

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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Review of last year 2024/25

What went well?	How do you know?	What didn't go well?	How do you know?
<ul style="list-style-type: none"> • Pupils sustained or increased active participation in a wider range of daily physical activities through modelling/training at leisure times by Sports Champion and through appropriate communication support. • A weekly plan of activities was devised for pupils across the Primary phase so there was a theme of physical activities to follow on a daily basis. • Specific CPD took place for Lunchtime Support Assistants to train them in how to use activities, how to model them to pupils and how to support pupils engagement and selection. • 3 New teachers (2 ECTs and one New to school) accessed the CPD led by TWSSP Enhancing the induction of new teacher and the implementation of PE. • 12 staff accessed 'warm swim' training to enable them to implement physical and water swimming skills with pupils accessing with complex needs. • Pupils accessed a wide range of activities led by external sports coaches e.g. dance, boccia, tennis, new age kurling, cricket and multisports. • Bikeability (balance and ride) sessions took place for pupils in Year 1. • Pupils in Year 2 and some in Year 3 	<p>Through monitoring by 'Sports Champion', SLT, teachers and through feedback from staff:</p> <ul style="list-style-type: none"> • Pupils are engaged at leisure time. • Pupils are accessing a wider range of resources across leisure time. • Staff are more confident in engaging pupils in varied activities. • Pupils were able to articulate their choices/preferences through differentiated communication support relating to activities. • Pupils are making small step progress in relation to water skills, fundamental skills of movement, specific sports and general physical development. • Pupils are making progress in aspects of their personal development and independence e.g. putting a helmet on, dressing for swimming. • Parent/carer feedback in relation to engagement with activities outside of school e.g. weekend clubs, bike riding, swimming. • Pupils were provided with opportunities to compete in sports events outside of their usual peer group which enhanced their social interactions with others and supported them in accessing new environments. 	<ul style="list-style-type: none"> • Direct training for TA's was modelled by Sports Champion through daily sessions but due to CPD timetable a whole school session on daily leisure time did not take place. • Due to in school capacity specific training on physical activity/PE for parents/carers has not taken place this academic year. However, there have been 5 Sports Days for the Primary Phase where PE Coordinators and Sports Champion have worked alongside parents modelling at activities and equipment. • Due to school capacity and training time, specific CPD in relation to balance and ride sessions did not take place. • Training for an additional swimming teacher didn't take place. • Some resources have not lasted as hoped. • Additional teachers were not trained in the use of Sherborne movement. 	<ul style="list-style-type: none"> • Although direct support was provided to teaching assistants some are still not confident in the delivery of activities or have the knowledge behind the purpose of activities. This needs to be strengthened to ensure there is maximum impact. • Parents/carers have not previously accessed any direct training on PE or physical development in school. • Some teachers and teaching assistants are not aware of how to make the best use of the available bikes and adapted bikes used across the school. • Due to the cancellation of Sherborne training there may be missed learning opportunities for some pupils due to a gap in knowledge.

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<p>accessed horse-riding sessions throughout the academic year.</p> <ul style="list-style-type: none"> • Pupils accessed sporting events outside of school with other special and mainstream schools. Some of these events were built on the knowledge and skills gained in school e.g. cricket, boccia, multisports and football. • All teachers accessed practical CPD training in cricket. 	<ul style="list-style-type: none"> • Teachers are implementing the CPD they have received through the development of the curriculum and application of learning in lessons and leisure activities. 		
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Overview of spending (reported to DFE):

Activity	Cost
Sports Champion Work – LSA training, resources for playgrounds and monitoring	£2000
New Teacher SEND specific induction	£750
Warm Swim Training	£2500
External Sports Coaches	£3500
Bikeability Sessions	£1000
Horse riding and associated transport costs	£6190
Sporting events offsite including transport	£1000
Cricket CPD for teachers	£500
	Total: £17,440

