





Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

Saint Sebastian's Church of England Primary School
2020 - 2021

Commissioned by the 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 (Ofsted 2019 p64) 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 criteria (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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 by the end of the summer term or by **31st July 2021** at the latest.

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: association for Physical Education YOUTH SPORT TRUST

Supported by: SPORT ENGLAND LOTTERY FUNDED Active Partnerships



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Saint Sebastian's CE Primary School	
Key achievements to date until July 2020:	**Areas for further improvement and baseline evidence of need:**
Key indicator 1: The engagement of all pupils in regular physical activity. PE and sport time in school – all classes have 2 timetabled slots per week (at least 2 hrs). Improved outdoor space and Multi-Use Games Area (MUGA) for the field - increased the space for children to be active in all weathers. Inspire+ Ambassadors 2019-2020 - Olympian swimmer Lizzie Simmonds assembly, Paralympian Sam Ruddock assembly, Paralympian Jonathan Broom-Edwards assembly (and mascot challenge), Sarah Outen MBE wellbeing assembly. School Sports week was held in June, children dressed up as a Sports person, had access to a new sporting experience, all joined in with sports day, a team attended the small school sports competition and Y3/4s attended the Mini-Olympics event. Whole school events including Inspire+ run a mile and Daily mile. Lunchtime supervisor employed with focus on increasing Physical Activity (PA) of the children. Year 6s trained Play leaders. PE, School Sport and Physical Activity noticeboard Progress reports (via Inspire+) for pupils/staff/parents. **Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement. PE coordinator and Head teacher attended Inspire+ PE conference in September and met with Vincent Brittain from Inspire+ 3 times during the year to plan and review the use of the Inspire+ membership. More effective subject leadership developed through the completion of the Inspire+ health check and through the implementation of targets in the PE school action and monitoring plan. Inspire+ Ambassadors visits (see above) very aspirational and set children targets to engage in physical activity– seen in club participation and inspiring writing. School Sports week was held in June, children dressed up as a Sports person, had access to a new sporting experience, all joined in with sports day and a team attended the small school sports competition. G&T support – attendance at PGL activity camp and KS2 after school sessions. PGL activity sessions – Year 6 half day event. SMSC work – legacy challenge and pupils out of school sports events linked to school values and weekly reference in Celebration assembly. **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport A curriculum map has been developed based around the use of the realPE scheme and other skill areas.	➢ What went well? • Partnership with Inspire+ and local SGO increases the range of physical opportunities for all. • CPD for all staff well received and evident in PE/PA delivery • Increased participation in PA by non-sporty children • Effective lunchtime supervisor organising resources and encouraging more children to be PA. • From June 2020 each bubble of children allocated own breaktime/lunchtime box to ensure they have resources to engage in physically active at break and lunchtimes. ➢ What could you try next? • Use of MUGA/Playground/ Field rota to ensure opportunities for PA for each class bubble during break/lunch periods. • Further development of outdoor area and resources to improve opportunities for all children to participate in PA. ➢ What does your evidence require you to do next? • Review and develop the whole school PE curriculum and ensure resources are in place to help support staff in delivering PE. • Build upon CPD and staff confidence already in place for staff to ensure highest quality outcomes for our children. • Ensure all children have the opportunity to engage in 30 minutes a day healthy, physical activity in school. • Further develop additional competitive sports opportunities. • Increase participation in extra-curricular activities especially KS1. ➢ Consider impact and progress. • Last year Inspire+ pupil survey (baseline and outcomes) indicates increased level of involvement in both school and outdoor activities. ➢ Training opportunities for 2019/20 • Representation from Inspire+ to attend governors meeting.

All Teaching Staff offered a range of CPD training through Inspire+. PE coordinator attended the Inspire+ PE termly Forums, observed lessons and given staff meeting time to give feedback and input. **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils Sports Clubs / Physical Activity/ Timetable updated. This year St. Sebastian's has offered Cheerleading, Paralympics club, Multi-skills, Change 4 life, (run by the Bronze ambassadors) for KS1 and Rugby, Volleyball, Netball, Football and Boxercise for KS2. (*Rounders, Athletics not held because of COVID 19*) Participation Registers, 59% of children in year 1-6 attended an extra-curricular sports club. Children attended GnT and YA's events. School display board/ School website, Signposts to extra-curricular activities and clubs have been shared with parents with the school newsletter. Pupil voice gained by pupil questionnaires in autumn term. **Key indicator 5:** Increased participation in competitive sport Competition programme updated and extended. This year the children from St. Sebastian's have been involved in the Swimarathon, football matches and tournaments, netball matches and netball tournaments, a volleyball tournament, a cross-country event, a cheerleading festival, a goalball tournament, indoor athletics, outdoor athletics, a Virtual Mini-Olympics event. (A lot of events since March were cancelled because of COVID 19.) Please see our Inspire+ Impact Reports for more details of our PE and School Sports Provision & Progress and participation Registers.	

