

## Primary PE & Sport funding

At *Lostock Gralam Church of England Primary School* we are utilising the Primary PE & Sport Premium funding to improve the quality and breadth of our PE & Sport provision through continually developing teaching and learning in PE, encouraging our pupils to adopt healthy active lifestyles and to take part in a wide range of sports and physical activities including more competitive school sport.

Our school will develop or add to the PE, physical activity and sport activities that we already offer and build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

<b>Total underspend carried forward from 2021/2022</b>	<b>£1154.12</b>
<b>+ New grant for this academic year 2022/2023</b>	<b>£17876</b>
<b>= Total available for 2022/23 to be spent by 31<sup>st</sup> July 2023</b>	<b>£19030.12</b>

***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 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>High quality PE lessons for all children</li> <li>Temporary Swimming pool on site for 2 weeks to deliver Swimming sessions to all children. After School swimming sessions also took place over the 2 weeks.</li> <li>Children more active due to active breaks during the day e.g., Golden Mile Track, use of trim trail, 5-A-Day Fitness in classrooms and active activities in other lessons especially Maths and English</li> <li>Children more active as we have been having more Outdoor Learning lessons with Forest Schools and making more use of our Outdoor Reflection Area, School Garden and playground markings.</li> <li>Specialist coaches to work alongside staff e.g., cricket, swimming, football</li> <li>Sports coach supported staff in EYFS and KS1 to develop basics skills identified as gaps in learning development</li> <li>Variety of after school clubs and before school clubs on offer and the high percentage of children taking up these places</li> <li>Peer Mentoring for new staff members and ECT</li> <li>Visiting Athletes delivered whole school assemblies and held Q and A sessions with Sports Captains, school football teams and other talented young pupils. (Aoife Mannion, Jon Macken, Scott Rogers, Liam Burbridge)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to enter as many inter school sporting competitions as we can</li> <li>Ensure that all children in Year 6 meet end of Key Stage Swimming expectations by arranging top-up sessions at our local pool.</li> <li>Continue to focus lessons on developing basic skills, particularly in KS1</li> <li>Expose children to a greater range of sports in lessons and in extra-curricular clubs</li> </ul>

<ul style="list-style-type: none"> <li>• We aimed to take part in as many inter school competitions as we could and also ensured all children were exposed to intra-school competitions.</li> <li>• Everton Football Academy staff and pupils visited school for the day and ran football training sessions and a tournament for all our children.</li> <li>• Young leaders and gifted sports pupils attended half term camps run by our local school partnership VRSSP.</li> <li>• Our annual Sports Day was enjoyed by all children and their parents</li> <li>• We have enjoyed sharing the sporting successes of the children, from activities completed both in school and in their own time, on Fridays during our Praise Assembly.</li> </ul>	
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Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				45%
Intent	Implementation		Impact	Sustainability
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:
<ul style="list-style-type: none"> <li>• providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school</li> <li>• hiring qualified sports coaches and PE specialists to work</li> </ul>	<p><i>We ensure our teachers have quality training specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE.</i></p> <p><i>All our staff attend Early Years (centred on the YST Health Movers programme), KS1 training (centred on the YST TOP Start research and</i></p>		<p>£1500 VRSSP</p> <p>£4425 Sports coach for staff CPD</p> <p><i>Our newly qualified EYFS teacher has attended training this year to help her to deliver high quality PE lessons and to target gaps identified in her pupils' learning.</i></p> <p><i>Our 3 ECTs have all benefited from observing our specialist PE coach, Mr Ault, during his weekly sessions. They have also observed and worked</i></p>	<p>Continue to support new staff members to deliver high quality PE lessons</p> <p>Access CPD for staff provided by Vale Royal School Sport Partnership</p>

