

# 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](http://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](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17,715
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,740
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,740

## 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. <b>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</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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	55%
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	27%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	32%

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?

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:		
<b>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</b>			Percentage of total allocation: £1564 9%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p>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:</p> <p>Every child will run a mile a day from Key Stage 1 and 2. EYFS will also complete the circuit whenever possible.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Increased awareness of the importance of the Daily Mile. Ensure welfare staff and play ground leaders takes the lead in ensuring the Daily Mile is run properly every lunchtime.</p>	<p>£100</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>KS1 completed the daily mail at the end of lunch. Impact - the children are calm and ready for learning in the afternoon. EYFS completed this at the beginning of the day. Impact - helped to settle them ready for learning. It's part of our school's approach to health and wellbeing, and promotes health awareness. The children are much fitter and can access sport and PE more readily. It has improved social, emotional and mental health and wellbeing of our children – regardless of age, ability or personal circumstances – evidenced in PE pupil voice.</p>	<p>Sustainability and suggested next steps:</p> <p>All the children will be able to complete the 'Mile a Day' initiative. Embed in KS2. Play leaders to lead this activity. Link the Daily mile to inter-house/class competitions.</p>

To increase the variety of sports completed at lunch.	The children will complete a wider variety of sporting activities during lunch. PE Coach will come into school on a Friday lunchtimes to organise playground games. These will be demonstrated to welfare staff and playground leaders. Different sporting equipment will be given out on different days for both Key Stage 1 and Key Stage 2.	£1,000	Children have completed a wider variety of physical activities at lunchtime. They have also been taught the value of turn taking, sharing and being fair. Impact - children are more engaged at lunch times and playground behaviour has improved. Structured lunchtime support has been a great way to engage more children in physical activity while improving productivity and behaviour. With some children not getting enough exercise, we want to ensure that they have the opportunity to achieve at least 30 minutes each day.	More training for welfare staff and play leaders to lead/support children to participate in lunchtime physical activities.
Replacement of old sports equipment	Old and damaged sports equipment to be replaced. To purchase new playtime equipment for use during lunchtimes.	£244	Children have lunchtimes that are more enjoyable and behaviour will improve.	New Gymnastics equipment to be purchased, with impact of increased participation in lessons and improvement of skills, as more children have equipment that is fit for purpose.
Safety checks made on all inside & outside equipment	External certified company came to check the equipment	£120	Equipment is safe for children's use	To monitor and check equipment annually.
Train pupils to become playtime leaders.	The children will complete a wider variety of sporting activities during lunch. PE Coach will come into school on Friday lunchtimes to organise playground games. These will be demonstrated to welfare staff and playground leaders. Different sporting	£100	Pupils were more actively engaged in sporting activities at different points of the day. Children took part in regular active brain breaks throughout the day. Children were given the opportunity	Sports Leader Pupil Advocates- external and internal training for our new leaders and mid-day supervisor training.  Welfare staff to feel adequately supported to assist and direct in the activities to promote calmer

Occupational Therapy group to be given targeted exercise.	equipment will be given out on different days for both Key Stage 1 and Key Stage 2.  PE coach to work with children who need extra support to develop their physical abilities.	£0	to move more during class time to aid focus during lessons. Children have taken part in brain breaks and it is having a positive impact on their focus during lesson time.  Pupils were more actively engaged in sporting activities in PE and during their small group sessions. Pupils also felt more confident in their physical abilities.	dinnertimes, character building, fairness and respect and working together as a team.  PE leads to monitor and measure impact through pupil and staff voice questionnaires.  To continue with brain breaks.  To continue with this next year.
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Percentage of total allocation:  
£200 1%

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 deliver a Health and Fitness Week during the summer term.	The children will complete a wider variety of sporting activities during this week and participate in a school games day.	£200	School games day for EYFS/KS1 and KS2. Impact – development of social skills positive relationship building for life. Demonstration of leadership, teamwork and communication skills. Increased physical activity opportunities. External competition as part of our cluster were attended by children from Years 3,4,5 and 6. Demonstration of leadership, teamwork and communication skills,	Sports coaches supporting the delivery of events throughout the week  Inter-house/external sporting tournaments/competitions throughout the year, for all children, ie: football, cricket, rounders, cross country, etc. Wider variety of after school clubs, catering for different sporting interests: gymnastics, dance and multi-sports.

