

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.

Summative digital reporting from June 2026 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.

Details with regards to funding:

Intended actions:	
Action 1: Membership to WFSSP	£1000
Action 2: Purchase additional physical equipment and maintain current equipment	£7518
Action 3: Rebound therapy training additional training linked to class need.	£2022
Action 4: 3 rd year subscription for iMoves to include all ages	£700
Action 5: Worcester Warriors Coaching Sessions	£1560
Action 6: CPD- Confidence in teaching physical development EYFs & P1 Inclusive PE & iMoves training P2 & P3	£300 & £200
Action 7: Develop active links to sports in the local community e.g. Zumba	£600
Action 8: Develop a physical space for our most complex pupils.	£3000
Action 9: Further extension opportunities for Physical Development at lunchtime club	£1000
Total spend:	£17,900
Total amount allocated for 2025/26	£17,900
How much (if any) do you intend to carry over from this total fund into 2025/26	£0

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"> • Some staff have attended CPD sessions which has extended their knowledge and skills in delivering inclusive PE sessions. • Pupils have participated in PE competitions which supported their physical activity goal and enabling them to meet students from other schools. • Pupils who have enhanced skills on the trampoline are now able to attend Rebound Therapy sessions which has supported the development of these pupils co-ordination, muscle tone, special and body awareness to develop. • Pupils participate in active blasts sessions, particularly in Pathway 	<ul style="list-style-type: none"> • Teachers who attended the training have began to implement the strategies learnt in their PE sessions. This has been seen through physical development monitoring. • Pupils who were able to shared they enjoyed the competitions they attended. • Whole school timetable reflects this, through curriculum monitoring, observations/ EFL. • Intervention tracker completed for pupils attending rebound therapy. EFL shows pupils progress against WFSPS. 	<ul style="list-style-type: none"> • Where the sensory circuit space is, is not suitable for all pupils as many cannot manage with the trampoline being available and not being able to use it due to not having enough staff trained to deliver rebound therapy. • Purchasing bikes and bike maintenance as further maintenance is already needed and we do not have adequate storage for the bikes purchased. 	<ul style="list-style-type: none"> • Observations of the use of space and staff discussing this being an issue. • Bikes are not in the designated shed due to limited space and several bikes unable to be used due to faulty bikes.

Review of last year 2025/25

<p>2 and 3. This has supported the pupils in achieving at least 2 hours of physical activity a week.</p> <ul style="list-style-type: none">• Our younger pupils have had the opportunity to develop their balance and co-ordination using the balance bikes.• Pupils are more engaged in games as we have the equipment to teach a variety of different games.• Our older pupils are now able to access sensory circuits which has increased their physical activity and supported them to develop their physical skills. Pupils are beginning to take themselves to the sensory circuit space to support self-regulation.	<ul style="list-style-type: none">• Pupils participate in active blasts sessions during the school day.• Staff have observed the pupils who are accessing the balance bikes develop confidence and skills using these.• Pupils have made positive comments during PE games sessions.• Observations have demonstrated an increase in physical activity and levels of engagement.		
--	--	--	--

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<ol style="list-style-type: none"> 1. Raise the profile of PE and sport across the school, to support whole-school improvement through participation in sporting events and competitions. 2. Increase engagement of all pupils in regular physical activity and sport. 3. Enhance movement patterns, develop and promote motor skills, body awareness, balance and co-ordination through training more staff in Rebound Therapy so a larger cohort of pupils can attend sessions. 4. Regular opportunities to participate in physical activity are given to pupils through the use of Active Blasts sessions on iMoves. 5. Sports coaches to help upskill teachers through modelling lessons, team teaching and lesson observation with feedback. 	<ol style="list-style-type: none"> 1. Continue our membership to WFSSP, create a timetable of events and allocate these to pathways, pathway leaders then identify classes and plan these events and competition in advance as per our off-site policy. 2. Ensure pupils across the school can be physically active throughout the school day by purchasing any additional physical equipment for the classrooms and replenishing equipment already purchased. 3. Staff to attend rebound therapy training, these staff to be selected based on pupil need. 4. The use of iMoves to be embedded within pathway 2 and 3. 5. Worcester Warriors to deliver PE sessions with a range of classes in different pathways across the school. 6. Organise for inclusive PE sessions to be delivered to teachers to increase their confidence and knowledge. Organise training

Intended actions for 2025/26

6. To increase staff's confidence, knowledge and skills in teaching PE and sport.
7. Build and develop active links and clear pathways to sport, physical activity and leisure providers in the local community.
8. Increase and develop engagement in physical activity for our most complex pupils, who are difficult to engage.
9. Introduce lunchtime clubs that include more physical activity to further support pupils' time engaged in active sport/physical activities.

delivered by our Occupational Therapists, to develop staff's knowledge of how to use the physical equipment in-class and in the sensory circuit spaces effectively to meet the pupils physical and sensory needs. iMoves training for pathway 2 and 3.

