

# Moortown Primary

## Primary PE and Sport Premium, 2014-15



### What is the Primary PE and Sport Premium?

The government is providing additional funding of £150 million to improve provision of physical education and sport in primary schools. This funding is ring-fenced and therefore can only be spent on provision of PE and sport in school.

Each school receives £8000, plus £5 per pupil on roll.

<https://www.gov.uk/government/policies/getting-more-people-playing-sport/supporting-pages/school-pe-and-sport-funding>

### How will we invest this at Moortown Primary School?

At Moortown we have developed a provision plan to ensure this funding is invested (rather than 'spent') to maximise the long term impact of our PE provision for pupils and staff. The funding is invested in various ways and the impact of these initiatives is closely monitored through assessment of children's skills, staff and pupil feedback, uptake of clubs etc. At Moortown Primary, we pride ourselves on being a happy and healthy place to learn.

*If you would like any further information please contact Mrs Taylor, Health Leader, or Mr Roundtree.*

### Overall impact

For 2014/2015 Moortown Primary School was awarded **School Games Gold award** demonstrating increased participation rates in after-school clubs and competitive events.

Physical activity was recognised as a strength as part of the school's **Healthy Schools moderation**, 09.12.15, 'The passionate and highly dedicated team that lead on PE and Physical Activity (including the dedicated sports coach employed by the school) has raised the profile of the subject and inspires confidence in both staff and children. The children spoken to on the day commented on how this has impacted positively on their experience of the subject, both in and outside of the curriculum.'

**My health my school Y5/6 survey July 2015** How good is your school at encouraging you to have a healthy lifestyle? Very good - 87.93% Good – 10.34%

**Pupil health questionnaire, July 2015** – positive feedback about PE: 'I really enjoy PE.' 'I think the lessons are run well as we do a variety of sports.' 'I enjoy PE because it is really active.' 'I think PE is great and a way to keep fit and healthy.'

### Provision plan, 2014-15

**Green text = new initiatives**

**Orange text refers to guidance to Ofsted inspectors**

**Ofsted directs inspectors to consider the impact of the funding on pupils' lifestyles and physical wellbeing by taking account of the following factors (as listed in *Subsidiary guidance: Supporting the inspection of maintained schools and academies Ofsted, January 2014; reference no: 110166*)**

1. the increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics
2. the increase and success in competitive school sports
3. how much more inclusive the physical education curriculum has become
4. the growth in the range of traditional and alternative sporting activities
5. the improvement in partnership work on physical education with other schools and other local partners
6. links with other subjects that contribute to pupils' overall achievement and their greater social, spiritual, moral and cultural skills
7. the greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils' health

**Red text refers to Ofsted examples of effective practice** (as listed in *Inspecting primary school PE and school sport: new funding, Ofsted, September 2013*)