<p>alongside teachers to enhance or extend current opportunities offered to pupils - teachers should learn from coaches the necessary skills to be able to teach these new sports and physical activities effectively</p>	<p><i>resource), KS2 Training (centred on the YST TOP Sport resource), Inclusion training and Health &amp; Safety training. Teachers who have attended training in recent years are able to access 'Next Steps' training which will help them develop their practice further. Our school has the support of a specialist PE teacher (our PE &amp; School Sport Coordinator) who co-delivers PE lessons with staff who have identified that they would benefit from additional support. Our staff attend training in the FA Primary Teachers Award, Shooting Stars Active Play through Storytelling &amp; After School Club training provided by the Football Association. Our school plans PE development priorities based on the criteria of the Youth Sport Trust Quality Mark and will apply for a QM in 2022/23. Our staff have continued to engage in professional development in PE, School Sport and Physical Activity including:</i></p> <ul style="list-style-type: none"> <li><i>• PESS Premium for Governors Training</i></li> <li><i>• High-Quality Teaching and Learning across the School</i></li> <li><i>• Achievement in PE</i></li> <li><i>• Creating the Best PE Provision for our Learners</i></li> <li><i>• Preparing for a 'Deep Dive'</i></li> <li><i>• Assessment in PE</i></li> <li><i>• Recruiting &amp; working with coaches</i></li> <li><i>• FA Active Play through Storytelling &amp; AS Clubs</i></li> <li><i>• Teach Active English &amp; Maths Workshop</i></li> </ul>	<p>£2000 Cricket coaching</p>	<p><i>alongside specialist coaches to deliver cricket, football and swimming lessons. Our 3 ECTs have also been supported by our PE &amp; School Sport Coordinator as they took part in a Peer Mentoring programme. All staff have reported a positive impact of training through evaluations. The evaluations of KS1, KS2 &amp; PESSCo support show teachers have brought about improvements in:</i></p> <ul style="list-style-type: none"> <li><i>• Ability to support KS1 staff in planning and teaching progressive sessions focussed on the identified next steps of each child.</i></li> <li><i>• Lots of good ideas to help deliver the curriculum more effectively.</i></li> <li><i>• The course provided new ideas and approach to planning and delivering PE and what to look for to assess children and identify their needs.</i></li> <li><i>• The start to move gives a different view on how to teach key stage 1 PE, leading to increased confidence when delivering P.E.</i></li> <li><i>• More ideas about how to enable the children to make progress through the skills.</i></li> <li><i>• The activities are brilliant and offer different, fun and enjoyable activities that can be linked to all areas of PE. My class have loved it so far!</i></li> <li><i>• The training had an excellent balance of hands on and discussion</i></li> <li><i>• I really enjoy working with colleagues from other schools</i></li> <li><i>• Trying out the games and activities for myself, to feel what it is like to be a pupil in a PE situation.</i></li> </ul>	
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*Our lunchtime supervisors received training from our School Sport Partnership to help them support the delivery of more active games, activities and competitions.*

- *More confident in teaching more advanced skills*
- *Instant feedback and use of physical education vocabulary*
- *Improved PE lessons and pupils engagement with lessons*
- *Knowing in greater detail what is required during a PE session*
- *Improve differentiation within the lesson*
- *Lots of short activities to keep children engaged*
- *Improved confidence in delivery of dance*
- *I now tailor my assessment, teaching and planning cycle to support the attainment of skills outlined in the ELGs and beyond.*
- *Better degree of AFL throughout my lessons in order to help the children progress.*
- *Deeper thinking about steps to develop basic skills for KS1.*
- *More confident in own ability to teach skills in PE and in helping less able children make good progress through better teaching*
- *Much more organised and challenging lessons with a clear objective.*
- *More confidence in the ability to teach dance and use of ICT*
- *Much better understanding of the skills progression and also trouble shooting early barriers to success in P.E.*
- *Enhanced questioning*
- *It has been extremely valuable to observe a specialist PE teacher*

			<ul style="list-style-type: none"> <li>• <i>I now expect to be able to build more progressive PE lessons</i></li> <li>• <i>Found this co-delivery really useful and my 'challenging' class really enjoyed all aspects of it!</i></li> <li>• <i>From the training I received I now feel when I teach an area of PE my pupils knowledge, understanding, skills and progress is much more secure and is having an impact on their learning.</i></li> <li>• <i>Thank you very much for the time you invested in helping me to become better at teaching PE and also for helping me to have a better understanding of its importance and how the progression of the skills the pupils learn are of equal importance to other subject areas!</i></li> </ul> <p><i>Our PE Lead has noted an increased confidence amongst staff who have worked alongside specialist coaches. During Pupil Voice interviews, she has also noted how much the children love their PE lessons and have been keen to talk about what they can now do as recorded in the termly Governor reports.</i></p>	
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<b>Key indicator 2: The engagement of all 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</b>			Percentage of total allocation:
			31%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	<b>Sustainability</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:

