



Ladybridge Primary School



Evidencing the impact of the PE and Sport Premium

Amount of Grant Received	23/24 Allocation: £17,240 22/23 Carry Forward: £7,650 23/24 Carry Forward: £27.1	Amount of Grant Projected to be Spent	<p><u>22/23 C/F Expenditure:</u> Equipment: £1,152.93 SHAPES: £6,500.00 Total: £7,652.93</p> <p><u>23/24 Expenditure:</u> Equipment: £2,536.72 PE Kit: £450 PE Lead cover: £600 Sports Coaches: £6,560.00 Swimming Transport: £1,623.00 Sports Transport: £720.00 Mini Athletics: £700.00 Adventure Medlock: £377 Adventure Medlock Transport: £258.25 Orienteering : £2,495.00 Forest School: £890.00</p> <p><u>Total:</u> £17,209.97</p>	Date: July 2024
---------------------------------	--	--	---	---------------------------

RAG rated progress:

- **Red** - needs addressing
- **Amber** - addressing but further improvement needed
- **Green** – achieving hg consistently

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.

Meeting national curriculum requirements for swimming and water safety	22/23	23/24	24/25
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	23/29 79%	29/15 52%	
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?	14/29 48%	29/12 41%	
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?	28/29 97%	29/13 45%	
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	Yes	

Key indicator 1: The engagement of all pupils in regular physical activity

– Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	22/23	23/24	24/25
Ensuring all pupils can access provision.	<ul style="list-style-type: none"> Maintain provision of PE kit suitable for all weathers to all pupils. Purchase of additional kits to replace as needed. <ul style="list-style-type: none"> Half-termly washing of kit by school. 	£450	Following removal of barrier to learning, all children now participate in PE/Games lessons.	<p>Kits redistributed at end of year for next academic year.</p> <p>Kits replaced as needed.</p>			
Additional opportunities for physical activity during the primary school day – curriculum	<ul style="list-style-type: none"> Use of BBC Super Mover sites Use of GoNoodle activities. Year 5 children trained as Change4Life champions to facilitate weekly Change4Life group. Change 4 Life Champions group once a week. Football clubs (Y5/6 and Girls) established twice a week at lunch times Commitment to developing physical play equipment as funding allows. Enrich Orienteering 	<p>Within SHAPES costing (£6500 pa)</p> <p>Within ESC costing (£6560)</p> <p>Installation of agility equipment in playground to encourage physical development/ co-ordination £2536.72</p>	<p>Increased engagement in physical activity of least active pupils, through Change4Life group, generally within PE/Games Lessons.</p> <p>Change for Life Champions group every Thursday – run by Year 5 for Year 4 at lunchtime. Training by SHAPES.</p> <p>Enthusiasm for active participation in clubs increased, eg joining local handball team following handball assembly.</p>	<p>Culture of active classroom needs revisiting – look for other resources / review provision in classroom...</p> <p>Maintaining engagement in physical activity for least active pupils.</p> <p>Increasing number of workshops to 1 per term; revisiting popular workshops.</p> <p>Seeking assembly offers form sports clubs, eg ESC.</p>			
Lunches & playtimes	<ul style="list-style-type: none"> Provision of sporting activities at lunchtime (3 x week). Change 4 Life Champions group once a week. 	<p>Within ESC costing.</p> <p>Within SHAPES</p>	Raising levels of physical engagement in school, eg increased numbers involved in lunch time activities.	Engaging all children so that more choose to join physical activities at lunchtime.			