Initiative	Intention	outcomes
<p><i>Many of the initiatives we plan are based on those which were successful last year – see provision plan 2013-14.</i></p>		
<p>Teach gymnastics alongside gym coaches from Temple Newsam gym club (weekly lessons for part of the school year in Years 4, 5 and 6).</p>	<p>Children receive high quality gym lessons; staff observe lessons to improve PE teaching skills and increase their confidence in the area of PE.</p>	<p>All class teachers and children will have worked with the gym coaches during 2013-2014 or 2014 – 2015. PW had previously worked with the gym coaches with Year 3 but had expressed an interest to see another class, to observe progression. The Year 5 class have not worked with the gym coaches so this will allow PW to work with the gym coaches with a different year group. The gym sessions have given me some ideas for how to progress children's learning from basics to complex skills like cartwheels and handstands. Even better if: faster pace and reaction to children understanding and performing basic skills (move on faster and differentiate more and sooner). DO, October 2014 I've learnt how to plan for progression for gymnastics for all abilities, what can be expected from the children and also what I can work towards. I feel confident that I can plan and teach effective gymnastics which is also safe and beneficial for all in my class. The children have learnt balancing, jumping, coordination and strength throughout the coaching. Using a range of apparatus safely has meant that they've engaged with how their bodies can move with the right control and focus. LV, October 2014 This has a great impact on writing by improving the children's core strength. It would be useful to have this earlier in the year to see this impact sooner. LB ➔ <b>increase in participation rates (1)</b> ➔ <b>improvement in partnership work on physical education (5)</b> <b>A2</b></p>
<p>Teach dance alongside dance coach, Edward Lynch (weekly lessons for part of the school year in Years 3 and 4 and additional dance support in Reception).</p>	<p>Children receive high quality dance lessons; staff observe lessons to improve PE teaching skills and increase their confidence.</p>	<p>All class teachers and children will have worked with the dance coach during 2013-2014 or 2014 – 2015. All class teachers and children will have worked with the dance coach either during 2013-2014 or 2014 – 2015. Taken from Edward Lynch impact pupil/staff interviews (separate document) Edward had good interaction with the children. They responded well to him. We learnt many skills and techniques. The session had a high level of fitness as well as dance skills. He challenged the children. Edward gave good messages for children in school and in life for example, building confidence. It was good to know the warm ups. I now feel more confident in this area. It would have been good to have had a longer time to work with Edward and for extra time for the children's routines. PW, 20.03.15 'I shall never forget the experience.' 'I enjoyed learning the dance moves.' 'I've developed dance skills.' 'It wasn't just his dance – he used our ideas too.' 'By the end we could do the routine. We couldn't at the start.' 'We know the seven dance moves.' <i>Children could name them.</i></p>

		<p>'He understood our abilities and challenged us.'</p> <p>'He helped you to achieve.'</p> <p>'We also did partner dances and Edward helped us.'</p> <p>'The sessions were very active – the warm ups too. We worked hard.'</p> <p>Pupil interviews, Y4, 20.03.15</p> <p>➔increase in participation rates (1)</p> <p>➔improvement in partnership work on physical education (5)</p> <p>➔links with other subjects that contribute to pupils' overall achievement and their greater SMSC skills (6)</p> <p><b>A2</b></p>
<p>Employ directly a sports coach specialist (Mr Catherall) to plan, teach and assess sports alongside class teachers (working alongside Years 1 - 6).</p>	<p>Children receive high quality sports lessons delivered by a sports specialist; staff receive high quality training through co-teaching to assess children and improve skill development.</p>	<p>'Staff report feeling well supported in the delivery of PE through a well thought out system of in-house team teaching with the school sports coach. Further CPD opportunities have been given, for example with gym and dance, where specialist coaches have been employed to support staff with the delivery of these areas in order to build their confidence to be able to deliver them independently in the future.'</p> <p>Healthy School moderation 09.12.15</p> <p>SLT check, October 2014</p> <p>'I have had a weekly meeting with each teacher to review and then co-plan the next session. I am always conscious of the need for sustainability and hopefully this is coming across? The focus with each teacher has very much been on the use of 3/4 core games and then how you can condition these to manipulate the outcomes of the lesson. We have also looked at cementing some R2's for each skill that can hopefully be remembered and used in the future.'</p> <p>OC</p> <p>SLT check, October 2014</p> <p>'The co-planning/teaching with Ollie is really helpful and has certainly improved my understanding of how best to teach PE. Ollie and I are finding time each week during an assembly to catch-up and plan the next session. I'm increasingly taking more control during these sessions and influencing the lessons we teach. Compared to last year, I'm much more pro-active during planning and teaching and at the end of the half term, Ollie copied the plans we'd used so I've got a bank of plans for rugby. We've also taken on board advice and guidance from outside agencies about including NS effectively in PE and noted this in plans.'</p> <p>LV</p> <p>SLT check, October 2014</p> <p>'I have found co-teaching with you this half term really useful. The short planning sessions were ideal and meant that the lessons were really focussed and met specific objectives. The gradual change from you teaching to co-teaching worked really well and I found it useful to step back on occasion to see how the children were working together and to see who was exceeding or struggling.</p> <p>I have learnt some new approaches to use when teaching skills and have tried elements that I haven't done with small children before eg hockey skills. Also I would like to say well done to you as your behaviour management has greatly improved with the younger children which is having an impact on your teaching in PE. Thanks for your input and for copies of the planning.'</p> <p>CW</p> <p>SLT check, October 2014</p> <p>'I did say the sessions have been really useful and it's because of the planning time we've had and it really hasn't needed to be very long at all. Having planned and</p>

