

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



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TRUST



Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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

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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding 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 **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Meeting national curriculum requirements for swimming and water safety in 2018-19	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	75 % (30/40)
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	65 % (26/40)
What percentage of your Year 6 pupils could perform safe self-rescue in different waterbased situations when they left your primary school at the end of last academic year?	100 % (40/40)

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 students today and for the future.

Academic Year: 2018/19		Total fund allocated: £18830		Date Updated: July 2019		
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school						
Intention		Implementation		Impact		
School focus with clarity on intended impact on pupils :		Actions to achieve:		Funding allocated:	Evidence and impact:	
<p>Virtually all children will be able to confidently and competently swim 25m as well as achieving all other swimming objectives such as self-rescue and using a range of strokes by the end of year 6.</p> <p>More children will be active at breaktimes through the use of the new running track and fitness zone.</p> <p>Offer a greater number and variety of physical activity and sports clubs in extra-curricular programme for less physically active children</p> <p>To improve fitness levels of all children, promoting healthy lifestyle choices</p>		<p>Additional swimming for Year 5 (already running for year 4 which will continue and is paid for from the main school budget). This includes travel, two swimming instructors plus hire and use of the pool.</p> <p>Train play leaders in leading pupils in the use of the new running track and fitness zone & in other playground games.</p> <p>Employing a PE apprentice to support the school in promoting the engagement of all pupils in regular physical activity as follows:</p> <ul style="list-style-type: none"> Support teachers in delivering a good variety of PE lessons; Lead lunchtime and after-school sports clubs; 		<p><i>See funding summary at bottom of report</i></p>	<p>Evidence and impact:</p> <p>Fewer children needing to attend top up swimming programme. Swimming tracker shows more children completing the 3 swimming objectives (see percentages above).</p> <p>We participated in more water sports than ever before. In December 2018 we entered a water polo competition and again in April 2019 plus a swimming gala in April 2019.</p> <p>All children completed the Mile a Day on Friday 16th November (Supermovers for Children in Need Day), again in spring and then in June. 76% of children beat their personal best times when comparing November to June times.</p> <p>Some lunchtime sports clubs run by our sports apprentice. The sports teams have been targeted and</p>	<p>Sustainability and suggested next steps:</p> <p>PE will continue to be highly valued at Longmoor and swimming will continue to be valued as an important life skill.</p> <p>Possibility of using top up sessions in year 5 to reduce number of non-swimmers in year 6.</p> <p>Aim for all children to complete a mile on a more regular basis, using our new playground markings.</p> <p>PE apprentice to continue to lead & train young leaders at lunchtimes so they are able to work with KS1 and KS2 children. These children learn new games for life.</p> <p>More structured programme of lunchtime sports clubs run by our PE apprentice.</p>

<p>To reduce barriers that prevent children participating in physical activity and staff from delivering it.</p>	<ul style="list-style-type: none"> • Find ways to increase the participation of less physically active children; • Prepare children for sports competitions & accompany to events; • Support play leaders in running a range of activities every lunchtime. <p>Continue to refresh and renew the range of games equipment available on the yard to both KS1 and KS2.</p> <p>Ensure children have PE kits for lessons by phoning parents on morning of their PE lesson to bring in if not in school.</p> <p>Offer regular opportunities for pupils to run a mile around the yard using the new markings & compare their performance to their previous run.</p>		<p>performance in competitions have improved. Individual children are now winning cross country races and we have reached the finals in a number of football tournaments.</p> <p>Lunchtime supervisors have witnessed a decrease in behaviour issues as children are more active than ever.</p> <p>Checking PE kits in the morning and phoning home has resulted in 100% of children taking part in PE regularly (Figures taken from summer 2 term).</p> <p>Invitation only clubs proved successful in gymnastics in summer term: of the 15 children invited to a G&T after-school club, 13 signed up and all attended regularly.</p>	<p>Informal observation in the playground indicates many pupils do not know how to skip –PE apprentice to learn skipping games/rhymes, share them with play leaders to enable them to share with all pupils.</p> <p>PE lead / apprentice to monitor playground equipment and order extra resources as and when necessary.</p> <p>New clubs/taster sessions to be introduced e.g. rugby, lacrosse, dance etc.</p> <p>Through identifying the least active children (see pupil survey from July 2019) encourage even more children from the school to take part in extra curricular clubs.</p> <p>Continue to identify opportunities for G&T children to build on their skills with external agencies.</p>
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Key indicator 2: The profile of Physical Education, School Sport and Physical Activity (PESSPA) being raised across the school as a tool for whole school improvement

