

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.

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?
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☑ Reflections on Sports Premium Impact – 2023/24

This academic year has seen significant developments in our physical activity and enrichment offer, resulting in increased engagement, improved provision, and strengthened staff confidence

Partnership & Program Participation

- Continued membership with the Cleveland School Sports Partnership (CSSP), ensuring access to high-quality sports enrichment.
- Engagement with Bikeability and Sustrans programmes under CSSP, broadening pupil experiences in safe and active travel
- Staff received Rebound
 Therapy training, enhancing

What Went Well − Evidence of Impact 2023/24

Throughout the academic year, the Sports Premium has been instrumental in broadening physical activity opportunities and improving outcomes across the school. Evidence of impact is drawn from pupil participation, staff feedback, and observed improvements in wellbeing, engagement and physical development.

Expanded Access & Engagement

 Students participated in a broader range of sporting activities, increasing engagement and confidence.
 Staff reported that pupils were inspired to try new physical challenges, resulting in stronger

⚠ Areas for Development – 2023/24

While progress has been strong across many initiatives, the following areas have been identified for further improvement to ensure inclusive and consistent delivery of physical activity across the school:

SEND-Specific Provision

- There is a need to increase the availability of SEND-targeted physical sessions and support with CSSP. While some sensory and adapted activities were delivered, staff feedback and pupil observation indicate a gap in bespoke physical opportunities for pupils with complex physical or learning needs.
- Moving forward, the aim is to is for CSSP to hopefully:

O Unsuitable Sessions for Pupil Needs

- Staff observations and feedback revealed that several physical activity sessions (CSSP) did not fully align with the complex needs and abilities of all pupils. In some cases, activities lacked sufficient adaptation or overstimulated pupils, leading to reduced engagement and impact.
- These findings reinforce the need for more bespoke planning for SEND cohorts, ensuring sessions are therapeutically informed and appropriately differentiated.

Monitoring & Accountability Gaps

• It became evident through internal audits and team





inclusive physical activity options across key stages.

Sensory Support & Inclusion

- Collaboration with Tree Tops for sensory referrals and specialist training. All Nursery pupils, alongside selected pupils from other classes, received individualised assessments.
- Acquisition of targeted sensory resources to support new pupils and those identified through referrals.
- Continued development of SENSES sessions, offering creative sensory-based physical activities that promote selfregulation and engagement.

- relationships with physical activity.
- The inclusive organisation of Sports Day allowed all pupils to take part through differentiated activities tailored to individual needs. Positive feedback highlighted both enjoyment and competitive spirit. Plans will be reviewed to increase accessibility for pupils with more complex needs.

CSSP Bikeability & Lifelong Skills

 Pupils benefited from a dedicated Bikeability week in partnership with CSSP, developing road-awareness and cycling confidence. Some pupils transitioned to two-wheeled

- Embed more SENDresponsive planning into their program and delivery.
- Identify and train staff in additional specialist interventions to better meet diverse pupil profiles.

Tracking & Accountability

- progress tracking systems for swimming and physical education requires improvement. Inconsistent or incomplete data entry has limited the effectiveness of pupil progress monitoring.
- Key steps for improvement include:

- reviews that **regular reminders were necessary** for staff to complete key tracking tools (e.g. Swimming Tracker and Physical Education Tracker).
- This highlights a clear operational area for improvement in 2024/25 establishing stronger routines and accountability for assessment recording.





Swimming & Hydrotherapy

- Expansion of Hydrotherapy provision, including the purchase of new equipment for in-school "Duckling Swim" sessions.
- Delivery of Top-Up Swimming lessons at Loftus Baths to meet curriculum targets and boost water confidence.

Whole-School Events & Outdoor Activity

- Successful hosting of Sports
 Days for both Formal and
 Developmental pathway classes,
 celebrating pupil participation
 and achievement.
- Investment in storage containers and sheds for outdoor sports equipment,

- bikes and road navigation—key life skills promoted.
- Staff observed significant motivation among pupils and were themselves inspired to promote cycling more actively. Bike access was increased as a result, extending opportunities beyond structured sessions.

