

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$

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

Schools are required to <u>publish details</u> 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.**

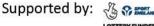
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than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

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Details with regard to funding Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£17,750
How much (if any) do you intend to carry over from this total fund into 2022/23?	£14
Total amount allocated for 2022/23	£17,750
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,736

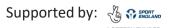
Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	21%
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.	21%
Please see note above	
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	21%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	54%











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/<mark>No</mark>













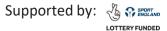
Action Plan and Budget Tracking

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:		
			Percentage of total allocation: £2720 %	
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:
Every child will have an active break and lunchtimes in Key Stage 1 and 2. EYFS will have access to physical continuous provision activities daily.	Increased awareness of the importance of daily physical exercise. Ensure welfare staff and play ground leaders takes the lead in ensuring the children are active every break and lunchtime.	£0	KS1 complete the daily active and the impact is that the children are calm and ready for learning in the afternoon. 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.	
To increase the variety of sports completed at lunch.	The children will complete a wider variety of sporting activities during lunch. Mr Ramsbottom (PE Coach) will come into school on a Friday lunchtimes to organise playground games. These will be demonstrated to welfare staff and playground leaders.	£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. Children are more engaged at lunch times and	











	Different sporting equipment will be		playground behaviour has	
			, , -	
	given out on different days for both Key		improved.	
	Stage 1 and Key Stage 2.		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.	
Replacement of old sports equipment	Old and damaged sports equipment to	£1500		
Traphasament of ord sports equipment	be replaced. To purchase new playtime		Children have lunchtimes that are	
	equipment for use during lunchtimes.		more enjoyable and behaviour will	
	New gymnastics equipment to be		improve.	
	purchased to enhance the delivery of		Children will enjoy and participate in	
	gymnastics.		gymnastics sessions.	
	gymnusties.		gyriniastics sessions.	
Safety checks made on all inside &	External certified company came to	£120		
outside equipment	check the equipment		Equipment is safe for children's use	
Train pupils to become playtime leaders.	•	£100		
	variety of sporting activities during		Pupils were more actively engaged	
	lunch. Mr Ramsbottom (PE Coach) will		in sporting activities at different	
	come into school on Friday lunchtimes		points of the day.	
	to organise playground games. These		Children took part in regular active	
	will be demonstrated to welfare staff		brain breaks throughout the day.	
	and playground leaders. Different		Children were given the opportunity	
	sporting equipment will be given out on		to move more during class time to	
	different days for both Key Stage 1 and		aid focus during lessons.	
	Key Stage 2.		Children have taken part in brain	
			breaks and it is having a positive	
		£0	impact on their focus during lesson	
Occupational Therapy group to be given	Mr Ramsbottom to work with children		time.	











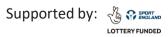


targeted exercise.	who need extra support to develop their physical abilities.		Pupils were more actively engaged in sporting activities in PE and during their small group sessions. Puilps also felt more confident in their physical abilities.	
Key indicator 2: The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
Intont	I man la manutation		lmanat	£1,000 6%
Intent	Implementation	T	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 achieveare 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. The day will be held at Manchester Regional Arena.	£0	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,	delivery of events throughout the week Inter-house/external sporting tournaments/competitions throughout the year, for all children, ie: football, cricket, rounder's, etc. Wider variety of after school clubs, catering for different













Key indicator 3: Increased confidence	e, knowledge and skills of all staff in t	eaching PE and	sport	Percentage of total allocation:
				£9710 %
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 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 will feel more confident when delivering P.E. lessons to pupils. Feedback from Staff Surveys.	
To use external coaches in order to expand the expertise of the staff and improve the quality of the PE lessons.	Total Gymnastics to deliver a one- hour weekly lesson to all pupils in KS1 and KS2 for a term. Class teachers to team teach and evaluate.	£2860	Improved knowledge and skills to deliver gymnastics lessons.	
To embed 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. Scheme enables teachers to feel confident in teaching PE- inspiring those who inspire the children is key to successful PE.	











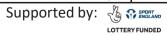


PE Lead to attend PE Leads Day at and Salford Annual Primary PE Conference. Key indicator 4: Broader experience o	Mrs O'Neill to attend these training sessions. f a range of sports and activities offer	£300	PE lead feels more confident in articulating a developing PE curriculum in order to support staff development. We have formed partnerships with other schools through cluster events.	Percentage of total allocation:
				£3196 %
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.	ITNIC Training	£100 X 2 year groups	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.	
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.	
Increase profile, skills and participation	Gymnastics after school club run by	£1430	Children will have access to a wider range of physical activities to	













in gymnastics.	Total Gymnastics		enhance and develop their interest in	
			sport.	
		£414		
	Dance showcase in spring term – buy		Children enjoyed participating in	
Increase the grafile and government in	resources to use in production		training from an expert dance	
Increase the profile and participation in			instructor and then performing for	
dance.			parents.	
Brownlee Foundation Mini-	All children will swim 50m, cycle	£152		
Triathlon: Hough End Leisure Centre	800m and run 300m.		Year 6 children enjoyed participating	
Thatmon. Hough End Leisare centre			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.	
	l.,, . ,, . , . , . , . ,	£0		
	All children will swim, cycle and run.		V41-V61	
			Year 1 to Year 6 to replicate	
Trikids Project			swimming by using resistance bands,	
			the children cycle on our adapted	
			racing bikes (on static trainers don't need to be capable of riding a bike)	
			,	
			and running.	













Key indicator 5: Increased participati	on in competitive sport			Percentage of total allocation:
				£1110 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. 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.	£60	Links made with other schools in our cluster including Holy Family, Cathedral, St Philip's, St Joseph's. This provided enhance sporting opportunities for the children; and provide occasions to increase their circle of friends.	
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.	£950		
Increase intra school competition Manchester United competitions	House competitions. Purchase medals and trophies. Maintain the School Sports mark Silver level for 2023	£100	School received the Silver School's Sports mark award for 2022.	

Signed off by	
Head Teacher:	Mrs C Doyle
Date:	Oct 2022
Subject Leader:	Mrs G O'Neill













Date:	Oct 2022
Governor:	
Date:	