Intention	Implementation		Impact	
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To celebrate pupil success in PE. , sport and physical activity.</p> <p>Children to become more active in and outside school</p> <p>To raise the awareness of opportunities and the impact of physical activity and sports across the school and community with pupils and parents.</p>	<p>Weekly celebration assemblies to take place each Friday. Certificates, medals and trophies awarded to children for their participation of sporting achievement in and outside of school.</p> <p>Gymnastics coach to award certificates after every PE lesson and club for their Gymnastics Star of the Week; EITC to award Primary Stars certificates each week & overall winners in end-of-year assembly.</p> <p>Children to become more active by exposing them to different sports in and out of school. For example, the PaddlePower scheme will see children in KS2 taking part in a 5 week course in canoeing / kayaking. All children will work towards completing the H2O Passport which will enable holders to take advantage of H2O hire. This means children will be able to continue their 'new activity' with their families; therefore, increasing their physical activity levels. The children will be able to use their new skills on future residential trips.</p> <p>School Games/ EitC values evident and referenced in the hall with photographs of past and present children performing.</p> <p>Use of photographs, video footage to be</p>	<p><i>See funding summary at bottom of report</i></p>	<p>More children are being awarded certificates for PE during assembly. Certificates awarded weekly in gymnastics and by EitC.</p> <p>School is making more progress through competitions and winning more inter school competitions – success breeds success!</p> <p>We have raised the profile of sport and outdoor adventurous activities by exposing children to a number of different sports including water polo, kayaking, archery, climbing, canoeing and rugby to name a few.</p> <p>Number of children attending at least one residential visit has increased from 65% (149 chn) in in 2017-18 to 69% of children (169 chn) in 2018-19.</p> <p>All 44 children in year 5 are now competent canoeists and kayakers. In June 2019 they all obtained their H2O Passport from Crosby Lakeside.</p> <p>Children and parents made aware of future competitions in different year groups via website and</p>	<p>Continue to offer every child from years 2-6 the opportunity to take part in an outdoor adventurous residential.</p> <p>Once children have obtained their H2O Passport, check with staff at the PaddlePower Scheme to record the number of children taking up the offer of H2O hire with parents.</p> <p>See if PaddlePower can offer an incentive system. For example, children and parents offered 10% off their next session or sign up for 4 and get 5th session free.</p> <p>To continue to provide opportunities to develop benefits from PE and Sport through team building, self-awareness, pride in achievement and importance of a healthy lifestyle.</p> <p>Continue to work towards the School Games Platinum Mark.</p> <p>Sports apprentice and play leaders to provide training to lunchtime supervisors on supporting the delivery of small playground</p>

