

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



Review of 2024-25

What went well?	How do you know?	What didn't go well?	How do you know?
<ul style="list-style-type: none"> • Installation and use of new outdoor equipment created accessible physical spaces for pupils with SLD. • Pupils across the school accessed swimming lessons without financial barriers. • Increased engagement in physical activity for pupils with complex needs. • Improved confidence and water-safety awareness across all cohorts. 	<ul style="list-style-type: none"> • Staff observations and pupil engagement logs show increased participation in outdoor physical activity. • Swimming attendance records demonstrate high participation across the school. • Pupil progress notes show improved physical confidence, balance, and coordination. • Feedback from staff and parents indicates increased enthusiasm for PE and swimming. 	<ul style="list-style-type: none"> • Some outdoor equipment required additional staff training to maximise safe use. • Weather limitations reduced the frequency of outdoor sessions for certain groups. • Transport and scheduling challenges occasionally reduced swimming lesson time for a small number of classes. 	<ul style="list-style-type: none"> • Incident logs and staff feedback highlighted uncertainty around using new equipment initially. • Session timetables show reduced outdoor access during poor weather periods. • Swimming timetables and staff reports show occasional missed or shortened sessions.

Intended Outcomes for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> • To further enhance accessible physical activity opportunities for pupils with SLD and complex needs. • To sustain universal access to swimming lessons and improve water-safety outcomes. • To embed consistent staff confidence in using outdoor equipment safely and effectively. • To broaden inclusive PE opportunities across the school. 	<ul style="list-style-type: none"> • Provide staff training and modelling sessions on safe and effective use of outdoor equipment. • Continue funding all swimming lessons and introduce targeted top-up sessions for pupils not yet meeting national curriculum expectations. • Develop structured outdoor activity timetables to maximise use of new equipment. • Introduce adapted PE resources and sensory-friendly equipment to support pupils with high levels of need.

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"> • Increased physical activity levels for pupils with SLD through sustained access to appropriate outdoor spaces. • Improved swimming competence and water-safety awareness across all year groups. • Long-term staff confidence enabling sustainable use of outdoor equipment without reliance on external support. • A more inclusive PE curriculum that remains accessible year after year. 	<ul style="list-style-type: none"> • Activity logs, staff observations, and pupil engagement data. • Swimming assessment records showing progress toward national curriculum expectations. • Staff training evaluations and follow-up monitoring. • Pupil voice feedback and parent questionnaires. • Increased frequency and quality of outdoor PE sessions recorded on timetables.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none">• Pupils with SLD accessed outdoor physical spaces more frequently and with greater independence.• Swimming participation remained universal, with improved confidence and safety skills.• Staff demonstrated increased confidence in delivering outdoor and adapted PE sessions.• The new equipment has become embedded in daily routines and is used across multiple classes.	<ul style="list-style-type: none">• Engagement data showing increased participation in outdoor activities.• Swimming progress assessments and teacher reports.• Staff feedback and reduced need for support when using equipment.• Photographic evidence, lesson observations, and curriculum monitoring records.