



PE Funding Evaluation Form for Red Gates School



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?
<p>Exercise based lunchtime clubs that promote exercise and movement (including football, fun fitness and dance) implemented successfully across the school.</p> <p>Spring 1 was dedicated to staff training on PE. It was well received and allowed time for us as a school to evaluate what works well and what we need to further develop as a school, e.g. teaching the progression of skills.</p>	<p>Clubs were well attended and pupil engagement was high. Pupils developed existing skills and learnt new skills that were showcased in events across the school and in the wider community (dance events and football competitions with other special schools). Pupils had access to high quality exercise and movement opportunities. The pupils demonstrated pride in their achievements and were confident in demonstrating these to an audience.</p> <p>Following the staff training, subsequent Teaching and Learning Observations demonstrated that a wider range of skills were being taught across the school using a wider range of resources and locations across the school. Pupil progress was recorded across the core curriculum for pupils and also linked closely to life skills.</p>	<p>The loss of the hall (due to building works) as a space to hold clubs and events was challenging to overcome. Other areas of the school had to be utilised for activities they were not normally be used for. Staff had to overcome barriers to this and identify different strategies in order to teach PE in a wider range of areas.</p> <p>Parents were offered a range of Family Learning sessions linked to being active, and play outside. Parents that attended were highly complimentary about the sessions and the activities shared, however these were not well attended by parents.</p>	<p>Pupils were initially distracted by the change of location for clubs and it took some time for them to understand that rooms were being utilised for different purposes.</p> <p>The sessions were not well attended by parents and lots of time and resources went in to preparing them. As a school we will evaluate the impact of the sessions and seek to identify reasons as to why they were not well attended and adjust our practice accordingly in an attempt to increase attendance.</p>

Review of last year 2024/25

<p>All pupils had opportunities to take part in extra-curricular activities, including community visits and swimming which they may not otherwise have.</p>	<p>The learning from these visits is recorded in the core curriculum and in life skills and shared with parents during annual review meetings, through home school books etc. Parental comments on their child's progress in the community were captured during review meetings.</p> <p>Pupil independence in the community has increased as has the number of pupils regularly accessing the community whilst at school.</p>		
<p>Sensory Circuits were reestablished as a whole school priority and the Behaviour Team supported staff to upskill in the delivery of appropriate Sensory Circuits for pupils.</p>	<p>Sensory Circuits were implemented for more pupils having a positive impact in their daily life at school and their ability to self-regulate.</p>		
<p>PE schemes of work have started to be amended following the staff training and input from the whole staff team. These are now allocating skills to topics for the different pathways in order to provide a broader PE curriculum.</p>	<p>Staff are using the schemes of work more to identify activities to develop skills when teaching PE.</p> <p>Teaching and Learning observations and monitoring from the PE Lead identify a broader range of skills being taught to pupils.</p>		
<p>Implementation of a Football Coach enabling each class to have half a terms access to Football sessions have developed pupils ball skills, ability to work</p>	<p>Feedback reported that the sessions had a positive impact on pupils development of basic ball skills, ability to work with a peer and friendly competition. Pupil</p>		

Review of last year 2024/25

with a peer and the idea of friendly competition.

progress is evidence in annual reports and annual review documents and links to the core curriculum and life skills for our pupils.

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Intended actions for 2025/6

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<p data-bbox="24 491 1077 603">Key Indicator 1 – The engagement of all pupils in physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</p> <ul data-bbox="80 651 1077 1075" style="list-style-type: none"> <li data-bbox="80 651 1077 719">• Further develop the sessions led by the football coach in order to further skill progression for pupils. <li data-bbox="80 1007 1077 1075">• Further develop the programme of exercise based activities that are open to all pupils but with a focus on those who are identified as overweight. 	<ul data-bbox="1167 651 2197 1283" style="list-style-type: none"> <li data-bbox="1167 651 2197 799">• PE lead to work with the football coach in order to fine tune the activities and skills taught during the football sessions across the school ensuring that the sessions are adapted appropriately to meet the learning styles of the pathways. <li data-bbox="1167 810 2197 879">• Class teams to provide regular feedback in order to enable the coach to make changes for the following sessions where needed. <li data-bbox="1167 890 2197 959">• Identify those pupils that are overweight and support attendance and engagement at the Key Stage fitness clubs led by the football coach. <li data-bbox="1167 1007 2197 1075">• All pupils to engage in Red Gates Fun Walks, adapted to meet the needs of individual pupils. <li data-bbox="1167 1086 2197 1123">• Weekly timetable of lunchtime activity clubs open to all pupils. <li data-bbox="1167 1134 2197 1203">• Play lead to monitor attendance and work with teachers and class teams to ensure that pupils who are overweight attend regularly <li data-bbox="1167 1214 2197 1283">• Review of current resources to take place to ensure skills can be taught with appropriate equipment.

