increased use of these areas for regulation and learning. ○ Feedback from learners and staff on accessibility and impact on wellbeing. • Minibus Training / RAKAT Access: <ul style="list-style-type: none"> ○ Records of staff completing training or renewals. ○ Increased number of off-site trips logged. ○ Broader range of learners accessing community events, evidenced in photographs, earwig, learner voice, and trip evaluations. • PE Provision Review: <ul style="list-style-type: none"> ○ PE lesson observations, learning walk notes, and moderation feedback. ○ CPD attendance records and reflections. ○ Improved learner engagement and achievement in PE, supported by progress data and student voice. ○

Expected impact and sustainability will be achieved

- **Better Utilisation of Play Areas (with OT support):**

Collaborating with OT to develop sensory-informed use of play spaces ensures that they become embedded tools for regulation rather than just recreation. This approach supports whole-school consistency and builds sustainable strategies into everyday practice.

- **Play Area Utilisation (OT input):**

- OT reports and recommendations implemented into daily routines.
- Staff using adapted play spaces confidently, evidenced in planning, session observations, and team feedback.
- Monitoring through regulation tracking tools and engagement in unstructured play sessions.

Actual impact/sustainability and supporting evidence

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