

Moreland Primary School



Evidence of Impact of the Primary PE and Sports Premium 2018/19

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, athletics, netball, san juro and dance. • A commitment to develop the outside play space of the new school building to include high quality physical play opportunities for all children 0-11. 	<ul style="list-style-type: none"> • To widen participation in after school clubs and the variety of sports provided for. • To offer children more opportunities to be active in the outdoor environment, particularly through access to the natural environment, forest school, gardening activities and adventurous activities. • 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.

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.	69%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	69%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50 % confidently 18% 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?

Yes/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: 2018/19	Total fund allocated: £17854	Date Updated: July 2019		
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		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:
Develop extra-curricular provision including EYFS and KS1	A range of clubs are offered : football KS2, football KS1, San Juro, Mini Movers (dance and movement EYFS), netball, athletics	£4,820	Children demonstrate improved level of fitness and skill when playing against other schools in competitions.	To increase the range of extra-curricular sports clubs on offer
To provide children with more opportunities to learn outside the classroom regularly including Forest School activities.	Training for all staff on teaching in the outdoors. One member of staff to attend Level 3 Forest School training. Development of forest school area in school playground and purchase of resources to support this.	£939	Pupil voice and questionnaires show children enjoy playtimes and taking part in activities. Many children participate in afterschool physical enrichment activities and show improved fitness.	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.
Launch of Daily Mile	Early Years classes to attend regular forest school sessions in local green space. Daily mile timetabled for all classes in KS1 and KS2.	£0	All children have increased activity levels during the school	Lunch leaders in upper KS2 to be recruited and trained to support active play and sports. Take part in local and national daily mile activities and

	Staff trained on benefits and positive outcomes of Daily Mile initiative		day increasing fitness.	initiatives
--	--	--	-------------------------	-------------

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

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:
To invest in quality physical play equipment to promote more active play at lunch time.	To invest in quality playground resources that promote outside physical play – climbing equipment, sand and water play, digging area, pulleys, blocks, gardening area, PE equipment.	£1200	Children are observed to be more physically active at lunch and play time and using a wider range of skills e.g. climbing, balancing, building with blocks, digging, etc.	
To promote a healthy lifestyle including awareness of healthy eating through gardening.	Gardening project with St Luke's Centre – staff trained in teaching gardening, focused project with Y1 children	£920	Children show pleasure in gardening and cooking activities and are more aware of the health benefits of fruit and vegetables. They know how to prepare some healthy dishes.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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>To develop the leadership of Physical Education.</p> <p>To enable staff to work alongside sports teachers to enhance their skills.</p> <p>Use of MOVERS audit to identify areas for development in physical development in EYFS 0-3 and 3-5.</p>	<p>To provide high quality PE planning support to teachers.</p> <p>To provide Network meeting to PE Lead teacher to develop their skills and knowledge so they can support whole school teachers to teach good to outstanding lessons.</p> <p>Employment of Dance teacher and San Juro teacher to enhance PE provision</p> <p>To provide focused sports training for pupils to prepare them for LA competitions. E.g. Football coaching jointly delivered with outside coach and member of staff</p> <p>LA consultant to carry out audit in EYFS provision to identify areas to develop.</p>	<p>£180</p> <p>£10,120</p> <p>See below</p> <p>£881</p>	<p>Monitoring of PE lessons and Dance lessons shows them to be good or better.</p> <p>Improved skills set, knowledge and confidence of teachers in teaching high quality PE lessons.</p> <p>Children show improvements in skill development, and greater enjoyment and success in PE.</p> <p>Areas for improvement have been identified and included in SIP for EYFS for 2019/20.</p>	<p>Introduction of focused skills progression map for Dance and PE to ensure development of skills.</p> <p>Review of assessment in PE</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>Staff training and purchase of resources as identified by MOVERS audit.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Intent	Implementation		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:</p> <p>To promote physical activity through opportunities to learn outdoors.</p> <p>Provision of specialist teaching in Dance and a martial arts (San Juro)</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>All children have at least one lesson a week outside that engages them in active learning.</p> <p>Staff receive training and support from the outdoor learning co-ordinator and outside professionals to achieve this.</p> <p>San Juro to be offered in core curriculum for Year 1 all year.</p> <p>Continue to employ a specialist dance teacher one day a week.</p>	<p>Funding allocated:</p> <p>£1,190</p> <p>(As above £10,120)</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Monitoring of planning and books shows regular LOTC for all classes.</p> <p>Questionnaires and feedback from pupils shows they enjoy learning outside and feels it impacts positively on their enjoyment of learning and their outcomes.</p> <p>Teacher's questionnaires show that children are more engaged in learning and show improved outcomes when learning outside.</p> <p>Children make good progress in San Juro and Dance showing an increased range of skills.</p>	<p>Sustainability and suggested next steps:</p> <p>Children to access adventurous activities through 11 by 11 offer in local adventure playgrounds</p> <p>To extend San Juro to Year 2</p> <p>Forest School extended to KS1 and 2</p> <p>Develop the role of the outdoor learning co-ordinator and participate in the LiNE project to further promote learning in natural environments.</p> <p>DFE Trees in Cities Project.</p>

Key indicator 5: Increased participation in competitive sport

Intent	Implementation		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:
To increase opportunities for children to take part in competitions within school	PE Co-ordinator to promote whole school fitness challenges monthly.		Children enjoy taking part in the fitness challenge and show skill development.	To identify more sports competitions for children to participate in, especially in KS1 and in wider sports e.g. athletics, swimming.
	Whole school events such as charity football match staff/ children, sports day.	£200	The whole school community is actively involved in sports activities and these are seen as fun and enjoyable promoting good health and fitness.	To hold school friendly games between classes and inter school friendlies with local schools
To provide opportunities for children to take part in inter school competitions	Continue to coach the football team (Access to Sports) and enter local football tournaments.	(As above)	The school football team participates regularly in matches and the profile of competitive sport has been raised.	Make links with secondary schools, FE providers around sports provision e.g. student placements, use of facilities.
	Y4 to enter the Red Shoes dance project at Arts and Media School Islington.	£1,625	Children had the opportunity to watch older children performing the Red Shoes and visit a secondary school environment. They worked on their own version of the dance which they choreographed with the dance teacher. Unfortunately they were not able to attend the final competition due to an error with the date.	

Signed off by	
Head Teacher:	Ann Dwulit
Date:	July 2019
Subject Leader:	Megan Garrett Stanley
Date:	July 2019
Governor:	Andy Dobson
Date:	July 2019