



*Aspire to achieve...*

# Lacey Green Primary Academy

**Evidencing the  
impact of the  
Primary PE and  
sport premium**

**Commissioned by**



Department  
for Education

**Created by**



## What is the Sports Premium Grant?

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The School Sport Premium is a Government package of funding for Primary School PE and school sport provided by the Departments of Education, Health and Culture, Media and Sport. Funding is allocated through a lump sum and a small per pupil top up and can only be spent on sport and PE provision in school. As an Academy, payments will be paid directly from the Education Funding Agency (EFA).

In our Academy the 2023-2024 allocation is **£20,680** and we are using it to maintain what we have achieved over the last few years in PE. We will deliver high quality PE lessons across the school and also continue to improve confidence amongst staff in the delivery of high quality PE lessons. We feel that this is the most effective and efficient way for the funding to have a long lasting and positive effect on future learning and physical development of children within our school. The Impact of the spend will be reviewed in September 2024 and will form the final part of this document.

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

## Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£ 0
Total amount allocated for 2022/23	£20,000
How much (if any) do you intend to carry over from this total fund into 2024/25?	£ 0
Total amount allocated for 2023/24	£ 20,680
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£ 20,680
Extra commitment from school budget	£ 24,520

## Swimming Data

Please report on your Swimming Data below.

Year 6 2023/2024:

Swim competently, confidently, and proficiently over a distance of at least 25 metres	100%
Use a range of strokes effectively (for example front crawl, backstroke and breaststroke)	100%
Perform safe self-rescue in different water-based situations	100%

Local pool availability and the pandemic have had an impact on this cohort's scheduled swimming lessons in Year 4.

## 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: 2023/24		Total fund allocated: £20,680 topped up to £45,200		Date Updated: July 2024	
<p><b>Key indicator 1:</b> 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</p>					<p>Percentage of total allocation: 62%</p>
Intent	Implementation		Impact		
<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>Funding allocated:</p>	<p>Evidence of impact: What do pupils now know and what can they now do? What has changed?</p>	
<ul style="list-style-type: none"> <li>To ensure all children have access to a High Quality PE Curriculum. Ensuring all opportunities and a range of sports are covered and all children remain engaged and active.</li> <li>To increase the variety of active breakfast clubs and extra-curricular clubs.</li> <li>Maintenance of PE equipment and all play equipment in school.</li> <li>Provide opportunities for children to be active outside of their PE lesson</li> </ul>	<p>PE Coordinator to oversee PE delivery within the school.</p> <p>Employ a specialist coach to teach across KS1 and KS2 to ensure consistency and high quality delivery throughout.</p> <p>Employ specialist swimming coaches to teach Year 4, Year 5 and Year 6. Use the Swimphony App to monitor, assess and record progress of pupils in swimming.</p> <p>To audit PE equipment and discuss with staff and replenish where needed</p> <p>Increase the number of opportunities for children to take part in extracurricular clubs. Procure set equipment for break and lunch times to be used in activities organised by Sports Leaders. Activities can focus on least active pupils.</p>		<p>£19,000</p> <p>£5,000</p> <p>£3,000</p> <p>£1200</p>	<ul style="list-style-type: none"> <li>PE Passport continues to be used effectively in school to ensure an appropriate level of progression of sports skills and physical literacy, to support staff in planning and delivery of high quality PE lessons.</li> <li>Swimming Lessons have continued for Years 4,5 and 6. Each year group receives a full term of swimming lessons each year. Therefore, by the time they leave LGPA they will have completed a year's worth of swimming lessons.</li> <li>PE Specialist Teacher from PE and Sports Hub continues to provide high quality PE sessions at least once per week for all classes in KS1 and KS2.</li> </ul>	
				<p>Sustainability and suggested next steps:</p> <p>Continue to build relationship with swimming providers and use new Swimphony app/website to record swimming assessment data.</p> <p>Continue to support PE Specialist teachers running different sports clubs to broaden and enhance opportunities.</p> <p>Consider pupil voice on their wishes for particular sports</p>	