<p>To make children aware of the importance of physical activity to not only improve their fitness, but also their mental health and well-being.</p> <p>To provide children with responsibilities in managing and leading activities.</p> <p>Purchase equipment to enable the delivery of high quality PE lessons and break/lunch time activities</p> <p>Develop the Fitness Zone and lunch time provision of physical activity</p>	<p>used to celebrate achievements.</p> <p>Parents invited to EYFS and KS1 Sports Days and Year Six parents invited to Sportsperson of the Year award.</p> <p>Linked through Keeping Safe and Healthy curriculum – teach children the importance of healthy lifestyles and healthy choices.</p> <p>All children to compete in a sports day held at our school (EYFS & KS1) and at Litherland Sports Centre (KS2). Young Leaders and School Sports Committee to help plan and run the events. This also includes our Press Gang that can photograph and report on events for Twitter.</p> <p>Playground Leaders to receive training on the delivery of small games in the playground and to be responsible for a range of small, engaging games in the playground during break times and lunch times</p> <p>Playground Leaders and Sports Apprentice to utilise the equipment and zoned areas for specific activities.</p> <p>Regular ‘collapsed curriculum’ days where pupils have a day of physical activity – at least one per term. Linked if possible to major sporting events. Thus showing how school values physical activity & giving pupils the opportunity to try different kinds of sports or activities.</p>	<p>noticeboards. T</p> <p>This year 360 parents attended Reception and KS1 sports day.</p> <p>Twitter feed has photographs and videos of children’s achievements in and outside of school. This has allowed children and parents to celebrate their success.</p> <p>Achievement of School Games Gold Mark. Award displayed in school entrance and on website.</p> <p>Pupil voice suggests increased enjoyment levels at playtimes and lunchtimes.</p> <p>Survey in July 2019 shows children look forward to being active on the playground and aspire to be a Playground Leader.</p> <p>35 children applied to be a play leader compared to 16 last year. This is a more than 100% increase evidencing that more children are aspiring to be play leaders.</p> <p>Collapsed curriculum days this year: Supermovers in autumn term – supporting Children in Need through sponsored runs, sponsored fitness classes, teachers from network of local schools ran a sponsored marathon relay; World Cup Tuesday in summer term – whole day of</p>	<p>games and activities.</p> <p>Increase the number of play leaders by recruiting and training additional pupils.</p>
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		<p>activities to support England's Lionesses including dance classes/keepy-up competitions/daily mile/playground games; 3 Sports Days (Reception; KS1; KS2) in summer term.</p> <p>Keeping Safe & Healthy curriculum revised to more clearly reflect our school context & pupil needs, including pupils leading healthy lifestyles.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intention	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated	Evidence and impact:	Sustainability and suggested next steps:
Develop staff knowledge through CPD opportunities in order to improve the quality of PE and sport delivered to pupils to improve their learning.	<p>The gymnastics coach will provide valuable continuing professional development (CPD) for our teaching staff through lesson observations during their class' PE lessons. Staff will get the opportunity to team plan, teach and assess alongside the coach.</p> <p>Conducting staff questionnaire to check confidence in teaching PE and signpost to appropriate CPD opportunities.</p> <p>Lesson observations for coaches and school staff to be conducted by PE lead and gymnastics coach.</p> <p>PE lead to meet with children to see how they feel the impact of PE has helped them and if they have any ideas for the future.</p> <p>NLC network: share best practice between PE subject leads at termly subject meetings & informally through Whatsapp/competition meets.</p>	<i>See funding summary at bottom of report</i>	<p>CPD training was provided to all staff in gymnastics. Feedback from the gymnastics coach and children states staff are taking more ownership of lessons and taking more of a lead in lessons.</p> <p>Pupil and staff survey show increased confidence from staff and pupils making better choices regarding living a healthy lifestyle.</p> <p>Thanks to increased knowledge & skills of staff, lessons are more tailored to meet the needs of the individual children in each lesson. As a result of this, our progress tracker for PE indicates that pupils made more progress over the past year compared with previous years.</p>	<p>PE lead and staff to continue to attend CPD opportunities.</p> <p>New PE Lead – will need training in subject leadership.</p> <p>New PE Lead – to take up FA coaching programme offered by EITC.</p> <p>NLC network – PE assessment is a priority area for school subject leads to collaborate on next year.</p> <p>EITC to run 6 staff meetings next year (1 per half-term) providing staff CPD in PE & sport.</p> <p>Beth Twedde coach – all school staff to take a lead in planning and coaching a number of lessons.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Intention	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated	Evidence and impact:	Sustainability and suggested next steps:
<p>To continue to offer a wider range of activities both within and outside the curriculum in order to attract more pupils, particularly those who do not take up additional PE and sport opportunities.</p> <p>The range of activities will help improve pupil's confidence, resilience and character.</p> <p>Lord Derby Award</p>	<p>Children from years 2-6 will attend an Outdoor Adventure residential trip during the 2018-19 academic year. A small proportion will be funded from the sports premium funding to allow the children to participate in activities that are not easily accessible within the school environment such as climbing, abseiling, archery and kayaking.</p> <p>Contact a number of outside agencies to come in and talk to the children about joining outside clubs and hand out leaflets advertising the clubs. This will enhance the variety of activities available.</p> <p>Pupil Voice to ascertain what pupils would like and to involve external coaches to work with staff in clubs</p> <p>PE apprentice to train Play Leaders and to enable a variety of activities to take place.</p> <p>Increase the number of different sports we compete in during intra and inter school competitions Intra 2017-18 = 8 (target 10) Inter 2017-18 = 6 (target 8)</p> <p>All Year 5 pupils were enrolled in the Lord Derby Award this year with the aim of encouraging them to be active, engaged & community-minded: Three of the four elements involve being active (community/physical/skill/adventurous activity). To fulfil one</p>	<p><i>See funding summary at bottom of report</i></p>	<p>Number of children attending at least one residential visit has increased from 65% (149 chn) in in 2017-18 to 69% of children (169 chn) in 2018-19.</p> <p>Lord Derby Award: All 44 children in year 5 learnt to canoe/kayak & gained their H2O passport, which means that they can hire boating equipment at Crosby Lakeside if accompanied by an adult.</p> <p>Increase in the number of outside agencies we advertise.</p> <ul style="list-style-type: none"> - LSSP - Beth Tweddle - EitC - LFC Foundation - PaddlePower <p>Play leaders are creating a bank of activities of their choice which will be passed on to new play leaders next year.</p> <p>Competitions in 2018-19 Intra sports = 10 different sports Inter sports = 9 different sports</p>	<p>PE subject leader to continue to liaise with outside agencies and clubs, community links. Check with children through a survey if any have subsequently joined one of the clubs. Is the % increasing?</p> <p>Continue to use and increase the number of games / activities that Play Leaders can use.</p> <p>More SEND pupils participate in a broader range of sports & activities – EITC offering Education Activation programme targeting SEND pupils.</p> <p>Girls encouraged to participate in more sports by offering girls-only clubs (supported by EITC).</p>

