

Moreland Primary School



Evidence of Impact of the Primary PE and Sports Premium 20/21

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. ● Provision of after school sports clubs including football and dance. These have not been able to run during Covid restrictions ● 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. This has not been able to run during Covid 19. ● Provision of sports coaching through external organisations through lockdown including virtual health and well- being sessions with Arsenal, Arsenal football coaching, Middlesex cricket coaching and virtual Saransons Rugby including nutrition education. ● Attendance at inter school competitions where possible e.g. football competitions ● Running a free Arsenal Easter camp of sports and wellbeing attended by 60 children. ● Running a free summer recovery play scheme including sports, nutrition, dance and physical wellbeing activities. <p>NB. Due to the school closure associated with Covid 19 some of the priorities for 20/21 will need to be carried over to 21/22.</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 implement a new PE curriculum offering a wider range of sports. ● To improve lunch provision with a focus on physical and mental well - being including training for all lunch staff and employing 2 sports coaches to deliver organised sports during the lunch period.

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.	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40 % confidently
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: £ 17,990	Date Updated: July 2021		
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>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</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 this school year. This was not able to happen due to Covid 19.	Organise a range of clubs to offer to children in the new school year. 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. All classes to attend forest school sessions in local green space and school grounds.	£1,570	We have made contact with organisations in preparation for next year. One teacher has continued with Forest School training Level 3 and 6 members of support staff have completed Level 1 training. Another member of staff holds a Level 3 qualification in Forest School and also delivered sessions.	Complete Level 3 Forest School qualifications.

<p>To increase participation in physical activity and improve active engagement at lunch time through developing the lead lunchtime TA role with responsibility for this.</p> <p>Survey children and expand resources further for active play. PE lead to meet with School Council.</p> <p>Continue to include daily mile in class timetables to ensure all children are participating.</p> <p>Take part in local and national daily mile activities and initiatives</p>	<p>All children to receive cross curricular Garden classroom sessions and introduce orienteering sessions in some classes linked to the curriculum.</p> <p>Lead TA on playtimes and physical engagement.</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>£ 4835</p>	<p>Children in the EYFS, KS1 and KS2 all received a half term block of Forest School Activities. All classes took part in Garden Classroom cross curricular outdoor learning sessions or orienteering sessions.</p> <p>Y4 took part in a Country Trust Food Discovery programme in the Summer Term including gardening, cooking and nutrition.</p> <p>Playtime activities have been more limited due to Covid 19 as children could not play the wide range of sports, share resources and had to remain within bubbles in a restricted area of the playground. The school followed LA guidance around what sports could safely be played. The Lead TA could only work within their bubble.</p> <p>All classes take part in the Daily Mile and this is on the class timetable. Some classes participated in the</p>	<p>Continue to deliver Forest School sessions to all Year groups.</p> <p>Continue to look at ways to further provide forest school activities in other subjects including orienteering skills in PE and Geography.</p> <p>Provide further training for staff on delivering cross curricular outdoor learning.</p> <p>Resources to be purchased to support physical activity at playtime</p> <p>Provide further training to TA's and Lunch staff to support active play at playtimes through Positive Playtimes programme</p> <p>Employ sports coaches to support active play and structured sporting activity at lunch time</p> <p>Book a daily mile assembly through Islington to help levels of engagement.</p> <p>Link to charity/ fundraising</p>
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<p>Provide children with physical activity ideas and challenges during school closure periods. Include outdoor/ nature based activities to support mental well-being.</p>	<p>Teachers to share ideas via Class Dojo. Outdoor Learning Lead to provide weekly activities. Dance to be delivered remotely.</p>		<p>Daily Mile for England activity. PE co-ordinator sent class assembly resources to teachers. All children were provided with a range of physical activities to participate in at home. Families shared activities via DOJO. Dance was delivered remotely to all classes including children at home. Arsenal provided weekly assemblies around fitness and well-being which children joined from school and home. Outdoor learning leader provided weekly activities for children at home and forest school sessions were provided for children at school. Arsenal holiday playscheme run for 2 weeks during Easter holiday Recovery HAF summer scheme provided for 2 weeks of summer holidays. Families signposted to other sports opportunities during school holidays e.g. free swimming</p>	<p>activities. Continue to build bank of resources to support physical activity outside of school. Provide holiday activities where possible at school e.g. Arsenal Football and signpost parents to sports activities outside school.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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 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>£1,392</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>£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 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</p>	<p>More staff to be trained and feel confident delivering gardening lessons to their class.</p>
	<p>Training from St Luke's Centre/ Country Trust to support teachers to teach gardening 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> <p>Continue to participate in the Country Trust programme.</p> <p>Provide a weekly gardening and cooking club.</p>

