



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019


Commissioned by



Department
for Education

Created by





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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.

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 **31st July 2020** at the latest.

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 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • The employment of a sports apprentice has enabled us to run lunchtime clubs/session to increase physical activity across the school day. This has also enabled us to train young play leaders to encourage and guide physical activity at break and lunchtimes. This increased activity has had a positive effect upon pupil behaviour on the yard. • A new running track and markings for fitness zones and activity areas have also helped to increase the amount of physical activity pupils have been undertaking throughout the school day and allows them to independently complete physical activities at lunch and break times • We have begun to increase the number of competitions/events attended by pupils of all and ages abilities, using our NLC cluster to plan events. All pupils were able to take part in an end of year Sports Day • Successful sport based theme days and events (e.g. annual Supermover days for Children in Need) and collapsed curriculum days have been integrated into the school year • Our PE curriculum and Keeping Safe and Healthy curriculum have merged and been continually revised to more clearly reflect our school context & pupil needs, including pupils leading healthy lifestyles • We have increased the variety of sports that pupils are able to experience this year by taking each year group on a residential trip with increased sporting opportunities and by enrolling UKS2 in the Lord Derby and PaddlePower schemes 	<ul style="list-style-type: none"> • In swimming, aim to increase the number of Y6 pupils able to swim multiple strokes effectively (to be achieved by top up sessions for pupils already able to swim 25m) • Off after school clubs with a greater variety of sports, targeting less active pupils, PP pupils and girls (as we have noticed a smaller number of girls taking part in sports clubs/joining sports teams) • Improve staff confidence when delivering certain areas of PE (e.g. in delivering dance lessons) through targeted CPD sessions • Attend an increased number of inter and intra sports competitions for new and existing sports. Aim to provide coaching for new and unfamiliar sports prior to competitions • 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 • Continue to work towards the School Games Platinum Mark • Collaborate with the NLC PE network to develop assessment in PE as this will be a school priority over the coming year

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	82%
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.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	47%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	91%
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/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: 2019/20	Total fund allocated: £19080	Date Updated: July 2020	Percentage of total allocation: %	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				
Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
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.	Additional swimming for Year 6 still needing to achieve swimming and water safety requirements (already running for year 5 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.	£10790 (Swimming £3768, PE equipment £1312, Sports Apprentice £5710)	Due to the shutdown of school (and missed swimming lessons) this year, not all pupils able to competently swim 25m this year (82%).	PE will continue to be highly valued at Longmoor and swimming will continue to be valued as an important life skill.
More children will be active at break times through the use of the new running track and fitness zone.	Train new play leaders in leading pupils in the use of the new running track and fitness zone & in other playground games.		Daily lunchtime sports clubs run by our sports apprentice and play leaders have taken place. PP children and identified children who would benefit from increased physical activity have been targeted.	Y5 and 6 pupils will be targeted as a priority this year to ensure that a maximum number of pupils will meet their 25m goal by end of the 2020/2021 academic year.
Offer a greater number and variety of physical activity and sports clubs in extra-curricular programme for less physically active children.	Continue to employ and support a PE apprentice to support the school in promoting the engagement of all pupils in regular physical activity as follows:		Skipping was identified as a weakness among children and so a skipping club successfully ran in Autumn and Spring 1 with children across KS1 and 2	Possibility of using additional funding for top up sessions in year 5 to reduce number of non-swimmers in year 6.
To improve fitness levels of all children, promoting healthy lifestyle				Continue to develop structured programme of lunchtime sports

