

Primary PE and Sport Premium 2020-21



Vision statement

As a happy and healthy school, our vision is to have a whole school approach to the promotion of physical activity. Every child should have the opportunity to develop the physical confidence and competence to enjoy being physically active. This should allow our children to become physically literate as they move to making their own choices throughout their lives. We hope this leads to a life-long passion of being physically active. In addition, we strive to offer pupils a variety of opportunities to participate and compete in physical activities and sports to help to embed values such as determination, honesty, passion, respect, self-belief, and teamwork.

Total amount carried over from 2019/20	£11,864.13
Total amount allocated for 2020/21	£17,820.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0

Signed off by	
Headteacher:	David Roundtree
Date:	26.07.21
Subject leader:	Caroline Taylor
Date:	26.07.21
Governor:	Rachel Greenhalgh
Date:	26.07.21

Meeting national curriculum requirements for swimming and water safety <i>What percentage of our current Year 6 pupils can...</i>	
...swim competently, confidently and proficiently over a distance of at least 25 metres?	2020/2021: 84%
...use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	2020/2021: 84%
...perform safe self-rescue in different water-based situations?	2020/2021: 90%
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, 2020-21

Our plans against five key indicators

Academic Year	Total fund allocated	Date(s) updated:
2020/21	£17,820	July 2021

Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity <i>Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</i>			Percentage of total allocation: 83%
Intent	Implementation		Impact
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:
<p>Improve the usability of the front playground area to ensure more children can access the area all year round.</p> <p>Ensure the new equipment and surfacing provides longevity for this space for physical activity.</p> <p>The previous equipment and surfacing had been in place for over ten years. The surfacing was worn and needed replacing.</p>	<p>Based on results of pupil and staff consultation, select the most popular equipment for the front playground area to ensure maximum pupil engagement and participation by pupils. Consultation also involved the contractor, Playscheme.</p>	<p>£24,642 (inc £11,864.13 carried over from 2019-20)</p>	<p>Front playground completed May 2021. Pupil surveys, interviews, engagement and usage of the area all show positive impact of this area for physical activity. Pupils enjoy being active and using the new equipment. Children feel challenged in the activities available to them.</p> <p>The children could see their selection of equipment, from the consultation process, as part of the new facilities.</p> <p>The reaction from pupils, across all year groups, has been unanimously positive. <i>'It's amazing.'</i> <i>'I love everything in it.'</i> <i>'The monkey bars are tricky. I can do three so far but I want to get all the way across.'</i></p>
<p>Continue to offer ways for children to achieve the 30 active minutes as part of the school day.</p> <p>Increase physical activity during playtime and lunchtimes.</p> <p>Continue to offer skipping as a form of physical activity in and out of school to all year</p>	<p>Maintain Wake Up, Shake Up after-school club, led by school staff member, to create a bank of new routines. Pupils, from the club, develop leadership roles when performing routines for the rest of the school.</p> <p>Health leader to disseminate resources to</p>		<p>Children undertaking 30 minutes of physical activity during the school day and 30 minutes outside of the school day (evidence: My Health My School Y5/6 survey). MHMS: 74% Year 6 physically active (for more than 30 mins) outside of school lessons 10+ times per week (Leeds average 54%).</p> <p>All classes have taken part in the Skip into Summer initiative (Skipping School). Investment in class individual ropes and long ropes has allowed each class bubble to have their own equipment to use at playtime, lunchtime and for curriculum PE. Jodi Corcoron, from Skipping School, visited school for the</p>

