

Moreland Primary School



Evidence of Impact of the Primary PE and Sports Premium 19/20

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 :	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Provision in the core curriculum of a wider offer through specialist dance teaching and the teaching of a martial art (San Juro). • Provision of after school sports clubs including football and dance. • Development of the outside play space of the new school building to include high quality physical play opportunities for all children 0-11. • Children offered more opportunities to be active in the outdoor environment, particularly through access to the natural environment, forest school, gardening activities and adventurous activities. • Development of parental engagement in healthy lifestyles through EYFS Kitchen Club. <p>NB. Due to the school closure associated with Covid 19 some of the priorities for 19/20 will need to be carried over to 201/21.</p>	<ul style="list-style-type: none"> • To widen participation in after school clubs and the variety of sports provided for. • To increase participation in intra and inter school competitions when safe to do so. • To ensure the youngest children develop a healthy lifestyle and enjoy and know the benefits of physical activity to ensure good habits as early as possible. • To empower teachers to deliver the PE curriculum more effectively through support and opportunities to teach alongside specialist teachers. • To include orientation skills in the core PE curriculum. • To ensure progression in Dance through working closely with the Dance teacher to deliver the skills laid out in the PE curriculum progression map.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2019.	62%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	62%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	47 % confidently 15% with some confidence

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: 2019/20	Total fund allocated: £ 17,990	Date Updated: July 2020		
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				
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	
To increase the range of extra-curricular sports clubs on offer	A range of clubs are offered : football KS2, football KS1, , Mini , cricket, netball, Movers (dance and movement EYFS)	£5,750	Children demonstrate improved level of fitness and skill when playing against other schools in football competitions. The delivery of a wider range of clubs was planned for the summer term. This was not able to happen due to Covid 19.	Organise a range of clubs to offer to children when regulations allow. Make contact with external providers e.g. Arsenal, Go Mammoth, cricket coaching.
To continue to provide children with more opportunities to learn outside the classroom regularly including Forest School activities.	One member of staff to complete Level 3 Forest School training. A number of other staff from across the school to attend Level 1 Forest School Training. Two teachers to participate in LINE training and disseminate to other staff. All classes to attend forest school	£1,135	One teacher has started Forest School training Level 3 and 6 members of support staff started Level 1 training. This training was paused due to Covid 19 restrictions and will be continued next year. Two class teachers participated in the LINE project with The Garden Classroom but due to illness of the provider were	Complete Forest School qualifications and LINE project.

