





Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

St Sebastian's CofE Primary School

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** improvementsto 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 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.

Created by:

Supported by:

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 1060.17
Total amount allocated for 2020/21	£ 17320.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 2536
Total amount allocated for 2021/22	£ 19,921
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 19,921.00

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. **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? **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 2020. Please see note above	36%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	36%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	28%
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: 2021/22	**Total fund allocated:**	**Date Updated:**		
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: 21%
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:
Develop a range of sustainable programmes to encourage more children to engage more regularly in physical activity opportunities.	**30 Minutes a Day** Establish baseline of provision. 2 PE sessions per week. Staff plan to make their other lessons active particular on non-PE days. Staff sharing of resources for 30 minutes a day. Daily mile has been introduced to ensure that we have mass participation in our physical activity. Premier league primary stars and super movers have allowed for some active brain breaks during lessons. **Lunchtimes and Playtimes** Training for the Bronze ambassadors and playground leaders in year 5 and year 6 has allowed children to lead and engage their peers in a range of physical activity at playtimes and lunchtimes including the use of playtime equipment. These children assist with intra-school events and are	£2000 Inspire+ £2000 Sports apprentice £175 after school clubs (Inspire+ coach)	Physical activity is a natural, structured part of the school day and curriculum for all involved and is not limited to playtimes (examples). Physical activity ideas were provided for learners during lesson times and unstructured periods of the school day. 'Supermovers' and 'Just Dance' videos are used as a brain break. The wraparound care provision also includes the use of 'Just Dance' as a way to incorporate physical activity into the breakfast routine. Parents are able to share their children's achievement through the Shine collective worships on a Friday as well as being kept up to date with PE lesson and competitions, through the school's social media pages.	Ensure that the school takes a positive approach to travelling to school.

	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. **Clubs** HLTA given PE assistant coordinator role to work alongside the PE coordinator to lead PE activities and clubs across the school. Offer a wide range of clubs. Engagement in more extra/intra curricular events through the School Games Organiser, Inspire+ and school staff. Sports apprentice has been introduced to assist with the management of extra-curricular activities. **Wrap Around Care** 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. Shine assemblies are used to celebrate extra-curricular achievement and achievement outside of school. **Celebrating Sports** 'Shine' collective worships to include an 'awards from home' section, to celebrate achievement in sports. Children who represent the school in team sport competitions to be celebrated in this time too. School successes are shared via the school's social media pages.		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. Lunchtime monitoring has shown effective Leadership of playtime activities from the Bronze Young Ambassadors and Playground leaders. Their skills have been developed in these areas through effective training from Inspire+. There have been many successful clubs over the last academic year. 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 competition with local schools, through the School Games Organiser and a fresh competitive spirit from the children. The children have some input on the sport that is explored in the club, and they become more enjoyable, therefore. We have had many visits from celebrated sports starts including Sam Ruddock and Jonathan Broom-Edwards, this has inspired the children to further their sporting abilities and to inspire them to persevere towards the career they would like. The wrap around care that we offer has been extremely successful, in allowing the children to be active	

	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.		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. The daily mile is also an integral part of breakfast club, with staff and children getting 20 minutes of movement in before school. 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. As a school, we have participated in the 'Rudolph Run' for St Barnabas and we have participated in the 'School of Socks' MASS participation event, organised by Inspire+. These two events allowed us to take part in an inclusive and enjoyable community project, on two occasions. This also allowed the children to identify activities that can be done at home with household items.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 20%
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 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). 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. Use notice board in main corridor to raise the profile of PE and Sport for all stakeholders. Include the sporting achievements on the school newsletter to inform all stakeholders. Raise the profile of sporting clubs in the community through engagement and MASS participation events. HLTA and PE Lead to update the board and keep the interest of all children maintained and 'Picture yourself participating board'.	£2000 (Inspire+ membership) £2000 Sports apprenticeship	The '5 Ways to Wellbeing' scheme has been used to build a supportive and positive network of learners. The school has adopted one of the notice boards 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. Our ELSA programs have included the '5 Ways to Wellbeing' through football and basketball. These are incorporated through target setting and through celebrating achievement. 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. 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.	Continue to roll out physical interventions for those children that need it. Embed the 5 ways to wellbeing across school and ensure that it is established across every class. Develop the display in school celebrating the successes across the PE curriculum. Also the advertisements of sports clubs- improve outside of school to make all stakeholders aware.

	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 Jonathan Broom-Edwards. Ensure photographs are taken of PE events and shared in school newsletters/website. Ensure follow up in our own Shine assemblies, to continually raise the profile of taking part in a sporting or active lifestyle. Use 'Shine' Celebration assembly every week to celebrate the sporting/fitness achievements of individuals and teams. Participation in charity events, with a sport emphasis e.g., Sport Relief. Sports Ambassadors - Active Playground Ensure training for Active Playground Sports Ambassadors takes place – develops confidence and transferable leadership and team -building skills and qualities. Parents are able to watch inter-school competitions.		As a school, we have participated in the 'Rudolph Run' for St Barnabas and we have participated in the 'School of Socks' MASS participation event, organised by Inspire+. This raises the profile of PE for our school and helps children to realise that they can take part in activity, no matter their ability. 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. Shine in the church has allowed parents and governors to be a part of the sporting achievements of the school. Sports Ambassadors and Playground leaders have been developed to encourage more children to take part in structured activity during breaktimes and lunchtimes. 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. The governors assisted at sports day; this gave them the opportunity to take an active role in the sports at our school.	