<p>groups to develop skills and stamina.</p> <p>Promote local clubs and physical activity outside of school to encourage participation and develop positive attitudes to physical activity</p> <p>Promote active travel to encourage children and families to travel to school sustainably and safely.</p>	<p>enable teachers to deliver active minutes – iMoves, GoNoodle, BBC Sport Super Movers, Mindfulness, active storytelling, Wake Up Shake Up.</p> <p>Install playground equipment</p> <p>Organise Year 2 and Year 4 Skipping School workshop and subsequent skipping festivals and sessions for all other classes.</p> <p>Promote physical activity guide based on local clubs and activities to parents/carers to encourage children to participate.</p> <p>Promote events and clubs on school noticeboard, website, newsletters and assemblies.</p> <p>Engage with other active travel initiatives, for example bike training.</p>		<p>skipping celebration day. <i>'Just wanted to say another big thank you for inviting me into school this morning. It was such a joy to see all those smiley faces :) The skill level for that age group, especially your Year 1s, was AMAZING! Being able to speed bounce, side swing and even backwards cross over in Year 1 is just incredible! And then to have them bouncing in the big rope in groups to finish things off at play time was so lovely. Thank you for taking part in the project and keeping skipping with us, even when we couldn't be there in person as 'normal'.'</i></p> <p>Skipping ropes have been on sale to pupils, to encourage children to continue their skipping skills at home, with 40 ropes sold.</p> <p>Health education, as part of Living and Learning curriculum, included a unit on physical health and fitness. Children are aware of how they can be physically active at different parts of the day, to contribute to their 60 minutes a day, and of the benefits of physical activity on their physical and mental health.</p> <p>Pupil health questionnaire, July 2021 Comments about PE lessons: <i>'We get a lot of exercise and a lot of time.'</i> <i>'I like how we learn lots of things.'</i> <i>'I like playing football and learning new sports is always fun.'</i> <i>'I like staying active.'</i> <i>'PE lessons are fantastic.'</i></p> <p>Parent comment: <i>'School actively promotes a healthy lifestyle.'</i></p> <p>Wider impact as a result of the above:</p> <ul style="list-style-type: none"> ✓ Pupils are more active in PE lessons – they have more stamina. ✓ Pupils are more active at playtimes and lunchtimes. ✓ Standards achieved in PE are improving ✓ Attitudes to learning improved - better concentration in lessons. 	
<p>Key indicator 2: The profile of PESSPA (PE, School Sport and Physical Activity) across school as a tool for whole school improvement</p>				<p>Percentage of total allocation:3%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<p>Include health as part of the school improvement plan.</p> <p>Engage with Health and Wellbeing SLA programme.</p> <p>Celebrate PE, sport and physical activity across school in assemblies, on the health noticeboard, through social media and on the school website to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved.</p> <p>Whole school initiatives with a collective PE/Sport/Health and Wellbeing focus (including Being Healthy themed week July 2021).</p> <p>Physical health and fitness unit as part of Living and Learning (PSHCE) long term plan.</p>	<p>Attend CPD and receive in-school advisory support from Health and Wellbeing team.</p> <p>Celebrate physical activity and PE achievements (from in and out of school) using certificates based on the School Games Values (<i>determination, honesty, passion, respect, self-belief, and teamwork</i>), on social media, school website, newsletters and noticeboards.</p> <p>Demonstrations and performances by pupils.</p> <p>Organise whole school activities including Being Healthy themed week and Skipping School.</p> <p>Reflect on these initiatives in whole school assemblies.</p>	<p>£890 (Health and Wellbeing SLA)</p>	<p>Regular promotion and celebration of PE, sport and physical activity on school social media updates and school website including in and out of school successes.</p> <p>Sport and physical activity certificates, based on the School Games Values, are awarded and celebrated in whole class assemblies. In turn, children feel proud of their achievements and this raises the profile of PE and sport across school.</p> <p>Being Healthy themed week in the summer term was a focus on physical and mental health.</p> <p>Physical health and fitness, part of the statutory health education, is a unit in the Living and Learning long term plan with children showing an understanding of the importance and benefits of being active (60 minutes a day).</p> <p>My Health My School survey July 2021 Year 6 data</p> <ul style="list-style-type: none"> • Have you enjoyed PE this year? Yes 100% Moortown pupils (87% Leeds) • How much information and learning have you had to help you understand the importance of being active? I have had enough useful information 96% Moortown (85% Leeds) • How good is your school at encouraging you to have a healthy lifestyle? Very good 85% Moortown (51% Leeds) 	<p>Commitment to keep the high profile of PE, school sport and physical activity across school.</p>
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 3%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Increase staff confidence, knowledge and skills through partnership with professional coaches (based on staff confidence levels)</p> <p>Engage with Health and Wellbeing training and Active Schools programme and</p>	<p>Organise professional coaches to work alongside staff throughout the year according to need (including Skipping School – skills guide)</p> <p>Support staff with their professional development</p>	<p>£876</p>	<p>Half termly meetings between Health Leader and other Sphere Federation PE lead. This has led to collaboration and sharing of good practice for PE and sport.</p> <p>PE long term plan, PE and PA policy have been updated to support staff to provide a skills based curriculum.</p> <p>Skipping into summer project has provided skills videos rather than in person skipping sessions, which have upskilled teachers</p>	<p>Staff will feel supported in their professional development through CPD courses and working with professional coaches.</p>

