

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>Increased participation in PE lessons and extracurricular activities. Students showed enthusiasm and improved fitness levels.</p> <p>Active participation in regional competitions, fostering teamwork and confidence in students.</p> <p>Increased swimming proficiency for many students, especially in water confidence and stroke techniques.</p> <p>Positive feedback from students about the opportunity to interact with other special schools and develop social skills.</p> <p>Students were inspired by the athlete's story and engaged more in adaptive sports.</p>	<p>Teacher feedback, student surveys, monitoring participation rates, observed improvements in fitness levels.</p> <p>Positive feedback from coaches and parents, increased student confidence.</p> <p>Swimming progress assessments, student feedback, improvements in swimming levels.</p> <p>Event participation records, student and staff feedback, photos and videos documenting social interaction.</p> <p>Event feedback surveys, student testimonials, increased interest in para-sports.</p>	<p>Limited access for some students with complex needs; some students struggled with new activities.</p> <p>Some logistical challenges with transportation to regional events especially after school events</p> <p>Limited swimming pool availability due to scheduling conflicts between Merstone and partner school as well as the complex needs of pupils requiring staffing.</p> <p>Poor attendance for after school events from a few students due to parent availability and distance.</p> <p>Difficulties in scheduling the event within the academic calendar, which delayed the invitation. Sports Hall being used by both schools' daily</p>	<p>Teacher feedback, student engagement data, some students faced challenges in specific activities.</p> <p>Issues noted in; transportation difficulties to get students home after out of school hour events.</p> <p>Observed by staff and noted in weekly planning; some sessions were canceled or rescheduled.</p> <p>Parent feedback, tracking participation, lower attendance at some events due to travel time and scheduling conflicts.</p> <p>Staff feedback on scheduling conflicts; predominantly shared rooms/resources.</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>Continue to improve physical activity levels for all students, focusing on increasing engagement and skill development.</p> <p>Strengthen relationships with regional sports groups and ensure more inclusive participation in competitions, e.g. SEND Active/Sporty Minds, School Games, Special Olympics.</p> <p>Further improve swimming skills across all students. An increase access to swimming through attending sessions at community pools.</p> <p>Enhance social interaction, competition, and confidence through broader participation in special school events.</p> <p>Inspire students by providing them with a role model and raising awareness of adaptive sports, including bike ability and use of other external agencies.</p>	<p>Provide a broader range of physical activities, including adaptive sports; tailor lessons to students' needs and abilities.</p> <p>CPD for staff around Physical Education, PE and Wellbeing, MATP, Rebound therapy.</p> <p>Plan and coordinate participation well in advance; streamline transportation and logistics for events, increasing attendance through improved parental engagement; plan transport and schedules to ensure higher participation.</p> <p>Schedule the event early in the year; ensure better coordination with external agencies and secure dates that fit the school calendar.</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?
<p>Engagement in High-Quality Physical Activities- Continued engagement in physical activities through well-established programs.</p> <p>Membership of Regional Special School Sports Groups- Lasting relationships with regional groups; students regularly participating in competitions.</p> <p>Outgoing participation in Special Schools/ SEN Sports Events and sustained relationships with other special schools.</p> <p>Inviting external agencies to come into school to deliver sessions to our students- developing an ongoing interest in sports amongst the students</p>	<p>Ongoing participation, continued enthusiasm for physical activity, ability to integrate activities into regular PE lessons. - Participation records, sustained interest in PE classes, curriculum incorporating adaptive sports options.</p> <p>Consistent participation over the years, partnerships maintained with regional groups. - Membership renewal records, continued regional event participation, feedback from staff and students about regional events.</p> <p>Continued high attendance of events, increased number of pupils participating in inter-school events. - Event participation data, increased involvement from other special schools, continued positive feedback from participants.</p> <p>Continuing to host adaptive sports events, increased student engagement in para-sports activities. Records of future events, continued student interest and participation in adaptive sports activities.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Increased student engagement in physical activities, improved coordination, and enhanced fitness levels. Continued participation and enthusiasm for physical activities, with some activities becoming regular fixtures in PE lessons.</p> <p>Regular participation in regional competitions, fostering teamwork and improved confidence. Established relationships with regional groups, with students continuing to participate in events and competitions.</p> <p>Many students made significant progress in swimming, showing increased water confidence and improved stroke techniques. Sustained swimming programs with continued participation from students, leading to long-term skill improvements.</p> <p>Increased social interaction and enhanced confidence for students; students developed a sense of belonging. Regular participation in out-of-borough events; schools continuing to engage and build connections with other institutions.</p> <p>High levels of engagement and inspiration from the para-athlete, with students showing increased interest in adaptive sports. Positive feedback and increasing interest in adaptive sports, with students showing ongoing engagement in similar activities.</p>	<p>Student participation records, fitness assessments, positive feedback from students, and increased enthusiasm for PE. Continued student participation, feedback from teachers about consistent engagement, ongoing planning of PE activities.</p> <p>Swimming progress assessments, student feedback, records of improvements in swimming proficiency, teacher observation. Swimming participation logs, continued student progress, positive feedback from parents and students regarding swimming.</p> <p>Event feedback surveys, photos/videos, positive student and parent feedback, increased interaction with peers from other schools. Event participation data, sustained relationships with other special schools, ongoing student involvement in inter-school events.</p>