



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

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?	79%
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?	42%
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?	42%
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?	No (parent contributions)

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)”.

Actions: (Intent)	Summary of objective. IMPLEMENTATION	Cost	Evidence and impact: IMPACT	Sustainability
<p>Playtime activities to increase physical activity and skills:</p> <p>Daily physical activity: 20 minutes lunch, 20 minutes free play and 20 minutes structured play with MSA’s and Year 5 Play Buddies</p>	<p>Staff to carry out the games learned previously from Sporting Influence.</p> <p>All children to take part in 20:20:20</p>		<p>Measured through PE data: Subject Leader Log for the whole school.</p>	<p>Leaders will be able to see impact and what works well. Staff will see the impact this has on behaviours coming back into school and during playtimes (indicated through red/yellow card logs). This is part of the school day and is well implemented.</p>
<p>MSA’s to lead playtime activities taught through the games demonstrated during PE sessions with Sporting Influence.</p>	<p>Play Buddies to carry out games modelled by Mr Price with a focus on Multi Skills and Teamwork.</p>	<p>£551 – Mr Price Play Buddies</p>	<p>Observations during lunchtime.</p> <p>Pupil Voice:</p> <ul style="list-style-type: none"> • Favourite games • Next steps – play buddies leading specific areas/games 	
<p>Increase variety of After School Sports Clubs.</p> <p>Mr Price and Mr Doey to carry out Sports Clubs.</p>	<p>1 hour per week, per club, focusing on:</p> <p>Autumn: Invasion Games. Spring: Multi Skills and Cross Country. Summer: Cricket, Multi Skills</p>	<p>Sporting Influence £8640 per year.</p>	<p>Long Term Plan: Tennis Netball Running Football</p> <p>Pupil Voice for clubs TBC</p>	<p>Staff have the skill base and adaptability to provide a variety of sporting clubs. Staff also have the passion to sustain these clubs.</p>

Impact and Review 2022-2023

Sports Clubs are well attended and have provided Football and Multi Skills (Jan 23)

20/20/20 is working well in KS1 especially and now implemented in KS2. Children using corridor in KS2 to play structured games.

Pupil Voice:

“I like the games we play with Year 6. They are kind and helpful” Year 2 pupil.

“I like helping the older children with the games we play” Year 1 pupil.

In Early Years:

Ball Bouncing

Pearl practices bouncing the ball using alternate hands – breaktime games



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.’

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

Impact and Review 2022-2023.

Sporting Influence CPD attended with other PE Co-Ordinator's (Nov 2022). New aspects for assessment discussed as well as possible Ripon Cluster Sports run by SI. New assessment tracker which is specific to different element of PE to be rolled out to schools.

March 23: CPD afternoon with Sporting Influence. Updates on Deep Dives. Updates from other staff as to what this looked like. Crib sheet with questions given as a resource. Games modelled outside as to how to use space effectively, with progression shown from a basic skills to a developed game.

Updates of Sporting successes and participation shared on the school newsletter and the school Facebook page as well as in assembly.

Competitions accessed by KS1 and KS2 led by pupils at Secondary school – **aspiration**.

Monitoring done of Sporting Influence staff and advice asked for as required. Continued professional dialogue every week with Mr Doey. Planning saved on the system so we have a bank of lessons and ideas.

In the Early Years:

Balancing (Sept 22) - PD



Team work January 2023.

PD monitoring



Turn Taking: 23rd March

PD monitoring

T - move back if it's easy too get the ball in the hoop. The girls set up cones as their standing point for teams. P and J took turns to throw their balls into the hoop.



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: INTENT	Summary of objective: IMPLEMENTATION	Cost	Evidence and impact: IMPACT	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"> • Staff questionnaires <p>Through professional discussion. Data analysis Monitoring of progress and next steps.</p>	
<p>Impact and Review 2022-2023.</p>	<p>Staff Training: staff exposed to organisation of a lesson, skills/games were differentiated for each year group. Staff were effective and needed a few reminders but very pleased overall. I focused on TA input during this and they were effective in getting their ideas across and were supported and lead by teachers.</p> <p>Through discussions and feedback from this, all staff (100%) were more confident in what was being asked. Some staff already had strong PE subject knowledge and this was used as a tool when in group work during the session. TA's seemed more comfortable. Less is more when getting the equipment out.</p> <p>This shows the positive impact Sporting Influence ha had on staff CPD and confidence to deliver high quality PE lessons.</p> <p>Discussions with EYFS staff about development of skills throughout EYFS and what this would look like. Successful lesson walk through for Nursery. Staff followed advice given. Very positive. Reinforced the idea of keeping everything simple. Big impact!</p> <p>Sports Day 23:</p> <p>Multi skills activities shared with staff before the vent so that they have chance to familiarise themselves with it but also to help the children. It is important for everyone to feel confident and comfortable with the organisation of the day and associated participation.</p> <p>Y6 to help with KS1 Sports Day as Young Leaders. Event was successful.</p> <p>Parent Voice: Feedback</p> <p>"It was brilliant 🙌 the children all did amazing. Their smiles said it all ❤️ well done Mrs Thompson and the nursery team" 🙌</p> <p>"It was sooo sooo good! They did amazing" 🤍🤍</p> <p>"Thank you for an amazing morning, the children did so well"</p> <p>"Another fab day, thanks Team Moorside Primary School and Nursery" 🙌🙌</p> <p>"A brilliant day, thank you for all the hard work and effort"</p>			

“Thank you for a brilliant day! And well done to the year 6s”.







