

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 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.

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 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?
Increased opportunity and engagement of pupils in accessing physical activity	All classes accessing daily movement sessions e.g. morning walks, yoga, sensory circuits provision 6 week block of taught yoga accessed by all classes throughout the year 3 x weekly lunchtime movement/football/multiskills sessions delivered by Hitchin Town football club Spring term cycling sessions delivered to semi formal/formal pathway classes Bikes maintained and serviced EYFS pupils have access to bikes/pedal rollers/scooters at lunchtime play All classes have accessed 3x 4 wee blocks of swimming sessions throughout the academic year.	Pupils unable to attend some special school sporting events due to distance to location of hosting school and impact on timetable/end of school day	
Increased knowledge and confidence of staff – CPD	Whole school training focused on sensory circuits and sensory regulation. Purchase of equipment for shared spaces and class areas to develop sensory circuits provision across the school. Whole class/small group and individual pupil opportunities to access sensory circuits provision		
Increased participation in competitive sport	Participation in special school s events e.g. LTA open court festival		

Intended actions for 2025/25

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
Continue to develop and increase the knowledge/confidence of staff delivering PE/movement/sensory circuits provision across the school All children to continue to take part in regular daily movement opportunities; - Daily access to sensory circuits - Daily movement/stretch/yoga opportunities - Regular access to environment area for daily/weekly walks - Outside play and learn provision Continued access to high quality PE/movement/sensory circuits equipment Continue to work with external professionals/sports coaches to provide high quality lessons/activities	Provide whole school staff training opportunities To purchase sports / sensory circuit equipment to enable children to take part in physical activities and use quality equipment that may or may not need to be adapted to support the children's learning disabilities. Liaise with coaches/external agencies to provide sessions/input during curriculum lessons or other opportunities e.g. playtimes

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?
Increased level of fitness through daily movement opportunities (class based, playtimes and curriculum time) Children to be confident to take part in a range of sports activities. Increase in children's self-esteem, confidence and wellbeing Children are more ready for their learning and able to access self regulation activities e.g. sensory circuits when needed Staff are confident in delivering sensory circuits or physical activities that will alert of calm the children. Providing opportunities for the children to interact/engage/socialise with peers from within school and from other special schools at events	Evidence of achievement/progress and assessment on school online assessment system; Trackable Observations, photos and video evidence of physical movement activities on trackable Discussion with children in classes, school council and pupil voice reflected through pupil surveys Observation of children/classes/learning areas Positive impact on pupils observed through learning walks, CPOMS (behaviour) logs

Actual impact/sustainability and supporting evidence

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