Maintenance & Infrastructure Improvements

- All school bikes were maintained and made roadworthy, increasing accessibility and usage.
- A new shed was installed in the main yard, enabling easier access to large physical equipment during breaktimes, resulting in greater self-directed physical activity.
- PE cupboard storage improvements and outdoor

- Clarifying expectations and timelines for tracker completion.
- Providing further support and training to staff on using assessment tools effectively.
- Integrating tracking into termly pupil progress reviews to ensure impact is visible and actionable.





improving	organisation	and
access		

- Improvements to the **PE cupboard**, including installation of new shelving to streamline resource management.
- Acquisition of additional outdoor resources, further supporting breaktime and lesson activities.
- Senses Sessions.

equipment purchases enhanced organisation and provision quality for both structured and unstructured physical activity.

Swimming & Hydrotherapy

- All students had their progress in hydrotherapy tracked through individual trackers. Equipment upgrades supported effective delivery of swim sessions, notably the Duckling programme.
- Staff feedback indicates that swimming has had a high impact, boosting student confidence, physical development and enjoyment.





Rebound Therapy & Sensory Integration

- Rebound Therapy sessions were delivered weekly to pupils with physical or health needs by qualified staff. These supported physical mobility and wellbeing across identified cohorts.
- Partnership with Tree Tops led to effective sensory programme delivery for pupils requiring sensory input. Staff observed improved regulation and positive behaviours, contributing to a calmer and more engaged school environment.
- SENSES sessions continued to offer high-quality, adult-led physical activities beyond the classroom, supporting diverse learner needs.





Resources & Curriculum *Enhancement* • Pupils accessed high-quality resources for PE/PD lessons and during break/lunchtimes. The range and quality of equipment supported increased participation and enriched the school's physical curriculum. Investment in new equipment improved access to stimulating activities during hall time and free play, expanding the physical experiences available to all pupils.





What are your plans for 2024/25?

How are you going to action and achieve these plans?

Intent

冷 Plans for 2024/25 — Sports Premium Intent

Our intent is to foster a rich, inclusive and high-quality physical activity experience for all pupils. Over the 2024/25 academic year, we aim to:

% Whole-School Physical Activity & Curriculum

- Ensure all pupils regularly engage in physical activity tailored to their individual abilities, with a focus on skill development and enjoyment.
- Provide robust CPD opportunities for P.E./PD Co-ordinators to strengthen subject leadership and confidence.
- Implement quality assurance checks to maintain high standards in physical education, supported by knowledgeable staff and up-to-date resources.

Implementation



To successfully deliver the outlined Sports Premium objectives, the following actions have been embedded across the academic year:



- The school has re-enrolled with the Cleveland School Sports Partnership (CSSP), enabling pupils to participate in a broad range of sporting events and inclusive festivals alongside both mainstream and specialist schools.
- Staff will continue to design and deliver bespoke PD/PE sessions that reflect the needs of individual pupils and class groups.
- **Top-Up Swimming sessions** for Primary pupils are already booked for the remainder of the academic year.





• Schedule Top-Up Swimming for Primary pupils to support progress against national curriculum targets.

Break/Lunch & Sensory Engagement

- Promote active play during breaks and lunchtimes, supervised and facilitated by HLTAs who oversee the maintenance and replenishment of outdoor physical equipment.
- Offer regular access to *Senses*, where pupils enjoy diverse activities such as sensory drumming and glow dance to encourage self-regulation and physical exploration.
- Provide sensory integration (SI) plans, developed with OT input, for pupils requiring additional support with sensory processing.

Swimming & Hydrotherapy

- Ensure all pupils access swimming and/or hydrotherapy sessions. Lessons are sequenced, with progress tracked and monitored.
- Continue auditing and reordering Swim England certificates and badges, along with swimming vests and armbands, to support celebration and safety.

Equipment & Infrastructure

Breaktime, Lunchtime & Sensory Engagement

- **Playground training** is scheduled for delivery this year to enhance active breaktime supervision and pupil engagement.
- HLTAs will monitor and replenish outdoor play equipment, ensuring students are supported and motivated to be active during unstructured times.
- Staff will continue to implement **Sensory Integration** (**SI**) **plans** under the guidance of the Occupational Therapist (OT).
- Teachers will maintain consistent **referrals to OT services** to support the changing sensory needs of pupils.

© Swimming & Hydrotherapy

- **Swimming timetables and schedules** have been distributed to staff, ensuring each pupil receives appropriate access and progression opportunities.
- **Swimming certificate and badge audits** will be conducted by Claire C. Orders will be placed as requested by class teachers to support achievement and recognition.