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

Delete as applicable

Total amount carried forward from 2019/2020 **£** 1060.17

+ Total amount for this academic year 2020/2021 **£17320**

= Total available to be spent by 31st July 2021 **£18380.17**

Total actually spent by 31st July 2021 **£12850**

Total amount carried forward from 2020/2021 **£** 5530.17

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 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 2021. Please see note above.	14/19 = 74%
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.	12/19 = 63%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	5/19 = 26%
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: 2020/21	**Total fund allocated:** £17 320	**Date Updated: July 2021**	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend thatprimary school pupils undertake at least 30 minutes of physical activity a day in school			Percentage of total allocation: %
Intent	**Implementation**		**Impact**	£5040 = 29%
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. Share ideas for daily PE activities and challenges during lockdown on Google Classroom (Year 1-6) and Tapestry (EYFS). Federation 500mile challenge set during lockdown to encourage child to run, walk, scoot or cycle as many miles as they could a day and see which class could achieve 500miles first. **Lunchtimes and Playtimes** Training for the Bronze ambassadors and playground leaders in all class bubbles from Year 2 to Year 6 to enable the children to lead and engage their peers in a range of physical activity at playtimes and lunchtimes including the use of the Anomaly board. Organise and replenish playtime equipment for each class bubble to ensure they have access to resources to enable all children to be physically active. Lunchtime staff to be responsible for ensuring their bubble has access to equipment and support the children in developing their own physical opportunities	£2000 for key indicator 1 (Inspire+ Membership Total £8000) £415 GM services to maintain outdoor PE equipment. £2625 – Anomaly board	**Impact/Outcomes for children** • Physical activity is a natural, structured part of the school day and curriculum for all involved and is not limited to playtimes. Physical activity ideas were provided for learners at home to ensure they had a range of daily opportunities. 500m challenge encourage children and parents to complete more miles and share their successes during lockdown. Parents shared walks, cycle routes etc for other families to use on the school platforms to encourage others to be physically active in the locality during lockdown. • Extra-curricular sport and physical activity programme offered to children in class bubbles as chosen by the children to encourage children to participate regularly in a physical activity they enjoy. • Evidence in participation registers for clubs. • PE, School Sport and Physical Activity (PESSPA) notice board updated. • New equipment in place for	• Build upon and extend the existing programme of activities. • Develop the PE leadership team so new staff can further develop, monitor and evidence the impact of the 30 Minutes a day Programme. • Use the Create wheel to identify any further areas of need/gaps in provision and identify additional strategies, resources and programmes to further develop 30 Minutes a Day across the school • Capture pupil and staff voice to identify the increased amount of physical activity children are doing within and beyond the PE curriculum. • Use pupil and staff voice to identify barriers to children's engagement and identify solutions.

	and game ideas. **Clubs** HLTA given new 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. **Wrap Around Care** Staff member from After school club to complete a 'Wrap Around Care Apprenticeship' to ensure the after-school provision provides at least 30 minutes of physical activity a day and promotes healthy lifestyles. **Shine** Use virtual 'Shine' celebration assemblies to promote success in physical activities out of school.		PE/playtimes/activity sessions. • HLTA PE lead regularly monitors how and what equipment is being used and has observed that more children are involved in physical activity. • Whole school participation in activity events through Inspire+ e.g., fitness videos. • Bronze Sports Ambassadors/playground leaders lead Playground Activities. **Evidence** • Class activities documented each term. • Subscriptions taken up to activity websites such as Go Noodle and Inspire+ fitness videos. • Participation in virtual inter school events e.g., Skipping challenges, KS1 Football challenge (1st place) and KS2 Football challenge; Gold Award achieved as over 75% of pupils took part. • Lunchtime supervisors upskilled in ideas for games. • Bronze ambassador participation at training events.	• Identify any new staff who could provide extra-curricular opportunities for our children. • Review and develop the Active Lunchtime to include any 'Top-Up' training for new Lunchtime Supervisors. • Provide training for the next cohort of Sports Ambassadors and Playtime leaders • Provide training for staff and begin to use the Inspire+ #HealthyHappyActive next year. • Continue to invest in and provide quality equipment for breaktimes and lunchtimes to ensure children maintain a high level of physical activity.

