



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Updated September 2023



Commissioned by



Department
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

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

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not



necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Total amount allocated for 2023/24	£19560
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£ 19560

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	72%	<ul style="list-style-type: none"> - Use of different provider (Sefton MBC) with better facilities - Top up swimming for lower year groups so that they become confident and strong swimmers, earlier.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	72%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	77%	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	

Review of last year's spend and key achievements (2023/2024)

Academic Year: 2023-24	Total fund allocated:	Date Updated:		
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			Percentage of total allocation:	
			%	
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:
Offer a greater number and variety of physical activity and sports clubs both as part of PE lessons and through after school clubs and lunch time clubs and extra-curricular activities.	Specialist coaches from Everton in the Community will be teaching dance and gymnastics as part of PE curriculum (staff CPD) and offer lunch and after school clubs.	£10500	Teachers have observed and participated in gymnastics and dance lessons (each group receiving a term's tuition) as CPD. Having spoken to staff in summer term, staff feel more confident to deliver safe and progressive gymnastics and dance lessons for their respective year groups. However, some support still needed with assessment so will continue with this next year. Focus on assessment and planning next steps.	We have used EitC to support our staff in the delivery of gymnastics for a few years. Staff have been observed delivering a session towards the end of their 10 week block and feedback given from the coach and a member of SLT.
Ensure that the school is equipped with the necessary quality equipment to carry out a range of physical activities that is not covered through our SOW (mats, benches etc)	PE equipment will be checked for quality and if necessary, new equipment will be ordered e.g. new mats for gymnastics lessons.	£2000		
To improve fitness levels of all children, promoting healthy lifestyle choices. Ensuring playground and PE equipment is well stocked.	New sports kits will be purchased for the school football and netball teams.	£700	Each year group has had the opportunity to further extend their gymnastics skills by attending gymnastics after school	Next steps are for the new coaches from LSSP and staff to work in collaboration to identify children that will be invited to attend after school club in preparation for dance and gymnastics tournaments. Also, conversations to be held with parents if any talented dances or gymnasts are identified so they can attend an academy.

<p>Be proud to represent our school at competitions.</p>			<p>club. EitC have also offered a range of after school sports clubs for every year group including dance. Clubs were also available at lunchtimes for selected children to further enhance their skills. As the coaches work with the children in PE lessons, they are able to quickly identify strengths and weaknesses of each individual child and provide opportunities to work on activities at their level.</p> <p>Regular checking of PE kits and phoning home to parents has maximised the number of pupils taking part in PE lessons each week.</p> <p>Some carefully selected children have been able to access fencing (the first time they have done this activity for most children) and can now name and demonstrate some of the poses / positions. Feedback from the children was positive.</p> <p>An equipment box for each year group has been purchased to offer pupils a range of physical activities to take part in during break and lunchtimes. Lunchtime staff have been trained in games delivery, encouraging pupils to engage each lunch and break time. This has resulted in children being more active and our PE equipment is lasting longer as separate</p>	<p>Look into children and staff having their own Longmoor PE tracksuit for PE days and when representing our school in tournaments. Weekly newsletters now go home to remind parents when PE kits are needed for the following week.</p> <p>A proportion of money will continue to go towards replacing playground equipment and keeping it separate from PE equipment to ensure staff have all the resources needed to deliver our new Get Set 4 PE Scheme of work and children are fully active at playtimes.</p> <p>Look at offering fencing and also yoga sessions to more children and include adults (staff and parents in yoga).</p>
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		<p>equipment is now used at play times.</p> <p>This year we had over 70 children take part in after school clubs raising the profile of Physical Education, School Sport and Physical Activity (PESSPA).</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				Percentage of total allocation: %
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:
<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>Every child in year 2 to 6 will be given the opportunity to attend a residential and take part in activities such as caving, climbing, abseiling, canoeing and more</p>	<p>Teachers will commend pupils for their effort and attainment during PE lessons by sending messages to parents and certificates/medals/trophies at different points of the year.</p> <p>Gymnastics and dance coach to award certificates after every PE lesson for their Gymnastics Star of the Week; EitC to award certificates. Teachers to also award certificates for PE or physical activity referring to our DRIVE values.</p> <p>Access to use high quality facilities at our local high school encouraging their 6th formers to help officiate and therefore raising the profile of PESSPA to our children.</p> <p>All pupils will compete in a sports day held at Litherland Sports Centre (July 2024). Playground Leaders and School Council will help to plan and run the events. This also includes</p>	<p>£900</p> <p>£1200</p>	<p>Everton in the Community, fencing coach and our staff continue to give weekly certificates for our DRIVE values and also for effort, progression and resilience. Certificates for PE from class teachers also given during weekly assemblies. This raises the profile of PE across the whole school alongside notifications to parents.</p> <p>All pupils participated in our annual school sports day which was held at Litherland Sports centre. This was a culmination of skills they have learned during PE lessons such as target / distance throwing, jumping and running. The press gang allowed opportunities for children that could not physically participate to still be involved and showcased other opportunities for jobs within sports. Social media sites were also updated immediately allowing parents that didn't attend</p>	<p>Ensure external coaches are aware of our school values and certificates are handed out based on our DRIVE motto.</p> <p>By the end of September 2024, ensure sports day is booked for the summer and parents will be invited to attend. They will be notified about the date during a meet the teacher meeting in September 2024 and periodically throughout the year via newsletters.</p> <p>Ask a sports celebrity to attend our Sports Day.</p> <p>Scores to be recorded immediately by our press gang or member of staff in order to see if children have broken a Longmoor school record.</p> <p>Ask coaches from 'Awesome Walls' (local climbing centre), (local martial arts club) to deliver an assembly and / or taster session to create more links</p>