Revamp and restock the Primary PE cupboard with appropriate and highquality equipment.

& Enrichment & Partnerships

- Facilitate adapted bike sessions at Middlesbrough Sports Village for appropriate classes.
- Arrange interschool football matches with local Specialist Schools to build inclusion and confidence.
- Maintain strong links with the Cleveland School Sports Partnership (CSSP) to broaden pupil opportunities beyond the classroom.
- Host annual events including:
 - Whole-school Reindeer Dash on the vard
 - Sports Days for Formal and Developmental Pathway classes (Summer Term 2)

Staff Training & Development

- Deliver ongoing CPD for all staff to ensure confidence and consistency in delivering physical education.
- Schedule P.E. training for Early Career Teachers (ECTs) during the Autumn and Spring terms.
- Play ground training with CSSP.

Enrichment Activities & Community Partnerships

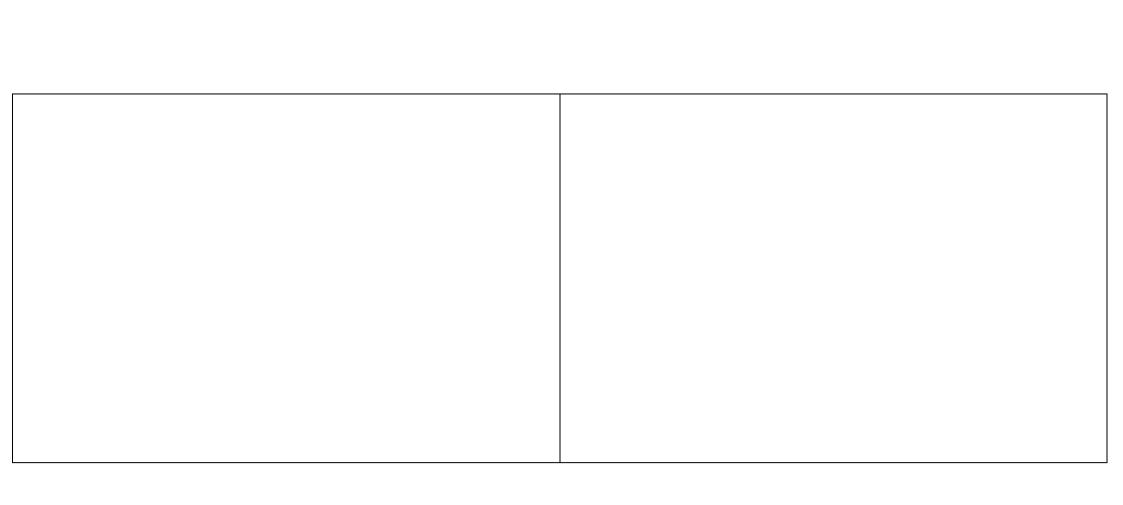
- **Adapted bike sessions** at Middlesbrough Sports Village will be organised. Transport bookings via school minibuses will be managed centrally.
- **Interschool football matches** will be coordinated with local specialist schools to promote inclusion and physical development.
- Advance planning of whole-school events including:
 - o The Reindeer Run
 - Formal and Developmental Sports Days ensures strong organisation and wide participation.

☑ Staff CPD & Professional Learnina

- Staff will engage with targeted **training and workshops** provided by CSSP and other relevant partners.
- Shared staff expertise and collaborative learning will support confident delivery of high-quality PE across pathways.

















What impact/intended impact/sustainability are you expecting?

The planned physical activity initiatives and Sports Premium investments are designed to deliver a high-quality, inclusive and lasting improvement in pupil wellbeing and physical development. The following areas reflect expected impact and sustainability measures:

☑ Impact on Pupils

- **Increased Participation**: A wider range of activities, including adapted bike sessions, sensory-integrated play, and inclusive sports days, ensures all pupils—regardless of ability—can engage in meaningful physical experiences.
- Improved Physical Skills & Health: Access to hydrotherapy, rebound therapy, and bespoke PE/PD sessions will support physical skill acquisition and help maintain mobility and health.
- Enhanced Confidence & Emotional Wellbeing: Exposure to activities like swimming, glow dance, and interschool football fosters self-esteem, social interaction and resilience.
- **Progression & Achievement**: Structured assessment (e.g. swimming tracker) allows for monitored progress across key physical domains. Pupils

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

To ensure outcomes are achieved and sustained, the following monitoring strategies and sources of evidence will be used:

