



# 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**

Key achievements to July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• <b>Entries into Cluster events more consistent. Children proud to represent school and improve skills through this.</b></li> <li>• <b>Positivity around PE and the importance of exercise (Staff and Children).</b></li> <li>• <b>Equipment bought for playtimes and PE lessons.</b></li> <li>• <b>Inspirational coaches in to deliver PE, in co-operation with class teachers and Subject Leader.</b></li> </ul> <ol style="list-style-type: none"> <li>1. <b>Chris– Sporting Influence – weekly.</b></li> <li>2. <b>Hannah Smith – Dance (Zumba – Virtual lessons).</b></li> </ol> <ul style="list-style-type: none"> <li>• <b>Development of intra school (internal) competition in houses every half term to supplement competitive sports.</b></li> <li>• <b>Play Leaders from Year 5 for KS1 at lunchtime.</b></li> <li>• <b>After school sports clubs with Sporting Influence and Mr Price.</b></li> <li>• <b>Supplied School Football Club to aid development to support local football club.</b></li> <li>• <b>Influential sporting athletes to be role models.</b></li> <li>• <b>PE planning available in Staff Room.</b></li> <li>• <b>A/B Cycle of the Long Term Plan complete and used by staff.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Frequency of inter school competitions.</li> <li>• Links to local schools and sports clubs to embed the importance of PE outside school as well as in it.</li> <li>• Create a positive community affection towards exercise and sport.</li> <li>• Purchase of new goalposts through voucher from Sports sponsorship.</li> <li>• A variety of activities required to keep inclusive so all children can access (1:1 children)</li> <li>• Bikeability for UKS2.</li> <li>• Cloud based PE planning.</li> <li>• Staff Training to improve use of new equipment and staff confidence when teaching PE.</li> <li>• Monitor well being of staff and children (SDP 4)</li> </ul>

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?	%
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?	%
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?	%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes.

**Key indicator 1: The engagement of all pupils in regular physical activity of at least 30 minutes of physical activity a day in school.**

**“Our PE intent states that: 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)”.**

<b>Actions:</b> <b>(Intent)</b>	<b>Summary of objective.</b> <b>IMPLEMENTATION</b>	<b>Cost</b>	<b>Evidence and impact:</b> <b>IMPACT</b>	<b>Sustainability</b>
<b>Playtime activities to increase physical activity and skills:</b>  Daily physical activity: 20 minutes lunch, 20 minutes free play and 20 minutes structured play with MSA’s and Year 5 Play Buddies	Staff to carry out the games learned previously from Sporting Influence.  All children to take part in 20:20:20		Measured through PE data: Subject Leader Log for the whole school.	
MSA’s to lead playtime activities taught through the games demonstrated during PE sessions with Sporting Influence.	Play Buddies to carry out games modelled by Mr Price with a focus on Multi Skills and Teamwork.	£551 – Mr Price Play Buddies		
Increase variety of After School Sports Clubs.  Mr Price and Mr Doey to carry out Sports Clubs.	1 hour per week, per club, focusing on:  <b>Autumn:</b> Invasion Games. <b>Spring:</b> Multi Skills and Cross Country. <b>Summer:</b> Cricket, Multi Skills	Sporting Influence £8640 per year.		

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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.**

**‘Our Intent states that: We endeavour to encourage not only physical development but also well- being, which is vital for our children.’**

<b>Actions:</b> <b>(INTENT)</b>	<b>Summary of objective:</b> <b>IMPLEMENTATION</b>	<b>Cost</b>	<b>Evidence and impact:</b> <b>IMPACT</b>	<b>Sustainability</b>
<p>To enable the PE Leader to effectively lead, monitor and support PE development.</p>	<p>PE Leader to attend PE Cluster meetings. Management time to coordinate resources and monitor the impact of PE spending.</p>		<p>For subject lead to have a sound knowledge of PE across the school.</p> <ul style="list-style-type: none"> <li>• Monitoring both coach and staff lessons.</li> <li>• Assessment of planning, making sure all objectives are covered.</li> <li>• End of term/year data.</li> </ul>	
<p>To sharing sporting news from within school.</p>	<p>Sporting achievements of students to be displayed in a prominent location with high child traffic. News of school sporting achievements to be shared via school communications.</p>		<p>Children and parents to be aware of sporting opportunities and achievements within school.</p> <ul style="list-style-type: none"> <li>• Parents reading and responding to announcements made on communication platforms.</li> <li>• Pupil voice</li> </ul>	

Impact and Review 2022-2023.



