

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



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 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£25259.88
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,450
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19,450

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 2022. Please see note above	88%
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	68%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	68%
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: 2022/23		Total fund allocated: £19,540	Date Updated: July 2023	
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: 26%
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>We promote active travel to school by walking, scooting or cycling.</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. • Daily Laps around the track. • Active classroom breaks. • Bags of PE and Sport resources to be used during break/lunchtime for all year groups in KS1 and KS2. • Employment of lunchtime play leaders / sports coaches to encourage and support a greater number of pupils to be physically active and use the equipment provided during lunchtime. • Promotion of active travel to school through newsletters, website and Class Dojo. 	£5029	<ul style="list-style-type: none"> • Daily planned lunchtime clubs have ensured pupils are physically active through a greater % of their time outside. • Positive behaviour improvements during lunchtime with pupils engaged in using equipment as part of physical activity. • 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. 	<ul style="list-style-type: none"> • Year 5 / 6 sports leaders will be selected to lead activities during lunchtimes in 2023/24. • 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.

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				15%
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"> Pupils take part in 2 PE lessons per week- one led by PE lead 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. 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. PESSPA Achievements celebrated in class and in assemblies. Leeds United Premier League Primary Stars programme to work with pupils in KS1 and KS2 for a half day per week throughout the academic year delivering bespoke programmes linked to PSHE including equality and diversity projects. 	<p>£517 cover for PE lead teaching time</p> <p>£2504</p>	<ul style="list-style-type: none"> Development of whole school PE curriculum approach, developing knowledge and understanding so PE lead can confidently disseminate to all staff, thus increasing their knowledge and confidence. Positive behaviour improvements during lunchtime with pupils engaged in using equipment as part of physical activity. Increased participation from pupils. Increased engagement in the classroom and enjoyment of school life as a result of programme. Improved positive behaviour observed across school. 	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				47%
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"> Joe Wilkinson (Education Through Sport) to deliver PE curriculum alongside class teachers in Y1, Y2, Y3, Y4, Y6 providing CPD for teachers. PE leader to monitor planning on a half termly basis, and lessons on a termly basis. Join afPE (School Membership) to ensure access to specialist and expert support, thus keeping the school fully up to date. Outdoor first aid course for Forest School trained school practitioners 	<p>£9045</p> <p>No cost</p> <p>£70</p> <p>£570</p>	<ul style="list-style-type: none"> Increased confidence of teaching staff to deliver planned PE curriculum. Broader experience of a range of sports and activities offered to all pupils. Children fully engage in lessons led by teacher and coaches. Due to the wide ranging expertise within afPE which is readily available to members, all pupils benefitted from knowledgeable and confident STAFF 	<ul style="list-style-type: none"> 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 coaches leading sessions. 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.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				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 aim to give our children broad experiences of sports, physical activity and well- being.</p> <p>For children to take part in more outdoor cross-curricular learning.</p>	<ul style="list-style-type: none"> Coach from Halifax Panthers rugby league to deliver extra-curricular club on Thursday's after school autumn 1 half term which was offered to Y4 pupils free of charge. Joe Wilkinson (Education Through Sport) to deliver extra-curricular clubs throughout the academic year which are offered free of charge to all families. PE leader to deliver extra-curricular clubs throughout the academic year which are offered free of charge to all. Broad range of activities designed to engage all children. Lessons will be differentiated and adapted by the class teacher for children with SEN. PE leader and each year group teacher have planned the curriculum map to ensure there are no over-laps. 	<p>£500</p> <p>See KPI 3</p> <p>No cost</p> <p>No cost</p> <p>No cost</p>	<ul style="list-style-type: none"> Increase in outdoor learning and physical activity helping to increase the number of children taking part in a minimum of 30 minutes physical activity in school each day. Broad range of sports and physical activities offered to all pupils as part of curriculum time and extra curricular clubs. 	<ul style="list-style-type: none"> Curriculum plan / design in 2023/24 to ensure that a broad range of sports and activities is offered to all pupils. Use coach Joe and other providers 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.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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>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 2022/23.</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. <p>Sports Day- whole school participation and celebration of achievements.</p>	<p>CPD and after school competitions provided by Calderdale school games programme at a projected cost of £400.</p> <p>£1685 To fund coach travel to and from PE and Sport events.</p> <p>Cover costs to release staff to attend inter school events off site – see KPI 1</p>	<ul style="list-style-type: none"> EYFS, KS1, Y3+4, Y5+6 all held successful sports days with full participation. An increased % of pupils have taken part in competitions run by Calderdale School Games compared with the previous academic year. 	<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. Sports leaders to plan and deliver intra-school comps alongside KB.

Signed off by	
Head Teacher:	Mr Graham Hilton
Date:	18.07.2023
Subject Leader:	Miss Kelly Bourne
Date:	
Governor:	
Date:	