





**Saint Sebastian's Church of England Primary School**
**2022-2023**

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

**Commissioned by**

Department for Education

**Created by**

association for Physical Education

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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2023. To see an example of how to complete the table please click HERE.



Created by: association for Physical Education, Active Partnerships, YOUTH SPORT TRUST

Supported by: SPORT ENGLAND LOTTERY FUNDED, UK COACHING, UK active

## Details with regard to funding

Please complete the table below.

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| Total amount carried over from 2021/22 | £-1374 O/spend |
| Total amount allocated for 2021/22 | £19,921.00 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £ |
| Total amount allocated for 2022/23 | £17,430 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £ 17,430 |

## Swimming Data

Please report on your Swimming Data below.

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| Meeting national curriculum requirements for swimming and water safety.<br><br>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.<br>**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** | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br>**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.<br>Please see note above | 25% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above | 20% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 10% |
| 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? | Yes/No |

**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:** | **Date Updated:** | | |
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| **Key indicator 1:** The engagement of all 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? | Sustainability and suggested next steps: |
| | **30 Minutes a Day**<br>Establish a baseline of provision. 2 PE sessions per week. Staff plan to incorporate active elements into their lessons (BBC Super movers, Active Advent). Daily mile at lunch time introduced to encourage as many children into an active break time as possible. Premier league primary stars and super movers have allowed for some active brain breaks during lessons. Sports apprentice trained on and implementing physical intervention.<br>**Lunchtimes and Playtimes**<br>Training for the Bronze ambassadors and playground leaders in year 5 and year 6 has | £2000 for Key indicators (Inspire+)<br><br>£1794 PE Apprentice AFSC/ lunch/ break | Physical activities are woven into every part of the school day and is an intrinsic part of our school curriculum. Core subjects are using active elements for key curriculum ideas and for brain breaks; 'Just Dance' and 'Supermovers' are used for this. The wraparound care provision also includes the use of 'Just Dance' and other multimedia content types as a way to incorporate physical activity into the breakfast and afterschool routine. Parents are able to share their children's achievement through the Shine collective worships on a Friday as well as | |

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| | allowed children to lead and engage their peers in a range of physical activity at playtimes and lunchtimes including the use of playtime equipment. Use of Inspire+ training services to facilitate these roles and responsibilities. These children assist with intra-school events and are responsible for taking care of our school equipment. Lunchtime staff to be responsible for ensuring that each key stage has the necessary equipment to engage and support the children in developing their own physical opportunities and game ideas.<br><br>**Clubs**<br>PE staff team to offer extracurricular activities on multiple occasions, during the week. Engagement in more extra/intra curricular events through the School Games Organiser, Inspire+ and school staff. Sports apprentice is an integral part of the running of these extra-curricular activities.<br><br>**Wrap Around Care**<br>Wrap around care staff member to ensure the after-school provision provides at least 30 minutes of physical activity a day and promotes healthy lifestyles. Healthy snacks to be provided at | | being kept up to date with PE lessons and competitions, through the school's social media pages.<br><br>The subject lead and HLTA PE coordinator, along with the PE apprentice have ensured that PE equipment is kept up to date and kept in good condition, with a recent update in our equipment levels. Lunchtime monitoring has shown that this equipment is being used effectively to promote group and individual games. Leadership of playtime activities from the Bronze Young Ambassadors and Playground leaders has allowed the children to take ownership of their activities. Their skills and knowledge have been developed in these areas through effective training from Inspire+.<br><br>There have been many successful clubs over the last academic year, such as: summer sports club, netball, football and rugby. The cohort have been exposed to a wide range of sports and have been tasked with learning new skills and knowledge, through this. This has led to an increase in | |

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| | wrap around care to promote a healthy lifestyle.<br><br>Shine assemblies are used to celebrate extra-curricular achievement and achievement outside of school. Bronze Young Ambassadors present awards to have a part in the school celebrations.<br><br>School achievements to be shared on the school's social media page for the benefit of all parties.<br><br>**Celebrating Sports**<br>To engage more of the school's population in physical activity, through MASS participation events. To complete a sporting event in collaboration with a charity to raise awareness of physical activity in the local community. | | competition with local schools, through the School Games Organiser and a continued competitive feel throughout the school community. The children have some input on the sport that is explored in the club, thus increasing the uptake and enthusiasm for and around these clubs. We have had many visits from celebrated sports starts including Sam Ruddock, Dai Greene and Jonathan Broom-Edwards, this has inspired the children to further their sporting endeavours and to inspire them to persevere towards the career they would like, whilst closing in on their potential.<br><br>The wrap around care that we offer has been extremely successful, in allowing the children to be active both before and after school. Our wrap around care assistant has devised many games and activities that allow children to take part in physical activity, whilst still having fun. Nutritious food allows the children to understand more about their own health too. | |

