

# 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

## Funding Overview

Total amount carried over from 2019/20	£ 0
Total amount allocated for 2020/21	£ 17,048
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ 17,106
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 17,106

## Swimming Data

<b>Meeting national curriculum requirements for swimming and water safety</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	85%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	62%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	76%
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. <i>Have you used it in this way?</i>	Yes

## 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: £44,383.08		Date Updated: July 2022	
<p><b>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</b></p>					Percentage of total allocation:
					20.5%
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:
1. All pupils receive 2 hours taught PE each week	High quality PE delivered by teaching staff and Sports TA with assistance from Passmasters coaching. Good ratios achieved to ensure best outcomes. Timetabled sessions using all available spaces. Use of all-weather track as part of all classes PE warm up. Weekly practice of running 2k links to the local Junior Park Run.	£9,098.40	Children acquire key skills in PE from an early age which enables them to take part in team games confidently, understand the purpose of exercise and sport, including healthy eating. All children enabled to do their best and find what works for them.		Continued work with Passmaster Coaching, further CPD training and mentoring of teaching assistants.
2. Pupil premium, SEND and less active children targeted to engage in physical activity.	Allocated TAs to work specifically with these groups with aims across the whole spectrum of school life to develop self-confidence of which healthy exercise plays an important part.		Inclusion is a top priority at Longden and self-belief is a key school games value that is at the heart of creating opportunities and finding ways for all to take part. All children come away with a positive experience of both PE		Increase numbers and invest in more equipment and human resources.

	Older children trained to deliver fun, active activities. Purchase of specific equipment for inclusion.		lessons, after school clubs and competitive sport.	
3. Enhance and develop break time opportunities for physical activity and games with teaching assistants.	Large scale projects as well as attention to detail in playtime opportunities fosters active imaginative playtimes that are not overly prescriptive.		Fun and active playtimes, leadership opportunities and overall learning enhanced by being outdoors and active as a matter of course.	Continue to work with School Games crew to organise activities. In house CPD delivered by PE co-ordinator to Tas.
4. Develop and increase use of outdoor educational opportunities in whole school.	Dedicated club to enhance the area, PPA time allocated to gardening in KS1. Training and resources for teachers to take learning outdoors. Parents involved in fundraising and awareness of our natural outdoor space as well as maintaining it. TLC days run at weekends each term for all parents.		Ownership and sense of care for the natural environment and greater appreciation of the outdoors as a place to enjoy exercise. Looking after it is both good exercise and fosters the above values. Parental help encourages a holistic approach within the school.	Invest more in resources, parent volunteers and develop and enlarge OAA club
5. Additional swimming sessions for all children in years 2 -6.	Starting children from Year 2 with hour long swimming sessions for eight-week blocks.		High percentage of children leave Longden as confident swimmers.	Continue with this provision.
6. Regular intra class and intra school competitions in different sports led by trained sports leaders from within the school.	Competitions run by Sports Co-ordinator with assistance from Year 6's in Handball, Netball, Hockey, Football, Rugby, Athletics, Cross Country, Gymnastics, New Age Kurling, Boccia, Orienteering, Tennis, Cricket and Rounders. Recognition of achievement and		All children involved and invested in being part of teams and learning the school games values at the heart of our competitions. Good teamworking evidenced in all spheres of school life.	Involve children in evolution of the School Games crew, being flexible in how they can deliver activities and festivals and competitions.

	showcasing school games values rewarded with certificates and medals.			
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 19.9%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
1. Maintain Platinum Kitemark	Use the template from the School Games Website for achieving Platinum as a map for the school year in sport, considering many questions: What marks us out as an active school? How many different sports are we offering and what is the pathway into sport outside Longden for our children? What competitions are we entering? What in house competitions are we organising? What are we doing to ensure all children are included in the sporting sphere and how is this delivered both in school and afterwards?	£8,835.40	Children expect to be active in the school day and beyond, are not afraid to try many new sports and gain new skills, understanding the process of acquiring skills takes time, energy and practice. Variety of sports to take part in helps children to find what they can do and encourages inclusion as well embedding the idea of being prepared to fail in order to learn and grow. Excitement and anticipation about competitions is generated school wide. The school games crew is a well-established part of our whole school life and is very visible. The School Games values are visibly displayed and talked about in	Continue to use this template for good practice and development of PE and physical exercise in school as a means of whole school improvement.