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent (Based on approximate funding of £17,440)	Implementation
<ul style="list-style-type: none"> • For all staff to access high quality swimming CPD to support pupils to develop their water skills/swimming. (£1000) • For all pupils in the Primary Phase to access direct coaching in cricket and linked fundamental skills of movement. (£3768) • Teachers to revisit cricket CPD to support the implementation into PE lessons. (Included in cricket costing above) • For pupils in Year 2 to access horse riding sessions throughout the academic year. (£5700) • For all pupils in Primary Phase to access a variety of sports activities linked through external coaches at lunchtimes. (£2000) • Pupils in KS2 to access after school clubs with sports coaches. (£2000) • Sports Champion to organise and coordinate more sport competitions and activities within the school or the local area. (£1000) • Training for new TA's and LSA's in the implementation of leisure activities. (£500) • Review and purchase of resources specifically linked to swimming. (£750) • To enhance the use of balance bikes and adapted bikes across school through whole school training and modelling. (£750) 	<ul style="list-style-type: none"> • PE Coordinator/Sports Champion and staff trained as swimming teachers to revisit the swimming curriculum and develop and deliver whole school training through liaison with training coordinator. • PE Coordinator/Sports Champion to organise and timetable for pupils across the Primary Phase to access direct coaching in cricket. This will support pupils but also provide modelling and direct support to staff. • PE Coordinator/Sports Champion to organise Cricket CPD training for teachers linked to the direct coaching sessions so that this can then be implemented into PE and leisure activities. To be organised through training coordinator. • Primary Lead to organise riding sessions for pupils in Year 2 and timetable across the academic year including organising transport. • PE Coordinator/Sports Champion to arrange and timetable for a range of coaches to provide lunchtime clubs for pupils across the year. • PE Coordinator/Sports Champion to arrange and timetable for a range of coaches to provide afterschool clubs for pupils across the year. To be organised through Health and Wellbeing Team. • PE Coordinator/Sports Champion to research and plan for pupils in the Primary phase to access competitions and activities outside of school through links with TWSP and relationships with other settings. • PE Coordinator/Sports Champion to plan and deliver training to TA's and LSA's to implement leisure activities and then monitor the impact of the training. To be agreed through training and induction coordinators. • PE Coordinator/Sports Champion to complete an audit of physical swimming resources alongside the development of the curriculum and order resources as appropriate to pupil need agreed through Headteacher. • PE Coordinator/Sports Champion to revisit training materials for bike skills and provide training to all staff through liaison with training coordinator.

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"> • Wider links and development of relationships within the community such as sports coaches, other schools and sports settings which will support the inclusion of our pupils with complex needs and provide established links for future sports developments or activities. • Increased engagement from parents/carers through feedback from activities in school. This in turn could promote the access of activities outside of school and provide pupils with the opportunities to develop skills in wider context or develop a hobby. • Increased social opportunities for pupils outside of their usual social group e.g. year group, phase, pupils and staff from other settings, external visitors. This will support pupils in terms of their personal development and their independence and social relationships to the future. • All staff will be confident to deliver activities across leisure time/Cricket which will be sustainable for future years. This will promote engagement and the development of skills of pupils. • Increased engagement from parents/carers in after school clubs through the offer of sports coaches. Staff will have increased confidence of modelling and supporting at activities through the direct modelling from coaches. • The demonstration of pupil progress against the swimming curriculum will be greater and staff will be trained in delivering and modelling these skills to pupils. This will impact future year groups. There will be appropriate resources available to support the facilitation of this. • Pupils will make small step progress in relation to specific PE skills, fundamental skills of movement and their physical development that will be built on further throughout school. 	<ul style="list-style-type: none"> • Pupil curriculum and annual review reports will note progress or sustainment of skills throughout the academic year. This will include evidence of personal development and relationships with others. • For some pupils' assessment data will demonstrate that pupils have achieved specific descriptors and the percentage they have achieved will increase. • Feedback from staff (verbal and through evaluation) will demonstrate that they are more confident in the delivery of leisure and specific PE activities such as swimming and cricket. • Feedback from parents/carers will demonstrate pupils access to activities outside of school. • There will be a number of activities outside of school in the community that will have been accessed. • Pupil voice in relation to activities they are accessing. • Activity registers/After School Club registers will demonstrate which pupils have accessed events. • Photographic and video evidence linked to cultural capital evidence will demonstrate showing increased pupil motivation and development of skills.

Actual impact/sustainability and supporting evidence

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