	A report to governors will be written, to inform them of the events and routines in physical education. Governors to take an active role			

Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport				Percentage of total allocation: 25%
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:
To embed a well-structured and varied PE curriculum and knowledge progression throughout the school.	Embed the school's intent, implementation, and impact statement for the PE curriculum as part of the whole school curriculum development. 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. Ensure that a wide variety of activity types are used in our curriculum map, to ensure that it is 'colourful'. Provide the staff with CPD opportunities thrice in the year to ensure that the needs are being	£2000 Inspire+ membership £330 Getset4PE £2666 PE equipment	The intent, implementation and impact has been shared with the school and is engrained in school life. 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. Our curriculum is colourful to allow for a range of physical activity. This gives the children a chance to develop a range of skills,	Continue to develop the CPD for new staff to allow them to feel confident in the delivery of the lessons. Scaffolding the learning to allow all children to feel confident in their lessons. Continue to embed the build on part of the lesson focusing on the progression. Develop the use of assessment in PE so children know their next steps.

	catered to. Use Inspire+ coaches to work alongside new teachers to upskill them to help ensure the successful implementation of the teaching of Get Set 4 PE ideas to ensure all staff plan and deliver 1st quality teaching. HLTA to work alongside teaching staff to increase engagement and learning opportunities for all children. Use Koboca to assess pupil engagement and to gather pupil voices.		in accordance with the school's intent. The staff CPD list has been circulated to all staff, with 15+ CPD sessions being attended this year. This has informed our planning and provision for PE. Inspire+ coaches have worked alongside classes and teachers to provide support in teaching PE. The Inspire+ coaches have adopted our 'Builds on, New Knowledge, Future Learning' learning sequence, to ensure that the new knowledge fits seamlessly into the rest of our curriculum. HLTA has worked with many classes to ensure that PE provision runs smoothly and to ensure that new opportunities are provided for the children. Koboca has been used to report on pupil voice and to look at assessment data.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20%
Intent	**Implementation**		**Impact**	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Additional achievements:	**Further develop our Extra-Curricular Sport and Physical Activity Programme** Children in Year 4 to attend the Mini Commonwealth event. Offer Lives First Aid training to Year 5 and 6 pupils. Continue to offer a wider range of activities both within and outside the curriculum that promote physical activity. 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. Ensure new Sports Clubs timetable disseminated to pupils and parents and uploaded to website/ newsletters. New activities to be encouraged for 30 minutes' activity. Bikeability training for Year 5/6. Pupil Voice and Non-Engagement Complete Pupil Voice to identify interests and barriers to participation. Target non-engagement in sports and physical activity.	£2000 (Inspire+ membership) £2000 (Sports Apprenticeship)	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. Year 5 and 6 pupils had first aid training with the LIVES charity. 100% of children said that they learned something new according to a pupil survey. We have offered a range of events to children through the School Games events and through experiences in the community (CWG Baton Relay, Influential Sports visitors), 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. 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.	Establish a progression of bike ability throughout the school ensuring 100% of year 6 children leave school being able to ride a bike. Ensure that the uptake of clubs is at 80+%

			We have had a constant stream of sports clubs this year, including: football, netball, cricket, team games, athletics etc. with an uptake of 71% through school. This gives the children a chance to play sports in a setting that is focussing on specific skills. The children in Year 6 have now completed the Bikeability training, all of the children in this cohort found the training useful. 46% of Y6 children achieved their level 2 bike ability.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 14%
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:
To introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate	Engage in SGO Competition Programme to ensure that we are championing the ethos of competitive sports in our school. Arrange inter and intra school competitions to engage the children in competitive sports. Weekly reference within SHINE assembly to encourage and motivate all children towards achieving rewards/recognition for participation in sports and physical activities. To work towards the School Games Mark (Gold).	£2000 Sports Apprenticeship £750 SGO	We have taken 50+ children to over 15 events this year. This has allowed the children to experience sport in a medium that they may not be used to. We have completed a football match against a rival school, in which the boys and girls that played, were allowed a platform to show their new knowledge and skills to the parents. We have also arranged an interschool five-a-side tournament, in which, over 55 children from our school population have taken part in a competitive tournament, during their lunchtime. This brings more structure to lunchtime activity. SHINE assemblies have given acknowledgement to the successes of our inter and intra school endeavours. 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.	Expand the numbers of children attending tournaments. Continue working alongside Inspire+ and establishing our Gold mark. Develop certificates for the inter and intra awards for children.

Signed off by	
Head Teacher:	M. Waddell
Date:	19.7.22
Subject Leader:	Nicola Woolerton
Date:	19.7.22
Governor:	S Kirton (Chair)
Date:	31.7.22