<p>2. Whole school special sports event days, festivals, School Games Day and Sports Day</p> <p>3. Leadership for Year 6's being trained to be part of School Games Crew, enabling strong pupil voice in decision making and sports delivery in the rest of school.</p>	<p>How are we enabling and encouraging pupil voice and leadership opportunities? How aware are we as a school of the School Games values and how do we promote them?</p> <p>Liaised with outside bodies such as Rugby Club, Tennis club to deliver special sports days to all children. Work with School games Crew, parents, teachers and TAs to deliver high energy and well received Festival Style afternoons, Competitive Games Day and the School Sports Day – the Blue Riband event of the year!</p> <p>This is accomplished by a training package delivered by a suitably trained PE leader, followed by regular meetings to plan and deliver festivals, competitions, all ability clubs and sports day. Children have learnt and applied multiple skills in this process and younger children aspire to these role models. The crew can also use their skills in the wider school sports community which has proved extremely valuable in promoting self-confidence across</p>		<p>competitions and assemblies.</p> <p>Great feedback from both pupils and parents about these events as well as children feeding into local clubs because of these links. Clubs we are linked to and actively promote within school: Several junior football clubs Two cricket clubs Village tennis club Athletics club Junior Park Run Rugby Club Hockey Club Basketball Club</p> <p>All children in Year 6 very keen to be part of the Crew. Other children very receptive to the process of children leading and being good role models. Parents feedback overwhelmingly positive about the benefit to their children in taking part in the project.</p>	<p>Increase links with local clubs by having more taster days and visitors into assemblies.</p> <p>Continue with this and involve more staff to enable wider reach.</p>
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<p>4. Raising awareness of sporting excellence and achievement in representing the school in local competitions. High profile and acknowledgement of these achievements through sports assemblies and regular communication to parents and local are through different media and website.</p>	<p>all areas of school life, not just sport. Children receive a training file and a personalised t shirt.</p> <p>Normal assemblies regularly highlight any team and personal sporting achievements to which parents are invited to attend. These happen most Fridays. Special sports assemblies happen twice a year and feature a slideshow, stories, certificates, and awards for competitions. The school games values are a key feature emphasised during these assemblies. The girls' football team did a great job in raising awareness for girls' participation through their success and finding sponsorship for a new kit.</p>		<p>A very visible and outward positive impact upon both children and parents. Sometimes we are so busy taking part in all these activities it is hard to squeeze in the time to celebrate but we continue to try.</p>	<p>Increase visibility through noticeboards, social media and blog. Identify staff and children and/or parents to facilitate this.</p>
<p>5. Emphasis on inclusion and provision in a meaningful way that is recognised throughout the school.</p>	<p>A weekly after school club accessible to all children. Staff and support staff trained to enable full participation in PE lessons and clubs. Inclusive events organised by School Games Crew in school time as part of festivals.</p>		<p>Continuing interest and targeted pupils signing up for the club, positive feedback from children attending and their parents or carers.</p>	<p>Recognise the need to keep this as a high priority in the school generally.</p>
<p>6. Early years work with nursery children to set a platform of expectation of the value of PE and being active before they move to</p>	<p>Weekly PE session to incorporate agility, balance and coordination in hall space, games, yoga, balance bikes and exploring outdoor space.</p>		<p>Most children moving up to Reception from nursery happily slot straight into PE lessons and look forward to being involved in the</p>	<p>Train staff at nursery to deliver through in-house CPD</p>

Reception.	All of which help prepare children for physical activities when they move up to school.		physical activities on offer around the school.	
7. Whole school involvement in plans to extend and improve outdoor education facilities and activities.	Regular involvement in maintenance of outdoor all-weather track, den building exercises and renovation of pond area.		The sense of having a shared school-wide project brings people together, both children and parents, and encourages teamwork and cooperation.	On-going project which has a long timescale, and everyone is invested in.
8. All pupils from year 3 - 6 take part in either OAA residential weekend near the Welsh coast at Arthog (Year 5/6) or experience Arthog Outreach at school with clear benefits to all children but especially those pupil premium and less active pupils as these activities are designed and planned with the Arthog team to be totally inclusive.	At the Adventure Centre pupils stay for three nights and take part in canoeing, orienteering, gorge walking, fire making on the beach, climbing, hiking and archery. They also have to manage their kit and enjoy the benefits and challenges that a time away from home with friends and inspiring adults can bring. The younger pupils spend two whole days at school taking part in similar style activities with archery and a climbing wall set up in the school's grounds. They experience a mini expedition with a full day hike up a nearby hill.		We find the impact of this is huge for all the children taking part in terms of confidence building, sheer enjoyment of the challenges and opportunity for team building. It creates a real buzz around the whole school, and it looked forward to for weeks.	These activities are very much embedded in our annual school calendar and are very well received and valued by parents also.