	<p>sessions in local green space and school grounds.</p>		<p>unable to complete this project. They were due to continue this but due to COVID closures were unable to. Children in the EYFS and KS1 all received a half term block of Forest School Activities. . Key Stage 2 did not receive sessions due to Covid 19 closures. Key worker children did participate in forest school activities during lockdown and all children were provided with weekly outdoor learning/ forest school activities as part of remote learning.</p>	<p>Continue to deliver Forest School sessions to all Year groups. Look at ways to further provide forest school activities in other subjects including orienteering skills in PE and Geography.</p>
<p>To increase participation in physical activity and improve active engagement at lunch time through developing a lead lunchtime TA role with responsibility for this. To purchase resources to support active play at lunch time.</p>	<p>TA to be recruited to lead on playtimes and physical engagement. Resources to be purchased to support physical activity at playtime.</p>	<p>£ 4835</p>	<p>Children now engage in a wider range of sports activities at playtimes eg. Badminton and volleyball. Levels of engagement have increased now the children have access to more resources and they are more focused at playtimes.</p>	<p>Provide further training to TA's and Lunch staff to support active play at playtimes. Survey children and expand resources further for active play.</p>
<p>Take part in local and national daily mile activities and initiatives</p>	<p>Daily mile timetabled for all classes in KS1 and KS2. Daily mile linked to charity fundraising activities to increase motivation e.g. sponsored runs etc.</p>		<p>All classes take part in the Daily Mile and this is on the class timetable. A planned sponsored Daily Mile for Cancer Research was unable to take place due to COVID 19.</p>	<p>Book a daily mile assembly through Islington to help levels of engagement. Continue to include daily mile in class timetables to ensure all children are participating. Link to charity/ fundraising activities.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p><i>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:</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	<p><i>Sustainability and suggested next steps:</i></p>
<p>To audit sports and active physical play equipment annually and extend the range of equipment to widen activities/ sports available.</p>	<p>PE Co-ordinator to audit equipment and order any new sports equipment we need.</p>	<p>£1,500</p>	<p>New sports equipment ordered including sports nets, badminton, tennis, rounders and basketball equipment which has widened children's sports opportunities.</p>	<p>Continue to audit sports equipment regularly to provide lots of opportunities for a range of sports both in the curriculum lessons and through play and extra- curricular activities.</p>
<p>To survey children to find out what equipment/ sports they would like to participate in at play times.</p>	<p>Questionnaire to go out to children to see which sports they would like to do at playtime.</p>		<p>Questionnaire didn't go out- much fewer children in due to Covid. Children have really enjoyed the new sports opportunities they have been given at playtimes so far such as badminton.</p>	<p>Carry out survey next year in order to offer specific activities/equipment that children have picked and increase participation in a wider range of sports.</p>
<p>To build gardening into the curriculum offer across the school and for all children to participate in growing and cooking their own healthy food.</p>	<p>All classes to have an opportunity to garden. Each class to have a bed outside where they can grow healthy food.</p> <p>Training from St Luke's Centre/ Country Trust to support teachers to teach gardening to their class.</p>	<p>£1,600</p>	<p>Classes have participated in growing healthy food. Children take responsibility for their beds and have regular gardening lessons. Children are enthusiastic and engaged in gardening. The school participated in a Country Trust funded project "Food Discovery" that involved classes growing and cooking healthy food. Children were able to</p>	<p>More staff to be trained and feel confident delivering gardening lessons to their class.</p> <p>Ensure gardening is fully mapped into the curriculum and there are opportunities for children to cook with the food they have grown.</p>

			participate in some sessions but did not complete the project due to COVID closures. There were some gardening sessions provided for children attending during lockdown and children were provided with ideas for gardening and cooking activities at home. These proved popular with children and families.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Implementation		Impact	
<p><i>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:</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	<p><i>Sustainability and suggested next steps:</i></p>
<p>To further develop the leadership of Physical Education including the monitoring of PE.</p>	<p>PE Coordinator to monitor PE teaching and observe a range of lessons including class teacher taught lessons, Sanjuro and Dance.</p>	<p>£ 660</p>	<p>Observations have ensured that children have access to effective teaching of PE.</p>	<p>Regular monitoring of PE and PE coordinator to carry out observations of PE lessons termly. PE co-ordinator to attend LA network meetings for PE.</p>
<p>Introduction of focused skills progression map for Dance and PE to ensure development of skills.</p>	<p>PE Co-ordinator to work with Head of School to introduce a focused skills progression map for Dance and PE.</p>	<p>£220</p>	<p>Skills map ensures appropriate skills are taught and curriculum gives children a range of skills throughout their time at primary school. Children are receiving a better sequenced progression of skills.</p>	<p>Ensure the skills map is used to teach skills effectively throughout the year groups. PE co-ordinator to monitor this. Develop assessment in PE. Identify children who are talented in Dance and Sports.</p>
<p>Use of a wider range of sports coaches to enhance provision and teachers skills further in specialist sports e.g. cricket, netball, gymnastics</p>	<p>Access training for teachers through Islington. Contact sports coaches and clubs to see if they can offer any extra provision in a range of sports.</p>	<p><i>Postponed Due to COVID</i></p>	<p><i>Contacts made with sports clubs such as Go Mammoth but unable to set up this extra provision due to Covid. Spoken to Islington about coming into school to provide training for staff- need to follow this up next year as unable to follow up due to Covid.</i></p>	<p>Re-establish contact with external sports providers to access specialist coaching. Identify training opportunities for staff.</p>
<p>Staff training and purchase of resources as identified by MOVERS audit in EYFS.</p>	<p>MOVERS training for EYFS staff. MOVERS audit carried out in Early Years.</p>		<p>Staff trained and identified areas of development. Resources ordered and setting adapted and extended according to the MOVERS report.</p>	<p>Re-audit EYFS provision using MOVERS to identify improvements and any further</p>

