



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? |
|---|---|--|--|
| <ul style="list-style-type: none">• CPD Focused on sensory circuits• Sensory circuits• Pupil participation in school football team.• Infatuation trip -pupils engagement in physical activity. | <ul style="list-style-type: none">• Staff feedback• Learning walks/observations• Reductions of behaviors of concern• Pupil voice• Parent Feedback | <ul style="list-style-type: none">• Staff applying knowledge about movement (sensory circuits) into other learning environments. | <ul style="list-style-type: none">• Learning walks/observations• Feedback from OT |

Intended actions for 2024/25

What are your plans for 2024/25?

How are you going to action and achieve these plans?

Intent

1. Training to develop high quality activities gross motor and sensory movement activities.
2. To offer a range of extra-curricular activities that promote physical activity
3. Raise the profile of PE, Sport and physical activity across the school
4. Implementation of Sensory Circuits as a daily sensory integration activity to support physical development, self-regulation, and engagement.
5. Implementation of morning Sensory Circuits as a daily sensory integration activity to support physical development, self-regulation, and transition into school.

Implementation

OT to carry out an audit of staff competence in delivering gross motor and sensory movement sessions and identify training requirements. OT to identify equipment to support the development of movement programmes for pupils.

Whole Key Stage 2 visit to Inflata Nation, a large inflatable activity centre offering a variety of physical challenges such as climbing, bouncing, balancing, and jumping.

Leycroft Academy will participate in monthly 7-a-side league games held at Aston Villa Foundation. Each session will involve children playing against all other participating teams.

TA-Trained by OT to set up and deliver 5 15-20 sensory circuits to target children-, with a with sensory processing difficulties.

TA-Trained by OT to set up and deliver 10-15 sensory circuits to target children to support transition in and out of school. Target group of children to engage in sensory circuit after they get off the bus in the morning before going into class.

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>Intent 1</p> <ul style="list-style-type: none">• Pupils physical skills, muscle tone, motor control, coordination, visual perception, spatial orientation and motor/sensory skills are improved over time• Increased engagement in sport and physical activities for <u>all</u> pupils• Movement programmes in place <p>Intent 2</p> <ul style="list-style-type: none">• Increase children's engagement in physical activity by offering a fun and stimulating environment that promotes movement and exercise.• Develop fundamental movement skills such as balance, coordination, agility, and spatial awareness through varied inflatable challenges.• Enhance children's physical confidence and willingness to participate in physical activities, supporting positive attitudes towards PE and healthy lifestyles.• Foster social skills such as teamwork, turn-taking, and communication through shared physical play.• Provide an inclusive experience accessible to all children, including those with SEND and EAL, ensuring equitable participation and enjoyment.• Support overall well-being by promoting active play, which can improve concentration and readiness to learn back in the classroom. | <ul style="list-style-type: none">• Progress made towards achieving relevant Early Learning Goal, development matters stage, P or National Curriculum level or PE skill development stages• Monitored through observations, pupil progress meetings, data trawls/Learning Walks by SLT and P.E co-ordinator <ul style="list-style-type: none">• High participation rates from all Key Stage 2 children, with minimal barriers to attendance.• Positive pupil feedback indicating enjoyment, increased confidence, and motivation to engage in physical activity.• Observations and staff reports noting improvements in fundamental movement skills and physical coordination during and after the visit.• Evidence of increased engagement and focus in subsequent PE lessons and classroom activities following the visit.• Monitoring of pupil attitudes towards PE showing enhanced enthusiasm and willingness to participate.• Staff feedback reflecting improved confidence in supporting inclusive physical activities inspired by the visit.• Documentation of any follow-up activities or adaptations in the curriculum that build on skills and experiences gained at Inflata Nation. |

Actual impact/sustainability and supporting evidence

What impact/Intended Impact /sustainability are you expecting?

Intent 3

- Improved Physical Skills and Fitness: Regular competitive play will enhance children's motor skills, coordination, and overall physical fitness.
- Enhanced Social and Teamwork Skills: Playing in a team environment will foster collaboration, communication, and sportsmanship among children.
- Increased Confidence and Inclusion: Participation in a structured league promotes confidence, especially for children with disabilities or additional needs, supporting Leycroft's vision of compassionate active citizenship.
- Motivation and Engagement in Physical Activity: The league structure and recognition of performance will motivate children to engage consistently in physical activity.
- Opportunity for Skill Development in a Safe Environment: The no slide tackling rule and supervision ensure a safe environment conducive to learning and enjoyment.

Intent 4/5

- Improve children's physical coordination, balance, and core strength through targeted sensory-motor activities.
- Enhance children's ability to self-regulate emotions and behaviour, leading to reduced incidents of dysregulation and improved engagement in learning.
- Increase participation in physical activity for all children, including those with SEND, by providing adapted and meaningful movement opportunities.
- Support the development of fundamental movement skills that underpin success in PE and other areas of the curriculum.
- Foster a climate of high expectations in physical activity and well-being, promoting positive attitudes towards exercise and health.