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

Percentage of total allocation:

10.1%

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	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:

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consolidate through practice:				
1. More CPD training for teachers and TAs on different aspects of PE and outdoor exercise.	Teachers and TAs attending School Games CPD courses and Outdoor Education course. One teacher and a TA attended three separate courses for teaching KS1 Gymnastics, OAA and Multiskills run by local SGO. Sports leader, one teacher and TA attended course in Outdoor Education led by local MAT.	£4,504.80	Evidenced in increased confidence in helping to deliver PE lessons in PPA as well as attending KS1 festivals and helping to run after school club.	Increase opportunities for this and arrange more in house CPD.
2. TAs working alongside Sports leaders and coaching staff to gain new skills and helping deliver after school clubs.	We have worked creatively with TAs, student teachers on year long placements and secondary age pupils on work placements to shadow our skilled and trusted staff at Passmaster Coaching and our Sports Co-ordinator to model good quality PE teaching within the whole school. Some of these people are not permanent staff members nevertheless the aim is to disseminate excellent PE teaching along with enthusiasm for sport and exercise within a school setting and beyond.		The children have clearly benefitted from the variety of people they come into contact within the context of PE and after school club, and the different talents they bring into the school is refreshing.	Ongoing, seeking out new opportunities as they arise and being flexible about using the timetable creatively to enable students to gain maximum benefit from the PE provision.
3. Participation of whole school and nursery in fundraiser by running 500k during course of the school week.	We raised money for the Shrewsbury Food Hub from which we are a beneficiary and partner with by committing to run 500k during the school week around our all-weather track and sports field.		We aimed high and achieved it! Great buzz and enthusiasm with certificates awarded to all participants. Tangible feeling of feeling proud to raise money and awareness of a great cause in a	Keeping in touch with local partners and asking children about what they would like to support.

<p>4. Increase physical activity across the curriculum through OAA activities. Learning outside the classroom</p>	<p>All pupils including nursery and all staff took part in this in PE lessons, break times and after school clubs.</p> <p>Teachers, Sports leader and TAs attend relevant CPD courses and scheme of work across curriculum available for all teachers.</p>		<p>really practical way.</p> <p>A work in progress as teachers find what works for them in bringing the classroom outside.</p>	<p>Continue to use resources we already have. Update and upgrade Orienteering resources in the school including the course set out in the grounds.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				30.6%
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:
1. Work with Passmaster Coaching to deliver broad range of after school clubs.	We have well attended clubs for football, cricket, rounders, Jammy dodgers (KS1 Multiskills) and Livewires (Targeting SEND children and the less active or confident)	£13,588.80	Very successful football teams across all ages, high level of engagement from pupils in all clubs from across the spectrum including less active children, SEND and a good proportion of girls.  Good attendance and support from parents. Extra coaching enabling teams to perform well in tournaments.	Continue with these good relationships and seek out new opportunities with other local clubs and parental involvement
2. Use skills of TAs and parents to deliver quality after school and in school sports clubs.	Netball club co led by TA Rugby club led by parent and sports TA trainee. Dance and drama club led by TA Girls Football club lead by Parent			
3. Attend School Games events as programmed throughout the school year	Attended multiple events, using money for taking minibus and employing sports cover for Sports leader, enlisting help from parents in following events: Netball, Hockey, Sportshall Athletics, Cross Country, Invasion Games, Gymnastics, Orienteering, Inclusion events, Cricket, Rounders, Basketball, Tennis. KS1 Festivals in Invasion Games, OAA and Summer Sports.			
			This has been covered extensively elsewhere, however, apart from all the many benefits of taking part in multiple competitions and events, we have succeeded in including all children in KS2 in taking part in competitive sport and our A teams have often done exceptionally well again much bigger schools. All year 1 and 2 pupils have taken part in local School Games festivals as well.	Continue to work with SGO and develop local school network in addition to this.

