



# Lisburne Primary School



## Evidencing the impact of the PE and Sport Premium

<b>Amount of Grant Received</b>	£22,490 (including carry over)	<b>Amount of Grant Spent</b>	£22,527	<b>Date</b> July 2022
<b>Money carried forward to 2021/2022</b>				
<p>£1392 – this money was allocated to provide additional activities outside of the ‘norm’ during sports week for the whole school. Unfortunately sports week had to be cancelled due to Covid and will be reallocated for the 2021 sports week.</p> <p>£1050 – the afterschool football club had to be cancelled due to Covid, the money has been reallocated to pay for additional sessions from our Peripatetic Dance teacher to provide dance, intensive interaction and expressive movement sessions to develop their learning.</p>				
<b>RAG rated progress:</b>				
<p><b>Red</b> - needs addressing <b>Amber</b> - addressing but further improvement needed <b>Green</b> – achieving hg consistently <b>Purple</b> – unable to meet target due to Covid restrictions</p>				

As a result of reviewing achievements to date in each of the 5 key indicators from DfE and considering priority areas for further development needs, the following 3 year action plan and impact report shows ongoing progress.

<b>Meeting national curriculum requirements for swimming and water safety</b>	
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 meters when they left your primary school at the end of last academic year?	35%
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?	26%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	0%
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? Money was allocated for individual children to attend the swimming baths in small groups or 1:1 (this is separate from swimming lessons) to allow pupils to experience the swimming pool environment and become comfortable in the environment before attending swimming lessons.	Yes/No

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	18/19	19/20	20/21	21/22
Additional opportunities for physical activity during the primary school day – curriculum	<ul style="list-style-type: none"> <li>Active phonics</li> <li>Outdoor learning – maths</li> <li>Outdoor learning – English</li> <li>Forest School</li> <li>Wake Up Shake Up</li> <li>5 minute active at regular intervals throughout the day</li> <li>Mile A Day walk</li> <li>Videos of physical activities shared on Tapestry &amp; Class Dojo.</li> </ul>		<p>The impact is that the pupils are settled and ready to learn.</p> <p>The pupils show they are focused and able to concentrate for longer periods of time.</p> <p>Pupils encouraged to participate in physical activity at home.</p>	<p>To continue &amp; monitor the activity levels of children in all classes.</p> <p>To gather feedback from teachers.</p> <p>To continue to share new opportunities for physical activity.</p>				
Lunches & playtimes	<ul style="list-style-type: none"> <li>Various physical activities are available for the pupils to participate in during these times eg climbing wall, scooters and football etc.</li> <li>Adults supervise activities so all pupils are able to take part.</li> </ul>		All pupils are encouraged to join in with these activities to ensure they are physically active throughout lunch time.	To monitor play time/ lunch time activities. To provide various/different activities to enable all pupils to participate. To ascertain what activities pupils want through pupil voice.				
Extra-curricular (After school clubs)	<ul style="list-style-type: none"> <li>Afterschool clubs provide activities for pupils to participate in being physically active.</li> </ul>		The activities change regularly to offer a range/scope of activities.	<p>Pupil voice, suggestions on how to improve activities/ offer different activities.</p> <p>Monitor &amp; take feedback on the after school club.</p>				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	18/19	19/20	20/21	21/22
Behaviour & Attitudes to Learning	<ul style="list-style-type: none"> <li>Active curriculum</li> <li>Whole school approach to rewarding physically active &amp; sports achievements eg assemblies.</li> <li>Throughout the day, children participate in 5 minute physical activity breaks. The teacher can</li> </ul>		<p>Physical activities support to distract and de-escalate the pupils from challenging behaviour.</p> <p>Physical activities support the pupils to socialize with their friends/support less able or</p>	<p>Monitor activities throughout each class.</p> <p>Analyse positive impact of physical activities.</p> <p>Teachers to continue to</p>				

