

# 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](https://www.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 2022. 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 2020/21	£N/A
Total amount allocated for 2021/22	£19,328
How much (if any) do you intend to carry over from this total fund into 2022/23?	£N/A
Total amount allocated for 2022/23	£N/A
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£N/A

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety <sup>1</sup>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <sup>2</sup>	78% [43 out of 60]
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	67% [40 out of 60]
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90% [54 out of 60]
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes

<sup>1</sup> 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**

<sup>2</sup> 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 2022.

## 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:		July 2022	
Key indicator 1: The engagement of all 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:	
<p>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.</p> <p>Invest in Bishop Leisure PE scheme of Work complete with all the necessary equipment</p> <p>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 new SOW (mats, benches etc)</p> <p>To improve fitness levels of all children, promoting healthy lifestyle choices.</p> <p>TTS playground equipment and replenishment</p>		<p>Coaches from Everton in the Community will be teaching dance as part of PE curriculum (staff CPD) and offer lunch and after school clubs.</p> <p>A specialist gymnastics coach from ‘Beth Tweddle’s Gymnastics’ takes weekly gymnastics as part of staff CPD. A weekly club will also run, offering pupils from different year groups a chance to develop their skills after school throughout the year.</p> <p>This year, pupils will be receiving yoga lessons from a specialist yoga teacher (Longmoor staff CPD). Our yoga teacher will train a group of pupil ‘yoga ambassadors’ who will be able to lead additional playtime/lunchtime sessions for pupils across different year groups.</p> <p>PE equipment will be checked for quality and if necessary, new equipment will be ordered e.g. new mats for gymnastics lessons.</p> <p>New sports kits and equipment will be purchased for the school netball team that will begin training in Spring 2021.</p>		<p>£230 – Yoga Mats,</p> <p>£200 – Netball equipment/kit,</p> <p>£550 – PE scheme</p> <p>£3857 – Bishop Leisure SOW equipment</p> <p>£118.66 – Amazon SOW equipment</p> <p>£1311 – TTS playground equipment and replenishment</p>	<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>Each year group has had the opportunity to further extend their gymnastics skills by attending gymnastics after school club. EitC have also offered a range of after school sports clubs for every year group. Clubs were also available at lunchtimes. 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 / phoning home to parents has maximised the number of pupils taking part in PE lessons weekly.</p> <p>Children have been able to access yoga sessions (the first time they have done yoga for most children) and can now name and demonstrate some of the poses. Feedback from the children was positive and many said it helped them relax.</p> <p>An equipment store has been purchased for each year group 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 our PE equipment lasting longer as different equipment is now used at play.</p>			<p>We will continue to use Beth Tweddle’s gymnastics to support our staff in the delivery of gymnastics. Staff will be observed delivering a session towards the end of their 10-week block; feedback will be given from the coach &amp; a member of SLT.</p> <p>Next steps are for the coaches and staff to work in collaboration during PE lessons to identify children that will be invited to attend after school club in preparation for gymnastics tournaments. Also, conversations to be held with parents if any talented gymnasts are identified so they can attend a gymnastics academy.</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 yoga sessions for children and adults (staff and parents).</p>	

<b>Academic Year:</b>	2021/22	<b>Total fund allocated:</b>		<b>Date Updated:</b>	July 2022
<b>Key indicator 2:</b>					<b>Percentage of total allocation:</b>
The profile of PESSPA being raised across the school as a tool for whole school improvement					%
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>Teachers will commend pupils for their effort and attainment during PE lessons by sending Marvellous Me messages to parents and certificates / medals / trophies at different points of the year.</p> <p>Gymnastics coach to award certificates after every PE lesson for their Gymnastics Star of the Week; EitC to award certificates</p> <p>All pupils will compete in a sports day held at Litherland Sports Centre (June 2022). Playground Leaders and School Council will help to plan and run the events. This also includes 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.</p> <p>Live tweeting with pictures and videos as well as Marvellous Me messages from class teachers will take place to involve parents in the event.</p>	<p>£100</p> <p>Sports Day</p>	<p>Everton in the Community, Beth Tweddle's gymnastics and Yoga continue to give weekly certificates for effort and resilience.</p> <p>Certificates for PE from class teachers also given during weekly assemblies. This raises the profile of PE alongside notifications to parents on Marvellous ME.</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.</p> <p>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 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 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.</p>	<p>Ensure external coaches are aware of our school values and certificates are handed out based on our DRIVE motto.</p> <p>Sports day is already booked for next year and parents will be invited to attend. They will be notified about the date during a meet the teacher meeting in September 2022 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) or another venue to deliver an assembly and / or taster session to create a link 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>	

<b>Academic Year:</b>	2021/22	<b>Total fund allocated:</b>		<b>Date Updated:</b>	July 2022
<b>Key indicator3:</b>					<b>Percentage of total allocation:</b>
The profile of PESSPA being raised across the school as a tool for whole school improvement					%
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 Beth Tweddle Gymnastics 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>The yoga teacher delivering lessons to pupils throughout the year will also be delivering yoga and mindfulness.</p> <p>Yoga teacher to deliver 3 mindfulness staff training sessions to teachers throughout the year so that they are able to deliver additional session themselves.</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>	<p>£5250 - Beth Tweddle</p> <p>£5220 - Yoga CPD</p>	<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>We will continue to use Beth Tweddle's gymnastics to support our staff in the delivery of gymnastics. 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> <p>Any members of staff that are confident to teach yoga to offer opportunities for children as an after-school club.</p>	



<b>Academic Year:</b>	2021/22	<b>Total fund allocated:</b>		<b>Date Updated:</b>	July 2022
<b>Key indicator 4:</b>					<b>Percentage of total allocation:</b>
Broader experience of a range of sports and activities offered to all pupils					%
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>Pupils will be receiving yoga session in half termly cycles throughout the year to ensure that they physical wellbeing has a positive impact on their mental wellbeing, something which we feel is particularly important with so many changes to school routine and life recently.</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 'different' activities on offer for every child. These activities are ones that we do not cater for in school such as canoeing and abseiling.</p>	<p>£4500 - EitC / Dance</p> <p>£3000 - To help include a wider range of experiences and activities on our residential trips.</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>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.</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 EitC to discuss alternative opportunities to work within sport such as through media, coaching, physio, psychology and journalism.</p> <p>Set up orienteering course on our playground.</p>	

<b>Academic Year:</b>	2021/22	<b>Total fund allocated:</b>		<b>Date Updated:</b>	July 2022
<b>Key indicator 5:</b>					<b>Percentage of total allocation:</b>
Increased participation in competitive sport					%
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 cross a range of activities.</p>	<p>Covid-19 regulations permitting, 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>If possible, 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 (led by teachers, swimming instructors, EitC coaches and Beth Tweddle coaches) and afterschool 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>	<p>£2000</p> <p>Competition entry fees and transportation</p>	<p>Children from year 1-6 had the opportunity to attend competitions in a range of sports including cross country, 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 due to lockdown, 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 2022 so next year children can aim to be the Longmoor Record Holder for each event.</p>	<p><b>A long term timetable of fixtures to be set up</b> 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.</p> <p>Try to set up competitions in activities we are already doing in PE lessons such as swimming, gymnastics and rounders.</p>	



Signed off by:		
Name	Role	Date
Paul Rawlings	P.E. Lead	
Mark Garside	Headteacher	
Mark Rea	Chair of Governors	