

Moortown Primary  
**Primary PE and Sport Premium,  
2021-22**



## **Vision Statement**

***Moortown Primary is a happy and healthy place to learn.***

*We take 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.*

|                 |                   |
|-----------------|-------------------|
| Signed off by   |                   |
| Headteacher:    | David Roundtree   |
| Date:           | 24.07.22          |
| Subject leader: | Caroline Taylor   |
| Date:           | 20.07.22          |
| Governor:       | Rachel Greenhalgh |
| Date:           | 24.07.22          |

# Self-evaluation: review and reflection

## An evaluation of previous spend, current needs and priorities for the future

| Key achievements to date:  | Areas for further improvement and baseline evidence of need:  |
|--|---|
| <p><b>Platinum School Games Award</b> awarded July 2022.</p> <p>For 2021-22 the competition calendar continued to be interrupted due to the COVID-19 pandemic.</p> <p>Three KS2 pupils reached a Level 3 School Games final – West Yorkshire Games Cross Country final.</p> <p>Children engaged in Level 0 (personal best) competition; skipping and athletics.</p> <p>Children had the opportunity to take part in level 1 competition within school during PE lessons; athletics, dodgeball, hockey, tennis, basketball, cricket, football and rugby.</p> <p>Level 1 competition also took place during the KS1/Reception and KS2 competitive sports days, July 2022.</p> <p>Full programme of physical activity after-school clubs have been offered each term.</p> <p>The Year 4 and Year 6 outdoor and adventurous residential took place.</p> <p>Support has come via working in partnership with other Sphere Schools, North East Leeds Schools Sports Partnership and the School Games Organiser, Chrisi Nicholson Bennett.</p> <p>My Health My School Survey (Y5/6) and pupil health questionnaires were completed July 2022.</p> | <p>As competitions restart, maintain participation levels for competitive and participation events and pupil leadership.</p> <p>Identify inactive population and provide opportunities to encourage them to participate in extra-curricular physical activities.</p> <p>Once the new green space is available on the school site, ensure space is maximized to enable children to achieve 30 active minutes at school. Work has started July 2022.</p> <p>Develop outdoor activities including lunchtime equipment</p> <p>Being Healthy themed week July 2023</p> <p>Working with existing and new staff, continue to develop staff confidence, knowledge and skills through professional development and external partnerships. CPD planned for 2022-23.</p> |
| <p><b>Meeting national curriculum requirements for swimming and water safety</b><br/> <b>What percentage of our current Year 6 pupils can...</b></p>   |   |
| <p>...swim competently, confidently and proficiently over a distance of at least 25 metres?</p>  | <p>2021/2022: 58%</p>   |
| <p>...use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?</p>  | <p>2021/2022: 55%</p>   |
| <p>...perform safe self-rescue in different water-based situations?</p>  | <p>2021/2022: 87%</p>   |
| <p>Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>   | <p>Yes/<b>No</b></p>  |

# Action plan and budget tracking, 2021-22

## Our plans against five key indicators

| Academic Year   |   | Total fund allocated |  | Date(s) updated: |  |
|---|---|----------------------|--|------------------|--|
| 2021/22   |   | £17,820              |  | July 2022        |  |
| <b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity</b><br><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:<br>13%   |
| Intent  | Implementation  |                      | Impact   |                  |  |
| School focus with clarity on intended <b>impact on pupils</b> :   | Actions to achieve:   | Funding allocated:   | Evidence and impact:   |                  | Sustainability and suggested next steps:   |
| <p>Improve the opportunities for pupils to engage in 30 minutes of physical activity a day in school.</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 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>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 school.</p> <p>Health leader to disseminate resources to enable teachers to deliver active minutes in the school day– GoNoodle, BBC Sport Super Movers, Mindfulness, active storytelling, Wake Up Shake Up.</p> <p>Organise Year 2 and Year 4 Skipping School workshops and subsequent skipping festivals.</p> <p>MUGA playtime and lunchtime rota.</p> <p>Promote physical activity guide based on local clubs and activities to parents/carers to</p> | £2287.17             | <p><b>Platinum School Games Award</b> awarded July 2022.</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 2022).<br/>Year 6 86.96% achieve 60 active minutes per day<br/>Year 5 100% achieve 60 active minutes per day</p> <p>Skipping ropes have been on sale to pupils, to encourage children to continue their skipping skills at home, with 42 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 2022<br/><i>'I like PE lessons because they keep us active and they are fun.'</i><br/><i>'I like that we have a variety of different sports in PE instead of all our lessons being the same things every time.'</i><br/>Parent comment<br/><i>'We appreciate all the experiences that the children are offered.'</i></p> <p>Wider impact as a result of the above:</p> <ul style="list-style-type: none"> <li>✓ Pupils are more active in PE lessons – they have more stamina.</li> <li>✓ Pupils are more active at playtimes and lunchtimes.</li> <li>✓ Standards achieved in PE are improving</li> </ul> |                  | <p>Staff and pupils become more aware of integrating 30 active minutes into the school day.</p> <p>Continue current timetabling (playtimes/lunchtimes) to ensure pupils have opportunity to use the MUGA/front playground equipment.</p> |