			alongside facing new challenges. Increase in confidence.	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation: £9849 57%
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Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To use external coaches in order to expand the expertise of the staff and improve the quality of the PE lessons.	External coaches were organised through S C Education for the whole academic year. They will provide PE on a Friday for all classes in KS1 and KS2. The class teachers and PE Lead evaluate them.	£6,000	Specialist P.E. teacher and coaches worked alongside the P.E. leader and teachers to support the delivery of P.E. develop lesson ideas, improve the teaching, learning and assessment of P.E. Staff feel more confident when delivering P.E. lessons to pupils evidenced in feedback from Staff Surveys.	Enable staff to be able to offer and teach a wide range of sport within PE sessions with improved confidence. To build on year on year.
To purchase the GetSet4PE scheme to assist teachers in the delivery of PE.	Teachers to use the planning and resources available through this scheme to deliver a PE lesson.	£550	Teachers are confident to deliver a high quality games lesson that shows progression throughout a unit of work and across different year groups.	Enable staff to be able to offer and teach a wide range of sport within PE sessions with improved confidence. To build on year on year.
To purchase The Lifewise PSHE and Activity Scheme.			Scheme enables teachers to feel confident in teaching PE- inspiring	Enable staff to be able to offer and teach The Lifewise PSHE and



<p>PE Lead to attend PE Leads Day at Graystone and Salford Annual Primary PE Conference.</p>	<p>The Lifewise PSHE and Activity Scheme allows for assessment opportunities, further discussion, follow up activities, evidence and celebration of pupil achievement to show the regular and ongoing impact of PSHE and Sports learning in school.</p> <p>PE leader to attend these training sessions.</p>	<p>£2,999</p> <p>£300</p>	<p>those who inspire the children is key to successful PE.</p> <p>Children know:  The characteristics and mental and physical benefits of an active lifestyle;  The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise;  The risks associated with an inactive lifestyle (including obesity);  How and when to seek support including which adults to speak to in school if they are worried about their health.  what constitutes a healthy diet (including understanding calories and other nutritional content);  The principles of planning and preparing a range of healthy meals;  The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (eg: the impact of alcohol on diet or health)</p> <p>PE lead feels more confident in articulating a developing PE curriculum in order to support staff development.  We have formed partnerships with other schools through cluster events.</p>	<p>Activity Scheme. To build on year on year.</p> <p>To continue to work with the cluster lead in order to attend more events and provide the children with more variety of sports.</p> <p>PE Lead to attend PE leads day. Booked.</p>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation:</p>

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:
External coaches to provide cycle proficiency training Level 1 and level 2 for pupils.	Book an external company to deliver this training.	£0	Children will be proficient in cycling and have a comprehensive knowledge of road safety. PSHE Links included. Wider development of safety and understanding of the local community. c/f	Bikeability week commencing the 12/9/22 for Year 6.
Specialised coaches to take a whole host of after school sporting clubs.	Continue after school multi-sports clubs for Key Stage 1 and 2 children that will be run by external sports coaches	£1000	Children will continue to have access to a wide range of physical activities to enhance and develop their interest in sport.	At the beginning of the year, highlight at least 1 sporting event per half term to attend – preferably o include different year groups, SEND focus.
Training sessions from high profile sporting organizations.	Quidditch day arranged to offer children opportunity to try a new sport.	£520	KS1 and KS2 children took part in a Quidditch day. Children were very enthusiastic to participate in a new sport.	Take a teacher survey to see what skill set is within the school, to see if a range of clubs could be run, with a focus of participation from a range of children.
Increase the profile and participation in dance.	Dance showcase in spring term – buy resources to use in production	£414	Children enjoyed participating in training from an expert dance instructor and then performing for parents.	Training sessions booked with Manchester United Foundation October 2022.
Brownlee Foundation Mini-Triathlon: Hough End Leisure Centre	All children will swim 50m, cycle 800m and run 300m	£152	Year 6 children enjoyed participating in a variety of events. It was inclusive for all. Less confident swimmers will be able to remain in the shallow end of the pool and floats were provided.	To participate in this event again next year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£3710 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:
To give all children at St Sebastian's the opportunity to represent the school in the local community. Dodgeball tournament Handball tournament Tennis Basketball tournament Athletics meet Year 5 Athletics meet Year 6	Take children to other schools and local clubs to take part in sporting events. Taking part in competitions with Salford School's Sports Partnership.	£300 Staffing and Transport costs	Links made with other schools in our cluster. This provided enhanced sporting opportunities for the children; and provided occasions to increase their circle of friends.	Ensure that funding is put aside at the beginning of the year to allow for transportation for events.
To pay for our entry into the Salford School's Sports Partnership.	Engagement within Salford School Sports Partnership to create sporting links with other primary schools.	£60	School received the Silver School's Sports mark award for 2022.	Enter virtual sport competitions offered by Koboca.
Increase intra school competition	House competitions. Purchase medals and trophies. Quidditch day.  Maintain the School Sports mark Silver level for 2022	£3250  £100		PE leads to implement house competition/tournament termly Promote a termly house competition where the children are encouraged to 'beat their best'.

Signed off by	
Head Teacher:	Caroline Doyle
Date:	July 2022

Subject Leader:	Mrs Gemma O'Neill
Date:	July 2022
Governor:	
Date:	