



Moorlands Junior and Infant School

**Primary PE and Sport
Premium Report 2021-2022**

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

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](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Key:

Junior School

Infant School

Both schools

Total amount carried over from 2019/20	£0	£0
Total amount allocated for 2020/21	£18,240	£17,130
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0	£0
Total amount allocated for 2021/22	£18,070	£17,030
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,070	£17,030

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	<p>Due to the ongoing impact of Covid, all of our Year 6 children missed out on crucial swimming lessons in Year 4 and a two-week intensive course in Year 5. Therefore, they had a two-week intensive course in Year 6, however, absence was high for one of these weeks.</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.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> <p>Please see note above</p>	55%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	55%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	47%

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

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:		Date Updated:	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					<p>Percentage of total allocation:</p> <p>96%</p> <p>99%</p>
Intent	Implementation		Impact		
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?:	
<p>1) Increase physical activity before and during the school day in line with Government and Ofsted recommendations.</p> <p>2) Promote fitness, lifestyle choices and mental well-being for children through physical activity.</p> <p>3) Increase water confidence in Y6 non-swimmers (missed out on swimming sessions due to COVID)</p> <p>4) Promote active travel to school (5-minute bubble, walk to school week etc)</p>	<p>1) Introduction of 'Moorland Mile' twice a week, allowing children to run dedicated running track for 10 minutes. Introduction of In2Sport clubs afterschool as well as continuation of existing sports clubs</p> <p>2) Ensure all classes are receiving two hours of PE provision per week excluding playtimes. Provision at lunchtimes to be improved through introduction of play leaders (Y6 children) and lunchtime duty staff to be provided with CPD to upskill play leading. In2Sport provision to extend to one lunchtime per week to model excellent play leading to staff. TA support has also been given during weekly outdoor learning sessions, promoting positive lifestyle</p>		<p>£200</p> <p>£11,500</p> <p>£12,500</p> <p>£400</p> <p>£400</p>	<p>1) Moorland Mile has been popular every session, with children commenting on how much they have enjoyed it, how they have beat their personal bests and how they are able to go slightly further each week. Physical fitness in children who have attended has increased. After school clubs have been successfully run by In2Sport and the children attending have enjoyed these, especially where they have learnt new skills/sports.</p> <p>2) Pupils across the school are receiving two hours of PE teaching per week. Y6 play leaders has had a positive start</p>	
				<p>1) Target more children requiring more physical activity to attend the Moorland Mile. Survey parents to find out sport clubs that garner the most interest to ensure that these clubs are offered during 22-23 to increase numbers of children at clubs. PPG children to be offered paid for spaces at after school clubs to ensure equality and accessibility for all.</p> <p>2) Timetable pressures have meant that finding two hours per week has been challenging for some classes, however, teachers have still provided this. Next year, we will look at providing one hour of PE during</p>	

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	<p>choices and mental well-being for the children.</p> <p>3) Y6 children identified as not being able to swim 25m unaided to be taken swimming in order to achieve this.</p> <p>4) Eco team continue to raise the profile of active travel to school through walk to school week and the 5-minute bubble.</p>	<p>£4000</p> <p>£4000</p> <p>£1200</p> <p>£0</p>	<p>and has been well-received by the rest of the children. Staff CPD was successful and provided staff (TAs) with the skills and confidence to encourage more play at playtimes. In2Sport lunchtime provision has been successful in encouraging more children to play a range of sports. These sports have also been played on days where In2Sport are not present.</p> <p>3) 55% of our Year 6 cohort can competently swim 25m in a range of strokes. This data is low due to the ongoing impact Covid has had on this cohort of children. They did not have Year 4 swimming lessons due to covid, and missed their Year 5 course due to a 'bubble' closure (related to covid). We then had low attendance during the second week of the two-week course in Year 6.</p> <p>4) More families now travelling actively to and from school.</p>	<p>PPA sessions. Y5 children will need to be trained to be play leaders for the 22-23 academic year and profile of play leaders will be raised to increase. Play leaders (staff and children) to be more closely monitored to establish impact and specific next steps for CPD. In2Sport to be utilised further next year for play leader support - lunchtime staff to observe In2Sport coaches at lunchtime so that best practice can be shared.</p> <p>3) Swimming will be a part of the Year 4 curriculum in 2022-23, with the whole cohort attending a two-week intensive course. Year 5 and 6 children who need swimming lessons will also attend swimming sessions.</p> <p>4) Continue to work with the Eco team in 22-23 to ensure that as many members of our community are travelling actively to school.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				7%
				7%
Intent	Implementation		Impact	