		<p>taught 7 weeks of basketball with Ollie, I feel I could then plan and teach any invasion game using the structure, R2s, LOs and mountain we have used for basketball. I've asked Ollie if we can continue the ten mins planning session on a Tues morning for striking and fielding for me/Kathryn to then teach. It's also been useful as Ollie has been thinking about ows and wows throughout the basketball unit in a simple, quick way during a lesson.' MR  Taken from OC impact pupil interviews (separate document)  'OC laughs with us if we make mistakes.'  'He works with children who need help then leaves them to practise.'  'He gets us to do our own warm ups which increases our confidence.'  'If anyone gets a warning we move straight on.'  'We use some science too for example, endurance and cardio vascular.'  'He taught us APES (active, purposeful, enjoyable and safe) and we use this in warm ups.'  'We know about the use of space.'  'We've also watched videos, like Ronaldo, to show qualities of sports people.'  'He helps us to improve our own skills.'  'We do different sports.'  'We have the learning objective on the white board in the playground and our learning mountain is to know, show and owe.' Pupil interviews, Y5, 20.03.15  'We have fun PE lessons. He uses jokes and nicknames but in a controlled way.'  'We know how to warm up.'  'He looks after children if they fall.'  'We know the rules of three for tchoukball.'  'We keep active, especially in dodgeball.'  'We usually have games at the end.'  'We play different games and we can create our own.'  Pupil interviews, Y5, 20.03.15  ➔<b>increase in participation rates (1)</b>  ➔<b>increase and success in competitive school sports (long term aim; 2)</b>  ➔<b>growth in the range of traditional and alternative sporting activities (4)</b>  <b>A1, A2, A4, A6, A25</b></p>
<p><b>Mr Catherall to introduce a new sport, tchoukball, to the whole school. This will include co-teaching, purchasing specific equipment and staff training.</b></p>	<p>Children learn a new sport.  Increase in intra competitions with a new sport.</p>	<p>Through staff training and co-teaching, staff now feel more confident in understanding the rules for tchoukball and using the new equipment. Children report overall they like playing a variety of sports (pupil health questionnaire, July 2015) and have enjoyed learning a new sport, tchoukball though curriculum PE and the after-school club.  Curriculum co-teaching, staff CPD and session, after-school club  Overall, all the children interviewed enjoyed tchoukball. Pupil interviews, 20.03.15  'I enjoy PE especially tchoukball.'Pupil health questionnaire, 07.15  ➔<b>increase in participation rates (1)</b>  ➔<b>growth in the range of traditional and alternative sporting activities (4)</b>  <b>A1, A2, A22, A24</b></p>
<p><b>Staff training in PE including assessment in PE (OC, September 2014).</b></p>	<p>Increase knowledge of progression of skills across areas of PE</p>	<p>Positive feedback from OC following the courses including use of a learning mountain in PE to support assessment.  ➔<b>how much more inclusive the physical education curriculum has become (3)</b></p>