	<ul style="list-style-type: none"> Football clubs (Y5/6 and Girls) established twice a week at lunch times Commitment to developing physical play equipment as funding allows. Sporting Enrichment (Forrest Schools for vulnerable pupils) 	Forrest Schools £890	Targeted provision for Year 4 pupils through Change 4 Life Champions.				
Extra-curricular (Breakfast & After school clubs)	<ul style="list-style-type: none"> Review of extra-curricular clubs that involve physical activity, looking at how to increase number of clubs given decreasing staff levels. Weekly Football Club after school. Weekly Football club at lunchtime. Weekly Girls' Football Club at lunchtime. 	Within ESC Foundation costing	<p>Review of how to maintain range of sports/ physical activity given restrictions and limited staff numbers leading to provision of lunchtime clubs through ESC provision.</p> <p>Extending accessibility for SEND pupils – weekly Resource Club.</p> <p>Greater number of girls involved.</p>	<p>Using pupil voice to advise on clubs to be offered.</p> <p>Providing CPD to support staff to facilitate extra-curricular provision.</p> <p>Engaging support staff in delivery of clubs to widen the number and offer.</p> <p>Payment of staff for extra-curricular provision.</p> <p>Promoting external extra-curricular provision, eg 2023-24 Handball Project.</p>			

Key indicator 2: Raising the profile of PE & Whole School Improvement

- The profile of PE and sport being raised across the school as a tool for whole school improvement

-

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	22/23	23/24	24/25
Provision of quality PE and Games lessons.	<ul style="list-style-type: none"> Continued use of ESC coaches to provide quality PE and Games lessons in Key Stage 1 and 2. CPD support for all teachers through SHAPES during lesson time – collaborative team teaching. . PE Lead to attend termly SHAPES meetings. 	<p>Within ESC costing.</p> <p>Within SHAPES costing.</p>	<p>Raising attainment in PE – monitored termly, eg through Weekly Flick monitoring PE assessment/ through observation</p> <p>Staff increasing subject knowledge reflected in CPD focus/lesson delivery.</p> <p>Observations of PE/Games by PE lead.</p>	<p>Assessing coverage of CPD to date and ensuring balanced provision across KS1/2.</p> <p>Focus on teachers new to school.</p> <p>Sharing CPD opportunities through SHAPES input.</p> <p>Given budget restrictions, looking at alternative PE/Games providers.</p> <p>Consideration of need for intensive CPD in 2023-24; opportunities to use Sports Grant in other areas.</p>			
Additional opportunities for physical activity during the primary school day – curriculum	<ul style="list-style-type: none"> Use of BBC Super Mover sites Use of GoNoodle activities. Year 5 children trained as Change4Life champions to facilitate weekly Change4Life group. Change 4 Life Champions group once a week. Football clubs (Y5/6 and Girls) established twice a week at lunch times Commitment to developing physical play equipment as funding allows. 	<p>Within SHAPES costing</p> <p>Within ESC Foundation costing</p> <p>Installation of agility equipment in playground to encourage physical development/ co-ordination (costing above)</p>	<p>Increased engagement in physical activity of least active pupils, through Change4Life group, generally within PE/Games Lessons.</p> <p>Change for Life Champions group every Thursday – run by Year 5 for Year 4 at lunchtime. Training by SHAPES.</p> <p>Enthusiasm for active participation in clubs increased, eg joining local handball team following handball assembly.</p>	<p>Culture of active classroom needs revisiting – look for other resources / review provision in classroom...</p> <p>Maintaining engagement in physical activity for least active pupils.</p> <p>Increasing number of workshops to 1 per term; revisiting popular workshops.</p> <p>Seeking assembly offers from sports clubs, eg ESC.</p>			

