



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2017

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

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Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit 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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



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Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Entries into Cluster events more consistent. Children proud to represent school and improve skills through this.</p> <p>Positivity around PE and the importance of exercise (Staff and Children)</p> <p>Equipment bought for playtimes and PE lessons.</p> <p>Inspirational coaches in to deliver PE, in co-operation with class teachers and Subject Leader.</p> <ol style="list-style-type: none"> 1. Dave – Box2bfit. 2. Chris and Will – Sporting Influence – weekly. 3. Sam Rich – Dance in lesson time. <p>Development of intra school (internal) competition in houses every term.</p>	<p>Links to local schools and sports clubs to embed the importance of PE outside school as well as in it.</p> <p>Create a positive community affection towards exercise and sport.</p> <p>Evidence PE through Big Book assessment.</p> <p>A variety of activities required to keep inclusive so all children can access (1:1 children)</p> <p>Keep this going as it includes all children in KS1.</p> <p>Include Learning Activities during Maths and English. For example, Tagtivate for Maths.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>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?</p>	<p>84.70%</p>
<p>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?</p>	<p>80.85%</p>

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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?	73.15%
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.

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			<p>lunchtime.</p> <p>Y6 play buddies have taken part and lead sessions with KS1 especially.</p> <p>Inconsistent but PRIDE tokens given for children reaching their goal. The children enjoy the “prize” for being active.</p>	
<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				%
<p>School focus with clarity on intended impact on pupils:</p> <p>INTENT</p>	<p>Actions to achieve:</p> <p>IMPLEMENTATION</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p> <p>IMPACT</p>	<p>Sustainability and suggested next steps:</p>

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<p>Play Buddies: Year 6 children trained by Mr Price in how to set up sporting activities for KS1 children at lunchtime. This is to create a positive play environment in KS1 as well as developing Young Leaders.</p>	<p>Mr Price has run sessions for Year 6 to use. Every Thursday lunchtime, Mr Price and 4 Year 6 children set up activities for Year 1 (until October half term and then Year 2 afterwards).</p> <p>A variety of games need to be used which are linked into the 20-20-20 minute structure.</p>	<p>No cost</p>	<p>Pupils can now DO:</p> <p>100% of children in KS1 take part in 20/20/20 structured play.</p> <p>Pupils now SAY:</p> <p>90% of Y1 children enjoy lunchtime games that are set up by MSA's and Y6 buddies.</p> <p>100% of KS1 enjoy PE. The presence of Sporting Influence is one of the main factors.</p> <p>Y6 play buddies have demonstrated, through their own PE lessons leadership and technical skills and how to:</p> <ol style="list-style-type: none"> 1. Play by a set of rules. 2. Accept defeat as well as victory. 	<p>Year 5 children to be "trained" by Mr Price to begin instantly in September 2019.</p> <p>Packs of activities organized to easy to set up.</p> <p>Work alongside the MSA's in Summer term 2019, so that consistency is available for all.</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:
				27%
School focus with clarity on intended impact on pupils: INTENT	Actions to achieve: IMPLEMENTATION	Funding allocated:	Evidence and impact: IMPACT	Sustainability and suggested next steps:
<p>Subject knowledge improved and confidence using sports equipment leading to high quality PE</p> <p>Teachers to observe Sporting Influence for CPD.</p>	<p>Teachers to work with student coaches from Leeds Beckett University to deliver PE lessons and support students.</p>	<p>No cost</p> <p>£4320 (per year)</p>	<p>Leeds Beckett didn't return our invitation of accepting students this year.</p> <p>From observing teaching, staff major strengths are:</p> <ol style="list-style-type: none"> 1. Children actively involved in their own learning. 2. Feedback from teacher is clear. 3. Next steps identified by teacher. 4. Modeling of techniques. 5. Subject knowledge. <p>Sporting Influence have also observed teaching staff. Below is a quote direct from lesson observation feedback:</p> <p>"The warm up was very topical and engaged the children from the beginning. Focusing the game around Halloween really grasped the attention of the children"</p>	<p>We will apply again as previous years this has been very beneficial for students and staff.</p> <p>This needs to be continued as the impact is measurable across many spectrums.</p>

