

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

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£7058
Total amount allocated for 2020/21	£19580
How much (if any) do you intend to carry over from this total fund into 2021/22?	£5679.88
Total amount allocated for 2021/22	£19580
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£25259.88

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. Please see note above	91.5%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	88.1%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	88.1%
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?	No

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: 2020/21		Total fund allocated: £26638	Date Updated: July 2021	
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				Percentage of total allocation: 13.2%
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:
<p>At Lightcliffe, we want our children to be fit, active and healthy. We want our children to understand the benefits of physical activity, and understand how this can affect mental well-being.</p> <p>All children at our school will achieve at least 30 minutes of physical activity during the school day.</p>	<ul style="list-style-type: none"> Class teachers and PE lead (KB) will provide two hours of activity per week through the curriculum PE lessons. Go-Noodle (for active classroom breaks) Daily Laps around the running track. PE with Joe Wicks Social distance games and activities Active classroom breaks. Class bubble bags of PE and Sport resources to be used during break/lunchtime for all KS1 and KS2 bubbles. Employment of lunchtime play leaders to encourage and support a greater number of pupils to be physically active 	<p>No cost</p> <p>No cost</p> <p>No cost</p> <p>No cost</p> <p>No cost</p> <p>Purchased with 2019/20 carry over</p> <p>£3519.12</p>	<ul style="list-style-type: none"> Children know how 'active breaks' inside the classroom can positively affect their health. UKS2 children can explain how active breaks can help them concentrate in class. Positive behaviour improvements during lunchtime with pupils engaged in using equipment as part of physical activity. Pupil voice / staff voice. Pupil survey results show increased percentage of pupils being physically active for a minimum of 30 minutes each school day. 	<ul style="list-style-type: none"> Year 5 / 6 sports leaders will be selected to lead activities during lunchtimes. Sports leaders will use planning provided on Yorkshire Sport and AFPE websites to ensure quality of activities. KB to oversee sessions and teach leaders about health and safety. Establish intra school competition relating to the daily laps/daily mile. - Incorporate geography mapping skills and measure distance walked or ran by each class. Embed active classroom


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	and use the equipment provided for year groups.			breaks in the daily routine of KS1 and 2.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				22.4%
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:
<p>At Lightcliffe, we aim to give our children a broad range of PE and physical activities through a broad and balanced curriculum.</p> <p>This will be supported by an enriching programme of lunchtime activities and after school clubs, as well as experience days throughout the school year.</p>	<ul style="list-style-type: none"> PE lead to create survey for pupils to complete in class to identify which lunchtime resources children in different year groups would like to be purchased. Purchase equipment to be divided between year group bubbles. 	£425 per year group = £2975	<ul style="list-style-type: none"> Positive behaviour improvements during lunchtime with pupils engaged in using equipment as part of physical activity. Pupil voice / staff voice. Pupil survey results show increased percentage of pupils being physically active for a minimum of 30 minutes each school day. 	<ul style="list-style-type: none"> The equipment will move with the class to be used again next academic year. Further funds will be allocated from the 2021/22 budget to supplement the equipment available for pupils to use.
	<ul style="list-style-type: none"> Pupils actively take part in 2 PE lessons per week- one of which is led by KB. PE leader to be released from teaching timetable to create whole school PE curriculum. Staff meeting time to share curriculum plans and resources with teaching staff. Shared planning completed by teachers and PE leader. 	£1500 cover for PE leader teaching time.	<ul style="list-style-type: none"> Development of new whole school PE curriculum approach, developing their knowledge and understanding so they can confidently disseminate to all staff, thus increasing their knowledge and confidence. 	<ul style="list-style-type: none"> Complete audit of PE curriculum and teacher skills, use action planning to target gaps. Use active breaks and mindfulness to embed activity during the school day. Train children to lead their own class active breaks. Embed