<ul style="list-style-type: none"> <li>• providing targeted activities or support to involve and encourage the least active children</li> <li>• encouraging active play during break times and lunchtimes</li> <li>• establishing, extending or funding attendance of school sports clubs and activities and holiday clubs, or broadening the variety offered</li> <li>• adopting a daily activity programme e.g active mile/golden mile/daily mile/smile for a mile or #EveryChildSkips</li> <li>• raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2 - every child should leave primary school able to swim</li> <li>• advocating active travel to increase activity levels before school (as well as reducing road traffic at drop-off/pick-up times)</li> </ul>	<p><i>We have received training regarding the recommended 60 active minutes from Youth Sport Trust &amp; Vale Royal School Sport Partnership. The training has included sharing best practice in the active school's agenda through local case studies.</i></p> <p><i>We have used the Active School Planner to create Heatmaps covering some classes and a range of target groups (including the least active, gender groups, disadvantaged etc).</i></p> <p><i>The patterns of behaviour shown by the Heatmaps are our children in Year 5 and 6 become less active in lessons. Also Girls from Year 4 upwards are not attending as many extra-curricular clubs.</i></p> <p><i>The actions being taken to tackle the issues presented are our PE Subject Leader has been liaising with teachers to support ideas for more active lessons, fitness breaks throughout the day and using Outdoor Learning opportunities as much as possible. We also invited Aoife Mannion, a professional footballer for Manchester United, to inspire our children and to encourage them to join a local girls' football team. We had some of our Year 6 girls try out for the team and now one of them plays regularly every week.</i></p> <p><i>Our school has engaged in Vale Royal School Sport Partnership Subject Leaders Active Schools Training in order to develop actions for the areas identified by our Active School Planner Heat Maps.</i></p> <p><i>We have taken up the opportunity to offer whole staff 'Active Schools'</i></p>	<p>£1000 VRSSP</p> <p>£2772 Contribution towards trim trail</p> <p>£1750 Swimming pool contribution</p>	<p><i>Impact seen after sharing of the training with all staff and then identifying opportunities to incorporate more physical activity into the school day e.g. more outdoor learning taking place, using our playground markings to enhance Maths learning and the use of a compass in Geography, Forest School sessions every term for all classes, using our Outdoor Reflection area, more use of School Garden to grow produce needed as part of DT lessons. Year 5 grew vegetables to make soup with, Year 3 grew different fruit and vegetables throughout the year to learn about the sustainability of food.</i></p> <p><i>We know have a Year 5/6 girls football team and also run a weekly after school club to target girls. Regular attendance by 15 girls.</i></p> <p><i>100% of our children are having more active breaks throughout the school day.</i></p> <p><i>10% increase in participation in extra-curricular clubs. 5% in relation to PP</i></p> <p><i>Pupils enjoy Golden Mile as it enables them to continually strive for personal best distances whilst some systems offer the opportunity to contribute to their class and school distances.</i></p> <p><i>18/27 of our Year 6 children signed up for Bikeability and</i></p>	<p><i>Pupils to set personal challenges</i></p> <p><i>Use of Heat maps to monitor activity lessons in various classes/amongst groups</i></p> <p><i>Continue to maintain interest in Golden Mile Track by encouraging activity spots e.g. skipping, hopping, star jumps etc. at various points.</i></p> <p><i>Continue to offer a wide variety of extra-curricular clubs for different age groups.</i></p>
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training delivered by Vale Royal SSP to increase staff motivation, confidence and competence to incorporate more physical activity across the whole school day.

