

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

*2021-2022 Sports Premium  
Report  
Moorlands Primary School*

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- 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](http://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.

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 by the end of the summer term or by **31<sup>st</sup> July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. 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 pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p><b>Cricket:</b>            CPD cricket sessions for the Summer term for Years 3,4 and 5– new class teachers could observe and team teach with a coach from Staffordshire Cricket Club. They were also directed to the resources on the Website Chance to Shine which all staff can register and have access to.            During lockdown – Chance to Shine provided weekly sessions which could be sent to pupils through google classrooms so that they could take part in cricket skills at home.</p> <p>All Sport cricket afterschool club for Years 1 and 2. The 18 places were taken and children were provided with cricket equipment that could be used at home as well as in the after school club. Children had 8 weeks of cricket coaching. Cricket sessions have been organised for summer 2022 with staff in school and an after school club for Years 1 and 2.</p> <p><b>After school clubs</b>            The after school clubs which the Albion Foundation provided were targeted at a class per half term. The impact of focusing on a class rather than a Key Stage was that the clubs were full and 1 class had a waiting list. The multi-skills elements meant that the club could target the interests of the individual cohort and allowed children to experience different sports eg, javelin, tag rugby, hurdles etc.</p> <p>Daily Mile was placed into the timetable after the lockdown in the Spring term to increase pupils' physical activity. Pupils were more active.</p> <p><b>Class bubbles:</b>            As classes were in bubbles for breaks and dinner times, there were less pupils on the playground so there was a greater space for pupils. Each class had their</p>	<p>To develop the participation of physical activities at break times and dinner times through the use of apparatus and to develop gross motor skills eg, climbing wall.</p> <p>Lunchtime supervisor training with the Local Authority on playground games and activities to engage children in physical activities.</p> <p>For all pupils in EYFS and Key Stage 1 to receive bike ability sessions. Aim: for the member of staff to train other staff in order for more sessions to be delivered.</p> <p>Dinnertime: school buddies in Upper Key Stage 2 to lead on games and physical activities for pupils in Key Stage 1. Pupils to be trained and a rota to be completed so that pupils lead on different days.</p> <p>Develop the range of sporting experiences in and after school. Aim:. After school clubs to provide a greater amount of different activities. Use of the Albion Foundation as support.</p> <p>To engage with the Commonwealth Connexion Project – this focuses on developing physical activity and experiences for pupils in schools.</p> <p>To take part in sporting competitions with other schools in the local area. (Utilita kids cup –Year 6)</p> <p>To develop links with other schools and organisations to increase the range of activities that the school can provide.</p> <p>Swimming model change at Moorlands – Year 4, 5 and 6 to have a term an academic swimming rather than half a term.</p>

<p>own resources, this led to an increase in physical activities, some classes developed their skipping skills, use of a hoola-hoop, increased participation in football from girls. Engagement in tennis in the summer term.</p> <p>P.E. lead has engaged with the Level 5 subject leader specialism training. This has empowered the leader to further develop progression maps and medium term planning to support staff.</p> <p>Whole school events completed in bubbles: School sports day activities – different activities and events that all children take part in rather than focused on a particular event/s. Connor5Foundation – skipping challenge. For the whole school to achieve 100,000 skips over a couple of weeks. Raising awareness of the importance of defibrillators.</p>	<p>Gymnastic coach to support and upskill staff as school has 50% of the school has not had this professional development.</p>
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Meeting national curriculum requirements for swimming and water safety.	Currently swimming has ceased due to lockdown / tier measures.
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	66%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	66%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	66%
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?	No