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>1) Increase resilience and team working skills in children through re-launching houses, improving sport offer in lessons, inspiring children through athlete visit and re-launching sports day after COVID.</p> <p>2) Increase in PE time across the schools to improve physical and mental wellbeing in children</p> <p>3) PE lead role (auditing equipment, looking at progression of skills and foci of each year group's provision)</p>	<p>1) School council worked with PE leader to come up with short-list of inspirational sporting stars. Pupils voted for their top four. Children to participate in sports day in their houses (first time houses being used). Katina Hart visited school in Term 5 to deliver whole-school assembly and fitness circuit. GetSet4PE scheme of work bought and implemented in Term 3 to provide consistency in teaching across the schools.</p> <p>2) Ensure all classes are receiving two hours of PE provision per week excluding playtimes. Children come to school wearing their PE kit to ensure timetabled time for PE is utilised effectively.</p> <p>3) PE team members audited PE equipment November 2021 to identify gaps in equipment</p>	<p>£1000</p> <p>£1000</p> <p>£275</p> <p>£275</p>	<p>1) Increased sense of comradery amongst children following introduction of houses. GetSet4PE scheme has given staff confidence in providing good PE lessons to all pupils. Katrina Hart visit was very successful - lots of money was raised for the company we worked with. PE leader received positive feedback from children and parental community. Impact was so great that the children voted for Katrina Hart to be a new house name.</p> <p>2) Pupil voice has shown that children enjoy having longer/more PE sessions throughout the week. The children enjoy participating in a range of activities, being active, and in a different environment to the classroom.</p> <p>3) Following an audit of PE resources, missing resources (or resources needing replacement) have been noted and will be purchased for 22-23 academic year.</p>	<p>1) Introduce intra sport house competitions termly to raise the profile of PE and increase wellbeing and resilience.</p> <p>2) Continue to ensure PE is given two hours curriculum time per week and monitor the impact of the PE provision provided. Ensure high-quality teaching across the schools.</p> <p>3) Equipment identified as missing from the audit to be ordered in time for Sept 22-23 to ensure that all lessons have adequate equipment.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6%
				6%
Intent	Implementation		Impact	
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:
1) Empower staff to develop practice to support and challenge children during PE lessons	1) GetSet4PE scheme purchased for use throughout the schools, meaning that PE provision is now consistent across the federation. Teachers directed to share best practice from In2Sport CPD with partner teacher to embed skills and 'spread' the impact of the CPD.	£1000 £1100	1) During professional dialogue with staff, they have shared how easy to use the scheme is, how having this scheme has improved their PE teaching and confidence, and that this has had an impact on the progress of their pupils. Many year groups have shared best practice with their partner teacher	1) GetSet4PE assessment tool to be utilised from September 2022 to keep track of progress of vulnerable groups. Staff to follow curriculum map on GetSet4PE closely to ensure that skills are being taught progressively across the schools. Staff more closely monitored in terms of sharing best practice to ensure that this is consistently being shared.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				1%
				1%
Intent	Implementation		Impact	
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>1) Offer a range of sports clubs to children 2) Introduce play leaders, including a weekly 'personal challenge' and a range of games to play 3) Sports Day to be altered to ensure a range of skills are being covered (FMS, GMS etc)</p> <p>Additional achievements:</p>	<p>1) Throughout the year, KS1 pupils have had access multi-skills, netball, martial arts and dance clubs. KS2 pupils have had access to football, netball, tag rugby, cricket, gymnastics, multi-sport, martial art and archery club. Clubs have had good numbers generally and children enjoy the clubs. 2) Play leaders (Y6 and lunchtime staff) have been introduced. Y6 play leaders run a weekly personal challenge to encourage children to try a new activity or build on a pre-existing skill (e.g. how many skips can you do in 1 minute?). Play leaders also have a range of games and equipment to encourage other children to play, which supports those who don't know what to play, who have no one to play with, or are bored of the games they already know. 3) Sports Day to be re-launched following hiatus after COVID. Children to participate in a range of activities that cover a wide range of sporting skills (fine and gross motor skills, hand-eye/hand-foot coordination, team work, communication) to ensure that all children enjoy sports day.</p>	<p>£200 £250</p>	<p>1) The football and netball teams have had huge success during county competitions as a result of the sports clubs that the teams attend. Sport clubs have had positive feedback from children and parents. 2) Play times have been successful and more children are physically active during these times. The Y6 play leaders have enjoyed their role and taken it very seriously in encouraging other children to participate in a range of sporting activities. 3) Parent and pupil feedback was positive; parents thought that a range of events in the morning was a great way to allow children to have a go at many different things and the children liked that there was at least one thing they were 'good' at. Parents commented that the atmosphere was supportive and inclusive.</p>	<p>1) Ensure that vulnerable groups have the opportunity to attend sports clubs. Gather parent feedback regarding sports to ensure that sports clubs during 22-23 are well-attended. 2) Y6 leaders to have higher profile in next academic year and be supported through more training from PE leader. Lunchtime duty staff to be monitored and supported to ensure that playtimes are being utilised effectively. 3) Use parent feedback to consider ways to manage timing of event next year. Continue to run sports day with a carousel of events to ensure inclusivity.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
				0%
Intent	Implementation		Impact	
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:
1) Provide opportunities for SEND/PPG/vulnerable groups to attend after-school clubs 2) Increase the number of inter school events and ensure a range of children attend	1) Since clubs have been regularly re-instated, they have been offered to the whole school. Due to the introduction of these sporting clubs and using a new provider, not as much work around vulnerable groups attending clubs has been done. However, there are firm plans in place for September 2022 with In2Sport. 2) Range of sports events have been attended across KS2. The KS1 event was cancelled due to external moderation. Children who did attend these events were children who would not usually be invited to sporting events, such as those with additional needs.	£0	2) The events that we have attended have been a huge success. The children have commented on how much they enjoyed the events. The events entered were aimed at children who enjoy PE but don't always have the opportunity to take part in events due to additional needs. The children were thrilled to be able to attend an event and represent the school. Their mental wellbeing was positively impacted by attending these events.	1) Arrange with club leaders (including In2Sport) method of including vulnerable groups into clubs without this cost impacting the families. 2) Continue to enter events to allow a range of children to represent the school in order to increase wellbeing and pride in wearing the Moorlands uniform! Aim to monitor who attends events using tool on GetSet4PE so we are able to track this during the pupils' time at Moorlands.

Signed off by	
Head Teacher:	Miss Louisa Sellars
Date:	22.07.22

Created by:



Supported by:



Subject Leader:	Emily Bone
Date:	22/07/22
Governor:	
Date:	