

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount allocated for 2022/23	Sport Premium £18,600 Actual Spend £21,948.42
How much (if any) do you intend to carry over from this total fund into 2023/24?	None
Total amount allocated for 2023/24	£
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022.</p> <p>Please see note above</p>	39%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	42%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	2%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	Yes

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23		Total fund allocated: £18,600		Date Updated: 07.09.23	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					%
Intent		Implementation		Impact	
Your school focus should be clear - what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
<ul style="list-style-type: none"> All children participating in 30 minutes of physical activity a day at school. 		<ul style="list-style-type: none"> Training on the importance of "Brain Breaks" and guidance on resources to use. Playground boxes for each class which include a variety of PE equipment encourage pupils to be more physically active in the break times. 		£1,521.42	<ul style="list-style-type: none"> Playground Boxes introduced. Items were colour coded by year group for easy access. Active Movement training for teachers. Strategies shared to encourage children to engage in more physical activity throughout the school day. Active Movement posters on display throughout school with reminders about how to be more active.
					<ul style="list-style-type: none"> Introduce playground boxes for both upstairs and downstairs playgrounds so children have more access. Replenish lost or damaged equipment from the playground boxes.

			<ul style="list-style-type: none"> An Active Movement assembly was held to explain the initiative to pupils. 	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
Intent	Implementation		Impact	
Your school focus should be clear - what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated :	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Whole school PE events and celebrations to raise the profile of PESSPA. 	<ul style="list-style-type: none"> JS (Assistant Head) and AI (Subject Lead) to organise Mini Marathon event in Autumn 1. World Cup event in Autumn 2. Sport Relief event in Spring 2. Sports Day in Summer 2. 	£0	<ul style="list-style-type: none"> Active Movement Ambassadors introduced across school. Ambassadors are encouraged to remind everyone why being active is important and to praise those around them. A World Cup Penalty Shoot Out was organised in Autumn 2. Three Mini Marathon events took place throughout the school year. A special celebration 	<ul style="list-style-type: none"> Continue to offer whole school celebration events relevant to what is going on in the wider community and world.

			<p>event was held in the playground.</p> <ul style="list-style-type: none"> Sports Day took place in the Summer Term. Parents and carers were invited to attend. Aysha led a celebration assembly in which certificates were shared with pupils. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear - what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Whole school curriculum map to be developed and shared with staff. Find out about staff development needs for PE. Develop PE curriculum. Upskill teachers through offering CPD and training. 	<ul style="list-style-type: none"> AI and JS to develop the curriculum map. Send out a "Staff Voice" survey. Invest in "Get Set 4 PE" scheme. INSET to explain how to use the scheme effectively. 	£0	<ul style="list-style-type: none"> Staff Voice survey was sent to ascertain staff levels of expertise and confidence. Aysha and Jo developed the curriculum map to ensure coverage across the school. Get Set 4 PE has been rolled out and the majority of staff report that they are able to 	<ul style="list-style-type: none"> Send out another Staff Voice survey to evaluate the effectiveness of Get Set 4 PE scheme. Evaluate if staff require more training on how to use Get Set. Identify staff who require PE CPD.

	<ul style="list-style-type: none"> • JS (Assistant Head) to work with identified teachers on their PE teaching. 		<p>use the scheme effectively.</p> <ul style="list-style-type: none"> • Jo and Aysha led on a PE INSET, where they shared information regarding the implementation of Get Set 4 PE. Other teaching strategies were also shared. • Jo worked with new members of staff to develop their teaching of PE. 	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

Intent	Implementation		Impact	
Your school focus should be clear - what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<ul style="list-style-type: none"> • Develop a broad PE curriculum. • Develop after school club offering. • Build activity pupils' activity levels at lunchtimes and playtimes. 	<ul style="list-style-type: none"> • Develop the curriculum to reflect the needs of pupils, particularly after COVID-19. • Develop the curriculum so that it takes advantage of the resources available in the local 	<p>£14,292</p> <p>Swimming - £6135</p>	<ul style="list-style-type: none"> • A wide range of after school clubs were offered to pupils including Gymnastics, Multisports, Football, and Streetdance. Uptake was good and most clubs were full. • Additional coaches assisted with lunchtime activities to engage 	<ul style="list-style-type: none"> • Evaluate effectiveness of lunchtime coaches and evaluate if this is something we want to continue with.
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	<p>area.</p> <ul style="list-style-type: none"> • Ask members of staff if they would want to run an after school club. • Research companies/coaches to run additional after school clubs. 		<p>pupils and increase physical activity.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear - what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Increased intra-school competition. Pupils to participate in a range of activities and competitions with their peers at Chisenhale. Increased inter-school competition. Pupils to participate in a range of activities and competitions arranged by Tower Hamlets School Games. 	<ul style="list-style-type: none"> Map out opportunities for intra-school competition across the year – AI. Contact School Sport Partnership an organise inter-competition calendar. 	£0	<ul style="list-style-type: none"> There was some intra-school competition, with classes in the same year group competing against each other. For Sports Day, children played in mixed ability teams within their phase group. Inter-school competition increased slightly. Pupils attended a Netball and Cricket tournament. There was an increased focus on personal and “Personal Best” competition through the mini marathon events. 	<ul style="list-style-type: none"> Consider how to facilitate more inter-school competition. Consider how to develop pupils’ skills ready for competition by offering after school clubs.

Signed off by	
Head Teacher:	
Date:	
Subject	

Leader:	
Date:	
Governor:	
Date:	