<p>Improved behaviour and attitudes to learning through engagement in active curriculum.</p>	<ul style="list-style-type: none"> • Active curriculum • Whole school approach to rewarding physically active and sports achievements e.g. assemblies • Regular participation in competitive sporting events (both at level 1 and 2) • Transport costs for swimming lessons 	<p>Within ESC costing.</p> <p>Within SHAPES costing.</p> <p>Transport to events - Total spent £720</p> <p>Swimming Transport £1623</p>	<p>Reduction in instances of:</p> <ul style="list-style-type: none"> • Time out of classroom • Loss of playtime • Internal exclusion • Fixed term exclusion <p>Improved behaviour/ conduct on playground.</p> <p>Ofsted October 2022 – Behaviour and attitudes graded as Good.</p>	<p>Pupil focus/concentration, commitment & self-esteem enhanced.</p> <p>Continued move away from time out of class /fixed term exclusions.</p> <p>Increased engagement in whole curriculum by children identified as having SEMH difficulties on SEND register.</p>			
<p>Improved well-being through engagement in active curriculum.</p>	<ul style="list-style-type: none"> • Continue House competition and role of Year 6 House captains. • Continue Change4Life Champions (Year 5) in leadership role. • Whole school approach to rewarding physically active and sports achievements e.g. assemblies • Celebrating success through newsletters, website and social media (Twitter, Class Dojo) 	<p>Within ESC costing.</p> <p>Within SHAPES costing.</p>	<p>Increased participation shown through:</p> <ul style="list-style-type: none"> • Sporting achievements shared in assemblies • Engagement with sport during lunch break. • Numbers involved in clubs <p>Tweets/posts shared with parents.</p>	<p>Clear role for House captains in organisation of House competitions.</p> <p>Retrain new Year 5s to be Change 4Life Champions. 20222023-24.</p> <p>School values/ethos are complemented by sporting values.</p> <p>Pupils understand the contribution of physical activity and sport to their overall development.</p>			

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:	22/23	23/24	24/25
Regular review of the quality of teaching PE Lead allocated time for planning and review.	Annual action planning and termly review of action plan. Lesson observations. Staff self-review for CPD. Termly assessment in PE. Termly review of assessment levels in PE by PE lead.	3 sessions per term for PE lead. Cover for leadership time 3 x £150 = £450 1 session per term for PE Lead. Cover for leadership time 1 x £150 = £150	Staff access support to achieve and confidence to teach high quality lessons increased. Move towards increasing independence of all teachers in lesson delivery. Targeted support to teachers who have had least access to SHAPES CPD. Impact measured through observation/pupil voice/liaison with SSCo.	Regular review and planning of areas covered in CPD to avoid duplication and ensure sustained development. Discussion with staff to ensure balanced provision, eg 2023-24 focus on ECT staff.			
Review PE curriculum – exploring ‘Get Set 4 PE’	Review of ESC curriculum. To marry/link teacher led PE units. Review following schemes: Kapow PE and Get Set 4 PE.		Linking ESC sport coach PE session with class teacher led PE sessions. Whole school mapped overview.				
Review curriculum time allocation for Physical Education to ensure pupils meet National Curriculum outcomes. (minimum 2 hours of timetabled PE required to do this)	Ensure all pupils access 2 x 60 minute PE lessons a week.		Pupil’s consistently achieving NC outcomes	Ensure this is timetabled for 2023-24			
Embed orienteering session into the wider curriculum.	Enrichment Orienteering themed day with whole school assembly to inspire and engage children. Staff trained in delivering orienteering session. CPD – Staff meeting. Staff to have training from Enrich Orienteering	Enrich Orienteering: £2,495.00	Orienteering session are mapped to the curriculum and taking place. Staff CPD has taken place – staff meeting.	Regular annual staff CPD (staff meeting) to ensure orienteering establishes itself within the wider curriculum.			

