

Lisle Marsden Sport Premium Funding Spending 2023-24 - £21,400

1. The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

School Focus with clarity on intended impact on pupils:	Actions to achieve	Funding Allocated	Evidence and impact	Sustainability and suggested next steps
To encourage children to play and get active during break times.	Purchase playground equipment to encourage active participation.	£287.36	Children in KS1 and 2 are accessing and using playground games equipment during break times therefore they are being active, developing social skills. A new system has been introduced to access the equipment.	Update equipment next year. Ask staff and children for their ideas too.
	Each class teacher to provide a series of playground games lessons.	£0	Children made aware of new games which some played at break times too.	Repeat each class teacher demonstrating and leading playground games to teach them

				new games and how to play in groups - September
	Sports leaders leading sessions - trained by Sports Partnership.	Paid for as part of subscription to the Sports Partnership £1800	Sports leaders' rota and sports leader games pack ensured children in KS1 and 2 are supported during break times.	Repeat sports leader training next year. Continue with rota.
	Choose sports leaders from different year groups to take out, lead sessions/ tournaments/break time play and return the equipment after each playtime.		Leaders (on a rota) take a bag of equipment for their planned sessions on KS1 and KS2 playground.	Continue this next year. More emphasis needed to support children on KS2 playground.
	Dinner Staff training (Sports Partnership) to promote and deliver structured activity.	Paid for as part of subscription to the Sports Partnership (£1800)	Not completed this year. Dinner ladies who have previously been trained have been deployed to support leaders and lead activities.	Continue this next year. Ensure all new dinner ladies are trained.

	Encourage sports leaders to lead clubs in the hall and on the MUGA.	£0	Clubs are run by leaders at dinner times overlooked by dinner ladies. Dinner staff are supporting identified groups to create play opportunities. Some staff were identified to support those less active or those identified in SEN review meetings as having difficulty socialising. Children are seen at lunches taking part in lots of child and adult led activities both indoors and outdoors. Active lunch times.	Organise dinner staff and sports leader clubs at dinner times again next year.
	Organise the supplying and fitting of line markings for new	£2250	Three new netball courts and football pitch on KS2 playground	Research and prioritise playground

	football pitches and netball courts on the playground		and a football pitch on KS1 playground marked out in the summer term. As there are 3 pitches on KS2 playground this supports intra school tournaments.	markings next year on both playgrounds.
To develop sensory skills, gross motor skills, communication, listening and attention.	Provide an Improving Sensory Programmes (sensory circuits) which observes, works with and models different techniques and skills.	Part of CPD spending - £6570	Weekly groups from Y1 - Y6 took place weekly to improve communication and listening skills and gross motor skills. Used to support needs identified on their SEN pupil passport.	Continue next year with further group of children who have been identified on the SEND register.
	To model a range of suggestions, games, strategies etc. to SEND staff for the to continue independently with time.	As above	Second half of the year - morning sessions before school took place 3 mornings a week to allow for repetition and preparation for learning. SEND staff CPD took place with	Continue with CPD with EHC support staff. Share leading sessions with SEN staff.

	Purchase equipment, e.g scooter boards, spinning top, sensory balls, gross motor skills exercise cards to support Improving Sensory Programs	£292.92	three leading and supporting sessions. New equipment enabled sessions to increase interest levels, support with improving gross motor skills and listening skills.	Continue to use and possibly further update equipment next year.
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2. The profile of PE and sport is 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
To develop the role of sports leaders and sports councillors within lessons and intra school events.	When organising year group sports events and during PE lessons, e.g. encourage staff to provide opportunity to sports leaders to support, set things	Part of Sports Partnership funding (£1800)	Each class has a selection of sports leaders.	Continue with sports leaders and sports council training next year.

	up, referee etc, e.g. sports day, hockey and football tournaments, fitness sessions Encourage sports leaders to wear their red sports leader t-shirts when taking part in PE or leading/supporting activities. Wear sports leader caps when supporting children on the playground so they can be identified.	£0 this year	Many were used during sports day in their year group. Some sports leaders are chosen and used in PE lessons. Sports leaders have been easily identifiable and other children go to them if they want to join in or are struggling to find someone to play with,	Ask Y6 to return their caps and T-shirts in July. Order more if needed,
	Use the half termly intra year group competitions to raise profile - winners in each year group announced in praise worship.	Funding used for markings and equipment to support this	Intra competitions taken place and results announced. Children involved stand up to receive applause and recognition. Photos displayed on PE board.	Continue this next year - purchase a trophy and provide certificates for the winners in each year group.

