

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?
To encourage children and particularly girls' engagement - at playtimes; lunchtimes and in attending more after-school clubs.	<p>We have taken purposeful steps to encourage girls' engagement in Sport during playtimes, lunchtimes and after school PE clubs. At CCA we have introduced a variety of inclusive and non-competitive activities such as multi sports games, which appeal to the broad range of interests (gained from student voice) Female role models, including staff and older pupils, have also played an important role in promoting participation and building confidence amongst younger girls.</p> <p>Member of PE staff (Female) attended AVFC FA Ambassador course for female role models in Sport</p> <p>Chilwell Croft Academy has been selected as one of only two primary schools invited to attend a special event at St George's Park.</p> <p>As part of this unique experience designed to raise female participation in</p>	<p>There were some challenges in fully engaging all girls in sport. Initially, some activities were still perceived as being more geared towards boys, especially during playtimes when football dominated the playground space. This limits opportunities for girls who prefer different forms of physical activity.</p> <p>Additionally, some girls lacked confidence or felt self-conscious in mixed gender settings (Y6 students).</p> <p>The provision of competitive sports for Year 2 and Year 3 students is currently limited, leading to reduced opportunities and lower levels of participation.</p> <p>To address this issue, a focus group will be established to identify specific areas of the PE curriculum and after-school provision that Year 2 and 3 female students are interested in. The findings will be used to inform future planning and enhance engagement in physical activity.</p>	<p>Evidence was gathered through multiple sources, pupil voice surveys and informal conversations revealed that some girls felt less confident in participating within certain sports or felt overshadowed by more dominant sports like football.</p> <p>Staff observations during playtimes and lunchtimes supported this. Club attendance records also highlighted inconsistencies in participation, particularly among girls in certain year groups. A combination of quantitative and qualitative data helped is evaluate where changes are needed to better support girls being active.</p>

Review of last year 2024/25

	<p>sport. Students will have the incredible opportunity to meet the England Lionesses, enjoy a royal visit from His Majesty the King, and female students will even get the chance to play on the prestigious pitch.</p>	<p>This is tracked through Evolve which measures the number of events attended and by which gender/year group.</p>	
Introduction of new PE equipment for SEND students	<p>Ensuring that SEND pupils have access to safe, high-quality resources that support a wide range of sports and activities. We have seen a noticeable improvement in pupils' engagement and enthusiasm within PE lessons, teachers reporting smoother delivery and increased confidence in trying new activities, particularly when new or improved equipment is introduced. Monitoring learning outcomes and participation levels supporting this positive impact on overall PE provision.</p>	<p>The purchase of PE equipment specifically designed for SEND students will be reviewed and prioritised.</p> <p>This is to ensure SEND students have equitable access to PE, enabling them to participate fully, develop physical skills at their own pace, and enjoy a more inclusive and supportive learning environment.</p> <p>Specialist PE Equipment providers to be explored</p>	
Success of the CCA Swimming Education Programme in conjunction with Aspire.	<p>Overview During the Autumn 2024/2025 term, 55 children from Year 6 have been taking part in the Swim: Ed programme.</p> <p>Initial Assessment 0% of children were able to swim at least 25m. 33% of children were able to use a range of strokes effectively. 0% of children were</p>	<p>Recently changed provider for the Swimming Education Programme due to issues with pool which reduced swimming</p>	

Review of last year 2024/25

	<p>able to perform safe self-rescue in different water-based situations.</p> <p>Final Assessment 49% of children were able to swim at least 25m. 65% of children were able to use a range of strokes effectively. 73% of children were able to perform safe self-rescue in different water-based situations.</p> <p>Many of our pupils do not have access to swimming facilities outside of school, leading to low confidence and ability in swimming. By investing in a portable swimming pool, we can bring swimming lessons directly to school, ensuring every child has the opportunity to learn this life-saving skill.</p> <p>Impact:</p> <ul style="list-style-type: none">- Increased participation in swimming lessons- Improved water confidence and swimming ability.- Alignment with national curriculum requirements for swimming proficiency (as stated above)	times	
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Intended actions for 2024/27