			Wholes school orienteering assemblies have taken place.				
Allocation of CPD from PEST courses and other sources.	Weekly CPD programme to cover all teachers in 12 month period provided through SHAPES.	Within SHAPES costing Within ESC costing	All classes had access to CPD. High quality PE/Games taught across school. Wider range of PE/Games taught across school.	Regular review and planning of areas covered in CPD to avoid duplication and ensure sustained development. Discussion with staff to ensure balanced provision, eg 2022-23 focus on ECT staff.			
Review of PE equipment to support quality delivery	Regular audit of resources and purchase as necessary. Use of SSP list of essential PE equipment to review audit. Regular maintenance of games kit for pupils to ensure safe participation (see Key Indicator 1).	Equipment spend £1152.93	Replacement of equipment as necessary, eg hockey sticks replaced. Wider range of equipment provided to reflect wider range of PE/Games, eg handball resources purchased.	Audit sheet for staff to maintain to assess levels/ quality of equipment.			
Develop a KS1 Mini Athletics program: Improve confidence and physical literacy in Reception and Year1 Develop CPD for staff.	Employ Mini Athletics coach to deliver to Year 1 and reception	X6 sessions in Reception and Year 1 £700	Teachers observe the session and improve CPD. Improvement in children's physical literacy in both reception and year 1. Positive associations and confidence surrounding sport and exercise built.				
Implementation and review of new assessment programme for PE to monitor progress.	Implementation of new, more detailed assessment tracking pro forma. ESC coaches to assess each half term.		Clear expectations for teaching of PE/Games and related areas for learning.	Termly monitoring of assessment system by all teaching and			

	Monitoring of implementation through Weekly Flicks and PE Lead.	Within ESC costing	Regular completion of assessment data. Improvement in accuracy of assessment data.	support/coaching staff (weekly flick / PE Lead monitoring). Introduction of assessment system to new coaching providers 2023-24.			
--	---	--------------------	---	---	--	--	--

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:	22/23	23/24	24/25
Regular review of areas of PE and Games teaching in school.	<p>ESC coaches to provide half-termly Games planning to be shared with class teachers by PE Lead.</p> <p>PE Lead to discuss planning with ESC coaches.</p> <p>PE Lead monitoring of PE/Games planning.</p> <p>PE Lead monitoring of ESC delivery of Games in Key Stage 1 and 2.</p>	3 sessions per year for cover for PE lead.	<p>Continued wider range of PE/Games opportunities observed (see planning).</p> <p>Effective use of new assessment to measure attainment and facilitate planning.</p>	<p>Continued discussion with new coaching provider to review planning and range of sports offered.</p> <p>Continued CPD through SHAPES and other sources.</p> <p>Further review of updated assessment system by all teaching staff through termly Weekly Flick and with support/coaching staff.</p>			
Year 6 Enrichment activity – Adventure Medlock (Clip and Climb Active Tameside)	Year 6 children to visit Adventure Medlock climbing activities.	Transport £258.25 Adventure Medlock £377	Children inspired to take part in further adventure based activities.				
Regular review of access to sporting competition/festivals.	<p>Continue to review and develop offer to ensure each year group and gender are catered for.</p> <p>Ensure access for SEND participation.</p>	<p>Transport to events -</p> <p>Transport for teams</p>	<p>Numbers of children attending sporting competition/festivals returning to pre-closure levels.</p> <p>Range of sporting</p>	<p>Using SHAPES events calendar to target events.</p> <p>Targeting events in</p>			

	<p>Provide transport costs to ensure participation.</p> <p>Ensure transport is accessible for all pupils as appropriate. NB This has been limited by Covid restrictions.</p>	<p>attending events £700</p> <p>Transport to residential</p> <p>Total spent £1600</p>	<p>competition/festivals accessed increasing, eg Year 1 and 2 cross country, tennis coaching.</p> <p>SEND pupils involved in sporting events.</p>	<p>Autumn term.</p> <p>Regular sharing with staff.</p> <p>Funding of transport.</p>			
Review extra-curricular offer.	<p>Review and develop offer to ensure each year group and gender are catered for.</p> <p>ESC to provide weekly mixed football club.</p> <p>ESC to look at providing clubs at lunchtimes.</p>	<p>Support staff funding (see above)</p> <p>Within ESC costing.</p>	<p>Increasing number of children accessing clubs.</p> <p>Increasing range of clubs to pre-closure levels.</p> <p>Ensured access for all including SEND pupils.</p>	<p>Continue to use SHAPES/ new coaching providers to provide high quality extra-curricular provision.</p> <p>Develop support staff providing extra-curricular clubs to pre-closure levels.</p> <p>Payment of staff for extra-curricular provision</p>			
Regular review offer for SEND pupils.	<p>Ensure PE/Games lessons accessible to all: discussion/training for teachers, support staff and ESC staff.</p> <p>Ensure access to sporting competitions/festivals.</p> <p>Develop extra-curricular offer to be inclusive e.g. discussion with staff running clubs about additional needs of pupils.</p>	<p>Within ESC costing.</p> <p>Within SHAPES costing.</p>	<p>All SEND pupils participate in mainstream class Games / PE / swimming lessons.</p> <p>All SEND pupils participate in intra-school events.</p> <p>Maintained number of SEND children accessing clubs.</p> <p>Ensuring SEND access to external events.</p>	<p>Raising parent/ carer awareness of opportunities to include SEND children.</p> <p>Raising staff awareness of opportunities to include SEND children.</p> <p>Renewal of SHAPES Inclusion Award</p>			