			<ul style="list-style-type: none"> <li>• Old or damaged equipment has been replaced and this ensures children are active for as long as possible in lessons as they are not required to share equipment.</li> <li>• A wide range of before and after school sports clubs operate to cater for most children's interests.</li> <li>• Y6 Sports Leaders have helped to ensure break times are more active, for example by organising activities such as Table Tennis.</li> <li>• Our own custom Activity Tracker webpage provides a variety of quick activities each class can do between lessons to increase physical activity and provide a brain break. This can be adapted to new videos and ideas from feedback from pupils.</li> </ul>	<p>and activities as clubs.</p> <p>Develop School Sports Leaders role in organising engaging sports activities for less active pupils.</p> <p>Continue to invest in new equipment to update and replace old or damaged resources.</p> <p>Create a questionnaire to establish activity levels of pupils out of school hours and identify sports and clubs our pupils engage with.</p>
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<b>Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				7%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</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 you know now and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>To develop and refine pupil's sports skills whilst raising the profile of sport and activities within the school.</p> <ul style="list-style-type: none"> <li>Educate children about living a physical and healthy lifestyle</li> <li>Continue to raise the profile of sport in school</li> <li>Ensure all sporting achievements are recognised</li> <li>To maintain Gold Schools Games Mark.</li> </ul>	<p>Through pupil voice and the school parliament, identify new sports children wish to try – find after school club where possible</p> <p>Sporting achievements celebrated in assemblies</p> <p>Promote the impact of PE on mental wellbeing</p> <p>To increase the participation at competition level – outside of school and in-house.</p> <p>Macclesfield School Sports Partnership, Wilmslow Education Partnership Cluster Sports Events and Wilmslow High School Programme of Events</p> <p>Include a wider demographic in sports events – particularly some children who are less active through sports festivals and B, C and D team games. Target 80% of KS2 children to represent the school at a sporting event. Organising additional fixtures to help meet this target.</p> <p>Develop Year 6 leaders to help produce highlights, latest scores or match reports to be shown around school on the screens, in order to celebrate and share participation in sports and the different teams' successes.</p> <p>Involve Y6 leaders in revamping the 'Most Active Class' activities and continue to award a trophy to the Most Active Class of the Week in Friday assembly.</p> <p>Share sports participation and success with whole school and school community including parents on Class Dojo.</p>	<p>£3,000</p>	<ul style="list-style-type: none"> <li>New after school clubs such as Archery were in place during this academic year.</li> <li>Sports achievements are shared with the whole school via Class Dojo (to parents) and in weekly celebration assemblies (to pupils). This can include events where the pupils are representing the school or their own personal achievements from out of school activities.</li> <li>Competitions, festivals and friendly matches were held regularly throughout the year with the aim to include as many pupils as possible (Y2-6) in a variety of sports including: football, netball, tag rugby, multi-sports, tchoukball, rounders, cross country and cricket.</li> <li>This year we achieved Silver School Games Mark</li> <li>Most Active Class of the Week shared and celebrated in assembly.</li> </ul>	<p>Continue to reinforce learning about living a physical and healthy lifestyle in all relevant subjects e.g. Science, DT, Personal Development as well as PE.</p> <p>Continue to attend MSSP, WHS and MFC events to engage an even wider demographic.</p> <p>Continue to celebrate all sports events with the whole school in assembly.</p> <p>Continue to award the Most Active Class of the Week trophy in assembly.</p> <p>Continue to facilitate additional matches to meet the request from pupils to play in sports events.</p> <p>Involve school leaders in creation of digital content to promote sport and physical activity on the screens.</p> <p>Achieve Gold School Games Mark.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<ul style="list-style-type: none"> <li>Continue to reflect on and re-evaluate PE Passport planning to ensure effective progression between units, variety and coverage</li> <li>Complete staff questionnaires to audit competence and confidence through the different areas of the PE Curriculum and provide tailored staff training in response to questionnaires either as staff meetings or INSET.</li> <li>Provide opportunities to enable teachers to observe, shadow or team teach with PE specialists to increase their knowledge.</li> <li>Direct staff to useful training and CPD videos on the National College Portal.</li> </ul>	<p>We will continue using the PE Passport App this year and continue to evaluate its impact on a yearly basis. The app allows units to be planned, photos and videos to be taken for evidence and children to be assessed against standards.</p> <p>PE Staff meetings and INSET</p> <p>Release time for PE Leads and/or staff to work along PE specialist to increase knowledge</p> <p>Staff to watch or attend CPD training or events</p>	<p>£800</p> <p>£2000 dependent on external agencies involved in delivery</p> <p>£800</p> <p>£1000</p> <p>Possible release time required and cost of National College webinars where appropriate</p>	<ul style="list-style-type: none"> <li>PE Passport continues to meet the requirements of staff, guiding them through planning, delivery and assessment of PE lessons.</li> <li>Staff have been encouraged to observe PE teacher or PE lead where possible. PE Lead has also provided opportunities for team teaching.</li> <li>PE Leads delivered staff meeting for teachers (13/5/24)</li> </ul>	<p>Listen to feedback from staff regarding use of PE Passport and evaluate its impact.</p> <p>Continue to deliver subject specific staff meetings, preferably on a more frequent basis.</p> <p>Continue to identify and signpost appropriate training for staff.</p> <p>Support new members of staff as required with PE Passport and teaching of PE where needed.</p> <p>Provide opportunities to enable teachers to observe, shadow or team teach with PE specialists to increase their knowledge.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				9%
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:
<ul style="list-style-type: none"> <li>Provide all children with access to a wide- range of sports</li> <li>Delivery of high quality PE lessons and sports clubs</li> <li>Keep Pupil Voice as focal point for new sports events and competitions and make links with external clubs to help establish pathways for pupils to continue in sports.</li> </ul>	<p>Introduce children to different sports or physical activities through experience days or Sports Week</p> <p>Maintain existing and make new club links with local clubs and encourage children to join and complete at club level.</p> <p>Analyse data on extra curricula sports attendance</p> <p>PE lead to target Pupil Premium, SEN pupils and less active pupils to attend lunch-time clubs led by Sports leaders</p>	<p>£ 3000</p> <p>£500</p> <p>Release time for staff to complete pupil voice and organise events</p> <p>£300</p> <p>Potential equipment needed to run new events</p>	<ul style="list-style-type: none"> <li>PE passport provides planning for a wide variety of sports to ensure PE lessons are unique and engaging, for example teaching sports such as Ultimate Frisbee.</li> <li>All pupils in Y6, Y4 and Y2 have the opportunity to attend residential trips and partake in a range of outdoor and adventurous activities.</li> <li>Sports activities run by PE Lead have been available during lunchtimes, which has included many PP and some SEN pupils.</li> </ul>	<p>Continue to record pupil voice to help understand pupil perceptions of sports offered and interest in other sports.</p> <p>Continue to forge links and relationships with local sports clubs that can help develop our pupils' engagement with sport and an active lifestyle outside of school.</p> <p>Create a questionnaire to establish activity levels of pupils out of school hours and identify sports and clubs our pupils engage with.</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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:
<ul style="list-style-type: none"> <li>To ensure children are provided with opportunities to compete in competitive sporting events internally and externally</li> </ul>	<p>Introduce more intra school competitions and use our sports leaders and or WHS staff to support this</p> <p>Increase the number of competitions we enter across the Macclesfield School Sports Partnership</p> <p>Increase number of teams taken to events, eg. A and B team if event organiser has space.</p> <p>Create opportunities for local matches between schools for popular sports or sports with less frequent fixtures. Continue to build relationships with other primary school PE Leads to help generate more friendly matches and sports events that can cater for B,C,D equivalent players and enable participation for all pupils who want to play</p> <p>Pitch marking for sports matches hosted at home and also for sports day track</p>	<p>£3000</p> <p>£100</p> <p>£600</p> <p>£100</p> <p>£1800</p>	<ul style="list-style-type: none"> <li>We have continued to enter the Macclesfield FC Community Cup which provides a half termly competition for Year 3&amp;4 Boys, Year 3&amp;4 Girls, Year 5&amp;6 Boys and Year 5&amp;6 Girls. We also managed to involve B teams in a number of these events to allow more children to compete and enjoy the experience of playing in a professional stadium.</li> <li>We have arranged and hosted friendly matches between local schools to maximise participation in football and netball events.</li> <li>Through MSSP, WHS, Macclesfield FC and our own events we have participated in 68 sports events.</li> <li>Most Active Class of the Week provides a fun in-house competition each week.</li> </ul> <p>Staff provide opportunities for interclass competition during PE lessons where possible.</p>	<p>Continue to attend MFC, WHS and MSSP events. Take multiple teams where possible to increase participation numbers.</p> <p>Liase with S Sachro and WHS to assist with Intra School / Inter House events – such as Tchoukball.</p> <p>Continue to build relationships with other primary school PE Leads to help generate more friendly matches and sports events that can cater for B,C,D equivalent players and enable participation for all pupils who want to play.</p> <p>Target least active pupils with lunchtime inter-house competitions due to poor take up with after school or afternoon events.</p>