**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.**

'The PE intent states: Our aim is to.... '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.'

Action: <b>INTENT</b>	Summary of objective: <b>IMPLEMENTATION</b>	Cost	Evidence and impact: <b>IMPACT</b>	Sustainability:
Subject knowledge improved and confidence using sports equipment leading to high quality PE	Staff Training Day: 31.11.22  Provide teaching staff CPD in PE. Upskill school staff in their ability to teach PE, games and school sports effectively.  Up skill teaching staff in providing progression of skills through lessons and assessing pupil progress.		For staff to feel more confident in the delivery of PE. • Staff questionnaires • Feedback from coach Increased attainment and progress by children from receiving quality first teaching. • PE assessment levels • Pupil voice • Lesson observations	This will give staff the confidence and skill set to use with their own class but also see progression across school.
Employ Sporting Influence for specialist PE provision.	Provide teaching staff CPD in PE.  Upskill school staff in their ability to teach PE, games and school sports effectively.  Up skill teaching staff in providing progression of skills through lessons and assessing pupil progress.		For staff to feel more confident in the delivery of PE. • Staff questionnaires • Feedback from coach Increased attainment and progress by children from receiving quality first teaching. • PE assessment levels • Pupil voice • Lesson observations	The children will have a better knowledge of sport for the future and will have developed their coordination along with other areas that will strengthen their bodies and help them to progress physically. Children who succeed and enjoy PE lessons are more likely to join afterschool clubs, out of school clubs and continue to participate in sports as an adult as well as benefitting from improved Mental Health.



<p>Increase in data scores (KS1 and 2) with focus on Physical Development in EYFS.</p>	<p>Upskill school staff in their ability to teach PE, games and school sports effectively.</p> <p>Up skill teaching staff in providing progression of skills through lessons and assessing pupil progress.</p>		<p>For staff to feel more confident in the delivery of PE.</p> <ul style="list-style-type: none"> <li>• Staff questionnaires</li> </ul> <p>Through professional discussion. Data analysis Monitoring of progress and next steps.</p>	
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.**

Our PE INTENT states that: We teach lessons so that children:

- 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
- Have a foundation for lifelong physical activity, leaving primary school as physically active.**

Action: <b>(INTENT)</b>	Summary of Objective: <b>IMPLEMENTATION</b>	Cost	Evidence and impact: <b>IMPACT</b>	Sustainability
Forest Schools. Forest Schools sessions throughout the year for year groups. Broad skills taught covering emotional and social educational phases. Target groups: Reception, Year 3	To offer new skills (EYFS and KS1).  To offer social and emotional support in a different setting (KS1 and 2).	£3120 (annual)– Helen Gillespie Forest Schools staff.	Increased physical activity, contribute to 30 minutes a day. • Pupil voice • Observations.  Purposeful play and learning will allow children to play and learn actively. • Observations • Photos • Resources • Data (EYFS Physical Development)	Develop a culture of participation in physical activity throughout the school, to improve wellbeing, happiness and health of all children.  The resources will last for future pupils to use.  Children will develop strength and co-ordination, enabling them to participate in physical activities with greater challenge and skill.  Fine motor skills will be improved which will have an impact on everyday activities and skills, such as handwriting and using tools.

Introduction of Bikeability in UKS2.	Children in UKS2 to learn Road Safety with regard to their bikes.		Increased attainment and progress by children. <ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Photo</li> <li>• Assessments.</li> </ul>	The children will have developed a life-long skill; bicycle handling skills, balance, co-ordination and confidence to ride on the roads safely.
To ensure all children are on track to swim 25 meters before the end of KS2.	All children to develop and progress in their swimming skills and have a good understanding of water safety	Parents to contribute.	All children will have access to swimming during their KS2 journey and be on track to swim 25 meters by the time they leave Year 6. <ul style="list-style-type: none"> <li>• Evidence – swimming assessments</li> </ul>	Children will have this skill for life and will be able to use it when they leave our school

<p>A variety of sports such as Netball, Cricket, Multi Skills, Tag Rugby, Athletics and Tchoukball through Sporting Influence's PE lessons.</p>	<p>To offer new skills and games to all children in school.</p>		<p>Purposeful play and learning will allow children to play and learn actively.</p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Photos</li> <li>• Resources</li> <li>• Data (EYFS Physical Development)</li> </ul>	<p>Children will gain a variety of new skills which can be transferred into different Sports.</p> <p>Increase confidence in the children when trying something new.</p>
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Impact and Review 2022-2023.

