



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](#).



Moorside Junior School 2019

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"> Dave – Box2bfit. Chris and Will – Sporting Influence – weekly. 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 KS2.</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:
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?	84.70%
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?	80.85%

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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.

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 students today and for the future.

Academic Year: 2018/19	Total fund allocated: £16,200	Date Updated: October 2018		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 7%
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:
Playtime activities to increase physical activity and skills: Daily physical activity: 20 minutes lunch, 20 minutes free play and 20 minutes structured play with MSA's and Year 6 Play Buddies Teaching Assistants to lead playtime activities taught through the games demonstrated during PE sessions with Sporting Influence.	Chris Doey, Sporting Influence, to teach MSA's and Year 6 buddies on Thursdays from 11.45 am – 12 noon. Games will be shown and the equipment that will be needed Marvellous Me Award to be given each week for children reaching 1 hour of playtime activity each week.	As part of Sporting Influence annual fee (see below)	Pupils can now DO: Our children receive 1 hour and 40 minutes of structured play per week during playtimes. Also 2 hours of class PE and/or Forest Schools per week. A total of 3 hours and 40 minutes of structured physical activity . From this, 60% of children in KS2 have accessed After School Sports Clubs. Pupils now SAY: Through a KS2 questionnaire, 76% enjoyed lunchtime games (Football, basketball and hockey). Also, 24% of children in KS2 preferred to play with friends.	Play buddies (current Y5) can take charge of this next year. Make sure packs of equipment are easily accessible so they can organise activities effectively and efficiently. PRIDE tokens given in each classroom (1 or 2 children only) by MSA's so that the reward for exceeding the amount of play is instant. Certificate for brilliant playtime habits (Weekly). These can go alongside PRIDE token per day.

Moorside Junior School 2019

<p>Improve the number of children able to achieve the end of KS2 Swimming Objectives.:</p> <p>Additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum(25m)</p>	<p>Assess children at the end of year 4's programme of swimming, for additional catch up programme to achieve 25 Ms. This targeted group of children to receive an additional term of lessons once a week.</p>	<p>£1000</p>	<p>The children have enjoyed the structured games set out at lunchtime.</p> <p>Inconsistent but PRIDE tokens given for children reaching their goal. The children enjoy the "prize" for being active.</p>	
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Percentage of total allocation:

5%

<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>
<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>90% of Y1 children enjoy lunchtime games that are set up by MSA'a and Y6 buddies.</p> <p>6 Y6 children have had the opportunity to be buddies this year, using the leadership and technical skills that they have been taught in their own PE lessons to teach new games to younger children. This has</p>	<p>Year 5 children to be "trained" by Mr Price to begin instantly in September 2019.</p> <p>Individual game packs, which are easily accessible, include in them:</p> <ol style="list-style-type: none"> 1. instructions 2. equipment for Play Buddies to use.

Moorside Junior School 2019

			<p>also developed relationships.</p> <p>They have taught them how to play different games, how to accept defeat as well as victory and how to play games together following the rules of the games.</p> <p>Pupils now SAY:</p> <p>Through pupil conferencing:</p> <p>80% of KS2 children enjoy PE all or most of the time.</p> <p>60% of children attend an After School sports club (Multi skills, Running Club, Netball, Football)</p> <p>.</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:
				53%
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 free 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>£8640 (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> <p>Topical contexts are being implemented into lessons and this engages children with other educational aspects.</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: 44%
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:
Forest Schools Friday. Forest Schools sessions throughout the year for year groups. Broad skills taught covering emotional and social educational phases.	Continuous discussions with Forest School staff about activities and tasks.	£7273 for 39 weeks	<p>Pupils can now DO:</p> <p>92% of children like Forest Schools and see it as an opportunity to adapt learnt skills.</p> <p>All year groups have encountered the Forest Schools experience.</p> <p>Activities linked into the needs of each class and individuals.</p> <p>Skills improved upon (evidence in Forest Schools books):</p> <ol style="list-style-type: none"> 1. Fine and gross motor skills 2. Balance 3. Communication skills 4. Teamwork. <p>Links into other learning topics such as Science and DT has also been very beneficial (see Forest Schools books)</p> <p>Y5 had a residential to Marrick Priory</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>Continue links into whole school curriculum (Science).</p>

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			and Y6 to East Barnby, where skills(see end of report) were applied in many different contexts such as: Rock Climbing, Abseiling, Orienteering and Walking.	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
Entry into Cluster events throughout the year.	PP attended Cluster PE meeting with other PE leads, where a timetable of events was produced for events throughout the year.	£0	Pupils can now DO: Attended sporting events so far: Cross Country (16 children 2 boys and girls from Y3-6),	Continue to participate in cluster events. Discuss the amount of activities for KS1.
Intra sports in PE lessons in House groups. Points won forward to Sports Day. Increased competition.	PP to arrange a timetable of sporting activities to be run in PE lessons. Plan, promote, participate.	£0	Swimming Gala (10 children), Tag Rugby (Y5: 9 children, Y6: 9 children),	Multi skills is easy to set up and could link with local schools as an after school event.
Family Fun Day: on a Saturday PM to engage with parents and children and promote teamwork.	Continue dialogue with parent helpers linked into Family Fun Day.	No cost.	KS1 Gymnastics (2 x Y1, 6 x Y2). Cricket (9 Y5/6 children, Dance (12 and Athletics (All KS2).	Look at the new set up for fixtures and see if this model is sustainable.
Ripon Panthers train on school premises impacting on increasing levels of participation.			WINNERS OF CLUSTER CRICKET AND DANCE EVENTS.	

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			<p>Service children lead the warm up at the regional event (May 19) showing leadership skills and knowledge.</p> <p>Attended all cluster events available.</p> <p>Pupils now SAY: Through pupil conferencing: 100% of children said that they enjoyed representing our school, which is amazing!</p> <p>But only 50% said they play sport outside school.</p> <p>The children have enjoyed participating against other schools.</p> <p>They see it as a positive and are very proud to represent the school.</p> <p>Our children have had the opportunity to play at local sporting grounds: Ripon Rugby Club and Ripon Cricket Club.</p> <p>Sporting Influence have run end of term games in PE. This has increased competition and level of performance.</p> <p>UNICEF football match organised to involve parents and children. Local football coaches referred to for advice.</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,

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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.