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| | | | SHINE assemblies have been held on a weekly basis to celebrate the school's domestic and extracurricular success in sporting events. This inspires the rest of the school population to take part in local sports clubs.<br><br>As a school, we have participated in the 'Rudolph Run' for St Barnabas. This event allowed us to take part in an inclusive and enjoyable community project, whilst contributing to the local community and giving back to those in need. The children worked as a team to complete this project, echoing and combining several of our school values. | |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation:<br>% |
| **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: |
| | Continue the '5 Ways to Wellbeing' approach in school to build a positive and optimistic whole school approach to learning and where the mental health and wellbeing of everyone | £1000 Inspire + | The '5 Ways to Wellbeing' scheme has been used and is now embedded to build a supportive and positive network of learners. The school has adopted one of the | |

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| | truly matters and feeds into our learning. Staff have continued training through Carol Hines and the Inspire+ CPD planner. (1 of the 5 ways being to be physically active each day).<br><br>Embed the 5 Ways to Wellbeing approach in school in 2021-22 as part of the School Development Plan to further enhance its impact on mental well-being in school to support children with enhanced mental health issues. We now have an assembly about these ways to wellbeing, weekly and the values are displayed in the classroom.<br><br>Use the 5 Ways to Wellbeing scheme to lead our school rewards system. Children to receive rewards based on the school values and 5 Ways to Wellbeing.<br><br>Use the 'School of Kindness' initiative to encourage the children to be active and to treat others fairly during physical activity.<br><br>Use notice board in main corridor to raise the profile of PE and Sport for all stakeholders.<br><br>Include the sporting achievements on the school newsletter and school website to | | noticeboards in the hall, to include nominations from the children, in each of the areas of the scheme. These are also explored in SHINE assemblies, through the 'special mention' nominations. This inspires children to be active and to communicate, two skills that are essential in physical activity. As a school, this also allows us to focus on the mental health side of sport and activity, as well as the physical side.<br><br>Our ELSA programs have included the '5 Ways to Wellbeing' through target setting and working with high aspirations. These goals are celebrated, once achieved.<br><br>We have two PE display boards in school to inform children and stakeholders about the goings on in PE. The boards contain challenges and photos from extracurricular activities.<br><br>The parents and other stakeholders are informed about the sporting achievements in school through the newsletter and it has allowed us to prepare for future events. | |

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| | inform all stakeholders.<br><br>Raise the profile of sporting clubs in the community through engagement and MASS participation events. Include taster days from local clubs into our sports offer to help with this.<br><br>HLTA and PE Lead to update the board and keep the interest of all children maintained and 'Picture yourself participating board'.<br><br>Role models – to promote local sporting personalities so pupils can identify with success and aspire to be a local sporting hero. Use Inspire+ membership to the full and be available for all assemblies/workshops from their ambassadors and role models. Current visitors planned include Sophie Devenish (Olympic swimmer), Sam Ruddock (Paralympian) and Dai Greene etc.<br><br>Ensure photographs are taken of PE events and shared in school newsletters/website.<br><br>Ensure follow up in our own Shine assemblies, to continually raise the profile of taking part in a sporting or active lifestyle.<br><br>Use 'Shine' Celebration assembly every week to celebrate the sporting/fitness achievements of | | The focus of many of our visits from local sporting personalities have been inspiration and perseverance. This has given the children a real drive to take part in physical activity in the future.<br><br>Shine in the church has allowed parents and governors to be a part of the sporting achievements of the school.<br><br>Sports Ambassadors and Playground leaders have been developed to encourage more children to take part in structured activity during breaktimes and lunchtimes.<br><br>The parents have been to watch many of our tournaments this year, this inspires the children and allows the parents the opportunity to connect with local sports coaches.<br><br>The governors assisted at sports day; this gave them the opportunity to take an active role in the sports at our school. | |

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| | individuals and teams.<br><br>Participation in charity events, with a sport emphasis e.g., Sport Relief. Sports Ambassadors - Active Playground<br><br>Ensure training for Active Playground Sports Ambassadors takes place – develops confidence and transferable leadership and team -building skills and qualities.<br><br>Parents are able to watch inter-school competitions.<br><br>A report to governors will be written, to inform them of the events and routines in physical education.<br><br>Governors to take an active role in monitoring and PE outlook. | | | |

| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation:<br>% |
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| **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: |