## 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 pupils today and for the future.

Academic Year: 2020/21		Total fund allocated: £17,779 + 1,300 not spent 2020-2021		Date Updated: October 2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					36%
Intent	Implementation			Impact	£6,920
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	
Increased participation in physical activity for identified pupils promoting healthy Lifestyles which are led by a sports coach Pupils enjoy a broad range of sports activities.  To train an additional member of staff to become a forest school Assistant to support the Forest School leader on outdoor activities for all classes  Impact: Forest school sessions will impact on pupils problem solving skills while participating in physical activities. E.g., den building, rope swing etc.	Albion Foundation 1 x a week targeting in Key Stage 1 at dinnertimes Cricket – All Stars for pupils aged 5-8  A HLTA to be trained as a forest school level 2 to support and develop capacity for forest school activities alongside the Level 3 trained class teacher,to increase pupil’s physical activities through team building and problem solving sessions.  After school club for Forest school. Forest school for targeted children	£950  £720  £650 training and Cover £600 part amount as training is for 5 days	Pupil are learning new skills in Key stage 2 they are learning to play tag rugby – mainly Year 5 and 6 pupils(25 mins) Key Stage 1 a mixture of Year 1 and Year 2 pupils are learning dodging and throwing skills (25 mins)  Member of staff has been trained and Reception are having weekly Forest School sessions.	Albion Foundation to continue next year. All classes will have the opportunity to have the games objectives taught by the Albion and class teachers to observe and team teach. Albion to continue to target pupils at dinnertime and develop tag rugby and throwing and catching skills. Reception will have Forest school sessions weekly and there will be an after school club.	



Increased engagement in physical activities through the Commonwealth Connexion Project	Work with the lead school in the cluster to develop 10 children to become 'Change Makers'. Schools to showcase a Commonwealth event. Children to lead on physical activities in the Key Stage 1 and Key Stage 2 playground targeting identified children. Commonwealth games inspired 2022 Sports Day	£1000 for cover and time to work on the project	2 x days of working with the other school and pupils. Pupils designed an event that was added to the sports day in June. Pupil P.E leads are organising games with pupils in Key Stage 1 at a dinner time. Sports Day was delivered in June and successful – P.E. leads were involved. 30 pupils across Key Stage 2 have worked with a choreographer to produce a dance which reflects an aspect of the Commonwealth. In June the children performed at Wednesbury Town Hall with other schools.	P.E. leads will lead on sports activities at dinner times and train up pupils in Year 5 as part of their legacy. Link with the local schools to hopefully lead to an annual showcasing of dancing.
Increased engagement in physical activities which develop co-ordination and gross motor skills – purchase of a climbing wall for Key Stage 1 Impact: Development of pupils co-ordination skills Gross motor skills are practised and improved. Pupils' enjoyment of a different type of sporting activity.	To enhance the equipment previously purchased. Climbing wall to be used in EYFS to support physical development in curriculum times. Key Stage 1 to use in break times and lunch times. Interventions for pupils who struggle with gross motor skills to use as targeted sessions. <b>This will be changed to a modular – climbing pod.</b>	£3,000 part payment towards	Modular climbing pod completed in May 2022 Pupils in Key Stage 1 and Reception use it continuously at break times, dinner times and in curriculum times to help with gross motor skills. Targeted pupils in Reception have increased access to this.	Pupils in Key Stage 2 have brought up wanting a version for themselves in the Key Stage 2 playground and they are keen to climb.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				42%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£8,100
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>Sports coach to support the teaching of P.E. and will lead on an after-school club</p>	<p>Albion Foundation to target different year groups per half term for the after school club. Albion Foundation.</p>	<p>£2,500</p>	<p>After school clubs have been provided each half term and all classes from Y1-6 have the opportunity. They have been oversubscribed and there is a waiting list – for the Albion and the gymnastics.</p>	<p>Albion and gymnastics after school clubs will continue. Class teachers will be leading on an activity for a half term to increase sport capacity.</p>
<p>Gymnastic to team teach and support the teaching of gymnastics across the school</p> <p>Impact: Pupils are highly motivated to achieve their best in lessons Pupils are empowered to lead on sporting activities Pupils develop key skills Behaviour across school is good</p>	<p>Gymnastic coach teaches for half a term a year group to develop pupils skills and staff's knowledge of gymnastic skills. After school club for gymnastics is for a different class each half term. Classes in Years 1 and 2 to have a term of gymnastic throughout the year to develop gross motor skills and co-ordinations.</p>	<p>£4,500</p>		
<p>Purchase of P.E. hub. P.E. co-ordinator to lead on the planning on P.E. sessions</p> <p>Impact: P.E. and support to have an increased profile across the school</p>	<p>Complete a P.E. questionnaire – pupils and staff. P.E. co-ordinator provides medium term plans to support staff with P.E. sessions P.E. lead to monitor P.E. sessions and pupils' opinions on P.E.</p>	<p>£500 P.E. hub Leadership time £600</p>	<p>P.E. hub continues to support teachers with planning when their class is not supported by the Albion or gymnastics.</p>	<p>Re-subscribed as it is used by teachers for medium term planning and support for delivering particularly dance.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	£7,000 allocated in KI2
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Staff are confident in teaching a range of activities in PE.</p> <p>Impact: Pupils look forward to and enjoy making progress in all PE lessons Staff become empowered to lead on teaching P.E. skills – invasion, gymnastics and dance</p>	<p>CPD received from the Albion Foundation on Invasion games.</p> <p>Lunchtime supervisors training through the Local Authority on organising games to increase physical activity at dinner times.</p> <p>Team teaching alongside the gymnastic coach for staff members who have not previously received this support.</p> <p>Deputy Head to support staff with the teaching of dance (teaches dance outside of school)</p>	Funding has been allocated in KI2 previously	Staff feel more confident at teaching P.E and are teaching this independently when not having access to the Albion or gymnastic coach. Dance remains an area that they feel less confident with	To develop staff's confidence with teaching the dance elements of P.E.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12%
Intent	Implementation		Impact	£2440
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase participation in After School	Albion to target a year group each	£720	After school clubs have been	Albion and gymnastics after