	from the physical, skill or adventurous activity section, all pupils were enrolled on a 5-week canoeing/kayaking course at Crosby Lakeside.			
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Key indicator 5: Increased participation in competitive sport

Intention	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated	Evidence and impact:	Sustainability and suggested next steps:
To provide opportunity for more children to take part in both intra and inter school competitive competitions.	<p>Use our Fitness Zone to host both intra and inter school competitions.</p> <p>The Fitness Zone also provides opportunity for children to compete against themselves and beat their personal best scores / times.</p> <p>Each year we aim to increase our participation levels within competitive sport. We will further develop our network of local schools by providing opportunities for games, matches and tournaments within different sports and for different year groups. We will lead the cluster by implementing a new coaching and competition model. This will mean choosing a sport that children do not play regularly, such as lacrosse, and organising a specialist coach to teach the children in all the cluster schools before organising and running a tournament.</p> <p>As members of the School Swimming Programme, run by School Improvement Liverpool, we will enter swimming galas and water polo competitions.</p> <p>In addition to this we plan to enter a number of competitions run by Everton and Liverpool Football Clubs.</p> <p>Cover the cost of the transport to the competitions as well as the cost of additional support time to attend the competition to enable participation.</p>	<i>See funding summary at bottom of report</i>	<p>Monitor attendance at the competitions and pupil views.</p> <p>Now that the funding is in place can provide coaching sessions before competitions; therefore, improving success rate at inter school competition.</p> <p>In 2017-18 we organised and ran 4 inter school competitions with our network of schools. In 2018-19, we had a long term timetable in place so we competed at least once per half term; therefore, increasing the number of competitions to a minimum of 6 over a range of sports e.g. lacrosse, athletics, soccer.</p> <p>Children will be motivated through the experience of competing with peers from other schools. As children will want to compete again, this will result in increased participation in extracurricular sports clubs. A snapshot of one week in spring term shows we had 143 children from KS2 taking part in extracurricular sporting activities. This is 74% of our KS2 cohort.</p>	<p>Provide more opportunity for children to compete by entering a minimum of 3 'B teams' and introduce a 'C team' into competitions.</p> <p>Enter water polo and swimming galas annually for both upper and lower KS2.</p> <p>Look to include swimming event as part of our NLC network competitions programme with PE leads organising and running the event.</p> <p>Increase the number inter school competitions each year.</p> <p>Continue to make funding available for transport and the replenishment of kits etc.</p>

	<p>Ensure children, regardless of ability, have the opportunity to attend competitions by taking B and C teams.</p> <p>Our School Sports Days give the children an opportunity to participate in a celebration of competitive athletics appropriate to their age. Pupils learn to compete in a fun and positive environment, which encourages further participation in competitive events as they get older.</p>			
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Summary of spending for 2018-19

Total sports premium funding allocated: £18830

Sport Apprentice - £4000

Gymnastics - £5700

Swimming - £2000

PaddlePower - £3130

Lord Derby Award membership - £1125

Playground & PE equipment - £1000

Additional activities on residential visits - £1000

Competition entries and transport - £1700

Sports Day - £1000

Total

£20655

Also £10,758 spent on EiTC Primary Stars programme out of main school budget – most to fulfil the requirements of the PE curriculum but a proportion goes to supporting activities within this strategy e.g. teacher CPD.