### Key indicator 5: Increased participation in competitive sport

**Our intent states that: We teach lessons so that children:**

- **Have fun and experience success in sport**
- **to teach our children how to cooperate and collaborate with others,**
- **understanding fairness and equity of play to embed life-long values.**

Actions: <b>INTENT</b>	Summary of Action: <b>IMPLEMENTATION</b>	Cost	Evidence and impact: <b>IMPACT</b>	Sustainability
Entry into Cluster events throughout the year.	Selection of KS1 and KS2 children exposed to competitive sport.		Children create a love for sport through the competitive element. <ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Competition registers</li> </ul>	Children will have experienced competition which may then encourage them to join other clubs both in and out of school.  Children will have opportunities to be more physically active.  Children will have opportunities to master their skills through participating in competitions.
Intra sports in PE lessons in House groups. Points won forward to Sports Day. Increased competition.	All children to be exposed to competitive sport within school.		Children create a love for sport through the competitive element. <ul style="list-style-type: none"> <li>• Pupil voice</li> </ul>	Children will have experienced competition which may then encourage them to join other clubs both in and out of school.  Children will have opportunities to be more physically active.  Children will have opportunities to master their skills through participating in competitions.
Sports Relief: Children v Staff Sporting events. March 2023	To show that sport is fun and easily accessible.	Drinks etc	Children create a love for sport through the competitive element. <ul style="list-style-type: none"> <li>• Pupil voice</li> </ul> Parents feedback.	Event can be organized annually to sustain the love of sport at Moorside.

**Impact and review 2022-2023**

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**Key indicator 6: To promote overall well being of the whole child.**

<b>Actions:</b> <b>INTENT</b>	<b>Summary of Action:</b> <b>IMPLEMENTATION</b>	<b>Cost</b>	<b>Evidence and impact:</b> <b>IMPACT</b>	<b>Sustainability</b>
To continue to run Nurture sessions for children identified as having an emotional need	To support the mental health and well-being of children.  To form trusted relationships No cost as staff already trained.  Children are able to relay worries, hopes and wishes and have their voice heard. • Children’s well-being and self-esteem will have improved.  To use techniques in whole class PSHCE lessons.	<b>No cost as adults already trained.</b>	Children are able to relay worries, hopes and wishes and have their voice heard. • Children’s well-being and self-esteem will have improved • Ability to express themselves and make sense of the changes around them. • To be able to go back into class in a calm and safe manner and engage in the lesson.	For children to feel supported and their well-being to improve. Children will then have this life skill when they leave our school which they will use later on in their lives and moving onto a new school
To hold a colour run event for the whole school as part of Holi week. <b>8<sup>th</sup> March 2023</b>	To be aware of cultural events around the world. To promote the health and well being of all children.	£84 powered colour and resources	All children in school will have the opportunity to participate in sport. • Observation • Pupil voice	Event to highlight festivals from other cultures and to become an annual celebration during Holi week.

**Impact and Review 2022-2023.**

<b>Expenditure as listed and inspection costs</b>	<b>Cost</b>
Key indicator 1 – The engagement of all pupils in regular physical activity of at least 30 minutes of physical activity a day in school.	
Key indicator 2 – The profile of PE and sport being raised across the school as a tool for whole school improvement.	
Key indicator 3 – Increased confidence, knowledge and skills of all staff in teaching PE and sport.	
Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils.	
Key indicator 5 – Increased participation in competitive sport	
Key indicator 6 – Well being	
Total Cost	

<b>Signed off by</b>	
Headteacher	
Date	
Subject Leader	P.Price
Date	September 2022
Governor	
Date	

### **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.