*We are using 5-a-day fitness to provide children with a fun way to be active, to provide active breaks across the timetable or to bring focus to groups during lesson times*

*We will ensure every child has the opportunity to get involved in extra-curricular activity whether at lunchtimes, playtimes or in after-school clubs*

*We consult pupils (e.g. through the School Games Activity Survey on Koboca) about what extra-curricular activity they would take part in and strive to include this in our offer in order to reach our priority groups*

*Our Change 4 Life Sports club, run by our Sports Captains, will encourage children to take up physical activities and maintain healthy lifestyles*

*Our school makes best use out of our trim trails and Golden Mile to encourage active breaks throughout the day.*

*We have delivered a recreational skipping programme call #EveryChildSkips to improve fitness, coordination and confidence across all school groups*

*We have developed PhysKids Play Leader roles who create activities to make lunchtimes more active. Our midday assistants have attended training to help them develop more activity at lunchtimes and to support our PhysKids Playleaders.*

they all achieved their certificate.

We have registers to show the numbers attending extra-curricular clubs and these are also on our Governor reports.

	<p><i>We have had Bikeability training to improve pupils skills and confidence and support them and their families take up more active travel to and from school.</i></p> <p><i>Our school has focused on supporting social reconnection with outdoor learning as part of our COVID Recovery Curriculum and have placed physical activity at the centre of this work.</i></p>			
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<b>Key indicator 3:</b> The profile of PE, School Sport & Physical Activity being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				9%
Intent	Implementation		Impact	Sustainability
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:
<ul style="list-style-type: none"> <li>actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sports captain' or peer-mentoring schemes)</li> <li>embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching</li> <li>using physical activity and/or school sport as the vehicle for meeting some of the school priorities as identified in the whole school development plan</li> </ul>	We ensure our PE Subject Leader has appropriate support to develop our PE & School Sport offer and lead our teachers effectively. Our PE Subject Leader will attend regular training and receive focused support from Vale Royal School Sport Partnership & Youth Sport Trust trainers. Welcomed an athlete role-models (Aoife Mannion, Jon Macken, Scott Rogers, Liam Burbridge) to school to inspire our pupils to increase their participation in PE & School Sport. Staff have attended training which focuses on increasing attainment across the curriculum through physical activity in order to maximise the		£1650 Resources & equipment  <i>SL attended cluster meetings arranged by VRSSP</i> <i>Introduced Phys Kids to school</i> <i>Sports Captains implemented a change for life club</i> <i>Full use of 5 a day website</i> <i>Year 5 children became Phys Kids leaders.</i> <i>Encouraged less active pupils to engage in a healthy active lifestyle.</i> <i>Sports leaders focused on playing games with identified children during break and lunchtimes.</i> <i>Teaching staff taking a more active role in PE and school sport and in supporting the healthy lifestyles of our pupils'. Ensure healthy snacks at</i>	Parental support to help transport pupils to and from sporting events.  Celebrate sporting achievements outside of school – Weekly Praise assembly, Twitter. Instagram  Target activity levels of SEND and PP



<p>e.g. increasing confidence in girls through active storytelling</p> <ul style="list-style-type: none"> <li>we use the key opportunities in the sporting calendar to raise the profile of e.g. sport, British Values and international collaboration and to foster greater engagement in all pupils in school</li> </ul>	<p>opportunities for our pupils to be physically active</p> <p>Staff have attended Active Schools workshops which show the benefits and demonstrate the ways to incorporate greater amounts of physical activity within the school day.</p> <p><i>We identified a group of boys from year 3 who were reluctant readers but were keenly interested in sport. We used football books by Frank Lampard to motivate them. We also used ballet books by Darcey Bussell to motivate some girls in Year 3 and 4 to read more.</i></p> <p><i>We used a range of resources in CMHW which focused on physical activity and the role it plays in supporting mental and emotional wellbeing.</i></p>		<p><i>playtime and regularly drinking water in class.</i></p>	
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<b>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</b>				Percentage of total allocation: 9%
Intent	Implementation	Funding Allocated	Impact	Sustainability
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities</li> <li>partnering with other schools to run sports and physical activities and clubs</li> </ul>	<p><i>We aim to provide a broader range of sports and activities to engage all children. This means that we will seek the views of our children before developing programmes such as extra-curricular clubs to ensure that they are in an activity which maximises engagement of all groups, at a time/venue which best engages those</i></p>	<p>£300 Cricket After school Club</p> <p>£1343 General sports Clubs</p>	<p>Please see attached governor reports on our website for attendance at clubs and increase in participation in both after school and before school clubs. Children have in particular enjoyed the cricket lessons run by Cheshire Cricket Board and our temporary swimming pool that we had on site for 2 weeks.</p>	<p>Actions to be implemented following Pupil Voice interviews</p> <p>Subject Leader to attend training and keep knowledge up to date</p>