	<p>implement these at any time he/she feels the pupils need to move.</p> <ul style="list-style-type: none"> <li>• Pupils participate in movement breaks as &amp; when needed.</li> <li>• Mile a day walk</li> <li>• Outdoor learning opportunities</li> <li>• Opportunities to participate in OAAs at an offsite venue.</li> <li>• External coach delivering PE sessions (planning &amp; delivering alongside teachers).</li> </ul>	<p>£1850</p> <p>£3705</p>	<p>younger pupils.</p> <p>Pupils are able to concentrate for longer periods of time.</p> <p>Pupils are asked what physical activities they would like to participate in.</p>	<p>plan and implement physical activities throughout all curriculum areas.</p> <p>Continue to attain pupil voice.</p> <p>Sports coaches to continue to deliver PE sessions alongside teachers.</p>				
Improving Academic Achievement	<ul style="list-style-type: none"> <li>• Whole school approach to rewarding being physically active &amp; sports achievements eg Good Work Assemblies</li> <li>• Outdoor learning – Maths &amp; English</li> <li>• Forest School</li> <li>• To increase amount of movement breaks/physical activity throughout the day.</li> <li>• To increase the opportunities for physical activity throughout the day.</li> </ul>		<p>Many of our pupils have difficulty in concentrating &amp; therefore being active whilst completing their academic tasks/targets supports their learning. Movement breaks happen regularly to support the pupil's concentration.</p> <p>Physical activities/sports achievements are rewarded eg good work assemblies, head teacher award, message on dojo/tapestry to inform parents, reporting in end of year report.</p>	<p>To monitor physical learning opportunities.</p> <p>To encourage teachers/TAs to increase movement into lessons where possible throughout the day.</p> <p>Pupil voice.</p> <p>Implement termly PE award – medals &amp; certificates.</p>				
Physical Wellness, Health & Wellbeing/SMSC	<ul style="list-style-type: none"> <li>• Whole school approach to rewarding physically active &amp; sports achievements eg assemblies</li> <li>• Celebrating success through newsletters, website &amp; social media</li> <li>• Educating through PSHE the importance of healthy eating, keeping active, making healthy choices.</li> <li>• Planning &amp; making healthy meals/snacks during cookery lessons.</li> <li>• Food therapy – to encourage pupils to try new/different healthy foods.</li> </ul>		<p>In addition to the above:</p> <p>Pupils are encouraged to support each other &amp; work as part of a team.</p> <p>Pupils participate in games/dances from other cultures.</p> <p>Pupils participate in dance that allows them to express feelings &amp; emotions.</p> <p>A health &amp; wellbeing week held, pupils worked on specific targets to support their physical wellness, health &amp; wellbeing.</p>	<p>Continue to teach how physical activity &amp; sport can contribute to our overall health &amp; wellbeing.</p> <p>All pupils to participate in mile a day at least 3 times a week. All pupils to be encouraged to participate in additional physical activities daily.</p> <p>Healthy snacks eg fruit is available to all pupils at break times.</p> <p>Pupil voice.</p> <p>Implement half termly PE/</p>				

				physical activities home work. Implement termly PE award – medals & certificates.				
--	--	--	--	--	--	--	--	--

### Key indicator 3: High Quality Teaching

- Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	18/19	19/20	20/21	21/22
Review curriculum time allocation for Physical Education to ensure pupils meet National Curriculum outcomes. (guidance - minimum 2 hours of timetabled PE required to do this)	<ul style="list-style-type: none"> <li>All pupils access 30 minutes dance per week.</li> <li>Dance teachers deliver high quality dance sessions to all the pupils.</li> <li>All pupils access 60 minutes PE per week.</li> <li>Pupil's participate in whole school dance shows to perform in front of parents/carers.</li> <li>Pupils participate in additional activities ie Jump Space, physical activity centers, simply cycling &amp; life skills activities which involve eg walking.</li> <li>1:1 or small group swimming sessions.</li> </ul>	<p>£3,515</p> <p>£250</p> <p>£7605</p> <p>£1700</p>	<p>Pupils continue to make excellent progress in their gross motor skills &amp; core development.</p> <p>Pupil's are able to follow dance sequences &amp; routines. Pupil's access physical intensive interaction.</p> <p>Pupils are able to access a wide range of activities that promote physical activity in a fun &amp; enjoyable way. Pupil's develop confidence and gain enjoyment from the different activities.</p> <p>Pupil's confidence &amp; stamina has grown eg when swimming. Pupils are prepared &amp; able to enter the swimming pool environment prior to formal swimming lessons.</p>	<ul style="list-style-type: none"> <li>Analysis of data</li> <li>New assessment tool implemented to analyse pupil's progress.</li> <li>Assessment tool analysed to highlight strands of PE as area(s) for development.</li> <li>Ensure all pupils continue to receive minimum of 2 hours time tabled PE.</li> <li>Planning scrutiny.</li> <li>Learning walks &amp; observations.</li> <li>Pupil voice.</li> <li>PE delivered by coaches</li> </ul>				
Review the quality of teaching & consider best way of allocating CPD courses & other sources	<p>Develop &amp; implement a professional learning plan for the needs of all staff</p> <ul style="list-style-type: none"> <li>Staff questionnaires analyzed to provide CPD.</li> <li>CPD delivered in house eg Sherbourne &amp; gross motor skills development.</li> <li>Monitoring of PE planning</li> <li>Class PE observations/learning walks.</li> <li>Staff audit of CPD requirements.</li> </ul>		<p>Staff access support to achieve &amp; increase confidence to teach high quality lessons increased.</p> <p>Staff respond to feedback from observations to continue to deliver quality PE lessons.</p> <p>In-house CPD delivered.</p> <p>External coach delivering sessions alongside teachers to support their CPD.</p>	<p>Continue learning walks/ observations &amp; planning scrutiny.</p> <p>Continue to provide CPD.</p> <p>CPD &amp; PE lead support for new teachers.</p> <p>Coach to continue planning &amp; delivering sessions with teachers.</p> <p>Analysis of questionnaires for the forthcoming academic year.</p>				

