

# PE Funding Evaluation Form

Commissioned by



Department  
for Education

Created by



## 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.

## Review of last year 2024/25

**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"> <li>• <b>Outdoor Area Improvements:</b> Enhanced sensory-friendly spaces increased learner engagement, independence, and wellbeing. Co-designed layouts and durable materials ensure long-term usability.</li> <li>• <b>Minibus Training &amp; RAKAT Access:</b> More staff trained to drive the minibus and use external transport, enabling broader access to community-based learning and enrichment activities.</li> <li>• <b>PE Provision Review:</b> PE lessons now meet standards, with improved differentiation and engagement. Bikeability successfully reintroduced, promoting independence and motor skills.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Outdoor Areas:</b> Staff observations, learner feedback, and engagement records show increased use for regulation and learning.</li> <li>• <b>Transport Access:</b> Training records, trip logs, and learner participation data confirm increased community engagement.</li> <li>• <b>PE Provision:</b> Lesson observations, CPD records, and learner progress data demonstrate improved quality and outcomes.</li> <li>• <b>Play Areas:</b> OT reports, planning documents, and observation notes show consistent sensory-informed practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Initial reliance on a small number of staff for transport limited early access to trips.</li> <li>• Some outdoor equipment required adjustments to better meet sensory needs.</li> <li>• PE provision needed targeted CPD to align with standards.</li> <li>• Staff initially lacked confidence in using play areas for sensory regulation.</li> </ul>	<ul style="list-style-type: none"> <li>• Early trip records showed limited participation.</li> <li>• Feedback indicated gaps in outdoor provision and sensory opportunities.</li> <li>• Learning walks highlighted inconsistencies in PE delivery.</li> <li>• Observations revealed underutilization of play spaces before OT input.</li> </ul>

## Review of last year 2024/25

- **Play Area Utilisation with OT Support:** Play spaces now used for sensory regulation, embedded into daily routines. Staff are confident in applying OT strategies.

## Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<p><b>Community Engagement &amp; Enrichment (SDP 1)</b></p> <ul style="list-style-type: none"> <li>• <b>Explore opportunities to expand learners' hobbies and interests through partnerships with local community fitness hubs.</b> <i>(Focus: Enrichment, Inclusion, New Opportunities)</i></li> </ul> <p><b>Inclusive Communication in Physical Education (SDP 2)</b></p> <ul style="list-style-type: none"> <li>• <b>Empower PE advocates to ensure all physical environments including sensory rooms, playgrounds, and PE lessons are established as total communication zones.</b> <i>(Utilise PE advocates in collaboration with Occupational Therapists)</i></li> <li>• <b>Evaluate the communication accessibility of PE lessons and assess PE teachers' confidence in delivering inclusive, communication-friendly instruction.</b> <i>(Focus: Staff Development, Inclusive Practice)</i></li> </ul> <p><b>Resource &amp; Equipment Development (SDP 3)</b></p> <ul style="list-style-type: none"> <li>• <b>Collaborate with Occupational Therapists and PE specialists to assess and procure robust, learner-appropriate equipment.</b> <i>(Focus: Resource Planning, Learner Needs)</i></li> </ul>	<p>Identify and reach out to local fitness hubs and community centres to explore partnership opportunities. Arrange site visits and pilot sessions for learners. Gather feedback from staff and families to assess engagement and suitability, then formalise ongoing enrichment links.</p> <p>Provide training for PE advocates on total communication strategies in collaboration with the Speech and Language Therapy (SaLT) and OT teams. Audit current physical spaces and develop action plans to embed visual, verbal, and tactile communication supports. Conduct staff surveys and focus groups to assess confidence and identify training needs. Develop CPD sessions focused on inclusive communication in PE. Monitor progress through lesson observations and feedback loops.</p> <p>Organise joint planning meetings with OTs and PE leads to review current equipment and learner needs. Create a prioritised resource list and allocate budget accordingly. Trial new equipment and evaluate its impact on learner engagement and safety. Utilise school council to select equipment they would like to try.</p>

## Intended actions for 2025/26

### Staff Development & Curriculum Transition (SDP 4)

- **Provide mentoring for Teaching Assistants and the new Physical Development Lead to support a smooth transition and effective delivery of the curriculum.**  
*(Focus: Training, Leadership Support)*

Establish a mentoring schedule with clear objectives and milestones. Pair experienced staff with new team members for shadowing and coaching. Include regular check-ins and feedback sessions to ensure confidence and consistency in curriculum delivery.

## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<p><b>Community Engagement &amp; Enrichment</b></p> <p>Learners will have increased access to diverse physical activities, fostering social inclusion, confidence, and well-being. Sustainable partnerships with local hubs will create ongoing enrichment opportunities and strengthen community ties.</p> <p><b>Inclusive Communication in Physical Education</b></p> <p>Creating total communication zones will ensure all learners can access and participate in physical activities, regardless of communication needs. Embedding these practices into physical spaces and routines will promote long-term inclusivity and consistency across settings.</p> <p>Improved teacher confidence and communication in PE lessons will lead to more inclusive and engaging learning experiences. Ongoing CPD and reflective practice will sustain staff development and inclusive pedagogy.</p>	<p><b>Community Engagement &amp; Enrichment</b></p> <ul style="list-style-type: none"> <li>• Learner participation records and attendance at community fitness hubs</li> <li>• Feedback from learners, families, and staff</li> <li>• Photos, case studies, or learner voice capturing engagement and enjoyment</li> <li>• Evidence on Earwig</li> <li>• Sustained partnerships and scheduled enrichment activities</li> </ul> <p><b>Inclusive Communication in Physical Education</b></p> <ul style="list-style-type: none"> <li>• Environmental audits showing presence of communication supports (e.g., visuals, symbols)</li> <li>• Observations of PE sessions demonstrating inclusive communication strategies</li> <li>• Staff feedback and SaLT/OT input confirming implementation</li> <li>• Learner engagement and reduced barriers to participation</li> <li>• Pre- and post-training surveys showing increased staff confidence.</li> <li>• Lesson observation notes highlighting inclusive practice.</li> <li>• CPD attendance records and reflective logs</li> <li>• Improved learner outcomes and participation in PE</li> </ul>

## Expected impact and sustainability will be achieved

### Resource & Equipment Development

Robust, appropriate equipment will enhance learner safety, engagement, and physical development. Collaborative planning with specialists ensures resources are tailored and future-proofed, supporting sustained use and adaptability.

### Staff Development & Curriculum Transition

Mentoring will build staff confidence, consistency, and leadership capacity, ensuring a smooth curriculum transition. A culture of peer support and professional growth will sustain high-quality delivery and staff retention.

### Resource & Equipment Development

- Equipment inventory and usage logs
- Feedback from staff and learners on suitability and effectiveness
- OT and PE specialist evaluations
- Evidence of improved physical engagement and safety

### Staff Development & Curriculum Transition

- Mentoring logs and feedback forms
- Staff confidence surveys and curriculum delivery reviews
- Observation of consistent practice and learner progress
- Evidence of leadership development and peer support culture

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?