	<p>our Press Gang that can photograph and report on events for Twitter. This will help to give pupils ownership of the event and allow them to gain a greater understanding of the impact of competition and physical activity upon the community. Live tweeting with pictures and videos as well as messages from class teachers will take place. Parents are invited to attend.</p> <p>Display boards showcasing PE lessons, physical activity at playtime and lunchtime, wake up shake up, after school clubs and residential.</p> <p>Equipment provided for self play, self-reflection and self study at break time and lunchtimes. Investment in the 'games' that pupils play with staff leading initially.</p>	£1400	<p>a chance to keep up to date with events.</p> <p>Years 2-6 had the opportunity to attend a residential this included visits to Barnstondale, Kingswood, PGL, Robinwood and Conway Centre Anglesey. Children had the opportunity to try new activities such as climbing that helps raise the profile of physical activity and sport. Some children said in a survey that they would like to find a climbing club outside of school and we were able to give this information with a list of venues to parents.</p> <p>Display boards raise the profile of PESSPA across the school and share success stories.</p>	<p>between school and the community. A log of children that attend their club should be kept to see if children continue to climb or continue other similar activities outside of school.</p> <p>All staff continue to share success of PESSPA through the use of a display board and include parents by asking for out of school achievements relating to PESSPA</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Develop staff knowledge through CPD opportunities in order to improve the quality of PE and sport delivered to pupils to improve their learning.	<p>Coaches from EitC 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. Lessons will be taught in a 10 week termly block with the subsequent weeks of gymnastics being taught by the teacher after their CPD training.</p> <p>PE coordinator to attend training sessions where possible as part of subject development.</p> <p>PE Coordinator will conduct a staff questionnaire to gain insight into what CPD they would like as the year progresses. Relevant CPD opportunities will then be sought out.</p>	£400	<p>Teachers have observed and participated in gymnastics and dance lessons (each group receiving a term's tuition) as CPD. Having spoken to staff in summer term, staff feel more confident to deliver safe and progressive gymnastics and dance lessons for their respective year groups. However, some support still needed with assessment so will continue with this next year but focus on assessment and planning next steps.</p> <p>Staff attended CPD training during a staff meeting allowing opportunities to ask questions and further develop their skills.</p>	<p>Having used EitC for a number of years to support our staff in the delivery of dance and gymnastics we will now ask staff to use their training and deliver their own gymnastics lessons alongside LSSP.</p> <p>Staff will be observed delivering a session towards the end of their 10 week block and feedback will be given from the coach and a member of SLT.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:
<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, mental health and wellbeing, resilience and character.</p> <p>Offer pupils opportunities to take part in physical activities that directly link to improving their mental health and wellbeing.</p> <p>Offer every year group from years 2-6 the chance to take part on a residential trip. All trips will require an element of walking and some require more specific skills such as orienteering, climbing, abseiling etc.</p>	<p>A dance specialist from Everton in the Community will be running additional weekly dance sessions.</p> <p>There will be a range of after school clubs on offer (see registers) including football using the facilities at a local high school as well as specialist coaching in fencing and dance and gymnastics.</p> <p>A specialist fencing coach was brought in for a breakfast club to work with selected children to help with mental health and physical wellbeing.</p> <p>There will be a range of 'different' activities on offer for every child. These activities are ones that we do not cater for in school such as caving, canoeing, rock climbing and abseiling.</p>	<p>£</p> <p>£500</p>	<p>A variety of activities have been covered throughout the year through the curriculum, after school, lunchtime clubs as well as experience days.</p> <p>From observation of the fencing sessions and discussions with the children, it was clear the children really enjoyed each session and were able to open up building on what they've learned previously.</p> <p>Years 2-6 had the opportunity to attend a residential this included visits to Barnstondale, Kingswood and PGL to name a few. Children had the opportunity to try new activities such as climbing that helps raise the profile of physical activity and sport. Some children said in a survey that they would like to find a climbing club outside of school so we gave advice to parents as to where they could go.</p>	<p>Send survey to children and parents asking them how active their children are and to rank activities they would like us to offer.</p> <p>Analyse results and try to set up after school clubs, taster days, experience days or even include suggested activities in our PE curriculum.</p> <p>Use the results to form a 'register' that identifies the least active children. Invite these children to a multi sports club with the focus on the children developing their confidence in sport. Monitor their activity levels over 3 years.</p> <p>Further develop this by exploring opportunities for the children to continue these sports within the community and ask LSSP to discuss alternative opportunities to</p>