<p><b>Quicksticks primary school hockey programme delivered by the Leeds Hockey partnership including curriculum hockey for Years 3 and 4, after-school club, staff training and competition opportunities.</b></p>	<p>Local club links established. Provide pathways for children to take in hockey. Staff observe lessons to improve PE teaching skills and increase their confidence in hockey. Staff receive high quality training to inform their teaching.</p>	<p><b>A4, A5</b></p> <p>They're good value - he's clearly quite experienced and the children are responding well - they love it! The sessions are structured and purposeful and it's interesting to see how they go about delivering a unit of hockey. Also, the way they teach the game is good to see (for example: they teach different types of dribbling as 'quiet' and 'loud'. A loud dribble means you constantly tap the ball like an 'Indian dribble'). OC 06.03.15 'The coach is really helpful.' 'It's good to have a different sport.' SC comments, 09.03.15 Following the programme, children were invited to free Easter sessions – Y4 pupil won hockey stick award and now two pupils attend weekly sessions at Leeds hockey as a direct result of their sessions at school. Staff CPD (5 staff attended) – through a practical session working with children who took part in the after-school club staff were able to deliver drills, with support from the hockey coach, using the resources provided. Resources are now available and used for hockey in curriculum PE. Hockey after-school club fully subscribed. ➔ <b>increase in participation rates (1)</b> ➔ <b>increase and success in competitive school sports (long term aim; 2)</b> ➔ <b>growth in the range of traditional and alternative sporting activities (4)</b> ➔ <b>improvement in partnership work on physical education (5)</b> <b>A2, A5, A6, A8, A12, A16, A18, A22, A25</b></p>
<p><b>Leeds United Taking it to the kids coaching programme including 24 hours coaching (following successful free coaching sessions last year)</b></p>	<p>Local club links established. Staff observe lessons to improve PE teaching skills and increase their confidence in football.</p>	<p>'It's been good to work with proper coaches and sometimes players.' 'Some of the boys who didn't used to play football at playtime now join in following the Leeds United session.' SC comments, 09.03.15 'These sessions have flagged up some basic skills that are crucial for younger children to learn.' CT 'We used all parts of our body not just our feet.' 'We learnt how to pass properly and accurately, using the side of our foot.' 'We learnt different techniques.' 'It was differentiated well and we were challenged.' 'The coaches gave good explanations and good steps.' 'We did fun games.' Pupil interviews (separate document), Y4/5, 20.03.15 'We liked having different people teaching us.' 'We enjoyed learning new skills (like passing).' Pupil feedback Y1, 10.07.15 Leeds United after-school club fully subscribed. ➔ <b>increase in participation rates (1)</b> ➔ <b>increase and success in competitive school sports (long term aim; 2)</b> ➔ <b>growth in the range of traditional and alternative sporting activities (4)</b> ➔ <b>improvement in partnership work on physical education (5)</b> <b>A2, A8, A18, A22, A25</b></p>
<p>Work with external companies to provide additional physical activities.</p>	<p>Staff and children access and engage in different physical activities.</p>	<p>Children and teachers work with external companies to broaden their experience of different physical activities. For example, gymnastics, dance, hockey, football (see</p>

	Links are made with local companies.	<p>above) and additional physical activities in Healthy minds, healthy body themed week including tai chi.</p> <p>'The tai chi made me feel calm and forget about everything.' SC feedback</p> <p>➔how much more inclusive the physical education curriculum has become (3)</p> <p>➔growth in the range of traditional and alternative sporting activities (4)</p> <p>➔ improvement in partnership work on physical education (5)</p> <p>➔links with other subjects that contribute to pupils' overall achievement and their greater SMSC skills (6)</p> <p><b>A12, A22</b></p>
Local sports partnership with Roundhay School.	Children can access a variety of initiatives.	<p>Competition tracker provides evidence of participation rates for Roundhay organised competitions and come and try events.</p> <p>School Games Gold award 2014-2015 (Silver 2013-2014)</p> <p>Moortown has played a prominent part in nearly all inter-primary competitions, fixtures and tournaments over the 2014-15 academic year. Regularly performing well during such events as Indoor Football, Basketball and High5 Netball, Moortown has also been committed to attending termly 'Come &amp; Try' sessions. These sessions have been a highlight so far, with staff selecting a variety of pupils who they believe will receive the most out of each event. JO, Roundhay School, 02.06.15</p> <p>Pupil feedback, 10.07.15, competitions</p> <p>'We get to compete in different sports and outside of school.'</p> <p>'The competitions are not too competitive but still fun.'</p> <p>'Our teachers are very supportive and encourage you to try your best.'</p> <p>'They introduce you to sports you might not have done.'</p> <p>➔increase and success in competitive school sports (long term aim; 2)</p> <p>➔how much more inclusive the physical education curriculum has become (3)</p> <p>➔growth in the range of traditional and alternative sporting activities (4)</p> <p>➔ improvement in partnership work on physical education (5)</p> <p><b>A28, A17</b></p>
New Year 5 pupils receive RFU (Rugby Football Union) sports leader training with Mr Catherall to work alongside existing leaders.	Pupils to lead play activities during lunchtime.	<p>Lunchtime timetable in place to allow all children access to this guided physical activity at lunchtime. Children report they enjoy learning from their peers and leaders enjoy the responsibility given with this role.</p> <p>➔increase in participation rates (1)</p> <p>➔ improvement in partnership work on physical education (5)</p> <p><b>A23</b></p>
Fully subsidise variety of physical activity after-school clubs (Autumn term 2014 onwards)	Increase participation in after-school clubs which involve physical activity. Introduce a variety of physical activity opportunities.	<p>A varying menu of clubs has been on offer based on pupil (pupil health questionnaire and School Council) and parent consultation (parent feedback forms). After-school clubs have been fully subscribed leading to increased participation rates (School Games Gold award)</p> <p>'The school provides an extensive range of quality physical activity opportunities for the pupils in both KS1 and KS2 as extra-curricular activities at lunchtimes and after school, including dance, football, tchoukball, tag rugby, cricket, netball and basketball. Many of these activities are led by the sports coach who really has developed the children's enthusiasm for sport.' Healthy Schools moderation, 09.12.14</p> <p>'Deanne was lovely with the children and it looked to be a fun and vibrant session. One little one came out and said she loved every minute of it!' PO'M Oct 2014</p>

