

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>3 staff from KS1 and 2 have undertaken Rebound Training and are actively providing rebound sessions for students.</p> <p>Sensory integration training provided for 9 KS1 and 2 staff including PE teacher.</p> <p>Playground training for 20 staff from KS1 and 2 provided. Staff fed back ideas of strategies to develop lunchtimes after the training. A further in house session provided for all T.A's to promote active playtimes. Playground resources, equipment and ideas provided.</p> <p>Students participated in KS2 Panathlon at Comberton VC</p> <p>MOVE training and blue ramp purchased</p> <p>1 KS2 student accessed swimming lessons with KS3 students at an external pool to provide greater stretch and enable him to make further progress.</p>	<p>9 students from EY and KS1 currently access Rebound Training. Greater active involvement of students in PE lessons.</p> <p>Greater involvement of students in PE lessons and staff more able to adapt activities and environments to enable students to make progress.</p> <p>Feedback from staff to say how much students are actively engaged at playtimes particularly with climbing and running. Learning walk evidence supports this.</p> <p>7 KS2 students participated in the KS2 Panathlon at Comberton VC against KS2 students from mainstream schools. This is the first inter school Panathlon KS2 students have participated in. All students expressed enjoyment at participating and were actively engaged throughout the competition.</p>	<p>The cold weather impacts the use of the rebound trampolines in the winter. Some damage to the netting of the trampolines.</p> <p>Swimming training: 2 staff were enrolled on swimming training but were withdrawn due to an Ofsted inspection.</p>	<p>Students do not want to access them in cold weather. Only one student is accessing it in January.</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>To increase all staff's confidence, knowledge and skills in teaching PE and sport: To continue to develop staff knowledge in Rebound Therapy. To widen staff skillset and empower teaching assistants to take responsibility for an area of the PE curriculum (DrumFit).</p> <p>Increase engagement of all pupils in regular physical activity and sport Further development of active playtimes. To enable more KS2 pupils to meet the minimum national curriculum requirement for swimming.</p> <p>Raise the profile of PE and sport across the school, to support whole school improvement. To explore DrumFit, costs for lunchtime club/playground and lesson provision to engage all learners with a range of additional needs. To explore models of good practice around sensory circuits.</p> <p>To offer a broader and more equal experience of a range of sports and physical activities to all pupils. To offer additional off-site activities in climbing for a small number of KS1 and 2 students to challenge their ability to climb in a safe and controlled environment.</p> <p>To increase participation in competitive sport. To increase the number of students participating in intra and interschool sports</p>	<p>Training for 3 members of staff in Rebound Therapy to be provided. Purchase equipment, facilitate training, embed training in PE curriculum.</p> <p>A small group of KS2 students who are too tall to benefit from using the small hydrotherapy pool in school and are within reach of achieving the minimum national curriculum requirement of 25m will be taken with a KS3 class to a public pool to enhance their progress.</p> <p>To explore building in sensory corridor equipment to allow students to regulate whilst transitioning around the school. Purchase equipment, facilitate training, embed training in PE curriculum.</p> <p>Weekly clip and climb sessions, at purpose built climbing venue.</p> <p>An internal intra-school boccia tournament to be held in the summer term. An inter- school boccia tournament and pre-tournament match against another SEND school to take place. Participate in additional KS2 inter-school sports events.</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">• Staff to increase their knowledge and understanding of high quality PE lessons to improve the quality of provision delivered in curriculum time.• Pupils are provided breadth of engaging PE activities that meet wider pupil need.• Pupils participate in a range of physical activities during unstructured playtimes.• Pupils are provided the opportunity to improve and refine their swimming superpower.• Pupils self/co-regulate as they transition around the school building• Pupil attention with work based tasks is extended because their physical need is met.• Pupils develop personal safety skills• Pupils learn and develop key team work skills	<ul style="list-style-type: none">• Learning walk feedback• Pupil progress• Reduction in behavior related incidents• Staff response to training• Pupil engagement in physical activities

Actual impact/sustainability and supporting evidence

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