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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 62%
School focus with clarity on intended impact on pupils: INTENT	Actions to achieve: IMPLEMENTATION	Funding allocated:	Evidence and impact: IMPACT	Sustainability and suggested next steps:
<p>Forest Schools.</p> <p>Forest Schools sessions throughout the year for year groups. Broad skills taught covering emotional and social educational phases.</p> <p>Dance lessons with Sam Rich involving multi-movement activities to increase basic skills</p>	<p>Continuous discussions with Forest School staff about activities and tasks.</p> <p>Teachers to use this as CPD opportunity to assess against National Curriculum.</p>	<p>£7273 for 39 weeks</p> <p>£2730 for 39 weeks.</p>	<p>Pupils can now DO:</p> <p>All year groups have encountered the Forest Schools experience.</p> <p>Activities linked into the needs of each class.</p> <p>This has been: fine/gross motor skills, balance, communication skills and teamwork.</p> <p>Links into other learning topics such as Science and DT has also been very beneficial.</p> <p>Sam Rich aided the children (alongside KS1 staff) in preparation for a dance performance for their topic (March 19).</p>	<p>To keep the uniqueness, activities need to be developed so that PE skills are being taught in a Forest Schools setting (see end of this report).</p> <p>Children to continue to develop the movement skills such as: balance, co-ordination and communication through multi skill activities, as well as dance skills.</p>

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<p>Boxercise circuit training to learn new physical skills and develop stamina. Individual classes have the chance to</p>	<p>Children to experience Boxercise.</p>	<p>£380 per day.</p>	<p>100% of the children were exposed to a variety of different exercises.</p> <p>They had a great time and enjoyed the activities. This helped with Co-ordination skills, balance, teamwork and the amount of intense exercise they partake in during the day.</p> <p>Pupils now SAY:</p> <p>Year 2 would like different games to play at playtimes and in PE.</p> <p>75% of the children enjoyed playing football but when wet this isn't possible.</p>	<p>Mr Price had a discussion with Dave and we discussed several options for the future. Boxercise is multi skilled activities, which is very effective. Options for Sports Days were also discussed. Even if we don't have this next year, it has given us areas that need to worked on.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: 0%</p>
<p>School focus with clarity on intended impact on pupils: INTENT</p>	<p>Actions to achieve: IMPLEMENTATION</p>	<p>Funding allocated:</p>	<p>Evidence and impact: IMPACT</p>	<p>Sustainability and suggested next steps:</p>
<p>Entry into Cluster events throughout the year.</p> <p>Intra sports in PE lessons in House groups. Points won forward to Sports Day. Increased competition.</p>	<p>PP attended Cluster PE meeting with other PE leads, where a timetable of events was produced for events throughout the year.</p> <p>PP to arrange a timetable of sporting activities to be run in PE lessons.</p>	<p>£0</p>	<p>Pupils can now DO:</p> <p>KS1 Gymnastics (2 x Y1, 6 x Y2).</p> <p>KS1 have entered the Gymnastics competition. They were coached by Mr Price and 2 Y5 helpers.</p> <p>Service children lead the warm up at the regional event (May 19) showing leadership skills and knowledge.</p>	<p>Enter again next year. Focus on Long term plan and adjust so that Gymnastics core skills are taught throughout the school, early in the term so it sets the president for skills being enhanced.</p>

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			<p>Pupils now SAY: They had a positive experience and certificates were gained.</p> <p>Sporting Influence have run end of term games in PE. This has increased competition and level of performance.</p>	
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Forest school and PE and Sports Premium

Forest school is fundamentally an active delivery method, it is delivered outdoors on uneven ground in a physically challenging environment. The activities are planned and developed by observation and feedback to ensure maximum engagement of each child. The environment is designed to support Physical activity including a climbing tree, balance beam and seesaw and resources and tools are available to change and develop the environment to make it more physically challenging.

Session include games which not only develop core physical skills but also those of observation, marking, defence and strategy.

Outlined below are some of the ways which Forest School specifically meets the PE Curriculum for KS1 and 2

-Development of core skills:

o Balance and agility: The site has a climbing tree, see saw, balance beam, digging hole and uneven ground these all develop balance and agility skills

o Coordination: The use of tools and building projects help develop co-ordination skills

o Team games: we offer a wide range of team games including strategic games such as claim the flag and sticky mole which help develop tactics and support development of marking and defence.

o Running, jumping, throwing and catching: forest school offers games and activities which support all of these core skills

- Forest school session offer cooperative physical activities in a range of challenging environments, for example den building, egg races, bridge building, making swings.

- Outdoor and adventurous activity challenges: at forest school, we work with tools and fire which not only offers the opportunity to take part in outdoor and adventurous activity challenges but also equips each child with risk assessment skills.

- Comparing performances: children revisit previous challenges and activities at forest school which allows them to compare and improve their performance.