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

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<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>Regular monitoring of PE and PE co-ordinator to carry out observations of PE lessons termly. PE co-ordinator to attend LA network meetings for PE.</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>Re-establish contact with external sports providers to access specialist coaching. Identify training opportunities for staff.</p> <p>Re-audit EYFS provision using MOVERS to identify improvements and any further areas for development. Identify any areas of need through observations and</p>	<p>PE Co-ordinator will be monitoring lessons and making observations in sum 2 due to COVID.</p> <p>Due to COVID and school closures teachers have had more of a focus on children’s mental and physical well-being and getting the children to get active again.</p> <p>Teaching staff have been allocated free CPD training in a range of sports through Islington and Arsenal.</p> <p>Sports coaches and clubs have been working alongside teachers this year, both via zoom and in school providing a range of sports (rugby, cricket, Arsenal football and dance).</p>	<p>£ 660</p> <p>£220</p> <p>Postponed Due to COVID</p>	<p>Observations have not yet been completed due to COVID. P.E co-ordinator has attended network meetings and has arranged competitions for children to partake in.</p> <p>The school is currently looking to adapt the skills map in line with a new scheme of work.</p> <p>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.</p> <p>Teachers received CPD from Arsenal coaches both online and in school.</p>	<p>To ensure regular observations of lessons are carried out in new academic year.</p> <p>Implement a new scheme of work which encompasses a broader range of sports and which allows teachers opportunities to make assessment on children.</p> <p>Follow up with external providers to support teacher training (Islington/Complete P.E). e.g. Arsenal, Go Mammoth, Platform cricket, Lawn Tennis Association. Teachers to work alongside coaches.</p>

assessments of children recognising they may be delayed in reaching physical milestones due to restricted access to outside play during lockdown.	MOVERS training for EYFS staff. MOVERS audit carried out in Early Years.	Postponed Due to COVID	Unable to do due to covid19.	Follow up on MOVERS audit to identify any areas of needs and further development in EYFS. Sports Coaches to work in EYFS at lunchtimes.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Intent	Implementation	Impact	
<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>Funding allocated:</i>	<i>Evidence of impact: what do pupils know and what can they now do? What has changed?</i>
Extend the offer of adventurous activities to all year groups (if possible due to COVID restrictions).	Arrange residential trips to PGL and Cardfields. Cardfields trip was cancelled due to COVID. Look at further opportunities with the Garden Classroom.		Current Year 5 class will be receiving an additional trip in the autumn term due to missing out on Cardfields residential. 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 attended several sessions with the Garden Classroom including adventurous activities. These activities were linked in with
			Sustainability and suggested next steps: Ensure residential trips are booked for current Y5 moving up to Y6 for missing Cardfields trip (camping, Go Ape). Y4 to attend one day adventurous activity trip. Other classes to access adventure playgrounds through 11 by 11.

<p>Identify other opportunities for children to experience a broader range of sporting activities. Continue to offer Dance to all year groups.</p> <p>Ensure all children from KS2 have access to a block of Forest School lessons.</p> <p>To offer swimming as a part of the P.E curriculum for children in KS2.</p>	<p>All children to have regular dance lessons</p> <p>Staff Forest School training to enable more classes to have access to regular Forest School lessons.</p> <p>To arrange swimming lessons for children at Ironmonger.</p>	<p>£1,500</p> <p>£1200</p>	<p>history and science units.</p> <p>Classes have been taking part in dance with a dance teacher on a termly basis. Due to the lockdown, most children took part in dance lessons via zoom and some in school.</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. All children received a block of Forest School sessions. Forest school was also delivered to children during lock down. Forest school activities were also offered through the Garden Classroom in the summer HAF playscheme.</p> <p>Children in Year 6 attended a two-week intensive swimming course at Ironmonger. Due to covid19 other classes in KS2 did not receive sessions due to limited spaces.</p>	<p>To continue with providing dance sessions for pupils. Teachers to follow the new curriculum in delivering sequenced dance lessons.</p> <p>To continue with delivering forest school sessions to all children and build on prior knowledge and skills inline with progression map.</p> <p>Liaise with Ironmonger and book swimming sessions for Autumn and summer continuing with the intensive swimming course model..</p>
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Key indicator 5: Increased participation in competitive sport

Intent	Implementation		Impact	
<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>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Use the Islington calendar to identify a range of activities and provide a wider range of sports competitions for the children. Ensure there are friendly competitions in a range of sports both in school and with local schools when regulations allow. Reach out again to local colleges and schools to see if they can provide any sports provision including clubs.	Keep up to date with the Islington PE Events calendar to identify a range of competitions to participate in. Set up inter-class football tournaments at lunch times. PE co-ordinator to make contact with local colleges regarding coaching placements.		Children have not been able to participate in external football competitions this year due to covid19. An inter class football tournament was held in July after easing of lockdown restrictions Children participated in Sports Day in their bubbles. Children in Year 5 attended an Islington athletics competition in July. This did not happen due to covid19.	Arrange contact with PEESPA and identify a wide range of sports competition for pupils. To restart competitions in September with local schools. Reach out to local colleges, as well as liaise with sports coaches in running sessions from September.

Signed off by	
Head Teacher:	Catherine Lawrence
Date:	July 2021
Subject Leader:	Mohammed Hussain
Date:	July 2021

Governor:	Andy Dobson
Date:	July 2021