Intended actions for 2025/6

Key Indicator 2 – The profile of PE and sport being raised across the school as a tool for whole school improvement

- Continue to re-write the PE schemes of work to ensure that pupils have access to a high standard of PE lessons and are taught a broad range of skills. This will include a clear progression of skills and activities to support the teaching of these.

- PE lead to work with the pathways to finalise the schemes of work and the skills taught alongside each topic to ensure a breadth of skills are taught.
- Create a working party for each of the pathways to ensure there are a wide range of activities to match the learning styles of the pathways.
- Evaluate the impact of the skills being taught following the conclusion of a topic and amend as necessary for the next time the topic is taught.
- PE lead to clearly identify the progression of skills and how they can be taught including adapted equipment for those with physical needs.
- Ensure that the schemes of work identify the areas of the school in which the skills can be taught.
- PE lead to deliver staff training on teaching skill progression in PE lessons to ensure high quality delivery of PE lessons.

Key Indicator 3 – Increased confidence, knowledge and skills of all staff in teaching PE and sport

- All staff are confident in teaching PE and playground activities to support pupil progress and activity levels.
- Staff are confident in teaching skill progression for pupils resulting in pupil progress being recorded.
- Pupils are provided with a breadth of learning experiences throughout PE lessons and their free time at play time etc.
- Timetable of games and activities are provided for the pupils to engage with

- PE lead to deliver training on teaching the progression of skills to pupils at Red Gates.
- All new staff have play and fine and gross motor skills induction when they first join.
- LTSAs have refreshers in play to ensure pupils are appropriately motivated and supported in the playground to develop independence and social skills.
- PE and Play lead to conduct an audit across the school to ensure that the

Intended actions for 2025/6

in the big playground that support independence and the development of gross and fine motor skills.

activities and resources on offer match the needs of the pupils.

Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils.

- Further develop opportunities for pupils to learn outside of the classroom and in the wider community providing opportunities to generalise skills including social skills and independence. This will include competition with other local special schools.

- PE lead to work in conjunction with the Extended Schools Coordinator to establish opportunities for pupils at Red Gates to engage in competitive sports with other special schools in the local community.
- Further develop links with local mainstream primary schools in order to develop opportunities for our pupils to take part in inclusion through sporting activities.
- Identify areas in the local community appropriate for our pupils to experience a wider range of sports and activities, e.g. trampolining, cycling opportunities.
- Support the appropriate locations with developing access for pupils with severe learning difficulties through the use of communication aids including symbols and Makaton signs.

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>Key Indicator 1 – The engagement of all pupils in physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</p> <ul style="list-style-type: none"> • Pupils who are identified as overweight will become more active • Ongoing review of the offer available to pupils to ensure it still meets the needs of the pupils and if needs change, adapt the offer. • Staff to have refresher training on PE and play to better support the needs of the pupils. • PE coach will continue to work with PE lead in order to further develop sessions and skills taught to pupils. <p>Key Indicator 2 – The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <ul style="list-style-type: none"> • Pupils skill progression is evident across the school through appropriate and motivating activities. • Monitoring of skills taught to continue to ensure the breadth of skills being taught and that there is clear progression for pupils. • PE lead to work with PE link to continue the development of the schemes of work to ensure progression. 	<ul style="list-style-type: none"> • Reduction in overweight pupils • All pupils will be accessing at least 30 minutes of physical activity each day at school • All pupils will be engaged in appropriate physical activity that also develops their independence and social skills • Pupils ball skills will develop and be recorded in line with school policy. <ul style="list-style-type: none"> • Pupil progress will be evident when recorded in line with school policy. • Pupils will develop independence and skills, fine and gross motor skills alongside PE skills. • All pupils will be engaged in highly motivating physical activities as part of their PE lessons in school.

Expected impact and sustainability will be achieved

Key Indicator 3 – Increased confidence, knowledge and skills of all staff in teaching PE and sport

- PE lead to visit outstanding special schools to observe good practice and then disseminate knowledge back at Red Gates.
- PE lead to continue to monitor PE lessons across the pathways to ensure the progression of skills are being met.
- Good practice identified from monitoring throughout the school and staff sign posted to observe this practice.

Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils.

- PE lead to liaise regularly with the extended schools co-ordinator to identify suitable places in the community for our pupils to access active learning.
- Further develop staff skills to deliver a wider range of learning experiences offsite.
- PE lead to liaise with other special schools in order to identify further learning opportunities for pupils at Red Gates.

- Pupils are engaged in highly motivating PE lessons and play sessions daily.
- Pupils make expected progress with gross motor skill development.
- Pupils have access to high quality playtime experiences.
- Reduction in overweight pupils.

- Pupils are more confident when learning in the local community.
- Pupils have access to a wider age of learning opportunities in the wider community.
- Learning is recorded as per protocol and in annual review documents.
- Pupils have access to engage in competition with peers at other local primary schools.
- Reduction in overweight pupils.