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|  | <p>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, scooter training.</p> <p>Based on results of pupil and staff consultation, select the most popular equipment for playtimes and lunchtimes to ensure maximum pupil engagement and participation by pupils.</p> |                           | <p>✓ Attitudes to learning improved - better concentration in lessons.</p>  |   |
| <p><b>Key indicator 2: The profile of PESSPA (PE, School Sport and Physical Activity) across school as a tool for whole school improvement</b></p>   |  |                           |   | <p>Percentage of total allocation: 14%</p>  |
| <p><b>Intent</b></p>   | <p><b>Implementation</b></p>   |                           | <p><b>Impact</b></p>  |   |
| <p>School focus with clarity on intended <b>impact on pupils:</b></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, awarding physical activity certificates, displaying achievements 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</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>£2512.00</p>           | <p><b>Platinum School Games Award</b> awarded July 2022.</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>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 2022 Year 5 data</p> | <p>Commitment to keep the high profile of PE, school sport and physical activity across school.</p> |

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| <p>pupils to aspire to being involved.</p> <p>Whole school initiatives with a collective PE/Sport/Health and Wellbeing focus: Jubilee event (Wake up Shake up through the decades) and active travel initiatives</p> <p>Physical health and fitness as part of Living and Learning (PSHCE) long term plan.</p>   | <p>Demonstrations and performances by pupils.</p> <p>Organise whole school activities – Jubilee event May 2022</p> <p>Reflect on these initiatives in whole school assemblies.</p>  |                           | <ul style="list-style-type: none"> <li>• <b>Have you enjoyed PE this year?</b><br/>Yes 96.15% Moortown pupils (90.16% Leeds)</li> <li>• <b>How much information and learning have you had to help you understand the importance of being active?</b><br/>I have had enough useful information <b>96.15%</b> Moortown (82.2% Leeds)</li> <li>• <b>How good is your school at encouraging you to have a healthy lifestyle?</b><br/>Good 92.31% Moortown (74.28% Leeds)</li> </ul>  |   |
| <p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>  |   |                           |  | <p>Percentage of total allocation: 12%</p>  |
| <p>Intent</p>  | <p>Implementation</p>   |                           | <p>Impact</p>  |   |
| <p>School focus with clarity on intended <b>impact on pupils:</b></p>  | <p>Actions to achieve:</p>  | <p>Funding allocated:</p> | <p>Evidence and impact:</p>  | <p>Sustainability and suggested next steps:</p>   |
| <p>PE Leader meet with other Health/PE leaders to coordinate initiatives across the federation.</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 disseminate information to other staff</p> <p>Health leader/PE specialists to be released to plan, monitor, observe and evaluate PE.</p> <p>New statutory health education includes physical health and fitness unit.</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 through access to courses.</p> <p>Investigate use of Sphere Federation PE specialists to provide CPD needs.</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.<br/><i>(not possible 2020/21)</i></p> | <p>£2130.00</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>Skipping into summer project has provided skills videos rather than in person skipping sessions, which have upskilled teachers 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.<br/>Four classes gymnastic coaching<br/><i>'I loved gymnastics because we learnt new skills like climbing and balancing.'</i><br/><i>'I got better at gymnastics.'</i> <i>'I liked using the equipment and I got better at climbing and travelling.'</i><br/><i>'I enjoyed everything and I got better at most things.'</i></p> <p>Evidence of long-term plan objectives being used alongside TOPS resource cards to enhance and develop staff confidence in delivering active and inclusive PE lessons.</p> | <p>Staff will feel supported in their professional development through CPD courses and working with professional coaches.</p> |