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3.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
Issue a teacher questionnaire to identify strengths and CPD needs.	Analyse responses for questionnaires, discussion with individuals and as a staff group.	£0	Questionnaire not issued this year - more verbal rather than written responses. Feedback in Performance Management meetings have been positive about the support given and the impact on their confidence and delivery.	Important to issue the questionnaire next year especially as new staff have been employed. Issue an updated and relevant questionnaire.
Provide support or courses to enable	Teachers identified as needing support to strengthen their	Part of (£6570) - PE coordinator	Teachers continue to approaching both PE coordinators for	Use Sports Partnership for

pupils to have access to quality PE teaching.	teaching of different areas on our long term plan. CPD put in place by PE coordinator to team teach, model support and observe. Provide support from the PE coordinator for those who requested it/those identified.	support for staff	clarification or guidance. They feedback how the children have enjoyed or benefitted from things they have done/tried/adapted from the support given.	provision of courses next year.
Ensure PE coordinators are up to date with PE requirements, needs of staff and pupils so that they can provide the necessary support.	Coordinator to attend School Sports partnership termly coordinator meetings. Attend September conference in Hull.	Part of SSP (1800)	Conference attended as well as termly meetings. - Useful in sharing practice, e.g. form filling, competition feedback, support from partnership, new initiatives.	Repeat next year.
To provide resources to enable staff to improve and support their teaching of PE.	Provide a scheme of work -The PE HUB which is regularly being updated by the company. Provide support on how to use/adapt these resources by using the PE coordinator to	£380 - The PE Hub scheme	Teachers are able to continue to access a wider range of teaching resources and support through the scheme. Videos and visual resources as	Ensure the teachers have an understanding of adaptive teaching in PE through CPD - link with SEN team.

	model, support and make adaptations.		well as the planning support in improving their understanding and quality of teaching. Some are creating their own ppts to support. More emphasis on skills and vocab noted in drop ins.	
To support staff to provide quality PE for those with SEN or physical barriers.	PE coordinator to provide support for staff though advice, modelling or providing suitable equipment.	Part of CPD money (£6570)	Advice, modelling and support was given where needed. All children were included in PE lessons. This was noted during the governor drop ins too.	This could be a focus for a staff meeting/questionnaire to ensure staff and children have enough support in providing quality PE for children with SEN. Encourage staff to go on various SEND courses in for their new class children.
	PE coordinator to provide sensory activity programme	Part of CPD spending.	Weekly sensory programmes put in	Continue with these groups as they move to

	for those identified by the SEN department and class teacher.		place for those identified in both KS1 and KS2. These were supported by SEN staff who monitored their progress and further needs.	the next year groups. .
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4. 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
Use of Pupil Voice to ensure enrichment offer is fit for purpose - pupil talk/sports leaders/sports council	Following pupil feedback (questionnaires and discussions) a range of sports will be offered. Unit quizzes to be checked and should be showing further experience and knowledge gained.	£0 - separate fund.	Pupil voice identified strengths and weaknesses across the school. It identified some staff who may need support with specific areas of the PE curriculum. Also, strengths of staff in specific areas. Half	Termly pupil voice and analysis of PE assessment sheets is needed.

			term competitions are proving beneficial - team work, competitive element, winning and losing, learning rules etc	
Develop the ability of Y6 children to ride a bike safely and increase their knowledge of road safety.	Employ the Bikeability team from Lincs Inspire to run a course for Y6 children.	£1681	Y6 children participated. Those who were unable to attend scooter sessions to gain an understanding of road safety as well as get some exercise.	Continue next year with the next Y6 children.
Encourage increase in physical activity and some may choose to cycle to school rather than being dropped off in the car.	Continue with the Walk/cycle to School Project. Each child adds to the programme how they travelled to school. Walk to school initiative days take place over the year with staff leading the group when walking to school.	£0	More children are aware of walking/biking to school and numbers increased.	Continue with the Walk to school project.
To ensure all the units on the long term plan can be taught allowing	Purchase equipment to allow for the development of some areas, e.g. tag rugby belts,	£6587.71	All units are now catered for - enough per person or pair	Continue and equipment audit next year (linked to the

for progression of a broad range of PE and sport to take place.	athletics equipment, hockey equipment Undertake a stock check linked to the long term plan and order the relevant resources to teach the units.		(how the scheme suggests).	units) and purchase new equipment accordingly.
To enable the development of a club/s during dinner times for different year groups in KS2.	Purchase equipment to develop the cheerleading and dance clubs (run by sports leaders on a dinner time).	£248.67	Sports leaders successfully ran a cheerleading and dance club (20 children in each on a rotation system to include KS2 year groups).	Support other clubs with funding next year, e.g. dodgeball