PE Coordinator allocated time for planning & review	<ul style="list-style-type: none"> <li>• Half termly meetings of the PE Hub.</li> <li>• Staff meetings/training.</li> </ul>		<ul style="list-style-type: none"> <li>• Planning scrutinized to ensure breadth &amp; coverage of PE strands.</li> <li>• Learning walks</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor &amp; analyse new budget spend to ensure all pupils are able to make good progress.</li> <li>• Pupil voice.</li> <li>• Continue to hold half termly PE curriculum HUB meetings.</li> </ul>				
Review supporting resources	<ul style="list-style-type: none"> <li>• Outdoor learning – English &amp; Maths Forest School</li> <li>• Mile a day</li> <li>• PE &amp; physical activity equipment – replenish existing equipment &amp; purchase of specialist equipment.</li> </ul>	£1000	<ul style="list-style-type: none"> <li>• Staff feedback.</li> <li>• Resources purchased as recommended by eg OT &amp; Physio Therapist.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor impact of additional activities/ opportunities for movement throughout the day.</li> <li>• Liaise with eg physio &amp; OT of how to best support our pupil's physical development &amp; provide resources.</li> </ul>				
Review of PE equipment to support quality delivery	<ul style="list-style-type: none"> <li>• Replenish existing equipment &amp; purchase of specialist equipment.</li> </ul>	£1000	<ul style="list-style-type: none"> <li>• Equipment purchased to meet the specific needs of pupils.</li> <li>• Discussions with OT for equipment needed/ recommended.</li> <li>• Resources audit.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued liaison with OT/Physio therapists etc.</li> <li>• Replenishment &amp; purchase of resources.</li> </ul>				
Targets relating to PE delivery being encouraged to form part of performance management	<ul style="list-style-type: none"> <li>• In-house assessment data gathered to analyse progress.</li> </ul>		<ul style="list-style-type: none"> <li>• Observations/learning walks of PE lessons</li> <li>• Delivery of CPD</li> <li>• In house gross motor skills &amp; PE assessment</li> <li>• New assessment tool implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse progress through assessment data (mid year &amp; end of year).</li> </ul>				
Support TA's & other adults to access relevant CPD to enhance the school PESS workforce	<ul style="list-style-type: none"> <li>• In house PE training for all staff – teachers, HLTAs &amp; TAs.</li> </ul>		<ul style="list-style-type: none"> <li>• Staff attended in house CPD</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to deliver CPD to staff (linked to questionnaire analysis &amp; OT discussions).</li> <li>• OT &amp; Physio to be involved in CPD.</li> </ul>				
Develop an assessment programme for PE to monitor progress	<ul style="list-style-type: none"> <li>• Use in house assessment tool to ascertain progress.</li> </ul>		<ul style="list-style-type: none"> <li>• Assessment tool in place.</li> <li>• Use new assessment tool to track progress and identify gaps.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment analysed at mid-year &amp; end of each year.</li> <li>• Analysis used to support delivery/implementation of PE.</li> </ul>				