## Appendix A: From After School Club to Youth League Football

Our football after school club, run by WFA on a Friday, is by far the most popular with sometimes as many as 100 pupils attending. Whilst a number of girls attend the club, the majority are boys. Pupil voice and interest in school teams for girls perhaps demonstrated that more girls could participate in a football club. Initially, a before school session was organised by WFA as Sunrise Soccer. However, attendances were low. Again through pupil voice and from discussions between WFA and Lacey Green staff, an after school slot on a Wednesday was secured and gradually attendances improved.

Now, not only has this successful link between school and a local sports provider helped to increase participation in girls' football, it has also provided opportunities for competition. With increased interest in girls' football, WFA provided an interschool competition coinciding with the FIFA Women's World Cup and all of the girls involved in the after school club had the opportunity to compete in matches before the end of the year.

However, this club has been more than an opportunity to engage more girls in paying football, it has also been a catalyst for the inception of a new sports team outside of school. A new Under 11s girls' football team has been set up in conjunction with WFA. They have a regular weeknight training session and play matches every Saturday morning. Six of our pupils who had been attending and still attend the WFA Lionesses training make up the majority of the team and I hear they have had a very successful start to their season. As the popularity continues to grow, a second team at U10s has been created to cater for our pupils wishing to play football competitively out of school.

Links between schools and local sports providers are essential for developing healthy participation levels in sports for our students; after school clubs can be the perfect vehicle for fostering this link. We are very proud of the success and development of this club and hope to facilitate more connections with local sports clubs in the future.



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