

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
<p>Update Outside Areas</p> <p>Staff minibus training / hiring RAKAT</p> <p>Review PD teaching standards</p> <p>Better utilisation of play areas to support sensory regulation (Link to SDP)</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</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?
<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • 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. ○ • Play Area Utilisation (OT input): <ul style="list-style-type: none"> ○ 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?
<p>1. Outdoor Area Improvements</p> <p>The enhanced outdoor spaces have significantly increased learner engagement in self-directed regulation and active play. Staff observations and learner feedback highlight improved wellbeing, greater independence, and more frequent use of outdoor areas as part of structured and unstructured learning. The use of robust, low-maintenance materials and co-designed layouts with staff and pupils has ensured these improvements will remain functional and engaging for years to come.</p> <p>2. Minibus Training and RAKAT Access</p> <p>Investing in staff training and transport logistics has expanded access to off-site learning and enrichment opportunities. A wider range of learners are now participating in community-based activities, enhancing their social development, independence, and confidence. The increased number of staff with driving capability ensures long-term sustainability, reducing dependency on a small core team and future-proofing this provision.</p> <p>3. PE Provision Review</p> <p>Following the review and targeted support, PE lessons now being delivered in line with government guidelines. Staff are more confident in delivering differentiated physical activities, with increased learner engagement and progress evident in lesson observations. Bikeability has been successfully reintroduced, offering structured cycling sessions that promote independence, coordination, and road safety awareness. To support this, school bikes have been maintained to ensure</p>	<p>Outdoor Area Increased Engagement:</p> <p>Evidence:</p> <ul style="list-style-type: none"> • PE lesson observations and learning walk. • Planning documents showing differentiation and inclusive approaches. • Learner engagement and progress tracking on EARWIG. • Pupil voice (video clips showing engagement). <p>Bikeability Reintroduction</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Timetables or rotas showing Bikeability sessions delivered. • Photos or videos of learners participating. • Bikeability instructor reports (if using external providers). • Learner outcomes or certificates. • Staff reflections or session logs detailing pupil progress. • OT or PD Lead feedback about motor skills/generalisation of skills. <p>Maintenance of Bikes</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Bike maintenance logs. • Budget/spend records showing maintenance costs. • Visual checks clean, usable bikes ready in storage.

Actual impact/sustainability and supporting evidence

consistent access and reliability. Community visits linked to physical development have been re-evaluated, resulting in clearer expectations and planning guidance for the upcoming academic year. This ensures off-site physical activities are purposeful, inclusive, and aligned with learners' developmental goals. These embedded systems and resource maintenance strategies contribute to the long-term sustainability of our PE provision.

4. Utilisation of Play Areas with OT Support

Collaborative work with the OT team has shifted the perception and use of play areas from purely recreational to integral parts of learners' regulation strategies. Staff now confidently incorporate sensory-informed approaches into daily routines, and this cultural shift is evident in both planning and practice. Embedding these approaches into the whole-school ethos supports long-term consistency and resilience across teams.

- Fewer missed sessions due to equipment issues (verbal reports).

Evaluation of Community Visits

Evidence:

- Trip planning forms and post-visit evaluations.
- Staff reflections or debrief notes on impact of visits.
- Risk assessments with educational aims included.
- Attendance records of different cohorts accessing trips.
- Photos/videos and pupil voice from trips.
- Changes made to trip planning documents or guidance for next year.

New Expectations for the Next Academic Year

Evidence:

- Internal guidance documents and updated PD policy available on TEAMS.
- Planning frameworks for PE and enrichment (draft and confirmed).
- PE timetables.
- CPD or briefing notes shared with staff outlining next steps.
- Staff understanding and readiness, evidenced in planning discussions.