	<ul style="list-style-type: none"> • PE leader to evaluate planning and teaching on a termly basis. PE leader will also offer shared planning time, school planning schemes and team teaching to up-skill teachers. • Provided cover so PE leader could team teach/observe all members of staff at least once. • Achievements celebrated in class and in assemblies. • Use Yorkshire Sport #CreatingActiveSchools model to raise profile and engagement of children and staff in physical activity during the school day. 			#CreatingActiveSchools model across the whole school.
	<ul style="list-style-type: none"> • Leeds United Premier League Primary Stars programme to work with target cohorts during the Summer 2 term. • Football freestyler experience day during Summer 2 term. 	<p>£1000</p> <p>£500</p>	<ul style="list-style-type: none"> • Increased participation from pupils. • Increased engagement in the classroom and enjoyment of school life as a result of programme. • Improved positive behaviour. 	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				36.1%
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 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:
<p>All of the teachers at Lightcliffe will have the skills, knowledge and confidence to deliver GOOD PE lessons.</p> <p>The PE curriculum is well planned, and its successful implementation will enable our pupils to make good progress in the PE curriculum.</p> <p>To provide opportunities to improve children's fitness, mental health and well-being through PE.</p> <p>Quality coaches delivering curriculum and extra curricular PE and sport to target year group whilst also providing CPD for PE lead.</p>	<ul style="list-style-type: none"> Yorkshire Cricket Board (YCB) coach to deliver weekly PE curriculum content to KS1 and KS2 cohorts during the Autumn and Summer terms alongside school PE leader / class teacher. Coaches from Professional Sports Coaching (PSC) to deliver Forest School curriculum lesson and after school to cohorts throughout the 2020/21 academic year. Coaches from Professional Sports Coaching (PSC) to deliver extra curricular clubs (Dance and multi-skills) to pupils throughout the Autumn 2020 term. 	<p>£1000 to fund coaches' delivery during curriculum time and after school clubs.</p> <p>£7500</p>	<ul style="list-style-type: none"> Increased confidence of teaching staff to deliver cricket through planned PE curriculum. Increased engagement of pupils in regular physical activity. Broader experience of a range of sports and activities offered to all pupils. Children fully engage in lessons led by teacher and coaches (lesson drop in and pupil voice surveys) Due to the wide ranging expertise within afPE which is readily available to members, all pupils benefitted from knowledgeable and confident staff who are now 	<ul style="list-style-type: none"> Teacher confidence increased to be able to deliver cricket as part of the PE curriculum in next academic year. Successful delivery of Forest School sessions to lead to further investment as part of curriculum plan for 2021/22. Team planning and teaching in more unusual sports/activities to enrich the curriculum. Teacher skills audit and questionnaire, along with shared CPD. Teacher-teacher observations for skills sharing. Shared planning with

	<ul style="list-style-type: none"> PE leader (KB) to monitor planning on a half termly basis, and lessons on a termly basis. 	No cost	kept up to date with all developments. The PE leader, the staff and most importantly the pupils now keep ahead of all developments.	coaches leading sessions. <ul style="list-style-type: none"> Team teaching and termly skills audit for each class teacher. KB to 'drop in' lessons to complete observation on a half termly basis. Membership will be renewed each year from the school budget if PE and Sport funding is discontinued.
	<ul style="list-style-type: none"> Continuing CPD alongside Professional Sports Coaching to ensure teaching of PE is at least good, some outstanding. Adapt planning to suit needs and gaps in curriculum. 	£1000		
	<ul style="list-style-type: none"> Join afPE (School Membership) to ensure access to specialist and expert support, thus keeping the school fully up to date. 	£115		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5.4%

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:
At Lightcliffe we aim to give our children broad experiences of sports, physical activity and well-being. For children to take part in more outdoor cross-curricular learning.	<ul style="list-style-type: none"> PE leader to meet with crosscurricularorienteering.co.uk Cross-Curricular Orienteering signs set up around school grounds along with mapping and course set up 	£1449	<ul style="list-style-type: none"> Children in all year groups in KS1 and KS2 now taking part in planned orienteering activities across different areas of the curriculum. Increase in outdoor learning and physical activity helping 	<ul style="list-style-type: none"> Scheme of work to be utilised as part of curriculum plan / design in 2021/22 ensuring that a broader range of sports and activities is offered to all pupils.

