



## Evidencing the **Impact** of Primary PE and Sport Premium

2021-2022

<b>Funding allocation</b>	<b>£21,380</b>	<b>Funding carry over from last academic year due to covid</b>	<b>£3,547.64</b>	<b>Total funding allocation 2021-22</b>	<b>£24,927.64</b>
<p><b>Key indicator 1:</b> 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><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p><b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p> <p><b>Key indicator 5:</b> Increased participation in competitive sport</p>					
Focus & Key Indicator	Intent / Implementation	Funding	Impact		Sustainability and suggested next steps:
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:
<b>Legacy Sport</b> <b>Key indicators 1, 2 &amp; 3</b> <ol style="list-style-type: none"> <li>1. Fundamental skills teaching and learning and staff CPD.</li> <li>2. Sporting age assessment and data.</li> <li>3. Lunchtime physical activity and games.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identified staff CPD in the delivery of fundamental skills in years 1-6. Qualified sports coach will deliver 10 weeks of teaching in each class. Children experience high quality, active fundamental skills teaching. Staff CPD working alongside the coach to learn and deliver fundamental skills</li> </ol>	£9600	<p>Our pupils have gained new skills and experiences and teachers have learnt new techniques and knowledge to aid them in teaching sport and PE (fundamentals in particular).</p> <ol style="list-style-type: none"> <li>1. Staff have fed back and identified an increase in confidence at delivering quality P.E lessons based on fundamental skills and movement. They have an increased knowledge of how to use little equipment to deliver high quality P.E lessons with a focus on being 85% active in the lesson.</li> <li>2. Sporting age after 8 weeks of fundamental skills lessons with Legacy sports program. 99% of</li> </ol>		<p>All staff working in years 1-6 now able to lead fundamental skills and movement to a high standard. Planning available to use in future years. Legacy sport to deliver curriculum-based invasion games teaching and learning to years 1-6 for staff CPD.</p>

- curriculum.
2. Baseline assessment will give children a sporting age. Children will then follow a 8 week program to increase their sporting age through fundamental skills. They will do an exit assessment which will give them a new sporting age.
  3. Coach will engage with and deliver lunchtime physical activities twice per week. Lunchtime supervisors will observe and join in with activities on a rota basis for staff CPD. Staff will then run games on the other days.
  4. Detailed lesson plans
  5. School able to target bottom and top 20% as appropriate.

children across the years 1-6 improved in fundamental skills and movement. 98% improved in two areas and 80% of children improved in all three areas.

Year	Baseline sporting age	Exit sporting age
Year 1		
Class 1		
Class 2		
Class 3		
Year 2		
Class 1		
Class 2		
Class 3		
Class 4		
Year 3		
Class 1	8.2	8.5
Class 2	7.11	8.4
Class 3	8.1	8.6
Year 4		
Class 1	8.3	8.6
Class 2	8.2	8.5
Class 3	8.2	8.5
Year 5		
Class 1	10.3	10.4
Class 2	10.3	10.4
Class 3	10.3	10.5
Year 6		
Class 1	10.4	10.6
Class 2	10.4	10.7

Access to the sporting age tool so class teachers can use as an assessment tool

			<table><tr><td>Class 3</td><td>10.4</td><td>10.6</td></tr></table>	Class 3	10.4	10.6	
Class 3	10.4	10.6					
			<ul style="list-style-type: none"><li>3. Lunchtime staff trained up on how to engage children in high physical activity games with very little equipment. Wide range and versatility of games learnt to suit need of children. Older children and playleaders now also leading games. Staff confidence and increase in participation of physical activity at lunchtime</li><li>4. Staff able to use and adapt lesson plans for future years.</li><li>5. School's sports coach and teachers targeting bottom and top 20% children in P.E lessons, these children are identified in data from sporting age to and will close the gap of lowest achieving children and extend highest achieving children.</li></ul>				
<b>Sports Coach</b> Key indicators 1, 2, 3, 4 & 5.	This role includes the following during 2021/22: <ul style="list-style-type: none"><li>1. CPD for specialist P.E. teaching and learning</li><li>2. Sports day/race day planning and delivery</li><li>3. PE store equipment to monitor alongside subject leader</li><li>4. Daily mile and other getting children active initiatives.</li></ul>	£10,138 £8952.98 Sports premium funding contribution to salary.	These have all helped to promote PESSA (including competitions) to pupils across the whole school. <ul style="list-style-type: none"><li>1. Leading teaching, learning, formative assessment and CPD for two NQT teachers in identified areas of the P.E curriculum. CPD for two other teaching staff in areas of personal development in P.E.</li><li>2. Sports day and race day increased awareness of sport and physical activity through fun, engaging and competitive activities. Whole school participation.</li><li>3. There was lots of investment in P.E equipment last academic year. Maintained and monitored this year to ensure it is used and embedded in teaching across school in the right area. For example, correct low impact tennis balls being used for tennis teaching.</li></ul>	NQT teachers now have a good understanding of teaching and learning for the P.E curriculum They have gained transferable skills in order to deliver the broad curriculum for P.E Staff who received CPD this academic year have expressed their confidence in now delivering the area of P.E they			