<ul style="list-style-type: none"> <li>providing more and broadening the variety of extra-curricular physical activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations</li> </ul>	<p><i>we want to engage and are rewarding to take part in.</i></p> <p><i>Our PE curriculum is designed to engage all learners and ensure they have the skills and confidence to take part in a wide range of activities.</i></p> <p><i>School staff are trained to create activities in PE and extra-curricular activity which meet the needs of every learner in order to support their progress.</i></p> <p><i>Our offer is inclusive, ensuring equal opportunity is presented to all groups and also includes a range of disability and adapted sports such as Boccia</i></p> <p>We have used PE, School Sport &amp; Physical Activity as part of our recovery curriculum for students and have used lessons to build confidence, fitness and skills.</p> <p>We have followed the 'Celebrate', 'Aspire' &amp; 'Inspire' grouping for School Games to ensure we are better able to engage a wider range of children in competitive and non-competitive activities.</p> <p>We have engaged with our local 'Every Child Skips' programme to support a wider group of young people to improve their fitness, coordination and confidence.</p>			
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<b>Key indicator 5: Increased participation in competitive sport</b>			Percentage of total allocation: 6%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	<b>Sustainability</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:
<ul style="list-style-type: none"> <li>• increasing and actively encouraging pupils' participation in the School Games</li> <li>• organising more sport competitions or tournaments within the school</li> <li>• coordinating and entering more sport competitions or tournaments across the local area, including those run by sporting organisations</li> </ul>	<p><i>Teachers attend a range of sport specific training courses to help us broaden the range of competitions we provide for our children. Our staff will attend training focused on the School Games formats for intra and inter school competition</i></p> <p><i>We take part in a wide variety of competitive sports both within school and against other schools. By planning a range of intra-school competitions which can be accessed by all groups in school, selecting pupils and teams to take part in local inter-school competitions against other schools (both within the local cluster and across the Vale Royal School Sport Partnership), we aim to be fully involved in the School Games and other schools' competitions</i></p> <p><i>Our school takes part in National School Sport Week. We engage with a wide-range of festivals and events which cater for many different children, this year this focused on sports &amp; activities to engage all young people as we as celebrating the Women's FIFA World Cup.</i></p> <p>We have followed the 'Celebrate', 'Aspire' &amp; 'Inspire' grouping for School Games to ensure we are better able to engage a wider range of children in competitive and non-competitive activities.</p>	<p>£897 VRRSP</p> <p>£150 PPA</p>	<p>Our staff have benefitted from working alongside specialist coaches to ensure they can deliver high quality lessons more consistently.</p> <p>As a result, the quality of delivery has improved in school and new content has been introduced into curriculum PE. Sources of evidence for these can be found through observation/monitoring records, long &amp; medium-term plans, attendance registers for extra-curricular clubs or team sheets/fixture lists.</p> <p>We have had a number of intra school competitions involving all classes throughout the school. We held our annual competitive sports day.</p> <p>We have attended Sportshall Athletics, girls and mixed football, dodgeball, boccia and hockey competitions too.</p>	<p>Aim to enter as many inter school competitions as we can.</p> <p>Try to have more 'B' teams in inter school competitions.</p> <p>Mark Special events e.g. World Cups and Championships in different sports with events in school.</p>

<b>Meeting national curriculum requirements for swimming and water safety</b>	<b>Please complete all of the below*:</b>
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least	100%

25 metres?	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	100%
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/No

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Una Whittingham
Date:	
Governor:	
Date:	