choices.			
To reduce barriers that prevent children participating in physical activity and staff from delivering it.	<ul style="list-style-type: none"> Support teachers in delivering a good variety of PE lessons; Lead lunchtime and after-school sports clubs; Find ways to increase the participation of less physically active children (target less active children as a propriety); Prepare children for sports competitions & accompany to events; Support play leaders in running a range of activities every lunchtime. <p>First aid training will also be provided for the sports apprentice as part of their professional development.</p> <p>Continue to refresh, repair and renew the range of games equipment available both on the yard and in the hall, paying particular attention to equipment that will support pupils with their gymnastics. PE lead will monitor this</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>learning key skipping skills. Invitation only clubs proved successful in gymnastics in autumn term and spring 1.</p> <p>Checking PE kits in the morning and phoning home has resulted in all children taking part in PE regularly.</p> <p>New mats were purchased to be used by pupils as part of their gymnastics lessons. Existing equipment (including benches) were refreshed and repaired ready for pupils to use in their lessons. New games equipment trolleys were also purchased.</p>	<p>clubs run by our PE apprentice. Target children who will have missed out on opportunities for daily physical activities during lockdown.</p> <p>Employ a new PE apprentice to continue to carry on these lunchtime sports and 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>PE lead / apprentice to monitor playground equipment and order extra resources as and when necessary.</p> <p>Through identifying the least active children (pupil survey to be completed in September 2020) we will be able to encourage even more children from the school to take part in extracurricular clubs.</p> <p>Continue to identify opportunities for G&T children to build on their skills with external agencies.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
				Percentage of total allocation: %
Intent	Implementation	Funding	Impact	0%
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 celebrate pupil success in PE, sport and physical activity.	Weekly celebration assemblies to take place each week (Monday or Thursday). Certificates, medals and trophies awarded to children for their participation of sporting achievement in and outside of school. Sports award given at end of year Y6 celebration assembly.	£0	Children are being awarded certificates for PE during assembly. Certificates awarded weekly in gymnastics and by EitC. Football tournaments attended this year finished with the presentation of Primary Stars certificates for team members.	Continue to offer every child from years 2-6 the opportunity to take part in an outdoor adventurous residential.
Children to become more active in and outside school		Money was initially allocated to the PaddlePower scheme and Sports day but these events did not take place due to the pandemic so the money will be rolled over to next academic year.	Collapsed curriculum day 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.	See if PaddlePower can accommodate for Y6 pupils who missed out on completing the PaddlePower scheme to complete it alongside the Y5 pupils completing it for the 2020/2021 academic year.
To raise the awareness of opportunities and the impact of physical activity and sports across the school and community with pupils and parents.	Gymnastics coach to award certificates after every PE lesson and club for their Gymnastics Star of the Week; EITC to award Primary Stars certificates relating to their key values each week & overall winners in end-of-year assembly. Primary Stars certificates also to be given out at the end of tournaments run by EitC.		Keeping Safe & Healthy curriculum more clearly reflects our school context & pupil needs,	Y3-5 residential visits have been rescheduled for the Autumn term. Ensure that as many pupils as possible signed up to the 2019/2020 academic year residential visits are able to attend rescheduled visits.
Children to become more active by				

<p>continuing to expose them to different sports in and out of school. Following last year's success, the PaddlePower scheme will see children in Year 6 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.</p> <p>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. Display to be continually updated with new achievements by EitC coaches and sports apprentice.</p> <p>Use of photographs, video footage to be 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</p>		<p>including pupils leading healthy lifestyles (evidenced in floor books).</p> <p>Due to school closures, the PaddlePower scheme and completion of the H2O passport was not possible for pupils.</p> <p>KS1 and KS2 sports day and planned residential visits were also cancelled/postponed.</p> <p>Applications for the School Games Mark Gold have been suspended for the academic year.</p> <p>Photographs taken to document competitions, events and PE lessons in school. Evidence on school system, website and the school twitter page (#LCPSSPORTS).</p> <p>Due to school closures, the scheduled EYFS, KS1 and KS2 Sports Days were cancelled.</p> <p>Clear healthy lifestyles lessons were taught and evidenced in the Keeping Safe and Healthy floorbooks.</p> <p>Play leaders received training from sports apprentice and took pride in running games sessions</p>	<p>Continue to work towards being reaccredited for the Games Mark Gold for when applications reopen.</p> <p>Continue to employ new play leaders next year by recruiting and training additional pupils. Play leaders will work with sports apprentice to ensure that maximum number of pupils are active and using outside fitness zones as possible at lunch times.</p> <p>Money allocated to Sports Day will be carried over to next year.</p> <p>Healthy lifestyles lessons will continue to be planned and delivered in the curriculum for the coming year.</p> <p>Ensuring that pupils are active for at least 30 minutes each day will be a priority as some children will have been less active during lockdown.</p> <p>To continue to provide opportunities to develop benefits from PE and Sport through team building, self-awareness, pride in</p>
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	<p>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 and lead by coaches from EitC. Thus showing how school values physical activity & giving pupils the opportunity to try different kinds of sports or activities.</p>		<p>across lunchtimes.</p> <p>Money was spent upon repairing PE equipment (particularly equipment used within our gymnastics lessons).</p> <p>As a result of school closures, in a bid for pupils to stay active, skipping ropes were purchased and sent out to families in KS1 to encourage them to stay active at home.</p>	<p>achievement and importance of a healthy lifestyle.</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:

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%				
Intent	Implementation	Impact	27%	
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?:	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.	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. 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.	£5100 (Beth Twedde Gymnastics)	Residential visits for all year groups were postponed and rescheduled due to school closures. These residential visits should now take place in Autumn term. Pupil voice was taken in Autumn term and after school sports clubs run by EitC and Beth Twedde planned accordingly. A successful girls' dodgeball team ran and increased the number of girls participating in sports clubs while a gifted and talented gymnastics targeted at PP children was run by a Beth Twedde coach. Pupils competed in a number of football, dodgeball and cross country tournaments throughout Autumn term and Summer 1. Further competitions for other sports were planned through NLC meetings but were not able to take place due to school closures.	Continue to use and increase the number of games / activities that Play Leaders can use. PE subject leader to continue to liaise with outside agencies and clubs, community links. Continue to increase the number of different sports we compete in during intra and inter school competitions (planning a number of these through NLC meetings). Ensure that the next eligible year group of pupils are able to complete the Lord Derby Award in the coming year (enquire as to whether the year group who missed their opportunity will be able to complete it additionally).

<p>opportunities.</p> <p>Staff will receive 6 CPD sessions run by EitC throughout the year alternating between physical PE lessons and PSHE lessons to support their work on key values.</p> <p>PE coordinator to attend training sessions where possible as part of subject development.</p> <p>Regular 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 regular subject meetings chaired by Dave Woodhouse & informally through email/competition meets. The focus of NLC meetings this year will be assessment and how it can be improved throughout work and through work within the NLC network.</p>		<p>A staff questionnaire was sent out at the start of the year, indicating that dance was something that staff required support with. Following CPD training from EitC, staff filled out another questionnaire and the feedback showed that staff were much more confident in delivering a series of dance lessons.</p> <p>The Lord Derby Award did not take place this year because of closures due to coronavirus.</p> <p>PE coordinator attended multiple training sessions focussing upon assessment and enhancing the delivery of PE in schools. Half termly NLC meeting were also attended by the PE subject lead.</p>	<p>Percentage of total allocation:</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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Intent	Implementation		Impact	0%	
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 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.	Children from years 2-6 will attend an Outdoor Adventure residential trip during the 2019-20 academic year. A small proportion will be funded from the sports premium to allow the children to participate in activities that are not easily accessible within the school environment such as climbing, abseiling, archery and kayaking.	£0 Money was initially allocated to the Lord Derby scheme and residential activities but these events did not take place due to the pandemic so the money will be rolled over to next academic year	Residential visits for all year groups were postponed and rescheduled due to school closures. These residential visits should now take place in Autumn term.	Continue to use and increase the number of games / activities that Play Leaders can use.	
The range of activities will help improve pupil's confidence, resilience and character.			Pupil voice was taken in Autumn term and after school sports clubs run by EITC and Beth Tweddle planned accordingly. A successful girls' dodgeball team ran and increased the number of girls participating in sports clubs while a gifted and talented gymnastics targeted at PP children was run by a Beth Tweddle coach.	PE subject leader to continue to liaise with outside agencies and clubs, community links.	
	Pupil Voice to ascertain what pupils would like and to involve external coaches to work with staff in clubs. Increase the number of girls and PP children attending after school sports clubs.		Pupils competed in a number of football, dodgeball and cross country tournaments throughout Autumn term and Summer 1.	Continue to increase the number of different sports we compete in during intra and inter school	Continue to increase the number of different sports we compete in during intra and inter school competitions (planning a number of these through NLC meetings).
	PE apprentice to train Play Leaders and to enable a variety of activities to take place.		Further competitions for other sports were planned through NLC meetings but were not able to take place due to school closures.	Ensure that the next eligible year group of pupils are able to complete the Lord Derby Award in the coming year (enquire as to whether the year group who missed their opportunity will be able to complete it additionally).	Ensure that the next eligible year group of pupils are able to complete the Lord Derby Award in the coming year (enquire as to whether the year group who missed their opportunity will be able to complete it additionally).
	Continue to increase the number of different sports we compete in during intra and inter school			Continue to carry out pupil voice in order to offer	