Key indicator 5: Competitive Sport

- Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested	22/23	23/24	24/25
---	---------------------	--------------------	----------------------	------------------------------	-------	-------	-------

				next steps:			
Continue in-school competitive sport.	Termly House events focusing on taught sporting skills ie Autumn 1 rounders; Spring 1 hockey; Summer 1 handball. Continue role of Year 6 House captains to support competition.		Continued termly House competition following Covid restrictions. Pupil voice indicates enjoyment of House competitions.	Annual diary of events. Pre-planning with SCFC Foundation Reselection of House captains yearly.			
Develop inter-school competitive sport.	Develop links with local cluster schools and PE Leads. Arrange regular sporting events. NB This has been limited by Covid restrictions.	Competition costs - none Transport funding provided as necessary – see above	Increase in number of sporting fixtures, eg Transition Athletics Engagement in football competitions with local schools, eg Larkhill PS competitions.	Increase number of staff who will facilitate inter-school sport. Introduce competition opportunities to staff in Autumn 1.			
Regular review of access to sporting competition/festivals.	Review and develop offer to ensure each year group and gender are catered for. Use SHAPES Competition Events Calendar to plan competition entries for year/ Review competition timetable with staff in Autumn 1. Review children participating to ensure a wider range of children get involved by choosing events to attract children who have not taken part before. Use SHAPES booking system to enter events. Provide transport costs to ensure participation/Ensure transport is accessible for all pupils as appropriate.	PE Lead review time. Staff meeting time termly. Transport to events Total spent see above	Higher number of competitions entered per Year group. Higher percentage of children taking part in competition More staff members contributing to competitions programme. Increase in first time competitors.	Regular review of competition timetable with staff - introduce competition opportunities to staff in Autumn 1. Encouraging more staff to take responsibility for competition entry/participation.			
Regular review competitive opportunities for SEND children.	Review competition timetable with Resource and mainstream staff to ensure staff awareness of events. Ensure SEND pupils are identified and	Transport funding set to ensure accessibility for all children	Full SEND participation in House events. Increase in number of SEND pupils attending SHAPES	Regular review of competition timetable with staff. Encouraging more staff			

	supported to attend appropriate competition	(see above) Actively seek transport options that ensure SEND participation.	competitions – both SEND specific (Boccia) and as part of mainstream (eg KS2 ESC football coaching Year 4).	to take responsibility for competition entry/participation.			
Link extra-curricular provision to competitive events.	Explore opportunities for extra-curricular clubs to engage in competition	Within SHAPES costing.	Increase in number of children involved in sporting events linked to extra-curricular provision, eg developing lunchtime clubs to target specific groups (eg girls) or year groups.	Look for new competition opportunities through new coaching providers. Encouraging more staff to take responsibility for competition entry/participation. Payment of staff for extra-curricular provision			
Create Stronger Links to Community Clubs	Sports specific coaching programmes Holiday sports club provision		Creating pathways from school competition to community club participation, eg developing further links with Cheadle Town FC coaching in school.	Development of holiday sporting clubs using school facilities.			