

# PE Funding Evaluation Form

Commissioned by



Department  
for Education

Created by



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## 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>Several key initiatives were successfully implemented this year, leading to positive outcomes for pupils and staff. The continued Real PE membership has strengthened the quality and consistency of PE delivery, with staff confidently using a skills-based approach that supports inclusion and progression for all pupils. The onsite intensive swimming programme provided pupils with regular, structured access to swimming, resulting in improved water confidence, coordination, and safety awareness. Investment in sensory integration training and equipment has enhanced Sensory Circuits provision across the Primary phase, helping pupils develop self-regulation, focus, and readiness for learning. Additionally, the continued training of staff as minibus drivers has increased flexibility and independence, ensuring pupils can access a wider range of sports, swimming, and enrichment opportunities throughout the year.</p>	<p>Real PE Membership: Staff have benefitted from a structured, skills-based PE curriculum, improving confidence in lesson delivery and ensuring high-quality, engaging PE for pupils. Onsite Swimming Lessons: The intensive four-week programme has increased water confidence and swimming ability, ensuring more pupils meet curriculum expectations in a familiar, supportive environment. Sensory Circuits Training &amp; Equipment: High-quality training and resources have enhanced sensory integration for primary pupils, supporting self-regulation, physical development, and engagement in learning. Minibus Driver Training: Training additional staff has increased transport flexibility, ensuring more pupils can access offsite sports, enrichment activities, and competitions, enhancing participation and inclusion.</p>	<p>Some planned developments were not fully achieved this year. The expansion of lunchtime and after-school sporting activities was limited due to staffing and timetable constraints, reducing the range of extra-curricular opportunities available. The renewal of the SENDactive membership and the purchase of outdoor trampolines were delayed, affecting access to some targeted physical and sensory experiences. These actions remain a priority for the coming year to further enhance pupils' engagement, sensory regulation, and participation in a wider variety of physical activities.</p>	<p>Some initiatives faced challenges, highlighting areas for improvement. The expansion of play and extra-curricular sporting activities was limited due to staffing availability and pupil engagement, meaning not all pupils accessed the intended variety of activities. While SENDactive membership was maintained, tracking pupil participation and the impact of the programme was inconsistent, making it difficult to measure its full effectiveness. The purchase of high-quality outdoor trampolines aimed to enhance physical activity and sensory integration, but issues such as installation delays, safety concerns, or lack of designated staff training may have hindered their full use. These challenges suggest a need for improved planning, staff training, and clearer monitoring strategies to maximise the impact of future initiatives.</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>In 2024–2025, Hazel Oak School aims to further strengthen physical activity, inclusion, and well-being through targeted development of PE, outdoor learning, and sensory provision.</p> <p>The Sensory Circuit programme will be reviewed and improved to ensure it continues to effectively support pupils’ self-regulation, coordination, and readiness to learn. The Outdoor Learning provision will be updated to provide enhanced opportunities for physical engagement, teamwork, and connection with the natural environment.</p> <p>The school minibus will continue to play a key role in accessing external sporting events, swimming, and enrichment opportunities. Staff will undertake further MIDAS training to ensure safe and sustainable transport for all pupils.</p> <p>Participation in tournaments and inter-school events will be expanded to strengthen community links and provide pupils with valuable experiences in teamwork, competition, and social interaction.</p> <p>The BEAM – SISS training will be extended through a twilight session in Spring 2025, supporting staff to develop further expertise in physical coordination and motor skills development. Continued subscription to Real PE will ensure a consistent, high-quality, and inclusive approach to PE teaching across all key stages.</p> <p>An equipment audit will be undertaken to identify areas for improvement, ensuring all resources are safe, inclusive, and aligned with the needs of the school’s diverse learners.</p>	<p>The Sports Premium Fund will support key initiatives to enhance physical activity and well-being. Sensory circuits will be implemented with new equipment to aid sensory regulation in SEND pupils through daily sessions and staff training. Outdoor learning provision will be updated with essential equipment, ensuring all pupils experience a residential bushcraft and camping trip. A minibus will be purchased to facilitate transport for tournaments, swimming, and enrichment activities. Funding will support increased participation in sports tournaments, covering entry fees, staffing, and transport. BEAM – SISS training in Spring 2025 will upskill staff to support pupils with coordination difficulties. Real PE will be introduced through staff training and resources to improve the quality of physical education. Additional sports equipment will be purchased following an audit to ensure accessibility and safety. Swimming sessions will be funded to provide SEND pupils with small-group support, transport, and structured lessons, improving water confidence and skill development.</p>