activities Impact: pupils to be offered an increased range of sport activities.	<p>half term Years 1-6</p> <p>All stars Cricket for pupils in Years 1-3 (18 pupils)</p> <p>P.E. resources audited and additional resources purchased eg, archery, golf etc.</p> <p>Summer term – football matches between local schools for Year 6</p>	£720	provided each half term and all classes from Y1-6 have the opportunity. They have been oversubscribed and there is a waiting list – for the Albion and the gymnastics.	school clubs will continue. Class teachers will be leading on an activity for a half term to increase sport capacity.
Increased engagement in physical activities through the Commonwealth Connexion Project	<p>Work with the lead school in the cluster to develop 10 children to become 'Change Makers'</p> <p>Cost of transport to the Commonwealth events in the Summer term</p> <p>Supply costs for staff to take the pupils to the events</p>	£1,000	<p>2 x days of working with the other school and pupils. Pupils designed an event that was added to the sports day in June. Pupil P.E leads are organising games with pupils in Key Stage 1 at a dinner time. Sports Day was delivered in June and successful – P.E. leads were involved.</p> <p>30 pupils across Key Stage 2 have worked with a choreographer to produce a dance which reflects an aspect of the Commonwealth. In June the children performed at Wednesbury Town Hall with other schools.</p>	<p>P.E. leads will lead on sports activities at dinner times and train up pupils in Year 5 as part of their legacy.</p> <p>Link with the local schools to hopefully lead to an annual showcasing of dancing.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
Intent	Implementation		Impact	£2,000
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To investigate increased opportunities for competitive sport opportunities  Impact: Increase in pupils participating in competitive sport and having an increased profile across the school. Parents are informed of competitions	To offer competitive sporting opportunities through after school clubs and in school competitions  To take part in the range of competitive sports that the Albion Foundation offer over the year in the West Midlands (not just football competitions) Utilita Kids Cup Tournament  To take part in gymnastic display and competition working with a local secondary school – Wood Green Academy aimed at Key Stage 2 pupils	£2,000 cost of transport and staffing costs	Year 5 and 6 took part in two football competitions with the Albion Foundation Autumn and Spring term – mixture of boys and girls.	Increased competition between schools and Albion Foundation competitions

Signed off by	
Head Teacher:	Kate Roberts
Date:	October 2021 update March 2022 end of year update July 2022
Subject Leader:	Davinder Singh
Date:	October 2021 update March 2022 end of year update July 2022
Governor:	Elaine Benbow

Date:	October 2021 update March 2022 end of year update July 2022
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### Money not spent due to lockdown from 2020-21

Intent	Implementation		Impact	£1,300
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To investigate increased opportunities for competitive sport opportunities	To offer competitive sporting opportunities through after school clubs and in school competitions – linked to K15	£1300 coach fees and staff release	This has allowed the P.E. lead to lead the Commonwealth project so that it was successful and take part in some sporting competitions. The P.E. Lead achieved the level 5 in subject specialism and achieved the Bronze P.E award	P.E. to achieve the Silver P.E. award. Use of release time and coach fees so that pupils can take part in competitive events.