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**	£2000 = 12%
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:
Increase the awareness of the importance of PESSPA for health, personal and social development and how it can help with learning in other areas and promote good mental health and well-being.	**Raising the profile of the benefits further** • Implement the '5 Ways to Wellbeing' approach in school to build a positive and optimistic whole school culture where the mental health and wellbeing of everyone truly matters. (1 of the 5 ways being to be physically active each day).	£2000 for key indicator 2 (Inspire+ Membership Total £8000)	**Impact / Outcomes: Increased pupil:** • 5 Ways to Wellbeing was introduced in Jan 2021, it is starting to give children strategies to develop their own positive mental health. • Confidence and enjoyment of sport and games across the school • Opportunities to participate in a variety of activities.	• 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 after the

	• PE Lead to complete a PE action plan and monitor impact. • Use notice board in main corridor to raise the profile of PE and Sport for all stakeholders. • Raise the profile of sporting clubs in the community. • HLTA PE Lead to update the board and keep the interest of all children maintained. • 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 Lizzie Simmonds (Olympic swimmer), Sam Ruddock (Paralympian), Ben Smith (marathon legend and mental wellbeing expert). • Ensure photographs are taken of PE events and shared in school newsletters/website. • Ensure follow up in our own Shine assemblies by the Bronze Ambassadors 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.		• Awareness of the importance of physical activity and health. • Experience of the feeling of achieving their best. • Experience of gaining awards and certificates and the feelings of achievement. • Ability to use transferable skills to support learning across the school. • Understanding of the importance of diet and exercise for a healthy body and mind. • Understanding of how to improve their physical and mental well-being through physical activity. • Happy break and lunch times as pupils more actively involved in a range of activities. **Evidence** PE coordinator and Head teacher attended Inspire+ PE conference in September and meet with Vincent Brittain from Inspire+ 3 times during the year to plan and review the use of the Inspire + membership. See Termly review. Inspire + Ambassadors 2020-2021- Olympian swimmer Lizzie Simmonds assembly, Paralympian Sam Ruddock assembly, Paralympian Jonathan Broom-Edwards assembly, Sarah Outen MBE adventure assembly. These visits were very inspirational and helped our children see opportunities in the wider world. Virtual Legacy Tour – focused on the Olympic and Paralympic Games in Tokyo for the children and focused on new sports and opportunities. Training taken place and strategies in place. Participation registers. Sport achievements always highlighted in the termly school Newsletter. Sporting achievements and events throughout the year on the school website. Younger children see the progression available and are keen to take up competitive sport	COVID-19 lockdowns. • Further specific planning and guidance to develop our school 30 min offer to all children – link to learning in other subjects e.g., Active English. • Extend competition opportunities after COVID-19 for all children so more children are engaged in and experience competition and the personal development it fosters. • Further develop opportunities to recognise and share achievements include website updates, social media and school newsletter. • Ensure that as many staff across the school are engaged in future PE CPD that can support whole-school improvement so that skills, knowledge, understanding and resources remain in the school even if key staff leave. • Identify new programmes/ CPD and resources to support active learning across whole school. • Develop links to PHSE programme around health including mental health.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: %
Intent	**Implementation**		**Impact**	£3810 = 22%
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:
Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity	To ensure pupil attitude and performance in sport is matched in other lessons and aspects of the school. • Develop a new intent, implementation and impact statement for the PE curriculum as part of the new whole school curriculum development. • Use the new whole School PE Curriculum 2020-2021 utilising 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. • Complete staff audit in Autumn term to evaluate training needs. • 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. • All teachers attend Virtual Get Set 4 PE training. • Offer all staff CPD courses through Inspire+ and encourage to attend. • PE HLTA to finish a Level 3 PE training course and attend CPD through Inspire+ to work alongside teaching staff to increase engagement and learning opportunities for all children.	£2000 for key indicator 3 (Inspire+ Membership Total £8000) Get Set 4 PE online resources £330 (Including Inspire+ discount) Resources to implement Get Set 4 PE £1480	A new curriculum map is in place based around the use of the Get Set 4 resources. This was reviewed and adapted each half term in light of Covid restrictions. New PE assistant coordinator attended the Inspire+ PE termly Forums. Staff attended Inspire+ training see Inspire + termly review for more information. **Impact on staff:** Improved confidence in teaching good and outstanding PE lessons understanding the need to keep children more physically active for more of the lesson. Clear understanding of how to plan and deliver the Get Set 4 PE lessons including the use of online resources to engage children in healthy, sustained, vigorous physical activity. More effective planning skills including clearer differentiation using the Get Set for PE ideas within lessons. **Leading to:** Children involved in more regular, healthy, sustained, vigorous physical activity in PE lessons. Increased pupil progress in PE. Pupils developing enhanced fundamental movement skills. Improved challenge and engagement for all pupils.	