## Key indicator 4: Broader Range of Activities

- Broader experience of a range of sports and activities offered to all pupils

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	18/19	19/20	20/21	21/22
Review extra-curricular offer	<ul style="list-style-type: none"> <li>• Parent/Carer physical activity afternoons</li> <li>• Additional physical activities (not the usually weekly/termly activities)</li> <li>• To provide information on physical activities that can be done at home that do not cost anything.</li> <li>• Deliver sports week with planned opportunities to experience more adventurous activities.</li> </ul>	£1352	<ul style="list-style-type: none"> <li>• Pupils &amp; parents/carers join in physical activities together at their own levels.</li> <li>• All pupils are able to participate in activities that are different to the 'normal' PE activities eg rock climbing, kayaking, sailing, horse riding etc.</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to encourage parents/carers to participate in physical activities.</li> <li>• To continue to ensure parents/carers understand the importance of physical activity in their child's overall development &amp; wellbeing.</li> <li>• To continue to encourage pupils to try different activities</li> <li>• Half termly PE homework to encourage family physical activity participation.</li> </ul>				
Review extra-curricular activity balance	<ul style="list-style-type: none"> <li>• Lunch times</li> <li>• Afterschool clubs</li> </ul>		<ul style="list-style-type: none"> <li>• All pupils are able to access a physical activity at all times.</li> <li>• Develops team work</li> <li>• Develops sharing</li> <li>• Supports levels of concentration.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor &amp; review activities.</li> <li>• Increase/vary activities at afterschool clubs.</li> <li>• Pupil voice to develop tailored activities.</li> </ul>				
Target inactive pupils	<ul style="list-style-type: none"> <li>• Physical activities available for all pupils to participate in.</li> </ul>		<ul style="list-style-type: none"> <li>• All pupils active at these times.</li> <li>• OT programmes implemented by teachers &amp; staff for pupils who have a physical disability &amp; therefore cannot be active independently.</li> <li>• Mile a Day walk</li> <li>• Active learning throughout the day.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor &amp; review activities.</li> <li>• Increase/vary activities.</li> <li>• Continue to liaise with OT/ Physio etc</li> </ul>				
Review extra-curricular offer	<ul style="list-style-type: none"> <li>• Parent/Carer physical activity afternoons</li> <li>• Additional physical activities (not the usually weekly/termly activities)</li> <li>• To provide information on physical activities that can be done at home that do not cost anything.</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils &amp; parents/carers join in physical activities together at their own levels.</li> <li>• All pupils are able to participate in activities that are different to the 'normal' PE activities eg rock climbing, kayaking, sailing, horse riding etc.</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to encourage parents/carers to participate in physical activities with their child.</li> <li>• To continue to ensure parents/carers understand the importance of physical activity in their child's overall development &amp; wellbeing.</li> </ul>				

	<ul style="list-style-type: none"> <li>Deliver sports week with planned opportunities to experience adventurous activities.</li> </ul>	£1352		<ul style="list-style-type: none"> <li>To encourage pupils to try different activities,</li> </ul>				
<b>Key indicator 5: Competitive Sport</b> <ul style="list-style-type: none"> <li>Increased participation in competitive sport</li> </ul>								
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>	<b>18/19</b>	<b>19/20</b>	<b>20/21</b>	<b>21/22</b>
Review School Games Participation including a cross section of children who represent school	<ul style="list-style-type: none"> <li>Use SHAPE Competition Events Calendar to plan competition entries for year</li> <li>Use new SHAPE booking system to enter events</li> </ul>	£550	Higher % of children taking part in competition	Promote SHAPE competitions in school to enable all classes to have the opportunity to attend at least 1 competition throughout the year. Increased number of pupils attending level 2 competitions.				
Increase Level 1 competitive provision	<ul style="list-style-type: none"> <li>Increase current Level 1 provision &amp; participation rates</li> <li>Plan a programme of Level 1 events to ensure ALL pupils get the opportunity to access at least one competition across the year.</li> <li>Provide a calendar of Level 1 events.</li> <li>Engage with SHAPE annual school challenge</li> </ul>		Increased % of children participating in Level 1 competitions	Teachers to incorporate competitions during and at the end of appropriate units of work Pupil voice on how to develop Level 1 competition in school				
Book transport in advance to ensure no barriers to children attending competitions	<ul style="list-style-type: none"> <li>Review SHAPE competitions calendar and book all transport at the beginning of the term for events we wish to attend</li> </ul>	£1000	Higher % of children attending SSP competitions – PE Passport	Explore possibilities of using staff car for transport & hiring of minibus.				
Extending Competition Offer	<ul style="list-style-type: none"> <li>Consider establishing friendly competitions with neighbouring school you can walk to.</li> </ul>		Increase in competition uptake PE inclusion for our pupils at local main stream primary schools.	To provide level 2 competitions with 'inclusion' schools.				
Create Stronger Links to Community Clubs	<ul style="list-style-type: none"> <li>Sports specific coaching programmes</li> <li>Development Days</li> </ul>		<ul style="list-style-type: none"> <li>Links to jump space</li> <li>Links to donkeys</li> <li>Links to different sports</li> </ul>					





## 30 Active Minutes Review

Classes participate in several of the following activities regularly throughout the week with some activities happening daily.

Activities eg forest school and dance are time tabled weekly activities for the whole school.

Activities/participation increased once lock down had ended.

Outdoor Maths  
Outdoor English  
Forest school  
Wake Up Shake Up  
Mile A Day.  
5 minute be active activities/songs throughout the day  
Active Phonics  
Dance lessons  
PE lessons  
Swimming lessons.  
Swimming sessions (not swimming lessons)