☑ Pupil-Level Evidence

- **Swimming and Physical Education Trackers**: Used to monitor individual progress and engagement. These will be reviewed termly to identify development and gaps in provision.
- **Participation Logs**: Records of pupil involvement in enrichment activities (e.g. Bikeability, Reindeer Run, Sports Days) will show breadth of access and frequency.
- **Behaviour and Wellbeing Observations**: Staff will observe improvements in self-regulation, physical confidence, and emotional wellbeing—particularly for pupils on SI plans or engaging in rebound and hydrotherapy.
- **Assessment Feedback**: Teachers will provide qualitative feedback on pupil skill progression, attitude towards physical activity, and engagement over time.(B-squared)





receive certificates, badges, and recognition that celebrate achievement and motivate ongoing engagement.

Impact on Staff & Practice

- **Improved Staff Confidence**: CPD through CSSP and specialist training (e.g. sensory and rebound therapy) will increase staff capability in delivering adaptive physical education.
- **Stronger Planning & Responsiveness**: Continued OT involvement and established referral pathways ensure SI plans are accurately delivered and reviewed.
- **Shared Expertise**: Staff collaboration and partnerships support sustained quality through peer learning and specialist input.

Y Sustainability & Long-Term Value

- Infrastructure Improvements: Investment in sheds, storage, and highquality equipment ensures durability and continued access beyond this funding cycle.
- **Ongoing Partnerships**: Continued affiliation with CSSP secures future opportunities, resources, and professional networks.
- **Embedded Systems**: Development of trackers, timetables, and routines (e.g. HLTAs maintaining play equipment) builds sustainable structures for monitoring and delivery.

Staff-Led Monitoring

- **CPD Records and Training Impact**: Staff participation in CPD will be logged, with reflective conversations to assess how training informs classroom and session delivery.
- Quality Assurance Checks: Learning walks, informal drop-ins, and lesson reviews will be carried out by SLT to ensure session quality and inclusivity.
- **OT Reports and Referrals**: Documentation from the Occupational Therapist will support the evaluation of SI plan delivery and its physical/emotional impact.

School-Wide Outcomes

- **Event Evaluations**: Verbal Feedback from large-scale events such as Sports Days and Inter-school matches will help assess engagement and inclusivity across cohorts.
- Equipment Usage Logs: HLTA-led audits of yard equipment and PE cupboard resources will monitor maintenance, accessibility, and frequency of use.
- **Pupil Voice**: Where appropriate, pupils will be invited to share views through structured surveys or informal interviews, giving insight into enjoyment and perceived benefits.

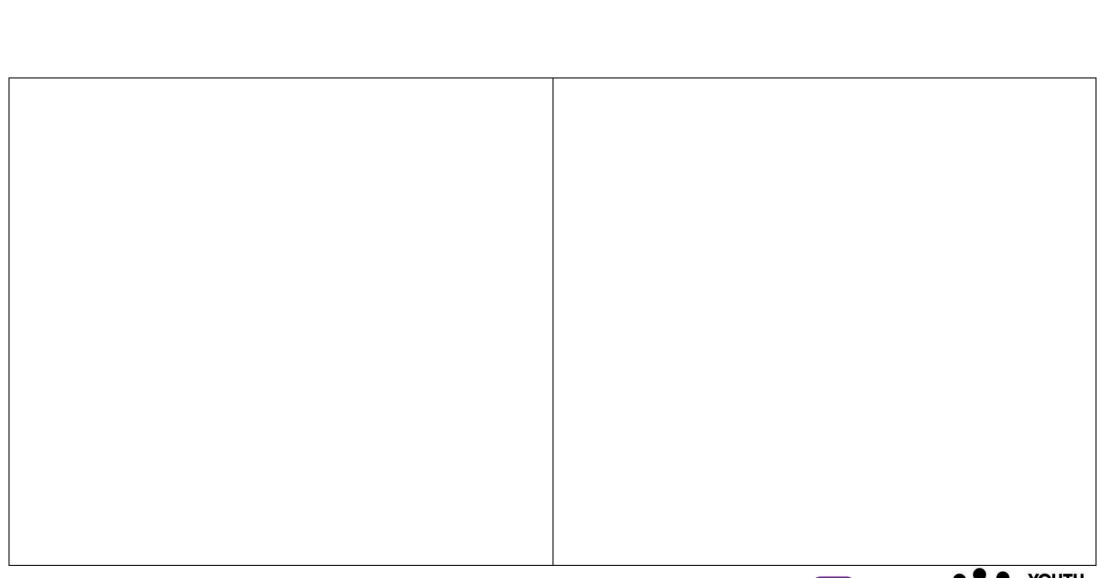




Inclusive Culture: Embedding tailored physical activity in everyday practice ensures long-term impact on pupil development and school culture.	