	<ul style="list-style-type: none">• Staff (teachers) CPD session during Autumn 1 term 2020.• Scheme of work provided for cross curricular delivery across school.		to increase the number of children taking part in a minimum of 30 minutes physical activity in school each day.	<ul style="list-style-type: none">• School course / mapping / signs to remain and be used in next academic year.• Next step: New bespoke signs linked to changes in school topics / curriculum for 2021/22.• Keep up to date with new government/YS/AFPE initiatives to increase activity levels.• Create whole school and class activity challenges and diaries.• Use Professional Sports Coaching (PSC) to widen the number of sports on offer in curriculum time, and in extracurricular clubs.• Train staff in these sports using team teaching.• Share CPD on new sports and physical activity; use team teaching and observations of PE lead to help. Encourage children to try new sports and activities.
	<ul style="list-style-type: none">• Coaches from Professional Sports Coaching (PSC) to deliver Forest School curriculum lesson to year group cohorts throughout the Spring and Summer 2021 terms.	See KPI 3	<ul style="list-style-type: none">• The academic year 2020/21 was a time of many social restrictions. We understand the need to enrich our curriculum with new sports and opportunities for physical activity.• The impact of the national lockdown narrowed the sports experiences of our children. We aim to combat this next academic year using the strategies listed in the next column.	
	<ul style="list-style-type: none">• Coaches from Professional Sports Coaching (PSC) to deliver extra curricular clubs to pupils throughout the Spring and Summer 2021 terms.	See KPI 3		
	<ul style="list-style-type: none">• Broad range of activities designed to engage all children. Lessons will be differentiated and adapted by the class teacher for children with SEN.	No cost		
	<ul style="list-style-type: none">• KB and each year group teacher have planned the curriculum map to ensure there are no over-laps.	No cost		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5.3%
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:
<p>At Lightcliffe, we want our pupils to feel confident to take part in a range of sporting competitions. We want our children to compete successfully; celebrate achievements and be able to lose without impact on their confidence or well-being.</p> <p>The academic year 2020/21 was a time of many social restrictions. We understand the need to promote healthy competition in our own school, and involving others where possible, for the next academic year when restrictions are eased.</p> <p>At all available opportunities, age appropriate children will take part in inter and intra school competitions and events organised by Calderdale Schools Games Programme.</p>	<p>Gold subscription to the Calderdale School Games programme for academic year 2020-21.</p> <ul style="list-style-type: none"> Expand entry and attendees to competitions ran by Calderdale Schools Games Programme. Expand play leader competitions. Lunch and after school clubs planned to offer competition opportunities. Sports Day- whole school participation and celebration of achievements. 	<p>CPD and after school competitions provided by Calderdale school games programme at a projected cost of £400.</p> <p>*£1000 Cover costs to release staff to attend inter school events off site.</p> <p>*Not spent and to be rolled over into 2021/22.</p>	<p>Sadly, Covid-19 restrictions meant our usual calendar of competitive events could not go ahead.</p> <p>The impact of the national lockdown narrowed the sports experiences of our children. We aim to combat this next academic year using the strategies listed in the next column.</p>	<ul style="list-style-type: none"> KB to maintain links with CSGP. KB to network with other PE leaders from AMAT and local schools to maintain good opportunities for inter school competition. Sports Day and Outdoor Education days to be used as opportunities for intra school competition. Data analysis to target attendees. Sports leaders to plan and deliver intra-school comps alongside KB.

Signed off by	
Head Teacher:	<i>Graham Hilton</i>
Date:	30 th July 2021
Subject Leader:	<i>Kelly Bourne</i>
Date:	30 th July 2021
Governor:	
Date:	