<p>disseminate information to other staff</p> <p>Health leader to be released to plan, monitor, observe and evaluate PE with other Sphere Federation PE lead</p> <p>New statutory health education includes physical health and fitness unit.</p>	<p>through access to courses.</p> <p>Investigate use of Sphere Federation PE specialists to provide CPD needs.</p> <p>Health leader to attend Health and Wellbeing subject leader days.</p> <p>Health leader to meet with other Sphere Federation PE lead.</p> <p>Partnership with Leeds Beckett University to support Sports Coaching student placements. <i>(not possible 2020/21)</i></p>		<p>in their knowledge and teaching of skipping skills.</p> <p>Visiting coaches allow staff to improve their teaching skills and increase their confidence in the area of PE. This has been limited this year but for example as a result of the White Rose Rugby sessions, Mr Wain commented, <i>'The sessions have been really beneficial for the children and for my own CPD. I've picked up lots of ideas that I will use in future PE lessons.'</i></p>	
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 1%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>COVID 19 restrictions have prevented visitors in school. In the summer term, outdoor visitors and after-school clubs were gradually phased back in.</p>				
<p>Continue to give opportunities for a wide range of sports and physical activities within and outside the curriculum including part subsidise physical activity after-school clubs; part subsidise residential visits; outdoor pursuits; and themed week physical activities</p>	<p>Provide minimal charge for physical activity after-school clubs.</p> <p>Contribute to Year 4 and Year 6 residential cost to reduce overall payment for parents.</p> <p>Ensure varied activities offered based on pupil needs/interest to promote active, healthy lifestyles.</p> <p>Maintain/establish partnerships and links with clubs. Promote these club</p>	<p>£3276.13</p>	<p>Physical activity after-school club programme restarted in the summer term but was dependent on staff availability (must teach own bubble) and one use of external provider. The programme included multi-skills, multi-sports, football, Wake up Shake up (Year 2 and Year 4) and dodgeball. Uptake was good with two out of the seven clubs full.</p> <p>Great feedback from the clubs.</p> <p><i>'Absolutely brilliant as it gives children a chance to do some outdoor activities with their classmates.'</i></p> <p><i>'I learnt how to dance better and some routines for new WuSu songs.'</i></p> <p><i>'My child could remember the routines and taught them to us so we could do them at home. She clearly had heaps of fun.'</i></p> <p>100% would recommend their club to a friend.</p> <p>Wake up Shake up restarted in the summer term and children who attended the Wake up Shake up club, Year 2 and 4 pupils,</p>	<p>Continue to provide opportunities for a wide range of sports and physical activities for pupils and staff to engage in.</p>

	<p>and activity links.</p> <p>Maintain links with Allerton Grange providing physical activity opportunities for pupil as part of their young leader programme (not possible 2020/21)</p> <p>Equipment to ensure pupils have sufficient resources in curriculum PE, after-school clubs, sports leader sessions and other physical opportunities</p>		<p>led this whole school daily activity, developing confidence and leadership skills.</p> <p>Year 6 residential took place and the Year 4 residential was replaced with Herd Farm outdoor pursuits away days. <i>'I am proud of my orienteering because it has improved my map reading.'</i> Year 4 pupil <i>'I'm very grateful for this experience. I conquered my fear on the climbing tower and I've never done anything like this before.'</i> Year 4 pupil</p> <p>The Year 1 bikeability programme resulted in seven children learning to ride, six children being close to riding and seventeen children improving their existing riding skills.</p> <p>Throughout the summer term, White Rose Rugby, in association with Moortown Rugby, delivered rugby sessions to focus groups – Year 2 and 3. This led to a holiday camp programme offer for these children. Pupil health questionnaire, July 2021: pupils commented on their enjoyment of these rugby sessions.</p> <p>Equipment was purchased, following an audit and staff feedback, to allow class bubbles to have sufficient equipment for curriculum PE and equipment to promote physical activity at playtime and lunchtime leading to higher engagement and participation levels.</p>	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 0%
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
COVID 19 restrictions have meant inter and intra competitions have not been possible. Personal best competitions have been a focus this year instead.				
School Games Mark Platinum awarded July 2019 SGM carried over to July 2020 (no application needed July 2021)	<p>Prepare (transport, staffing) and enter 'A' and 'B' teams for various competitions (no external competitive events 2020/21).</p> <p>Link after-school club options to upcoming competitions.</p> <p>Organise training and</p>	£0	<p>Pupils engage in personal best competitions (Level 0 competition) through whole school engagement in Skipping School's Skip into Summer initiative. Y1 data: 90% of children significantly improved their skipping personal best from the start to the end of the project.</p> <p>Personal best competitions were also a focus of the Being Healthy themed week with 100% of pupils improving their personal best scores across the week.</p> <p>Pupils feel proud of their efforts and want to participate.</p>	Restart inter and intra competitions, when possible, to continue to achieve existing School Games Mark success.

	<p>fixtures as part of Leeds Schools Football League for Year 5/6 team (no football league 2020/21).</p> <p>Target in-active pupils.</p> <p>Complete physical activity tracker.</p> <p>Recognise and celebrate pupil's efforts.</p>		<p>Whole school recognition of these efforts, through the use of physical activity certificates, enhances positive attitudes to physical activity.</p> <p>KS1 and KS2 sports days took place in July 2021 with all children rewarded for participation.</p>	
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