		<p>'I really like Shuffles because we do lots of games.'</p> <p>'I like to go to Shuffles because it is fun.'</p> <p>'I am going to do some yoga in the playground. I also practise it at home.'</p> <p>'I enjoyed yoga because you can be healthy every day.'</p> <p>Some clubs led into local competitions, for example two teams took part in the Leeds North East high 5 netball competition.</p> <p>➔ <b>increase in participation rates (1)</b></p> <p>➔ <b>increase and success in competitive school sports (long term aim; 2)</b></p> <p>➔ <b>growth in the range of traditional and alternative sporting activities (4)</b></p> <p>➔ <b>improvement in partnership work on physical education (5)</b></p> <p><b>A12, A13, A22</b></p>
<p>Mr Catherall and staff to organise participation in local competitions and football leagues.</p>	<p>Increase in participation in competitive school sports.</p>	<p>Three football teams took part in the leagues and competitions leading to increased participation rates as recognised by School Games Gold award 2014-2015. It was noted that our teams played the most games in their league.</p> <p>➔ <b>increase in participation rates (1)</b></p> <p>➔ <b>increase and success in competitive school sports (long term aim; 2)</b></p> <p>➔ <b>growth in the range of traditional and alternative sporting activities (4)</b></p> <p><b>A6</b></p>
<p><b>Part subsidise a new Year 4 local residential.</b></p>	<p>Children have access to a range of outdoor and adventurous activities. Children have a life experience.</p>	<p>Overall 100% positive feedback from pupils and staff – 27/30 children attended.</p> <p>'The best part was working as a team and seeing everyone happy.'</p> <p>'I really enjoyed residential. At first, I was very nervous but after the first day I was not nervous. I can't wait for the residential in Year 6. I hope it is as good as this one.'</p> <p>'I have developed my bravery, confidence and cooperation.'</p> <p>'I loved residential because I got to do lots of scary activities and more time with our friends.'</p> <p>'I've discovered that I am more talented than I thought I was.'</p> <p>'I would say that Herd Farm is a brilliant place for a residential.'</p> <p>'Herd Farm is a brilliant activity centre. Stay long and it will be even better – it's better than I imagined.'</p> <p>'You will never forget a moment of it. You will forget where you are.'</p> <p>As a result the residential has been rebooked for 2016.</p> <p>➔ <b>growth in the range of traditional and alternative sporting activities (4)</b></p> <p>➔ <b>improvement in partnership work on physical education (5)</b></p> <p>➔ <b>links with other subjects that contribute to pupils' overall achievement and their greater SMSC skills (6)</b></p> <p><b>A2, A12, A22</b></p>