<p>4. Tap into opportunities from local clubs offering taster days and experience.</p>	<p>Enjoyed Rugby from Worcester Warriors. Taster sessions from local Tennis Club. Tennis days at the Shrewsbury Club.</p>		<p>Children taking part in these sports have joined local clubs.</p>	<p>Maintain current links and look to develop more on ongoing basis, particularly important post Covid.</p>
<p>5. Sign up to local football tournaments.</p>	<p>The regular Wednesday afternoon tournaments were disrupted by Covid, so we attended other locally set up tournaments, including County wide girls football tournament at the local Stadium for Shrewsbury Town.</p>		<p>Increased participation by girls and links with local teams continues to be good.</p>	
<p>6. Organise Swimming Gala</p>	<p>Along with two other local schools we organised and took part in an exciting swimming gala at the local pool. After the disruptions of Covid, hopefully this will again become a yearly fixture for a smaller network of schools.</p>		<p>A natural spin off from the money invested in the extra swimming means this is a popular event. The fact that even in our school our size (125 pupils), team selection is difficult due to number of competent swimmers.</p>	<p>Has become an annual fixture which we intend to keep running.</p>
<p>7. Participate in Indoor Rowing Championship and our own locally organised event.</p>	<p>We shared rowing machines with another local school to train in PE lessons and lunchtimes. Unfortunately, the national event we usually attend was cancelled but we still organised our own local one and used some money towards medals for this.</p>		<p>The benefits of rowing are well known. Fitness levels increase and children who may not enjoy ball sports or team games as much find they can do well. A hugely popular event which is planned to continue and the working partnership with local schools has made this more affordable</p>	<p>Keep the local initiative going and seek to take local team to national event again in the future.</p>

			although we have used the Sports partnership in the past to hire machines which is always another option.	
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**Key indicator 5: Increased participation in competitive sport** Percentage of total allocation:  
18.8%

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:  £8,355.68	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
1. Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome.  2. Increased participation in School Games competitions. As evidenced by previous information, we are already one of the most active participants in the Shrewsbury area for School Games competitions.	Identify a set number of competitions/events to provide transport to, to enable maximum participation.  Work with the local School Games Coordinator to ensure maximum levels of participation across year groups and abilities.  Engage support staff and parents to enable those levels of participation.		Engage with School Games Organiser and attend competitions run by the Shrewsbury Games Partnership.  Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions.  Use external coaches to run competitions to increase pupils' participation.  Identify a set number of competitions/events to provide transport to.	Continue what we are doing and in addition, consider who we can train within our own staff team to continue the good work.  Promote what we do in sport more both through the website, social media and around school to increase sense of achievement and parental support.  Continue to access the opportunities offered by the School Games Partnership as well as cultivate links with

<p>3. Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. This has been a particular focus.</p>	<p>Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals.</p> <p>Regular (termly), intra-house sports competitions for pupils across different sports, delivered by the Crew as outlined.</p>	<p>All pupils participated in the intra-house competitions.</p> <p>Sports day set up, participated in and enjoyed by ALL pupils. School Games Crew not only helped to deliver intra school competitions and sports day but in addition took part in delivering Key stage 1 festivals across the town with young leaders from other primary schools.</p> <p>Fixture results to be published in Newsletters and through Dojo After school club registers. Competition/ events calendar Photos displayed at school and on website</p> <p>Competition reports Platinum Kitemark achieved for the second year running.</p>	<p>other local schools to organise more friendly competitive matches and festivals.</p> <p>Engage with outside agencies to see how we can add value to our sports and active school ethos.</p>
<p>4. Train School Games Crew to deliver quality intra school competitions and sports day.</p>	<p>To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school.</p> <p>Work with Passmaster coaching to deliver quality intra school competitions.</p>		

<b>Signed off by:</b>	
Head Teacher:	Chris Tay
Date:	29 <sup>th</sup> July 2022
Subject Leader:	Julie Dean
Date:	29 <sup>th</sup> July 2022
Governor:	Jim Monaghan
Date:	29 <sup>th</sup> July 2022

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