How will you know? What evidence do you have expect to have?

- Attendance and Participation: At least 90% of invited children attend and actively participate in each monthly league game.
- Progression: Measurable improvement in physical skills such as passing, movement, and game understanding, assessed through teacher observations and feedback.
- Positive Behaviour and Teamwork: Evidence of improved social interaction and teamwork skills during and after games, noted in teacher and TA reports.
- Increased Confidence: Children self-report increased confidence in PE and sports activities, supported by staff observations.
- Recognition and Motivation: Regular acknowledgment of team and individual achievements during league games, fostering ongoing enthusiasm for participation.
- Increased engagement and participation in PE lessons and extra-curricular physical activities.
- Reduction in recorded behavioural incidents related to dysregulation, especially during morning sessions.
- Positive feedback from staff on children's regulation and readiness to learn following sensory circuits.
- Observable improvements in children's motor skills and physical confidence over time.
- Regular review and adaptation of sensory circuit activities to meet the evolving needs of children.

Actual impact/sustainability and supporting evidence

| What impact/sustainability have you seen? | What evidence do you have? |
|--|---|
| <p>Intent 1</p> <ul style="list-style-type: none">Enhanced Staff Expertise: Training focused on developing high-quality gross motor and sensory movement activities has significantly increased staff confidence and competence in delivering purposeful physical development sessions. This has led to more effective support for children's physical and sensory needs, contributing to improved gross motor skills and sensory integration across the school.Broadened Extra-Curricular Offerings: The introduction of a diverse range of extra-curricular activities has successfully increased children's participation in physical activity beyond the curriculum. This inclusive approach ensures that all children, regardless of ability, have opportunities to engage in enjoyable and developmentally appropriate physical activities, promoting health and well-being.Effective Sensory Circuits Implementation: The daily implementation of Sensory Circuits, including morning sessions, has supported children's physical development, self-regulation, and smooth transitions into the school day. These activities have contributed to improved focus, behaviour, and readiness to learn, particularly benefiting children with sensory processing needs. | <ul style="list-style-type: none">Learning walks/observationsEvidence for LearningBehavior data |

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?

What **evidence** do you have?

Intent 2

- **Increased Engagement in Physical Activity:**
The creation of a fun, stimulating environment with varied inflatable challenges has significantly boosted children's motivation and enthusiasm for physical activity. This has led to higher levels of participation and enjoyment during PE sessions and beyond.
- **Development of Fundamental Movement Skills:**
Children have made measurable progress in core physical competencies such as balance, coordination, agility, and spatial awareness. The use of diverse movement challenges has enabled systematic practice and refinement of these skills, providing a strong foundation for future physical education and daily life activities.
- **Improved Physical Confidence and Positive Attitudes:**
Children demonstrate increased confidence and willingness to engage in physical activities. This has supported the development of positive attitudes towards PE and healthy lifestyles, contributing to their overall physical and emotional well-being.
- **Enhanced Social and Communication Skills:**
Shared physical play opportunities have fostered essential social skills, including teamwork, turn-taking, and communication. These interactions support children's broader personal development and readiness for collaborative learning.

- Learning walks/observations
- Staff/parent feedback
- Evidence for Learning

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?

Intent 3

- Regular competitive play provides children with repeated opportunities to develop motor competence—enhancing their fundamental movement skills such as running, coordination, and agility—in line with the National Curriculum’s emphasis on broad physical competence across key stages. This sustained engagement supports children’s physical fitness and lays a foundation for lifelong active living.
- The team-based nature of the league fosters collaboration, communication, and sportsmanship, which are critical social skills that contribute to a positive school culture and inclusive environment. These experiences nurture children’s confidence and sense of belonging, particularly benefiting those with disabilities or additional needs and supporting Leycroft’s vision of compassionate active citizenship.

What **evidence** do you have?

- Evidence for Learning
- Pupil Voice

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?

What **evidence** do you have?

Intent 4

- **Improved Physical Coordination and Core Strength:**

Targeted sensory-motor activities have led to measurable improvements in children's physical coordination, balance, and core strength. These foundational skills enhance their ability to participate confidently and competently in PE and other physical disciplines.

- **Enhanced Self-Regulation and Engagement:**

Children have demonstrated increased ability to self-regulate their emotions and behaviour, resulting in fewer incidents of dysregulation and improved focus during learning activities. This supports a positive learning environment and maximises opportunities for development across the curriculum.

- **Increased Participation for All Children:**

Adapted and meaningful movement opportunities have effectively increased physical activity participation, including for children with SEND. This inclusive approach ensures all children benefit from physical development activities tailored to their needs.

- **Promotion of High Expectations and Positive Attitudes:**

The school has fostered a culture of high expectations around physical activity and well-being, encouraging children to value exercise and understand its importance for health. Positive attitudes towards physical activity are evident across the school community.

- Learning walks/observations
- Evidence for Learning
- Behavior data