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Intended Action 1 (IA1): Increase Physical Activity Levels Across All Pupils To ensure all pupils meet the Chief Medical Officer's recommendation of 60 minutes of daily physical activity, with a focus on disadvantaged and less active pupils with continuation of the success of the CCA Swimming Education Programme in conjunction with Aspire.</p> <p>Intended Action 2 (IA2): Improve Staff Confidence and Capability in Teaching PE (with focus on Accurate Replications activities) To improve the quality of PE provision through ongoing professional development, ensuring consistency and progression across year groups</p> <p>Intended Action 3 (IA3): Broaden Participation in Competitive and Inclusive Sports, provides more pupils with access to inter-school competitions and inclusive sporting events, ensuring representation across gender, ability, and background.</p> <p>Intended Action 4 (IA4): Promote Healthy Lifestyles and Mental Wellbeing Through Physical Activity. Embed the link between physical activity, healthy lifestyle choices, and mental wellbeing within the school ethos and curriculum</p>	<p>Incorporate 'Fitness Baselines' into the EYFS, KS1 & KS2 Physical Education curriculum to assess students cardiovascular endurance and reaction times. Students will undertake two initial baseline assessments at the beginning of the academic year. The collected data will be systematically analysed to evaluate improvements in both endurance and reaction time over time.</p> <p>Conduct a PE department audit to identify areas of strength and development. Host termly PE workshops focused on assessment, adapted teaching, and inclusive practices. Provide CPD for teachers on incorporating physical activity into the wider curriculum.</p> <p>Expand links with local sports networks and School Games organiser. Establish "B teams" and "Festival teams" for pupils who may not normally compete. Introduce adaptive sports such as seated volleyball and boccia to engage SEND pupils. Incorporation of a school House System.</p> <p>Launch a "Healthy Bodies, Healthy Minds" initiative with integrated lessons on nutrition, hydration, sleep, and mindfulness. Look to collaborate with the PSHE lead to align physical health education with mental wellbeing strategies.</p> <p>Introduce a "Young Sports Leaders" program for KS2 pupils. Provide training in basic coaching, officiating, and event organization.</p>

Intended actions for 2024/28

<p>Intended Action 5 (IA5): Develop Leadership Opportunities for Pupils in Sport</p> <p>To empower pupils by offering structured leadership roles that encourage responsibility, communication, and peer engagement in physical activity.</p>	<p>Involve Sports Leaders in planning and running intra-school competitions and playground activities.</p>
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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>Expected Impact 1 (EI1): Monitoring engagement through pupil surveys and participation records. Targeting a 20% increase in daily physical activity among identified low-active pupils. Improve concentration and behavior in class as recorded by teachers and pastoral staff.</p> <p><i>(Based on Intended Action 1 (IA1): Increase Physical Activity Levels Across All Pupils to ensure all pupils meet the Chief Medical Officer's recommendation of 60 minutes of daily physical activity, with a focus on disadvantaged and less active pupils.)</i></p>	<p>How will we know we've achieved this?</p> <p>A significant increase in the number of children meeting 60 minutes of daily physical activity.</p> <p>Noticeable improvement in concentration, energy, and behavior in classrooms.</p> <p>Evidence we have or expect to have:</p> <p>Baselines on physical activity levels.</p> <p>Behaviour logs and teacher reports indicating improved focus.</p> <p>Pupil voice (e.g. interviews or focus groups showing positive attitude change).</p> <p>Increase swimming times for longer</p>
<p>Expected Impact 2 (EI2): Teachers self-report increased confidence in delivering PE by the end of the academic year. Observations show at least 70% of PE lessons to be good or better. Enhanced pupil outcomes in PE assessments through Target Tracker across all year groups.</p> <p><i>(Based on Intended Action 2 (EI2): Improve Staff Confidence and Capability in Teaching PE and improve the quality of PE provision through ongoing professional development, ensuring consistency and progression across year groups)</i></p>	<p>How will we know we've achieved this?</p> <p>Majority of staff deliver confident, engaging PE lessons independently. Increased consistency and progression across year groups in PE.</p> <p>Evidence we have or expect to have:</p> <p>Staff confidence audits (before and after CPD). Lesson observations showing 80%+ good or better PE lessons. Staff feedback from CPD sessions and peer reviews. PE curriculum maps and assessment data showing progression.</p>
<p>Expected Impact 3 (EI3): Broaden Participation in Competitive and Inclusive Sports. Focus on KS2 pupils to gain more opportunities to represent the school in at least one competition or festival. Pupils' sense of belonging and confidence in sports will increase (measured through pupil voice). Improve</p>	<p>How will we know we've achieved this?</p> <p>Increased number and diversity of pupils participating in competitions and festivals. Participation is more inclusive of gender, SEND, and disadvantaged pupils.</p>

Expected impact and sustainability will be achieved

attendance and engagement among SEND and disadvantaged pupils.