	<p>competitions. Aim to provide training for pupils in new sports prior to competitions/tournaments.</p> <p>Following last year's success, all Year 5 pupils will be enrolled in the Lord Derby Award this year with the aim of encouraging them to be active, engaged & community-minded:</p> <p>Three of the four elements involve being active (community/physical/skill/adventurous activity). To fulfil one from the physical, skill or adventurous activity section, all pupils were enrolled on a 5-week canoeing/kayaking course with Knowsley Youth Mutual.</p>		<p>The Lord Derby Award did not take place this year because of closures due to coronavirus.</p>	<p>afterschool clubs that pupils will enjoy and attend.</p> <p>Possibility if starting a netball team in the Autumn/Spring term. Weekly football and gymnastics after school clubs will also continue.</p>
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Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:				
%				
Intent	Implementation	Funding allocated:	Impact	5%
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?:	Sustainability and suggested next steps:
To provide opportunity for more children to take part in both intra and inter school competitive competitions.	Continue to use our Fitness Zone to host both intra and inter school competitions. The Fitness Zone also provides opportunity for children to compete against themselves and beat their personal best scores / times.	£860	Pupils competed in a number of football, dodgeball and cross country tournaments throughout Autumn term and Summer 1. Further competitions for other sports were planned through NLC meetings but were not able to take place due to school closures.	Provide more opportunity for children to compete by entering both 'A' and 'B teams' into competitions. Due to the lack of competitions able to take place over this academic year, this remains an ongoing next step.
	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. Within our cluster we will choose a sport that children do not play regularly, such as tennis, and organising a specialist coach to teach the children in all the cluster schools before organising and running a tournament.		Pre competition coaching for a tennis and athletics tournament was planned through NLC meetings but these events were not able to take place. Swimming competitions also did not run due to pool closures. Football and dodgeball competitions run by EITC were attended by pupils in Autumn and Summer 1. Performance in competitions have improved. The school football teams reached the final and won in the football tournament they attended this	Increase the number of SEN pupils and girls entering sports competitions. Plan opportunities for pupils to receive coaching prior to taking part in competitions for new sports e.g. lacrosse, tennis to build their confidence and competence. Enter water polo and swimming galas annually for both upper and lower KS2.

	<p>We will look this year at increasing the number of SEN pupils participating in competitive events.</p> <p>We will continue attend regular cross country tournaments both through our clusters and the wider Liverpool cross country events.</p> <p>As members of the School Swimming Programme, run by School Improvement Liverpool, we will enter swimming galas and water polo competitions where possible.</p> <p>In addition to this we plan to enter a number of competitions run by EitC.</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>year.</p> <p>SEN pupils attended a healthy loves day and dodgeball tournament run by EitC.</p> <p>Regular Liverpool cross country events were attended by pupils across a number of locations.</p> <p>Planned cluster competitions were not able to take place.</p>	
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Due to the coronavirus pandemic, the PE funding was reviewed in the summer term to determine where money had not been spent and where it could be reallocated. Where 0% expenditure has taken place, money allocated to PaddlePower, Lord Derby Award, residential activities and sports day, some money has been used to further contribute to the cost of events and initiatives that were able to take place this year and the remaining money will be carried over to next year's Sports Premium over a budget.

The remaining money to be carried over will be £2330 which accounts for 12% of the total Sports Premium allocation for 2019/2020.

Signed off by	
Head Teacher:	E.A. Grundy
Date:	31.07.20
Subject Leader:	KMcGee
Date:	15/07/20
Governor:	<i>Penny Brown</i>
Date:	30/9/20