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5. Increased participation in competition sport

School Focus with clarity on intended impact on pupils:	Actions to achieve	Funding Allocated	Evidence and impact	Sustainability and suggested next steps
Personal Challenge	Children to choose a personal challenge within their PE lessons - up to individual class teachers to decide, e.g.	£0	All children worked towards or achieved their personal	Evaluate the impact of the personal challenge.

	skipping, throwing and catching, athletics based.		challenge - skipping, ball skills, athletics Every PE lesson has an element of personal challenge as they set themselves an achievable target to work towards. Positive feedback from staff, sports leaders and children.	
Focus on intra-competition	Half Termly intra competitions after their unit of work for all KS2 year groups through the house system, e.g. Hockey tournament, tennis comp, year group football comp etc.	Any equipment needed is covered in the amount previously mentioned for updating equipment for curriculum use.	Half termly house results - presented trophy and results at the end of each half termly competition in Star Assembly - KS2 Autumn 1 - netball Autumn 2 - hockey Spring 1 - cricket Spring 2 - basketball Summer 1 - athletics Summer 2 - tag rugby	Continue with intra-half term competitions next year - get sports council to report on tournaments for newsletter and website. Encourage and give support for KS1 competition. Pictures to be added onto the sports board.

Inclusion - ensure all abilities are able to take part in competition (at their level)	Use personal challenge for every child so they have an element of competition - e.g. throwing and catching, skipping, jumping. Also, provide an element of personal challenge and competition with others during Improving Sensory programme groups.	£0	Several competitions entered which allowed increased participation for a wide range of pupils with differing abilities.	Continue in school and attend the Sports Partnership competition again in order to compete against other schools.
Continued support for Level 2 competition and participation festivals.	Provide opportunity and transport for tournaments, festivals and competitions. Provide dinner time club to develop skills and	£ 325 - transport £0 - PE Coordinator	Competitions attended: Boys 7 a-side Y5-6 Cheerleading Event Y5 Get Glowing Festival Girls football - Y4-6 Boys footballmultiskills Dodgeball Foot golf netball Boccia Y4-6 Kurling Y4-6 Aquathon X-country Y3-6	Continue to provide opportunity.

	understanding of rules, positioning etc		Cricket festival Y3-4 Clubs were provided for those involved in competitions as well as others who came to play against and also develop skills.	
Continued support for Level 3 competition and participation festivals	Provide opportunity and transport if necessary for children to attend level 3 competitions. Provide dinner time club to develop the team.	£0 - School sports partnership £0 - PE Coordinator	Panathlon - Hull Clubs were provided for those involved in competitions as well as others who came to play against and also develop skills.	Continue to provide opportunity.
To provide rewards for competitive sports days.	Order stickers 1 st - 3 rd place.	£94	Sports leaders and staff awarded stickers to those who came 1 st , 2 nd and 3 rd place. Children enjoyed sharing their achievements by showing their stickers.	Order next year.

Gifted and Talented sporting group for y4/5/6	Provide a y4/5/6 Sporting group after school that focuses on a different sport each week including the tactical aspect of sports, to try and encourage gifted and talented children in the school to participate in a wider range of sports.	£0 - Pe co-ordinator	Positive feedback from pupil voice and parents. Teachers also highlighted the progression in the tactical side of sports in children that attended EG Basketball.	To continue this in the summer term and to have a similar group for Y5 and 6 football teams.
Local sporting clubs' partnerships made	Provide competitive opportunities for all children to participate in a range of sports in the local areas including football, cricket, karate and tennis	£0 - Pe co-ordinator	Children across the school have taken up the opportunities and have recently signed for Keelby Football Club, Twist and Flip gymnastics club, Little tress Yoga club, Grimsby Cricket Club and Grimsby Tennis club.	To continue to build more partnerships with various sports clubs in the area.

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6. Health and Safety

School Focus with clarity on intended impact on pupils:	Actions to achieve	Funding Allocated	Evidence and impact	Sustainability and suggested next steps
To ensure equipment is safe for use and replaced or repaired if necessary. Employ a company (Sportsafe) to inspect and repair equipment.	Post padding and weighted sandbags for posts	£114.14	All equipment is safe for use.	Check for any other areas of health and safety that need addressing.
	Netball and basketball padding for posts	£163.93	All equipment is safe for use.	Make sure they are maintained and looked after (children aware).
	Repairs	391	All equipment is safe for use.	Check for any other areas of health and safety that need addressing.
	Inspection of equipment and both halls Inspection of outside PE areas	£195	All equipment is safe for use.	Repeat process in October 2024