




MOORSIDE
**Moorside Primary School
and Nursery**
**Sports Premium Strategy
2020-21**





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**

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](#).



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. Chris and Will – Sporting Influence – weekly. 2. Hannah Smith – Dance (Zumba – Virtual lessons) 3. Forest School lead – Rachel Goss <p>Development of intra school (internal) competition in houses every half term to supplement competitive sports.</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>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>

Meeting national curriculum requirements for swimming and water safety Based on 2018-19 Y6 data as this was not measurable in the Summer term 2020.	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?	84.7%
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%

<p>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?</p>	<p>73.15%</p>
<p>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?</p>	<p>Yes.</p>

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: 2020/21		Total fund allocated: £23,645		Date Updated: October 2020	
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 MSA's to lead playtime activities taught through the games demonstrated during PE sessions with Sporting Influence. Ensure that a fitness club is offered to all bubbles. Eg Autumn PP after school club. Gym and games Club (LKS2 bubble) GP: Running Club(UKS2 bubble), Sporting Influence: After School Club (KS1 bubble)	Staff to carry out the games learned previously from Chris Doey but stay in bubbles. Y6 Play buddies not involved as of Autumn term 2020. *Track children not taking part for pupil conferencing. Analyse vulnerable groups attending fitness clubs? -MSA Performance management targets to link to delivery of 20-20-20 games and activities. 1 hour per week focusing on Gym and Exercise. Variety of Sports including: Cricket, Gym, Fitness, Tennis and Multi Skills. This is a free club so will be advertised to all children to maximise opportunities for children to take part in extra-curricular sporting activities.	As part of Sporting Influence annual fee £8,960 £1086			

<p>Our PE intent states that: <i>We provide opportunities for all children to engage in extra curricular (fitness) activities. Before (buddies), during (playtimes, lunchtime and PE lessons) and after school (multi sports, running clubs and competitive sports etc).</i></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: 5%</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>Fitness challenges for class winners across the school for PRIDE assembly awards..</p> <p>Eg Which class did the most miles this week (10 minute slot each day) through running</p> <p>Which class did the most skips this week?</p> <p>Which class did the most laps of the playground etc Children to suggest competitions.</p> <p>Wellness, Wellbeing and Motivational programme – Focused on specific children to meet need. “High levels of fitness and health of the children. Children to have higher levels of motivation and engagement with PE. Children to learn in new skills, sports and</p>	<p>Mr Price and school council to set fitness challenges for classes to complete. KS1/Ks2 differentiated.</p> <p>A variety of games need to be used which are linked into the 20-20-20 minute structure.</p> <p>Delivered by Sporting Influence specialists. Children to take part in a programme linking to fitness, well being and diet. 1 hour per week to develop confidence and motivation in sport, potentially impacting across the curriculum.</p>	<p>£543</p> <p>£4000</p>		

<p>Activities – linked to Growing up in North Yorkshire Survey and BOXALL</p> <p>Our Intent states that: <i>We endeavor to encourage not only physical development but also well-being, which is vital for our children.'</i></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 games sports equipment leading to high quality PE TA's to observe Sporting Influence for free CPD.</p> <p>Subject Leader lesson observations. (postponed due to Covid)</p> <p>The PE intent states: Our aim is to.... <i>'teach our children how to cooperate and collaborate with others as part of a team, understanding fairness and equity of play to embed life-long values.'</i></p>	<p>Teachers to work with Sporting Influence staff as well as PP by team teaching and observing best practice.</p> <p>Drop ins by PP for teacher Subject Knowledge and structure of PE lessons.</p> <p>-Forest school fitness -Sporting Influence -Year groups where the class teacher is teaching PE.</p> <p>Pupil engagement and leading in PE lessons eg leading warm up sessions so that they can keep themselves fit.</p>	Through Sporting Influence fee.		

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:
<p>Forest Schools. Forest Schools sessions throughout the year for year groups. Broad skills taught covering emotional and social educational phases.</p> <p>A variety of sports through Sporting Influence's PE lessons.</p> <p>Our PE INTENT states that: We teach lessons so that children:</p> <ul style="list-style-type: none"> • Have the opportunity to participate in P.E at their own level of development • Secure and build on a range of skills • Develop good sporting attitudes • Understand basic rules • Experience positive competition • Learn in a safe environment <p>Have a foundation for lifelong physical activity, leaving primary school as physically active.</p>	<p>Continuous discussions with Forest School staff about activities and tasks.</p> <p>-Autumn half term 2 focusing on Handball (KS2) using and applying same skills but in a different scenario.</p> <p>Different sports offered such as: Tchoukball and Unihoc, where the children can develop their skills but in a new exciting game scenario. Play Leaders could demonstrate the game at lunchtimes to KS1.</p> <p>Hannah Smith in school via ZOOM lessons using Zumba for Dance and Movement styles including strength, conditioning and fitness)</p>	<p>£3,537</p> <p>£300</p> <p>£100</p>		

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 (dependent on Covid 19 restrictions)	PP to contact PE Leaders and arrange events once it is safe to do so.	£1428		
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 through Sporting Influence competitions.	£686.40		
UNICEF Football match Staff v Children (June/July 2021) <i>Our intent states that:</i> <i>We teach lessons so that children:</i> <ul style="list-style-type: none"> <i>Have fun and experience success in sport</i> <i>to teach our children how to cooperate and collaborate with others,</i> <i>understanding fairness and equity of play to embed life-long values.</i> 	Plan, promote, participate. PP to ask Sporting Influence for participation of their staff. School Council to help with organization of the event alongside Play Buddies.	£30		

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.

Sessions 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 sessions 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.