## Expected impact and sustainability will be achieved

<p>What impact/intended impact/sustainability are you expecting?</p>	<p>How will you know? What <b>evidence</b> do you have or expect to have?</p>
<p>The introduction of sensory circuits will support pupils in developing self-regulation, concentration, and readiness to learn. The enhancement of outdoor learning provision and the introduction of a residential experience will foster resilience, teamwork, and confidence through engagement with natural environments.</p> <p>Investment in a school minibus will remove transport barriers, enabling sustained participation in external sports events, swimming sessions, and wider enrichment activities. Increased involvement in sporting tournaments will further promote physical fitness, collaboration, and social development.</p> <p>Through BEAM – SISS training, staff will be equipped with targeted strategies to support pupils with coordination and motor skills challenges, ensuring long-term benefits for teaching and learning. The Real PE programme will strengthen the delivery of PE through a progressive, skills-based approach, enhancing engagement, confidence, and physical development across all key stages. Investment in inclusive sports equipment will ensure that all pupils can access safe and meaningful opportunities to participate in sport.</p> <p>Sustainability will be secured through ongoing staff training, the embedding of new approaches into the curriculum, and the maintenance of resources for long-term use. The minibus and equipment will continue to facilitate active participation beyond the funding period, while structured outdoor learning and residential experiences will become integral components of the school's enrichment offer.</p> <p>By upskilling staff through the Real PE and BEAM initiatives, Hazel Oak School will ensure that the impact of the Sports Premium Fund is sustained through inclusive, high-quality PE provision and a continued commitment to the physical, social, and emotional development of every pupil.</p>	<p>Sensory circuits will be monitored through observation logs, showing improvements in pupils' self-regulation, concentration, and readiness to learn. Outdoor learning and residential experiences will be evaluated through participation data, pupil reflections, and teacher assessments of teamwork and confidence.</p> <p>The school minibus will be tracked through transport and participation records, evidencing increased access to sports events, and enrichment activities. Participation in tournaments will be monitored through attendance data, performance outcomes, and pupil feedback.</p> <p>The impact of BEAM – SISS training will be assessed through staff evaluations and observed improvements in pupils' coordination. The Real PE programme will be measured through lesson observations, staff confidence surveys, and pupil progress in fundamental movement skills.</p> <p>Sports equipment use will be reviewed through audits to ensure accessibility and positive impact on participation.</p> <p>Sustainability will be demonstrated through the integration of new practices into the curriculum, ongoing resource use, and continued staff development—ensuring lasting, high-quality, and inclusive PE provision beyond the funding period.</p>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>We have seen a strong impact across the school, with pupils showing greater engagement and enjoyment in PE and physical activity. Many pupils with SEND are now participating more confidently, demonstrating improved coordination, communication, and self-regulation. Staff have reported increased motivation and willingness to be active, both in structured PE lessons and during free play. This impact is being sustained through inclusive teaching approaches, adapted equipment, and continued staff training, ensuring all pupils have ongoing opportunities to be active, healthy, and successful in PE.</p>	<ul style="list-style-type: none"> <li>• <b>Increased engagement:</b> Pupils are showing greater participation and enthusiasm in PE sessions, demonstrating improved focus, enjoyment, and confidence.</li> <li>• <b>Improved physical development:</b> Many pupils have made clear progress in coordination, balance, and gross motor skills, supported by BEAM and Real PE approaches.</li> <li>• <b>Enhanced inclusion:</b> Adapted equipment and inclusive teaching methods have enabled pupils with a range of SEND needs to take part meaningfully in all PE and outdoor learning activities.</li> <li>• <b>Greater independence and resilience:</b> Outdoor learning and residential experiences have helped pupils build confidence, teamwork, and self-regulation skills.</li> <li>• <b>Wider participation:</b> More pupils are accessing external sports events, swimming, and enrichment activities through improved transport provision.</li> <li>• <b>Staff development:</b> Staff confidence and skill in delivering inclusive PE have increased, with strategies from BEAM – SISS and Real PE now embedded in practice.</li> <li>• <b>Sustainability:</b> PE, outdoor learning, and enrichment are now firmly established within the curriculum, with ongoing use of equipment and training ensuring long-term impact.</li> </ul>