7. Identify a group of pupils to attend weekly Zumba, or another physical activity session in the local community.
8. Create a bespoke physical space for these pupils to access to engage them within physical activity.
9. Staff training and purchase of appropriate pathway equipment e.g. parachutes or 5 a-side football posts.

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?
<ol style="list-style-type: none"> 1. To raise the profile of PE and sport across the school through participating in sport events. 2. Pupils will engage in regular physical activity as they are given the opportunity to do this within their classroom environment as well as in sensory circuits and PE sessions. 3. To enhance movement patterns, develop and promote motor skills, body awareness, balance and co-ordination through Rebound Therapy. 4. Pupils achieve 2 hours of physical activity each week through the use of active blasts on iMoves. 5. Teachers physical development knowledge increases due to sports coaches modelling lessons, team teaching and providing lesson observation with feedback. 6. To increase staff's confidence, knowledge and skills in teaching PE and sport. 	<ol style="list-style-type: none"> 1. Physical Development Achievements during these events will be captured using our observation tool, EFL. Physical Development Monitoring/ Pathway MAD weeks to identify whether skills in delivering PE lessons have developed. 2. Achievements in Physical Development captured using our observation tool, EFL. Pupil passports share pupils likes. 3. Progress against Rebound Therapy program- <u>Winstrada</u>, Observations recorded using EFL and Intervention Tracker. 4. Evidence of pupils participating in active blasts sessions on EFL. 5. Achievements in Physical Development captured using our observation tool, EFL. Monitoring, including whether there has been an enhancement in the delivery of engaging PE sessions from the teachers who have worked alongside sports coaches. 6. Staff questionnaires using Microsoft forms to provide

Expected impact and sustainability will be achieved

7. Increase physical activity outside of school, developing and building links to others in the community.
8. Our most complex pupils participate in physical activity because they are highly motivated by the physical equipment/ space created for them.
9. Each pathway is given the opportunity to engage in physical activity at lunch times.

feedback on the effectiveness of the CPD sessions.
Monitoring.

7. Participation in leisure activities captured using EFL.
8. Pupil passports sharing likes, achievements in Physical Development captured using our observation tool.
9. Lunch time clubs take place across the week in each pathway.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ol style="list-style-type: none"> 1. Pupils attend PE competitions, supporting their daily physical activity goal. Pupils take part in PE and Sport Activities. Develop social skills through meeting other pupils. 2. Pupils have access to physical equipment in the classroom so they can benefit from physical exercise. This exercise supports their self-regulation. Equipment purchased from well-known suppliers. 3. Ensuring staff are trained Rebound therapists at level 4-8 means all pupils could attend our rebound therapy intervention. 4. Pupils have daily active blast sessions which help them to achieve 2 hours of physical activity each week. Teachers have access to resources to support teaching fundamental movement skills. 5. Staff develop their knowledge and skills of teaching PE; this will support pupils now and in the future. 6. All pupils can access physical equipment to increase their 	<ol style="list-style-type: none"> 1. Physical Development Achievements during these events were captured using our observation tool, EFL. Physical Development Monitoring/ Pathway MAD weeks to identify whether skills in delivering PE lessons have developed. 2. Achievements in Physical Development captured using our observation tool, EFL. 3. Progress against Rebound Therapy program- <u>Winstrada</u>, Observations recorded using EFL and Intervention Tracker. 4. Evidence of pupils participating in active blasts sessions on EFL. 5. Achievements in Physical Development captured using our observation tool, EFL. MAD week monitoring and physical development monitoring. 6. MAD week monitoring and physical development monitoring. Achievements in Physical Development captured using our observation tool, EFL. 7. Evidence of pupils developing their physical development

Actual impact/sustainability and supporting evidence

exercise and support self-regulation through sensory circuits- space developed last year for younger pupils to access, space to be developed this year for older pupils to access.

7. Younger pupils develop control, co-ordination, core-strength and balance by accessing and learning how to use balance bikes. Build a program for biking.
8. Older pupils will continue to have the opportunity to develop control, co-ordination, core-strength and balance by accessing and learning how to use balance bikes.
9. Pupils will have the opportunity to develop their physical exercise through games which they are often highly motivated and engaged by.

Pupils will have the opportunity to access physical activities during their play and lunchtime.

captured using EFL. Progress in physical development and well-being captured using SONAR.

8. Evidence of pupils developing their physical development captured using EFL. Progress in physical development and well-being captured using SONAR.
9. Evidence of pupils developing their physical development captured using EFL. Progress in physical development and well-being captured using SONAR. Pupils participating in sports day events and further competitions/ external events.

Pupils will access physical activities during play and lunchtimes, enabling progress towards their physical development and well-being. This evidence will be captured on EFL, progress seen on SONAR, and physical development monitoring of play and lunchtimes.