



Moorlands Junior and Infant School

**Primary PE and Sport
Premium Report 2022-2023**

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



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](#).



Created by:



Supported by:



Details with regard to funding
Please complete the table below.

Key:
Junior School
Infant School
Both schools

Total amount carried over from 2021/22	£0	£0
Total amount allocated for 2021/22	£18,070	£17,030
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0	£0
Total amount allocated for 2022/23	£18,070	£17,030
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£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, Year 4 children attended a two-week intensive course of swimming in terms 3 and 4. Children in Year 6 who were unable to swim were also offered a place to go swimming with the Year 4s.</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>	78%
<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>	78%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	78%

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: 2022/23		Total fund allocated:		Date Updated:	
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					Percentage of total allocation: 50% 61%
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?:	
1) Increase physical activity outside of curriculum provision	1a) Survey parents to find out sport clubs that garner the most interest and offer these clubs 1b) Bring clubs 'in-house' to ensure PPG & vulnerable groups can access these clubs 1c) Promote the Moorland Mile to ensure more children participate		1) £200	1a) Our community was surveyed and clubs were chosen based on this. Since then, clubs have been well attended and attendance has improved over the course of the year. 1b) Clubs are now run in-house (as opposed to being run by club providers) and vulnerable/PPG children have attended every club. 1c) Moorland Mile location was moved in response to feedback, but then uptake was low so relocated back to original location, where uptake increased again.	
2) Promote fitness, lifestyle choices and mental well-being for children through physical activity.	2a) Address timetabling pressures (fitting 2 hours of PE into timetable per week) by bringing in external providers to lead 1 hour of PE per week. 2b) Ensure all PE provision is high quality (from both external providers and school staff) 2c) Promote Play Leaders (Year 5 and 6 children) and lunchtime staff		2c) £5815 2c) £11025	1) Continue our varied sports club offerings and ensure a range of vulnerable/PPG/SEND children are invited to attend these. Member of staff in charge of clubs to remain the same to ensure consistency. Moorland Mile to continue into 23-24, being relaunched in September to reach more children/families. 2) One hour of PE per week will continue to be delivered by a PE specialist, but this will be an in-house specialist. This ensures that we can still deliver two hours of PE per week for all our pupils. Monitoring of delivery will continue to take	

Created by:



Supported by:



<p>3) Increase water confidence in Y6 non-swimmers.</p> <p>4) Promote active travel to school.</p>	<p>to ensure that playtime provision is active.</p> <p>3a) Swimming will be re-introduced to the Year 4 PE curriculum. All Year 4 children will attend and any Year 6 non-swimmers will attend a two-week intensive swimming course.</p> <p>4a) Work with the Eco team to promote cycle to school, walking to school, scoot to school and 5-minute bubble</p>	<p>3) £3000</p> <p>3) £0</p> <p>4) £0</p> <p>4) £0</p>	<p>In2Sport and the other hour is either CPD with In2Sport or delivered by the class teacher.</p> <p>2b) Monitoring of lessons has taken place throughout the school year. Some of this monitoring has been in collaboration with the In2Sport Area Manager for quality assurance. The delivery of PE has improved since the purchase and implementation of the GetSet4PE Scheme.</p> <p>2c) We had 37 Play Leaders this year, all of whom participated in training with PE subject leader. This was closely monitored by the subject leader. Children enjoyed playing with play leaders, although based on pupil voice and observation, it was far more successful with children in the infant school. How to support KS2 with play through play leaders will be addressed Sept 23.</p> <p>3a) Our swimming data has drastically improved since 21-22.</p> <p>4a) More families now travelling actively to and from school.</p>	<p>place. This will be carried out by the PE subject leader. Play Leading will continue. There will be a focus on supporting KS2 with successful playtimes (thorough pupil voice).</p> <p>3) PE subject leader to continue to investigate alternative swimming coaching to reduce cost to families and to provide swimming lessons for a wider range of pupils (not just children in Year 4). Swimming lessons for 23-24 Year 4 children has already been booked. We are still seeing the impact of COVID-19 and hope that by 24-25, our swimming data will be significantly higher.</p> <p>4) Continue to work with the Eco team in 23-24 to ensure that as many members of our community are travelling actively to school.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>40%</p> <p>34%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	