	<ul style="list-style-type: none"> <li>5. Inter-school sports competitions Running after school club</li> <li>6. Swimming support for children identified at not meeting target.</li> <li>7. Active lunchtime activities.</li> <li>8. Leavers assembly awards</li> </ul>		<ul style="list-style-type: none"> <li>4. Daily mile done by all classes. Children achieving 1 mile per day to increase physical activity. Active starts through dance and skipping also used across school.</li> <li>5. Inter-school competitions attending by children across all year groups including football, basketball, netball, rugby (including girls only rugby), sport hall athletics, rounders and gymnastics.</li> <li>6. Sports coach attended swimming with year 5; getting in the pool to support reluctant swimmers</li> <li>7. Leading and organising lunchtime supervisors. Increased participation in active lunchtime activities. Active lunchtime clubs attended by children participating in competitions including gymnastics, sport hall athletics training, football.</li> <li>8. Monitoring and rewarding sporting excellence and participation of year 6 children across their school life.</li> </ul>	have had CPD n and can use this knowledge and apply it to other areas of P.E.
<p>Pennine Sports PSP membership</p> <p><b>Key indicators 1, 2, 4 &amp; 5.</b></p>	<ul style="list-style-type: none"> <li>1. SSCO half a day per week support for the delivery and CPD of the teaching and learning of P.E. Organised inter-school competitions and access to a range of sporting festivals.</li> <li>2. Delivery of playleader training.</li> <li>3. Delivery of active P.E through reading in KS1.</li> </ul>	£1,874.66	<ul style="list-style-type: none"> <li>1. Sporting competitions attended by children in all year groups including gifted children, SEND, girls only and festivals for all abilities. Increased interest and participation in a range of sports and physical activities.</li> <li>2. Playleaders confident, active and engaging with whole school at lunchtimes to lead physical active games.</li> <li>3. KS1 children attended a reading through P.E lesson. Children developed their love of reading and engaged in physical activity at the same time, widening their understanding of what being active means.</li> </ul>	Children have gained an interest in sports they have previously not been involved in. Many children have also joined sports clubs and activities outside of school as direct result of attending sporting competitions and festivals at Moorlands.

				Continue to join and pay membership to PSP to target and support other children in school accessing competitive sport and festivals.
Pennine Sports Partnership Dance coach <b>Key indicators 1, 2 &amp; 3.</b>	CPD for identified teachers in dance. Staff will attend and participate in dance lessons led by qualified dance coach.	£3,230	CPD for staff and quality teaching and learning for children in year groups EYFS, Year 2, Year 3, Year 4 and Year 6. Increase in confidence when delivering dance for the teachers who attended. Range of styles taught to get a good understanding of the whole dance curriculum. Easy to follow lesson plans which can be used again and adapted for other year groups	Staff who received CPD in this area have express their competency has increased and they feel confident to deliver better quality dance session in the future. Identify teachers not received CPD this academic year and book dance coach for them next academic year.
Bikeability <b>Key indicator 1 &amp; 4</b>	External coach provided: - Bikeability for Y6 (48 children)	£340	Both riding skills and resilience improved. Awareness of road safety.	Children have said they are more confident in using a bike on a near a road. Book same again next year. Use part of the

				funding to offer to more children in year 6.
Balancability <b>Key indicator 1 &amp; 4</b>	External coach provided: - Balanceability for all EYFS Children	£0	Introduce EYFS children to balance bikes and bike. Support their physical development in fundamental movement and balance. Introduced some children to cycling.	Book same again next year.
Swimming Competition <b>Key indicator 5.</b>	Entrance fee for the competition.	£30	Increased participation in competitive sport	Book same again next year.
National school sports week - transport <b>Key indicators 4 &amp; 5.</b>	The transport purchased enabled us to take the whole of year 4 (90 pupils) to Leeds Road for a day of activities. All children participated in competitions, where they played in “mixed schools” teams as well as being involved in a wide variety of other sports and physical activity.	£500	Social skills improved (interacting with other children) and new experiences of a range of different sports and activities.	Teachers observed and learnt some new activities that they could use in their own PE lessons (and disseminate to other staff members).
Transport <b>Key indicator 5.</b>	Year 5/6 athletics team qualified for two extra rounds in the competition. Transport purchased to allow them to attend the competition.	£400	Participation in competitive sport. Pride in representing school. Motivation and commitment to attend training and resilience to compete.	Children have taken pride in representing the school in this area. They are more active and want to achieve further next year (year 5). Year 6 children have said they would like to

				join a sports team in high school.
Total		£24,927.64		



Meeting national curriculum requirements for swimming and water safety.	
N.B Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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?	Use of the Primary P.E and Sports Premium funding to pay for the school's sports coach to attend and get in the pool with children in swimming lessons in year 5 to target reluctant swimmers and children at risk of not achieving the national standard.