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: (INTENT)	Summary of Objective: IMPLEMENTATION	Cost	Evidence and impact: IMPACT	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"> • Pupil voice • Photo • Assessments. 	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"> • Evidence – swimming assessments 	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"> • Observations • Photos • Resources • Data (EYFS Physical Development) 	<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>
---	---	--	---	---

Impact and Review 2022-2023.

Bikeability:

The course trains riders to make independent decisions and practice safe and responsible cycling, through:

To produce thinking cyclists with the basic skills to enable them to gain further experience as a wheeled road user.

To promote cycling as an alternative, enjoyable and safe form of transport for young people which they will want to continue to adulthood.

To help pupils understand the difference between riding and playing on a bike.

To help pupils to identify faults on their bike which affect safety and understand the need to maintain their bike in a safe condition.

To help pupils understand the benefits of protective equipment such as helmets, lights, bells, reflectors and high visibility clothing

To help pupils - Make good and frequent observations

Choose and maintaining the most suitable road positions

Communicate intentions clearly to others

Understand priorities on the road, particularly at junctions.

Road safety in the Early Years:

The Reception Children used the playground to practice crossing the road safely. They stopped at the zebra crossing and waited for vehicles to stop before they could cross. Or, if there wasn't a cross...



PUPIL VOICE.

The course was completed and the children enjoyed it. 13 children took part.

100% of the children enjoyed the course explaining that “it was something different” and “a skill that I will use for the rest of my

life”.

53.8% of the children said they found it more challenging than they first expected.

The children discussed how much many more skills were involved that they thought and that looking after their bike was really important.

Year 5 (25) have been swimming this year (Autumn Term)

Year 4 (27) have been swimming this year (Summer term).

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: INTENT	Summary of Action: IMPLEMENTATION	Cost	Evidence and impact: IMPACT	Sustainability
Entry into Cluster events throughout the year.	Selection of KS1 and KS2 children exposed to competitive sport.		Children gain a love for sport through the competitive element. <ul style="list-style-type: none"> • Pupil voice • Competition registers 	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 gain a love for sport through the competitive element. • Pupil voice	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.

Impact and review 2022-2023	<p>Intra sports have been completed by Sporting Influence. Points added to House points (see PE wall).</p> <p>Pupil voice needed on this.</p> <p>Changed Sports Relief to Holi Run as this would have greater impact on School Development Plan as well as involving the community.</p> <p><u>KS1 Multi Skills at Outwood Academy (Cluster) run by Sporting Influence.</u></p> <p>10 children from Year 1 and 10 children from Year 2 attended the morning. FOMS provided a bus to transport the children.</p> <div data-bbox="595 994 1574 1220" data-label="Image"> </div> <p><u>PUPIL VOICE</u></p> <p>“I loved it! I liked doing football dribble and the running” Year 2 pupil “ I really enjoyed the speed bounce and the agility run” Year 1 pupil “I didn’t think I could run that fast” Year 1 pupil</p> <p>100% of the children enjoyed the experience. “Even though it was very hot” one child commented.</p>			
------------------------------------	--	--	--	--

LKS2 Multi Sports.



10 children from Year 3 and 10 children from Year 4 attended cluster.

100% of the children enjoyed the event and 90% wanted to come back next year. 10% of the children who didn't want to come back suggested that the activities weren't as challenging.

"It was brilliant. I nearly overtook Cameron in Year 4" Year 3 child.

"I'm good at football and that was my favourite" Year 3 child.

"I liked working as a team to score the most points and beating the others schools" Year 4 pupil.

"I improved my skills and I enjoyed it" Year 4 pupil.

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

Actions: INTENT	Summary of Action: IMPLEMENTATION	Cost	Evidence and impact: IMPACT	Sustainability
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.	No cost as adults 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 • 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. 8th March 2023	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.

Nurture sessions in the afternoons or as ongoing development during 1:1 times.

School Council helped organize Holi Run for whole school with Parents/Carers invited to run too. Just Giving page to be set up for Action Duchenne to raise funds and awareness.

Holi Run: see pupil voice below.

A successful Colour Run. In excess of £800 (13th March). The children enjoyed it and felt great about it. They loved the paint and would like to do another one next year. The learning behind Holi as a religious festival was engaging with videos used. Using the charity, Action Duchenne, raised awareness and support for a child in school. The event was then reported on and put on TV. Lots of engagement with parents as well as realizing that exercise can be fun! Action Duchenne provided bands, badges, balloons and banner and have shared our video, with our permission, to their website. Positive impact.

Pupil Voice:

EYFS: “When I was running with my friends, I turned into a rainbow” Dougie.

“I got paint on my nose and it was fun” Evie

Year 1: “I liked running and getting colour on me” Ivy and Cooper.

Year 2: “ Being shot by the water gun was the best thing” Harlow

“Having my family there to cheer me on” Phoebe.

Year 3: “I think the best part of the holi run was getting the powder thrown at us. I liked organising it too and setting up the tables” Trinity

Year 4: “I enjoyed getting coloured in the powder” Cameron

Year 5: “The best part was the paint throwing as I got to do it!” Beni

“I enjoyed doing the run and getting covered in paint” Chloe

Year 6: “I enjoyed getting covered in paint and raising money for charity” Erin.

Expenditure as listed and inspection costs	<u>Cost</u>
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	

Signed off by	
Headteacher	C Rowett (swimming data TBC)
Date	24.7.23
Subject Leader	P.Price
Date	July 2023
Governor	All governors at FGB June 2023
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

Created by:



Supported by:



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.