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, social skills, teamwork skills and mental and physical well-being</p> <p>2) Provide high-quality CPD and share best practice to ensure high-quality PE teaching across the schools.</p> <p>3) Provide high-quality resources for PE provision</p>	<p>1a) Introduce termly intra-sport house competitions to raise the profile of PE and increase sense of unity</p> <p>2a) Use external provider to provide targeted CPD to staff based on staff survey results.</p> <p>2b) Monitor external provision and school staff teaching to ensure high-quality teaching and to signpost staff to staff demonstrating best practice.</p> <p>3a) PE Subject Leader to audit resources required based on existing equipment and equipment needed for continuous provision (EYFS/KS1) and PE lessons (whole-school).</p>	<p>1) £1100</p> <p>1) £1100</p> <p>2) £5,500</p> <p>2) £4,200</p> <p>3) £500</p> <p>3) £500</p>	<p>1a) Intra-sport competitions have been very successful in increasing resilience and team work, as well as giving the children an opportunity to find an area of sport that they particularly enjoy (each term focused on a different element of PE, such as balance or endurance). Children enjoyed working as a team to earn points for their house, which contributed to the final score of the year.</p> <p>2a/b) High quality CPD has been provided to all teaching staff throughout the year which has been quality assured by the PE subject leader and the Area Manager of In2Sport.</p> <p>3a) New resources were ordered and been arranged in the Infant and Junior cupboards. This will be carefully monitored to ensure resources are use and put back carefully. The impact of new resources will be more evident in 23-24 when they can be used throughout the year.</p>	<p>1) Continue with intra-sport competitions accumulating in Sports Day. Carry out pupil voice to find how children would like to move forward (i.e. same activities or different every two years?).</p> <p>2) With reduction of CPD hours per week in 23-24, use a model where best practice can be shared so staff are providing each other with CPD.</p> <p>3) Continue to audit resources and budget for updating old resources.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	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:
1) Use GetSet4PE to deliver high-quality PE lessons with effective support and challenge to cater to all our children	1a) PE Subject Leader to monitor the delivery of GetSet4PE content to ensure consistency across the schools 1b) Utilise GetSet4PE assessment tool to allow for whole-school analysis of progress and ensure staff are able to use GetSet4PE flexibly to suit the changing needs of their pupils.	1) £205 1) £205	1a) PE delivery across the school is consistent and the progression of skills is clear for all staff to see. Staff enjoy using the scheme and children enjoy their lessons. 1b) The assessment tool is useful, although not yet consistently used and needs to be made more user-friendly by being electronic.	1) Ensure assessment tool is being used consistently. Develop a tool that can be completed using staff iPads for ease of use.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:

<p>1) Offer a range of sports clubs based on parental feedback</p> <p>2) Year 5 and Year 6 Play Leaders to have higher profile to ensure playtimes are active for all.</p> <p>3) Use parent, pupil and staff feedback to run Sports Day in Summer 2023 to ensure all children are able to participate in a range of activities (FMS, GMS, team, individual etc)</p> <p>Additional achievements:</p>	<p>1a) Bring clubs 'in-house' so that spaces can be allocated to PPG/vulnerable groups, ensuring all our pupils have opportunities in sports.</p> <p>2a) PE Subject Leader to work with pupil play leaders to ensure their time is effective</p> <p>2b) Monitor play leaders termly through pupil voice and observations of playtimes.</p> <p>3a) Run another sports day with a carousel of events to ensure inclusivity</p> <p>3b) Consider sporting events guardians can attend to celebrate sporting achievements with children.</p>	<p>1) £0</p> <p>1) £0</p> <p>2) £0</p> <p>2) £0</p> <p>3) £0</p> <p>3) £0</p>	<p>1a) See KI1 point 1</p> <p>2a/b) See KI1 point 2c)</p> <p>3a/b) Due to weather, we were unable to invite the wider parental community onto site for the sports day sprints. The carousel of activities ran very smoothly with both staff and pupils sharing very positive feedback about how much fun they had and how inclusive the range of events were, with focus on sporting attitudes and linked with school LEARN values.</p>	<p>1) See KI1 point 1</p> <p>2) See KI1 point 2</p> <p>3) Look to change the carousel of activities for sports day 2024 to ensure that the children continue to experience a wide range of activities.</p>
---	---	---	---	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
				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 a range of children opportunities to participate in inter- and intra-sport competitions through membership with the SSP	1a) Enter a range of events to allow a variety of children to represent the school. 1b) Use GetSet4PE to monitor children who attend sporting events/competitions to represent the school.	1) £1,750 1) £0	1a) This year, we have entered Tag Rugby and cricket tournaments, which has helped to raise the school's sporting profile. 1b) This has not yet been utilised and should be continued into next academic year. 2a) Club providers are in regular contact with the school and those who can provide free spaces have done so. 2b) See KI1 point 1	1) Continue to enter a range of competitions, and aim to enter a range of age groups (i.e. not always Year 5 and 6 children) 2) Continue to provide paid-for spaces for SEND/PPG/vulnerable children to attend after-school clubs.
2) Provide opportunities for SEND/PPG/vulnerable groups to attend after-school clubs	2a) Liaise regularly with club providers to ensure clubs are inclusive and allow vulnerable groups the opportunity to attend. 2b) Bring clubs 'in-house' to ensure vulnerable groups are allocated spaces in sport clubs	2) £0 2) £0		

Signed off by	
Head Teacher (Acting) :	<i>K Pearson</i> KATY PEARSON
Date:	11/07/23
Subject Leader:	<i>E Bone</i> EMILY BONE
Date:	10/07/23
Governor:	<i>J. Reeves</i> JO REEVES
Date:	12/07/23