(Based on Intended Action 3 (IA3): Broaden Participation in Competitive and Inclusive sport to provide more pupils with access to inter-school competitions and inclusive sporting events, ensuring representation across gender, ability, and background.)

Expected Impact 4 (EI4): Promote Healthy Lifestyles and Mental Wellbeing Through Physical Activity. Improved pupil awareness of health and wellbeing (measured through quizzes and pupil voice).

Reduction in lunchtime behavioral incidents. Increased staff confidence in promoting wellbeing through physical activity.

(Based on Intended Action 4: Promote Healthy Lifestyles and Mental Wellbeing Through Physical Activity and embed the link between physical activity, healthy lifestyle choices, and mental wellbeing within the school ethos and curriculum.)

Expected Impact 5 (EI5): Develop Leadership Opportunities for Pupils in Sport. At least 20 KS2 pupils will complete leadership training and lead peer sessions each term. Enhanced pupil confidence and leadership skills, tracked through self-assessments and staff observations. Increased pupil-led activity at break and lunchtimes.

(Based on Intended Action 5: Develop Leadership Opportunities for Pupils in Sport)

Evidence we have or expect to have:

Participation registers (tracking demographics of pupils involved).

Photographs, reports, and certificates from competitions.

Feedback from pupils and parents, especially those from underrepresented groups. Comparative data from previous years showing growth in engagement.

In house school competitions

How will we know we've achieved this?

Increased number and diversity of pupils participating in competitions and festivals. Participation is more inclusive of gender, SEND, and disadvantaged pupils.

Evidence we have or expect to have:

Participation registers (tracking demographics of pupils involved).

Photographs, reports, and certificates from competitions.

Feedback from pupils and parents, especially those from underrepresented groups. Comparative data from previous years showing growth in engagement.

Reduction in referral to external agencies, Reduction in number of students with emotional needs on SEND register

Impact of Mentoring and 'Cosy Corner'

How will we know we've achieved this?

Pupils successfully take on leadership roles, showing responsibility and initiative. Peer-led activities become embedded into break/lunchtime routines.

Evidence we have or expect to have:

Sports Leader training completion records. Timetables and logs showing pupil-led activities. Staff observation sheets rating

Expected impact and sustainability will be achieved

To empower pupils by offering structured leadership roles that encourage responsibility, communication, and peer engagement in physical activity)

leadership skills in practice. Pupil self-assessments and peer feedback demonstrating leadership growth. Increased engagement in structured playground activities.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Expected Impact 1 (EI1): Increase Physical Activity Levels Across All Pupils</p> <p>Sustainability Measures:</p> <ul style="list-style-type: none"> - Train teaching assistants and midday staff to lead daily movement sessions, reducing reliance on external coaches. - Develop "active classroom" resource packs for each year group to ensure long-term integration of movement into lessons. - Embed active routines (e.g., "Wake Up Shake Up") into the school timetable so they become habitual and part of school culture. 	<p>Evidence could include:</p> <ul style="list-style-type: none"> - Staff Training Records: Logs or certificates showing that teaching assistants and midday supervisors have completed training in leading physical activities or movement sessions. - Timetables/Rota's: Weekly or daily schedules that include staff-led physical activity sessions during break, lunchtime, or transitions. - Observation Notes or Photographs: Documentation of support staff leading games, stretching, or structured movement breaks. - Staff Feedback/Surveys: Comments from TAs/midday staff indicating increased confidence and competence in leading activities.
<p>Expected Impact 2 (EI2): Improve Staff Confidence and Capability in Teaching PE</p> <p>Sustainability Measures:</p> <ul style="list-style-type: none"> - Provide peer mentoring and team teaching so experienced staff can support colleagues long-term. - Build a digital CPD library of recorded workshops and lesson examples that staff can revisit as needed. - Create PE progression and assessment documents to guide consistent, high-quality PE delivery beyond external support. 	<p>Evidence could include:</p> <ul style="list-style-type: none"> - CPD Logs or Certificates - Records of training completed by staff in areas such as PE schemes of work, dance, gymnastics, outdoor adventure activities and target tracker - External Provider Reports – Feedback from PE specialists who delivered training or team-taught sessions with staff. - Staff Development Plans – Documents that outline professional development priorities and timelines for each teacher or Staff Meeting Minutes - Notes from meetings focused on PE training, planning, or reflection.