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| Investment in TOPS cards to support staff delivering PE (TOP Gym, TOP Dance, TOP Athletics, TOP Games, TOP Challenge, TOP Start)  | Make available the TOP PE resource cards for classes to use to support PE lesson planning.  |   |  |   |
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |   |   |  | Percentage of total allocation: 50%   |
| Intent  | Implementation  |   | Impact   |   |
| School focus with clarity on intended <b>impact on pupils:</b>  | Actions to achieve:   | Funding allocated:                              | Evidence and impact:   | Sustainability and suggested next steps:  |
| Continue to give opportunities for a wide range of sports and physical activities within and outside the curriculum in order to maintain participation - including part subsidise physical activity after-school clubs; part subsidise outdoor and adventurous residential visits and curriculum PE visitors. | <p>Provide minimal charge for physical activity after-school clubs.</p> <p>Ensure varied activities offered in curriculum PE based on pupil needs/interest to promote active, healthy lifestyles.</p> <p>Contribute to Year 4 and Year 6 residential cost to reduce overall payment for parents.</p> <p>Maintain/establish partnerships and links with clubs. Promote these club 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 2021-22)<br/>Audit equipment to ensure pupils have sufficient resources in curriculum PE, after-school clubs, sports leader sessions and other physical opportunities</p> | <p>£4969.92</p> <p>£1500.00</p> <p>£2469.00</p> | <p><b>Platinum School Games Award</b> awarded July 2022.</p> <p>Physical activity after-school club programme has run all year including multi-skills, multi-sports, football, Wake up Shake up, athletics, street dance, yoga and dodgeball. Uptake was excellent with the majority of clubs full.</p> <p><i>'The clubs are a great idea for parents who can't take their children to other clubs on the weekend or evenings.'</i></p> <p><i>'Thank you for having such a wide range of options available.'</i></p> <p>100% of children attending would recommend the club to a friend.</p> <p>An oversubscribed Wake up Shake up club has continued this year and children who attended the WuSu club, Year 4-6 pupils, lead this whole school daily activity, developing confidence and leadership skills.</p> <p>Year 6 residential pupil feedback<br/><i>'I really enjoyed Robinwood. There were lots of fun unique activities.'</i> <i>'The activities were all exhilarating but nerve wracking at the same time.'</i> <i>'I loved Robinwood. It was fun and full of adrenaline.'</i> <i>'I enjoyed all of the activities but some of them were challenging.'</i></p> <p>Year 4 residential pupil feedback<br/><i>'I learnt how to work as a team better and how to overcome my fears on the giant swing.'</i></p> <p><i>'The most challenging part was the assault course.'</i></p> <p><i>'I enjoyed going to Herd Farm because I loved all the activities and working as a team with my friends.'</i></p> <p>Reception and Year 1 bikeability programme and Reception to Year 4 scooter training enabled children to develop and improve their riding skills and increase active travel.</p> | Continue to provide opportunities for a wide range of sports and physical activities for pupils and staff to engage in. |

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|   |  |                           | <p>My Health My School Survey, July 2022<br/>Year 5 96.15% and Year 6 91.3% enjoy PE.</p> <p>Equipment was purchased, following an audit and staff feedback, to allow sufficient equipment for curriculum PE and equipment to promote physical activity at playtime and lunchtime leading to higher engagement and participation levels.</p>   |  |
| <b>Key indicator 5: Increased participation in competitive sport</b>  |  |                           |  | Percentage of total allocation: 11%                                |
| <b>Intent</b>   | <b>Implementation</b>  |                           | <b>Impact</b>  |  |
| <b>School focus with clarity on intended impact on pupils:</b>  | <b>Actions to achieve:</b>   | <b>Funding allocated:</b> | <b>Evidence and impact:</b>  | <b>Sustainability and suggested next steps:</b>                    |
| <p>Platinum School Games Mark (SGM) awarded 2021 - 22</p> <p>Competitions at Level 0 (personal best), Level 1 (intra-school) and Level 2 (inter-school) were planned, aiming to provide opportunities for children to be involved in competitive sport.</p> | <p>Prepare (transport, staffing) and enter various competitions – Year 2 and Year 4 Skipping School, triathlon, cross country and Allerton Grange primary sports day.</p> <p>Link after-school club options to upcoming competitions.</p> <p>Target in-active pupils.</p> <p>Complete physical activity tracker.</p> <p>Recognise and celebrate pupil's efforts.</p> | £1955.00                  | <p><b>Platinum School Games Award</b> awarded July 2022.</p> <p>Three KS2 pupils competed in the Level 3 School Games final – West Yorkshire Games Cross Country final.</p> <p>Year 2 second place (/6) in their Skipping School festival.</p> <p>Pupil feedback<br/><i>'I am better at skipping now as I have been practicing at school and at home.'</i><br/><i>'I am better at skipping because before we met Jodi, I could only do a few skips and now I can do more.'</i><br/><i>'It was really fun. I skipped to school this morning.'</i><br/><i>'We learnt when to jump and different types of skips.'</i><br/><i>'I enjoyed it because I skipped in front of lots of people.'</i></p> <p>Pupils engage in personal best competitions (Level 0 competition) eg skipping</p> <p>KS1 and KS2 sports days took place in July 2022 with all children rewarded for participation.</p> <p>Pupils feel proud of their efforts and want to participate.</p> <p>Whole school recognition of these efforts, through the use of physical activity certificates, enhances positive attitudes to physical activity.</p> <p>Wider impact - positive attitude and engagement of all children in PE lessons.</p> | Continue to achieve existing School Games Mark success (Platinum). |