Continue to review and embed the new PE curriculum in light of easing of Covid restrictions. Continue to use sports coaches to upskill staff and renew the Get Set 4 PE online subscription to support lesson planning, implementation and assessment. Continue to audit staff and offer support to any new member staff to help them plan and assess PE lessons. Develop a more detailed PE skills progression and use the Get Set 4 PE assessment tool to match the new PE curriculum and assess the impact of the new curriculum. All teachers to attend PE CPD next year and PE lead to observe more PE lessons (when Covid restrictions allow) to help support and upskill teachers. Utilise new Orienteering support form Inspire+ to develop a bespoke package of resources for school to embed orienteering throughout school. Use Inspire+ to complete Forest School training and CPD events for staff.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: %
Intent	**Implementation**		**Impact**	£2000 = 12%
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:
Additional achievements: **Increase the range of activity opportunity outside the curriculum in order to get more pupils involved. Focus particularly on those pupils who do not usually take up additional Sport opportunities.**	**Further develop our Extra-Curricular Sport and Physical Activity Programme** • Children in Year 4 to attend the virtual Mini Olympics event. • Offer Lives First Aid training to Year 5 and 6 pupils. • Share ideas for daily PE activities and challenges during lockdown on Google Classroom (Year 1-6) and Tapestry (EYFS). • Continue to offer a wider range of activities both within and outside the curriculum in class bubbles 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	£2000 for key indicator 4 (Inspire+ Membership Total £8000)	**Evidence** • Pupil voice gained and used in planning of after school clubs. • First Aid training completed by Year 5 and 6. • This year St. Sebastian's has offered boxercise, football clubs, rounders, year 3/4 dodgeball, multi skills and year 6 dodgeball. (All clubs have been offered to class bubbles only *due to COVID 19 restrictions*) • Children attended virtual GnT and YA's events • Y4 attend the Mini-Olympics inspire+ virtual event. • School display board/ School website, Signposts to extra-curricular activities and clubs have been shared with parents with the school newsletter. **Impact / outcomes for children:** • Additional opportunities for children to engage with physical activity outside the curriculum. • Pupil voice used to maximise participating in school clubs and decreased disengagement. **Leading to Increased pupil:** • Health and well-being • Confidence • Teamwork and leadership skills • Engagement	**Next steps:** Offer a wider range of after school clubs to a wider age ranges of children once the Covid bubble system has been removed. Plan the clubs for the whole year in advance utilising our Inspire+ membership and linking to the order of competitions set out by the SGO. Continue to gain pupil voice to help us cater for their interests to increase the uptake of our after-school clubs. Utilise our Inspire+ membership to offer a range of clubs by expert coaches. Continue to offer taster sessions for pupils when available and signpost to clubs.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: %
Intent	**Implementation**		**Impact**	£750 not used so £0 = 0%
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** Provide a range of equipment to each class bubbles to enable children with different skills/interests to have the possibility to compete/play. Federation 500mile challenge set during lockdown to encourage child to run, walk, scoot or cycle as many miles as they could a day and see which class could achieve 500miles first. Through the SGO network respond to and engage in virtual primary competitions throughout the year. Various staff to lead. Intra and Inter sports/events to be developed using pupil voice through the school council and Bronze Young Ambassadors. 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. - Silver mark (Not possible due to COVID 19).	**£750** (SGO membership – not used due to Covid no face-to-face competitions took place.	**Evidence** During lunchtimes and playtimes classes have been provided with a bubble box and a safe space to allow them to compete and play within their bubbles. We have encouraged the use of a wide range of equipment to ensure children with different skills have the possibility to compete/play. Intra school 500mile challenge to run, walk, cycle or scoot 500miles as a class first. This year the children from St. Sebastian's have participated in virtual inter school events e.g., Skipping challenges, KS1 Football challenge (1st place) and KS2 Football challenge Gold Award achieved as over 75% of pupils took part. (All face-to-face SGO events have been cancelled during this academic year due to COVID 19.) Children competed for points in teams on Sports Day. Please see Competition Reports in Shine Celebration Assemblies and in School Newsletters. • Awards/Trophies/Certificates. **Impact / Outcomes for Children** • Experience of competition against self and others. • Experience and understanding of rules and scoring systems.	Through the SGO network respond to and attend primary competitions throughout the year continue to offer pupils a wide variety of experiences. Various staff to support and attend. Continue to celebrate achievements in Shine assembly and school newsletters/website. Young Ambassadors to organise intra school events next year. School Games mark cancelled for the year aim for award next year.

			• Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship. • Enjoyment of sport and games across the school. • Sense of belonging. • Awareness of the importance of physical activity and health. • Experience of the feeling of achieving their best and of gaining awards and certificates, both as individual, teams and a school.	

Signed off by	
Head Teacher:	Michelle Waddell
Date:	July 2021
Subject Leader:	Louise Moxham
Date:	July 2021
Governor:	Lucy Jones
Date:	22.7.2021