Actual impact/sustainability and supporting evidence

Expected Impact 3 (EI3): Broaden Participation in Competitive and Inclusive Sports

Sustainability Measures:

- Maintain relationships with local schools and community sports groups to ensure access to free or low-cost competitions.
- Train school staff to manage and coach B teams and inclusive teams, reducing dependency on paid external providers.
- Establish a school competition calendar as part of the school development plan so events are pre-scheduled annually.

Expected Impact 4 (EI4): Promote Healthy Lifestyles and Mental Wellbeing Through Physical Activity

Sustainability Measures:

- Incorporate wellbeing topics into PSHE and science schemes of work to keep health education embedded in the curriculum.
- Use low-cost or no-cost physical activities (e.g. mindfulness walks, yoga videos) that staff can independently lead.
- Develop student health champions or wellbeing ambassadors to promote peer-led health initiatives year-round.

Evidence we might have:

- Coaching Notes/Observation Feedback – Reports showing improvements in teaching skills and confidence following team teaching or peer observation.
- PE Curriculum Maps and Schemes of Work – Updated, accessible planning tools (e.g. GetSet4PE, REAL PE) that staff are trained to use confidently.
- Teacher Planning Documents – PE lessons planned to use high-quality schemes showing progression and differentiation.
- Audit of Staff Resource Use – Survey results or informal reviews showing staff satisfaction and comfort with the PE tools provided.
- Lesson Observations/Walkthroughs – Monitoring forms or notes that document improved pedagogy, pupil engagement, and lesson structure.
- PE Lead Reports to SLT or Governors – Written reports summarizing progress in staff capability, including identified strengths and areas still in development.

Evidence we might have:

- Partnership Agreements or Emails – Communication with School Sports Partnerships, School Games organiser (SGOs), or local clubs showing ongoing collaboration.
- Competition Participation Records – Logs or certificates showing participation in inter-school tournaments, including

Actual impact/sustainability and supporting evidence

Expected Impact 5 (EI5): Develop Leadership Opportunities for Pupils in Sport

Sustainability Measures:

- Embed the Young Sports Leaders programme into the annual school leadership development cycle (e.g., same as school council).
- Create a leadership handbook and training resources so pupil training can be run internally by staff each year.
- Build a pupil-led sports crew to help run lunchtime clubs, keeping engagement high with minimal staff oversight.

football, athletics, cross-country, etc.

- Pupil Registers and Sign-Up Sheets - Proof that a wide range of pupils, not just high performers, have opportunities to take part.
- Photographs or Newsletters - Showcasing events where pupils participated in competitions organised by partner schools or community clubs.
- Feedback from Parents/Carers - Comments or surveys highlighting the benefits of inclusive sporting opportunities.

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Evidence we might have:

- Annual PE or Sports Calendar – Documented within the School Development Plan (SDP) or PE action plan, listing upcoming competitions and inclusive sporting events.
- Shared Staff Calendar – Electronic or printed versions visible to all staff, supporting forward planning and pupil selection.
- Event Reports or Reflection Logs – Notes after events showing what went well, who participated, and what improvements could be made.
- Governor Reports or SLT Updates – Minutes or summaries indicating how the competition calendar aligns with broader school improvement goals.
- Increased Participation Rates Over Time – Data showing more pupils involved in competitive sport year-on-year due to better planning and wider opportunities.
- Curriculum Maps and Schemes of Work - Documents showing planned coverage of topics like healthy eating, sleep, exercise, emotional regulation, and the impact of activity on physical and mental health within PSHE and science.

Actual impact/sustainability and supporting evidence

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| | <ul style="list-style-type: none">- Learning Journeys/Displays – Visual displays in classrooms or corridors showing what pupils have learned about healthy lifestyles.- PSHE/RSE Monitoring Records – Notes from subject leads confirming lesson coverage and integration of health themes. |
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