

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 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?
• Top up Swimming; To improve the swimming outcomes for weak and nonswimmers in KS2 by providing Top up swimming in Year 5 and Year 6. Extending the provision for swimming into year 3 and Year 4 will ensure that the pupils make regular and sustained progress towards the statutory 25 metres requirement. • Curriculum: To provide an extensive, engaging and enjoyable curriculum to meet the needs of all pupils at Chalkhill. This includes nontraditional activities such as, disability sports and sports in line with current events in the world. Ensure that physical education is taught through physical activity in weekly practical lessons both indoors and outdoors, in a wide range of physical, creative and aesthetic settings. • To identify areas for development in teaching and to provide appropriate professional development for teachers	Offering top-up swimming sessions allowed more children to gain exposure to water and participate in swimming lessons. Initially, I found that most of our students had never been to a swimming pool and were hesitant to enter the water. Our current Year 6 cohort missed out on lessons in previous years due to COVID-19, which left many struggling to meet the statutory 25-meter swimming requirement. The top-up sessions provided an essential opportunity, particularly for children with SEND and those with limited prior exposure to water, to build foundational skills and confidence before joining regular lessons. This approach enabled them to participate more fully alongside their classmates, ultimately leading to more students successfully achieving the 25-meter requirement. This is a work in progress. Purchasing Complete PE has proven to be a valuable resource for the PE lead and teachers conducting weekly lessons. It has provided essential guidance and tools for designing, evaluating, and refining a tailored curriculum and lesson plans, as well as for identifying necessary equipment and specialist support to deliver high-quality lessons. - Girls football session - Rugby - Tennis - Basketball - Aerial Gymnastics Children developed their understanding of tennis, rugby, football, basketball and gymnastics. Class teachers and PE teacher benefited from taking part in the sessions alongside their class. Year 3-6 were able to take part in a specialist training alongside their regular PE lessons. All sessions were delivered free. Tennis sessions were £250, but this was subsidized as we had 10

Review of last year 2023/24

• Competition; To ensure competitive opportunities and sporting experiences are available to pupils through partnerships in the community. Ensure safe travel to and from venues. Coaches to extend the sporting experiences of all pupils	hours of Tennis coaching from a course attended. The PE lead collaborated with other PE leads across the borough to organize both friendly and competitive opportunities for students. This initiative successfully raised the profile of physical education and highlighted the positive impact of physical activity on mental health. Throughout the year, several fun runs were organized, fostering inclusivity and enjoyment for all participants. Students began celebrating their achievements outside of school hours, and we also participated in the “Path to Paris” challenge, which increased daily physical activity among students and their families.
• Profile of PE in school: To increase the number of children involved in all aspects of Physical Education and Sport in school from early years up to KS1&2	Took up offers for children to visit sporting events in the local area such as Wembley for Women’s FA CUP Final Held a very successful sports Day - . Children thoroughly enjoyed being active, including children who would not usually be active each day
• Playground and afterschool opportunities	An increased number of children have taken part in extra-curricular clubs. We have been able to target children who are less active to encourage a more healthy and active lifestyle. Targeted children on the SEND register received regular interventions to work on their gross motor skills. Teams took part in training to prepare them for tournaments. Activities during lunchtime introduced pupils to new physical activities and encouraged them to move more. Able to offer extra curriculum activities to KS1 students for the first time.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
1. Broader experience of a range of sports and activities offered to pupils • In lessons • At breaktimes • After school Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	• Lunch time coaches to facilitate active play time and to reinforce skills of PE lessons • CPD for staff. Support teaching staff who are less confident in teaching PE – in house and external through training opportunities. • CPD for support staff – aimed at running lunchtime and playtime activities. • Continue to develop the Year 5 & 6 Sports Leaders so they are able to run activities during lunchtime. They will be trained by the PE teacher and a playground rangers course run by QPR. • Continue to look for new ideas for after school clubs. • Monitor the condition of equipment for lunchtime play and PE lessons • Inspired playground markings and training £11549.00

Intended actions for 2024/25

2. The profile of PE and sport being raised across the school

Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.

Key indicator 3 : The profile of PE and sport is raised across the school as a tool for whole school improvement;

- Provide one off experience days to enhance the range of activities provided at school. Look into fundraising for an athlete visit
- Take up offers for children to visit sporting events in the local area such as Wembley for Women's FA CUP Final
- Celebrate sporting achievement – in school and external competitions – as part of regular contributions to the school newsletter, notice boards and in assemblies
- Recognition through house points/stickers/certificate s/medals and trophies.
- Staff to continue using Complete PE. All staff to use the resources provided within the unit planning to adapt lessons to meet the needs of the pupils in their class. In so doing, teachers will improve their PE knowledge and understanding
- Invest in coaches to support teaching of skills in football/ cricket/basketball
- Staff surveys at the start of the academic year.
- Work with outside agencies who offer free or subsidized coaching, such as Tottenham Football Club and ensure that it meets the objectives on our Long Term Plan but also supports pupils/ teachers.
- Team training sessions run by PE teacher.

£1045.00

Intended actions for 2024/25

4. The engagement of all pupils in regular physical activity

Key indicator 2: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school

- SEND interventions for identified pupils with a focus on gross motor
- the EYFS Wiggle Waggle program.
- Organise regular running event on a termly basis Purchase Medals for Children Taking Part in each run, running equipment and training.
- offering every child access to quality sporting opportunities: girls only, pupils with special education needs and disabilities, equipment adjustments and for Nurture base teaching – **4771.00**

5. Increased participation in competitive sport

Key indicator 5: Increased participation in competitive sport

- Maintain close links with Kingsbury SSP and other local schools to have the opportunity to engage in intra and inter school - **£1750**
- Procure SSP Program run by KHS on behalf of local cluster schools
- Sport leader program – children to lead break time sessions on the KS1 and KS2 playground
- Competitions for Football Teams: Girls and Boys. Employ Football Coach to run sessions and support with games over time- SATH
- Sports Day held at Chalkhill Primary School – medals – **£300.00**
- Establish clubs/groups to allow extra practice in the lead up to competitions such as for, Dance Cross country

£1750 + 300.00 + 4771.00

Planned expenditure - £19,560

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
The funding we will receive for sport will have a transformative impact on our school community. It will allow us to create more inclusive opportunities for all children to participate in physical activity, regardless of ability or background. By investing in equipment, training, and structured activities, we can play sports more accessible and engaging, helping to reduce idleness and improve behaviour during lunch and playtime. Structured games and active zones will encourage positive interactions and reduce playground conflicts. Additionally, I will focus on building staff resilience and enthusiasm for PE by offering professional development, collaborative planning, and celebrating successes—ensuring that sport becomes a vibrant and valued part of our school culture.	• Track the number of children participating in sports clubs, PE lessons, and playground activities before and after the funding. • Use pupil voice surveys to gather feedback on enjoyment, confidence, and perceived accessibility. • Record incidents of poor behaviour or idleness during lunch and playtime. Compare data over time to see if structured activities reduce these occurrences. • Use staff observations and behaviour logs to assess improvements in engagement and cooperation. • Conduct staff surveys or informal check-ins to gauge confidence and enthusiasm in delivering PE. • Monitor attendance and feedback from CPD sessions or training workshops. • Look for increased staff-led initiatives or willingness to support extracurricular sport. • Celebrate achievements through assemblies, newsletters, or displays to reinforce positive impact.