What impact/sustainability have you seen?

* Observed Impact & Sustainability

Across the academic year, the school's strategic use of Sports Premium funding has led to a number of observable impacts that continue to deliver sustainable improvements in provision, pupil wellbeing, and staff development.

☑ Impact on Pupils

- **Enhanced Physical Engagement**: Pupils are participating in a broader range of physical activities—rebound therapy, adapted bike sessions, sensory play, and inclusive sports days—resulting in improved physical skills, confidence, and enjoyment.
- Improved Health & Regulation: Students with sensory needs show greater emotional stability and positive behaviours due to consistent SI plan delivery, hydrotherapy access, and targeted physical resources.
- Achievement Recognition: Use of Swim England certificates and progress tracking has motivated pupils and created tangible milestones in

What evidence do you have?

Evidence of Observed Impact & Sustainability

The following sources of evidence have been gathered or are actively being monitored to demonstrate the real-world impact and long-term value of the Sports Premium initiatives:

- **☑** Direct Observation & Feedback
 - **Teacher reflections and pupil responses** show increased confidence, enjoyment and engagement during physical activities such as Bikeability, Rebound Therapy and inclusive Sports Days.
 - Staff reports and qualitative feedback from CSSP sessions confirm high levels of pupil participation, enthusiasm and skill acquisition, particularly in cycling, multisports and festivals.
 - Classroom and playground observations highlight improvements in emotional regulation and wellbeing for pupils on SI plans, with fewer behavioural incidents recorded after active/sensory input.
- **Systems and Documentation**





- physical development, further increasing engagement and pride in achievement.
- **Inclusive Access**: Structured sessions and adaptive approaches ensured that all pupils, regardless of need or ability, could participate meaningfully in events such as Sports Days and SENSES.

Impact on Staff & Practice

- **Increased Staff Confidence**: Ongoing CPD and specialist support (e.g. TreeTops, CSSP training) have strengthened staff competence and enthusiasm in delivering high-quality physical education.
- **Greater Staff Responsiveness**: Staff became more proactive and inspired—particularly around bike riding and sensory provision—leading to more creative and inclusive planning for sessions.

T Sustainability Indicators

- Infrastructure & Resource Longevity: Investment in sheds, bike maintenance, and PE cupboard organisation ensures long-term storage, access, and durability of physical resources.
- **Embedded Routines**: Implementation of timetables, trackers, and HLTA-led monitoring systems creates accountability and structure that extend beyond single academic cycles.

- **Swimming and PE Trackers** are used to log progress and participation. While tracker completion is an area for improvement, existing records show emerging patterns of physical development and achievement.
- **CPD logs and session evaluations** provide evidence of staff training uptake and its influence on lesson quality and confidence.
- Occupational Therapy reports track referral outcomes, plan implementation and resulting improvements in sensory regulation and physical engagement.

Behaviour and Pastoral Insights

- **Pastoral records** show increased emotional stability and positive behaviours in pupils with targeted sensory and physical programmes.
- **Behavioural logs and incident forms** indicate reduced dysregulation and higher engagement after physical or sensory interventions.

% Infrastructure & Resource Monitoring

- **HLTA equipment audits and yard usage logs** confirm regular monitoring and timely replenishment of outdoor physical equipment.
- **Photographic records and event planning documents** provide proof of event delivery, inclusion, and breadth of participation.

Pupil Voice & Celebration





- **Ongoing Partnerships**: Continued membership in CSSP and collaboration with therapeutic providers ensures access to quality support, training, and events in future years.
- Cultural Shift Toward Inclusion: The school's commitment to adapting physical opportunities has fostered a school-wide ethos of inclusion, resilience, and celebration of physical achievement.
- Certificates, awards, and achievements (e.g. Swim England badges) recognise and celebrate pupil progression.
- **Informal pupil voice insights**, gathered during sessions and events, reveal that pupils feel motivated, proud and more confident in their physical abilities.





