

Ensure that leaders at all levels including governors have a secure insight regarding the quality of the school's curriculum so that all are assured that pupils are achieving well over time. There is clear accountability so that curriculum content is delivered well, with any actions are timely. Children achieve well as there are no gaps in their knowledge.



# Longmoor

Community Primary School

*Together we grow, explore, discover.*

## Sports Premium 24/25

Version: Date:

Notes/Changes:

1.0

## 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

Question	Stats:	Further context Relative to local challenges
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	76%	- The school invests heavily in swimming provision due to its proximity to the coast, a river, and a canal, which makes water safety a vital life skill; this commitment is further reinforced by the high levels of deprivation within the community, where very few children have access to structured swimming lessons outside of school hours.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	81%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	92%	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	- Teachers are given informal CPD by Sefton Aquatics Team when participating in lesson delivery. All staff attending are given an induction into how to teach groups and then lead delivery and assessment from this point.

## Sports Premium: Key Indicators

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
2	The profile of Physical Education, School Sport and Physical Activity (PESSPA) being raised across the school as a tool for whole school improvement
3	Increased confidence, knowledge and skills of all staff in teaching PE and sport
4	Broader experience of a range of sports and activities offered to all pupils
5	Increased participation in competitive sport

## 2024/2025 Sports Premium Plan

	Intent	Implementation		Impact	
Key Indicator	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 Next Steps:
1, 2, 4, 5	To provide all pupils, including those with SEND, access to inclusive, age-appropriate, and progressive competition opportunities, fostering physical literacy, enjoyment, and ambition through sport.	Subscription to the enhanced LSSP package enables access to a broad calendar of inter-school competitions at multiple levels, inclusive events for SEND pupils, and early intervention through EYFS 'Balanceability' sessions. Scooter School is also offered in Y3 and Y4 to promote active travel and a healthy lifestyle.	£4,299	All pupils experience the benefits of age-appropriate competitive sport and inclusive activities, improving gross motor development in EYFS and encouraging independence and safety through Scooter School. Pupils are increasingly motivated to participate and compete, with evidence of raised profile and participation levels.	Continue to track participation data across groups (PP, SEND, girls/boys).  Promote leadership roles during events to embed PESSPA in the wider curriculum.
1, 2, 3, 4	To enhance teaching quality and consistency in gymnastics and dance across the school while ensuring all pupils access a well-sequenced PE curriculum.	Weekly sessions led by a specialist gymnast and dance instructor from Nursery to Year 6 following the school's curriculum map. Teachers observe and participate alongside pupils as part of embedded CPD.	£3,623	Teachers report increased confidence in delivering high-quality gymnastics and dance lessons. Pupils demonstrate stronger core strength, spatial awareness, and progression in key movement skills. Consistency across phases is improved.	Staff feedback and lesson evaluations will be used to inform future internal delivery. Explore internalising some elements as staff confidence grows.
1, 2, 3, 4	To ensure all children can access high-quality, fully inclusive PE lessons across all strands of the GetSet4PE scheme, through the provision of appropriate, sufficient, and high-quality equipment.	£1,000 allocated to purchase PE equipment directly linked to units in the GetSet4PE curriculum. This ensures all teachers can confidently deliver practical elements and pupils can practise skills safely and effectively.	£1,000	Lessons are more engaging, inclusive, and active due to the improved availability and quality of equipment. Pupils experience greater progression across PE units. Staff report increased ease in lesson delivery and clearer coverage of skills.	Audit equipment termly to identify gaps. Embed pupil voice to prioritise future purchases. Support staff with CPD linked to using equipment effectively in varied contexts.
1, 2, 4	To increase levels of physical activity during unstructured time, supporting pupils to meet the Chief Medical Officer's recommended 30 minutes of activity in school each day.	£1,000 investment in age-appropriate, varied, and consumable outdoor sports equipment (e.g. balls, skipping ropes, rackets, cones) for use at breaktimes and lunchtimes to promote active, cooperative, and	£1,000	More children are physically active during break and lunch. Behavioural incidents have reduced in targeted year groups. Pupils demonstrate improved cooperation and coordination through active play.	Establish a pupil Playground Leaders scheme to support games and care for equipment. Review equipment use and replenish as needed. Introduce themed zones or activity rotas to sustain

		independent play.			engagement.
2, 3, 4	To ensure a coherent, inclusive, and progressive PE curriculum that is accessible to all teaching staff, including non-specialists.	Investment in GetSet4PE, a well-structured scheme aligned with National Curriculum outcomes. It includes comprehensive planning support, visual aids, and videos that scaffold teacher knowledge.	£1,000	Non-specialists are empowered to deliver lessons with clarity and precision. Pupils benefit from a consistent progression model, with improved knowledge and skill development visible across units.	Scheme to be monitored via subject leader learning walks and staff feedback. Integrate summative assessment materials from GetSet4PE to inform next steps.
1, 2, 4, 5	To provide high-quality intra- and inter-school competition opportunities, promoting sportsmanship, teamwork, and active participation for all pupils.	Annual intra-school summer festival plus hosting of a multi-school athletics event for the local learning network, enhancing the competitive calendar within and beyond school.	£2,000	Pupils develop pride, competitive spirit, and leadership. Whole-school participation strengthens the community ethos and visibility of PE as a valued subject.	Develop pupil-led event teams (e.g., Sports Leaders) and seek local sponsorship or community partnerships to grow the event sustainably.
1, 4	To increase the percentage of pupils leaving Year 6 meeting national curriculum swimming expectations, particularly those at risk of not achieving minimum standards.	Top-up swimming lessons provided to pupils in Years 5 and 6 who have not met expectations in core areas: 25m unaided swim, water safety, and safe self-rescue.	£5,500	More pupils meet or exceed National Curriculum standards. Confidence and water safety awareness improve significantly, particularly among disadvantaged pupils.	Continue to monitor Y6 data closely. Implement early identification of non-swimmers in Year 4 to ensure timely intervention.
2, 3	To develop the subject leadership skills, confidence, and pedagogical knowledge of the PE and Sports Subject Leader to ensure consistent, high-quality provision and strategic oversight of PE across the school.	Invested in tailored CPD for the PE & Sports Subject Leader. Training: <ul style="list-style-type: none"> <li>• Subject leadership and curriculum development.</li> <li>• Effective monitoring and evaluation of PE across year groups.</li> <li>• Inclusive and progressive pedagogy in primary PE. Includes attendance at national training events, professional networks, and internal time for curriculum review and development.</li> </ul>	£1,000	The Subject Leader can articulate the intent, implementation, and impact of PE confidently. There is improved curriculum sequencing, clearer monitoring systems, and more targeted support for teachers. This has led to improved staff confidence and more consistent delivery of high-quality PE across the school.	The Subject Leader will cascade learning through staff meetings, coaching, and shared resources. Development of a PE leadership folder and annual CPD cycle will embed sustainable practice. Participation in local and national networks will continue to ensure up-to-date, evidence-informed leadership.
Total			£19,422		

Sign Off	
Head Teacher:	Mark Garside
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Governor:	Andrew Cooper Mark Rea
Date:	July 2025