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| | Embed the school's intent, implementation, and impact statement for the PE curriculum as part of the whole school curriculum development.<br><br>Continue to utilise Get Set 4 PE resources to enable staff to teach and assess PE to ensure progression of skills across school. All staff to plan and deliver 1st quality teaching. Ensure that equipment is provided to match up to the curriculum map.<br><br>Ensure that a wide variety of activity types are used in our curriculum map, to ensure that it is 'colourful'. Ensure that there is consistency and a granular approach to the curriculum for PE.<br><br>Provide the staff with CPD opportunities thrice in the year to ensure that the needs are being catered to.<br><br>Use Inspire+ coaches to work alongside new teachers to upskill them to help ensure the | £1000 CPD PE Lead<br><br>Inspire+<br><br>£330 Get Set 4 PE<br><br>£1000 CPD Teachers Inspire+<br><br>£1056 Grounds Maintenance | The intent, implementation and impact has been shared with the school and is engrained in school life. This has been shared with staff to allow them to engage with this.<br><br>Get Set 4 PE is used by all staff and allows teachers to use well planned activities and ideas to inform their planning. Differentiation has been included within the planning to allow all children to reach their full potential within physical education.<br><br>Our curriculum is 'colourful' to allow for a range of physical activity. This gives the children a chance to develop a range of skills, in accordance with the school's intent.<br><br>The staff CPD list has been circulated to all staff, with 5+ CPD sessions being attended this year. This has informed our planning and provision for PE.<br><br>Inspire+ coaches have worked alongside target groups, to help | |

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| | successful implementation of the teaching of Get Set 4 PE ideas to ensure all staff plan and deliver 1st quality teaching.<br><br>HLTA to work alongside teaching staff to increase engagement and learning opportunities for all children.<br><br>Use Koboca to assess pupil engagement and to gather pupil voices. | | with key areas like focus and fairness.<br><br>We use a 'Builds on, New Knowledge, Future Learning' learning sequence, to ensure that the new knowledge fits seamlessly into the rest of our curriculum.<br><br>HLTA has worked with many classes to ensure that PE provision runs smoothly and to ensure that new opportunities are provided for the children.<br><br>Pupil voice has reflected enthusiasm and new learning in PE. | |
| **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: |

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| Additional achievements: | Further develop our Extra-Curricular Sport and Physical Activity Programme<br>Children in Year 4 to attend the Mini Commonwealth event.<br><br>Offer Lives First Aid training to Year 5 and 6 pupils.<br><br>Continue to offer a wider range of activities both within and outside the curriculum that promote physical activity.<br><br>Aim to increase the number of children engaged in a range of sports. Focus particularly on those children who do not usually take up additional PE and Sports opportunities.<br><br>Ensure new Sports Clubs timetable disseminated to pupils and parents and uploaded to website/ newsletters.<br><br>New activities to be encouraged for 30 minutes' activity.<br><br>Bikeability training for Year 5/6.<br>Pupil Voice and Non-Engagement | £2000 Inspire+ Membership<br><br>£3000 PE Apprentice AFS Clubs | The year 3 and 4 children attended the Mini Commonwealth Games, 100% of children enjoyed the event and said that they would recommend it to a friend.<br><br>LIVES training to be taken by year 5 and 6 pupils.<br><br>We have offered a range of events to children through the School Games events and through experiences in the community, which have allowed the children to learn about different avenues within sports and to develop skills that they may not have previously had the chance to.<br><br>The school has engaged in New Age Kurling and Boccia. These events were designed to engage those children with SEND in physical activity. 100% of the children in Year 6 that are on an EHCP plan, have taken part in a sporting activity this year.<br><br>We have had a constant stream of sports clubs this year, | |

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| | Complete Pupil Voice to identify interests and barriers to participation.<br><br>Target non-engagement in sports and physical activity. | | including: football, netball, cricket, team games, athletics etc. with an uptake of % through school. This gives the children a chance to play sports in a setting that is focusing on specific skills.<br><br>The children in Year 6 to complete the Bikeability training, many of the children are hoping to achieve level 2 bike ability. | |

| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation:<br>% |
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| **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: |
| | Engage in SGO Competition Programme to ensure that we are championing the ethos of competitive sports in our school.<br><br>Arrange inter and intra school competitions to engage the children in competitive sports. | £750 SGO<br><br>£1500 Equipment<br><br>£2000 PE Apprentice | We have taken 60+ children to over 10 events this year. This has allowed the children to experience sport in a medium that they may not be used to.<br><br>We have completed a football match against a rival school, in which the boys and girls that played, were allowed a platform | |

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| | Weekly reference within SHINE assembly to encourage and motivate all children towards achieving rewards/recognition for participation in sports and physical activities.<br><br>To work towards the School Games Mark (Gold). | | to show their new knowledge and skills to the parents. We have also arranged an interschool five-a-side tournament, in which, over 40 children from our school population have taken part in a competitive tournament, during their lunchtime. This brings more structure to lunchtime activity.<br><br>SHINE assemblies have given acknowledgement to the successes of our inter and intra school endeavors.<br><br>The school has evidence to fill every section of the School Games Mark at a Gold Standard. We are awaiting a meeting to achieve this. | |

| Signed off by | |
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| Head Teacher: | E Bedford |
| Date: | October 2023 |
| Subject Leader: | C Johnson |
| Date: | July 2023 |
| Governor: | FGB Approved through School Bus |
| Date: | December 2023 |