				<p>work within sport such as through media, coaching, physio, psychology and journalism.</p> <p>Set up orienteering course on our playground.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
<p>Where possible, to provide opportunity for more children to take part in both intra and inter school competitive competitions.</p> <p>To help pupils to compete competitively against their peers within their own school and to encourage them to work towards achieving their own personal best across a range of activities.</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> <p>Each year we aim to increase our participation levels within competitive sport. Where possible, 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.</p> <p>We will continue attend regular cross country tournaments both through our network and the wider Liverpool cross country events.</p> <p>Pupils will be encouraged to compete with themselves to achieve their personal best across a range of sports and activities where possible during PE lessons</p>	£2300	<p>Children from year 1-6 had the opportunity to attend competitions in a range of sports including cross county, football, netball and matball. The children evidence many of our values including determination, respect, resilience and excellence,</p> <p>Many of these competitions required the hire of a coach to get us to the venue. The children got to experience competing at a different venue and this was the first time many of the children had had the opportunity to compete against children from another school.</p> <p>Records were kept of children's times (cross country) so children are able to beat their personal best time.</p> <p>A record of times were also kept from our sports day in July 2023 so next year children can aim to be the Longmoor Record Holder for each event.</p>	<p>A long term timetable of fixtures to be set up in line with our PE curriculum so children and staff can work on specific techniques prior to the competitions and transport can be organised in advance.</p> <p>This will also mean other schools have plenty of notice so additional support can be put in place if needed.</p> <p>A spreadsheet with the names of all the children in the school can be set up with all the events so a permanent log can be kept and updated in real time. This will mean children can refer to their personal best as well as see the overall best time for a Longmoor student (Spots Day).</p> <p>Organise two Sports Days. One in school in September which covers more traditional events in a relay format and the second one at Litherland in July is more formal with an Olympic feel</p>

	(led by teachers, swimming instructors and EitC coaches) and after school and lunchtime clubs and activities. Pupils will also be able to compete against their peers in a number of track and field events at our school sports day in summer term.			<p>Try to set up competitions in activities we are already doing in PE lessons such as swimming, gymnastics and rounders.</p> <p>Finished 4th in the Merseyside football competition for Y6 in 2024. Ensure we enter for next year.</p>
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Signed off by:

Head Teacher:	<i>Mark Garside</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Adam Hughes</i>
Governor:	
Date:	July 2024