				areas for development. Identify any areas of need through observations and assessments of children recognising they may be delayed in reaching physical milestones due to restricted access to outside play during lockdown.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Intent	Implementation		Impact	
<p><i>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:</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact: what do pupils know and what can they now do? What has changed?</i></p>	<p><i>Sustainability and suggested next steps:</i></p>
<p>Children to access adventurous activities through 11 by 11 offer in local adventure playgrounds and through other off site opportunities e.g. residential trips</p> <p>Children to continue to benefit from specialist Dance teaching and San Juro (martial art)</p>	<p>Apply for sessions each term through 11 by 11. Arrange residential trips to PGL and Cardfields. Look at further opportunities with the Garden Classroom.</p> <p>All children to have regular dance lessons and children in KS1 to have access to Sanjuro lessons.</p>	<p>£1,500</p>	<p>Two Y2 classes accessed the adventure playground offer via 11 by 11. Y5 attended Cardfields and Y6 attended PGL in Osmington Bay Children showed increased confidence and willingness to take risks and experienced a wider range of sporting and adventurous activities. Y4 were due to attend an away day with the Garden Classroom including adventurous activities but This was cancelled due to COVID 19.</p> <p>Children are engaged in a variety of sports activities and lessons. High engagement and levels of physical activity in dance and Sanjuro lessons.</p>	<p>Extend the offer of adventurous activities to all year groups (if possible due to COVID restrictions).</p> <p>San Juro is no longer available next year. Identify other opportunities for children to experience a broader range of sporting activities. Continue to offer Dance to all year groups.</p>

<p>To extend San Juro to Year 2</p> <p>Forest School to be extended to KS1 and KS2.</p>	<p>Year 2 classes to have weekly Sanjuro lessons.</p> <p>Staff Forest School training to enable more classes to have access to regular Forest School lessons.</p> <p>Participate in DFE Trees in City Project and LINE (Learning in Natural Environments) project</p>	<p>£600</p>	<p>Children in year 2 now have weekly Sanjuro lessons.</p> <p>Engagement in forest school sessions is very high, particularly amongst children with SEMH and SEN. Children are developing confidence with the basic skills which will be built upon through throughout the years.</p> <p>. Key Stage 2 did not receive sessions due to Covid 19 closures. Key worker children did participate in forest school activities during lockdown and all children were provided with weekly outdoor learning/ forest school activities as part of remote learning. Both the Trees in Cities project and LINE project were started but not completed due to closures.</p>	<p>Ensure all children from KS2 have access to a block of Forest School lessons.</p>
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Key indicator 5: Increased participation in competitive sport

Intent	Implementation		Impact	
<p><i>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:</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	<p><i>Sustainability and suggested next steps:</i></p>
<p>To identify more sports competitions for children to participate in, especially in KS1 and in wider sports e.g. athletics, swimming.</p> <p>To hold school friendly games between classes and inter school friendlies with local schools</p> <p>Make links with secondary schools, FE providers around sports provision e.g. student placements, use of facilities.</p>	<p>Use the Islington PE Events calendar to identify a range of competitions to participate in.</p> <p>Set up inter-class football tournaments at lunch times.</p> <p>PE co-ordinator to make contact with local colleges regarding coaching placements.</p>		<p>Children participated in football competitions and have shown high levels of engagement. The football team was rotated to ensure a wider number of children could participate in a competitive game.</p> <p>The school reached the semi -final of the tournament but the last matches were not played due to COVID.</p> <p>This did not happen due to school closures.</p> <p>Contact made with local college to provide student placements. Unable to follow up due to Covid.</p>	<p>Use the Islington calendar to identify a range of activities and provide a wider range of sports competitions for the children.</p> <p>Ensure there are friendly competitions in a range of sports both in school and with local schools when regulations allow..</p> <p>Reach out again to local colleges and schools to see if they can provide any sports provision including clubs.</p>

Signed off by	
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Date:	July 2020
Subject Leader:	Megan Garratt Stanley
Date:	July 2020
Governor:	Andy Dobson
Date:	July 2020