



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2017

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Key achievements to July 2023:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Entries into Cluster events more consistent. Children proud to represent school and improve skills through this. • Positivity around PE and the importance of exercise (Staff and Children). • Equipment bought for playtimes and PE lessons. • Inspirational coaches in to deliver PE, in co-operation with class teachers and Subject Leader. 1. Chris– Sporting Influence – weekly. 2. Hannah Smith – Dance (Zumba – Virtual lessons). • Development of intra school (internal) competition in houses every half term to supplement competitive sports. • Play Leaders from Year 5 for KS1 at lunchtime. • After school sports clubs with Sporting Influence and Mr Price. • Supplied School Football Club to aid development to support local football club. • Influential sporting athletes to be role models. • PE planning available in Staff Room. • A/B Cycle of the Long Term Plan complete and used by staff. • Bikeability for UKS2. • Holi Run March 2023 in aid of Action Duchenne. • Purchase of new goalposts through voucher from Sports sponsorship. • 	<ul style="list-style-type: none"> • Frequency of inter school competitions. • Links to local schools and sports clubs to embed the importance of PE outside school as well as in it. • Create a positive community affection towards exercise and sport. • A variety of activities required to keep inclusive so all children can access (1:1 children) • Cloud based PE planning. • Staff Training to improve use of new equipment and staff confidence when teaching PE. • Monitor well being of staff and children (SDP 4)

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	77%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	39%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	39%
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 (parent contributions)

Key indicator 1: The engagement of all pupils in regular physical activity of at least 30 minutes of physical activity a day in school.

“Our PE intent states that: We provide opportunities for all children to engage in extra curricular (fitness) activities. Before (buddies), during (playtimes, lunchtime and PE lessons) and after school (multi sports, running clubs and competitive sports etc)”.

Actions: (Intent)	Summary of objective. IMPLEMENTATION	Cost	Evidence and impact: IMPACT	Sustainability
Playtime activities to increase physical activity and skills: Daily physical activity: 20 minutes lunch, 20 minutes free play and 20 minutes structured play with MSA’s and Year 5 Play Buddies	Staff to carry out the games learned previously from Sporting Influence. All children to take part in 20:20:20	MSAs	Measured through PE data: Subject Leader Log for the whole school.	Leaders will be able to see impact and what works well. Staff will see the impact this has on behaviours coming back into school and during playtimes (indicated through red/yellow card logs). This is part of the school day and is well implemented.
MSA’s to lead playtime activities taught through the games demonstrated during PE sessions with Sporting Influence.	Play Buddies to carry out games modelled by Mr Price with a focus on Multi Skills and Teamwork.	£551 – Mr Price Play Buddies	Observations during lunchtime. Pupil Voice: <ul style="list-style-type: none"> • Favourite games • Next steps – play buddies leading specific areas/games 	
Increase variety of After School Sports Clubs. Mr Price and Mr Doey to carry out Sports Clubs.	1 hour per week, per club, focusing on: Autumn: Invasion Games. Spring: Multi Skills and Cross Country. Summer: Cricket, Multi Skills.	Sporting Influence £8640 per year.	Long Term Plan: Tennis Netball Running Football	Staff have the skill base and adaptability to provide a variety of sporting clubs. Staff also have the passion to sustain these clubs.

Impact and Review 2023-2024

20-20-20 happening at lunchtime in Key Stage 1 with Year 6 Sports Leaders helping MSA's with KS1 at lunchtime.

Pupil Voice Y6.

"I've really enjoyed helping the younger children at lunchtime. We've got some good footballers!" Year 6 pupil.

"They like playing lots of games and running around. I like doing it" Year 6 pupil.

KS1 pupil voice about Lunchtimes.

"I like holding their hands and playing with them. They make me happy" Year 1 child.

"I like playing football so they help me play and know the rules" Year 2 pupil.



After school sports clubs are popular and the sports indicated above have been carried out with a few variations if a competition has arisen. For example, Crickrounders and Dodgeball. Sports Clubs have included: Football, Cricket, Dodgeball, Tennis and Multi Sports, which is an increase on a variety of sports offered last year.

These clubs were offered to KS2 children. Mr Doey (UKS2) and Mr Price (LKS2) ran the clubs.

Average attendance per week: UKS2: 12 children per week. LKS2: 10 children per week.

Pupil Voice:

"I've enjoyed playing cricket as its fun and I'm really good at hitting the ball" Year 3 pupil attending after school sports.

"I've loved playing all the games with Mr Doey. They are great fun and we have to use different skills in each game."

Year 6 pupil attending After School Sports with Sporting Influence.

"From observing After School Sports Club, it was great to see the children setting up their own games and knowing the rules. They showed good awareness of the rules and boundaries of the games. This was supported by members of

staff.” Mr Price, PE Lead.

After School Sports Clubs (data over the academic year):

LKS2 (Mr Price’s Sports Club): 37% of children attending were in receipt of Pupil Premium.

UKS2 (Mr Doey’s Sport Club) 33.3% of children attending were Pupil Premium Children

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.

‘Our Intent states that: We endeavour to encourage not only physical development but also well- being, which is vital for our children.’

Actions: (INTENT)	Summary of objective: IMPLEMENTATION	Cost	Evidence and impact: IMPACT	Sustainability
To enable the PE Leader to effectively lead, monitor and support PE development.	PE Leader to attend PE Cluster meetings. Management time to coordinate resources and monitor the impact of PE spending.	Subject leader time allocated	For subject lead to have a sound knowledge of PE across the school. <ul style="list-style-type: none"> • Monitoring both coach and staff lessons. • Assessment of planning, making sure all objectives are covered. • End of term/year data. CPD/training identified and attended through Sporting Influence CPD sessions (November 23).	Continue to attend Sporting Influence CPD.
To sharing sporting news from within school.	Sporting achievements of students to be displayed in a prominent location with high child traffic. News of school sporting achievements to be shared via school communications.	n/a	Children and parents to be aware of sporting opportunities and achievements within school. <ul style="list-style-type: none"> • Parents reading and responding to announcements made on communication platforms. • Pupil voice 	Sports Wall in hall to be up to date with information about sporting clubs and news.

Impact and Review 2023-2024.

November 2023- Sporting Influence CPD at Harrogate Cricket Club. Focus on Sports Premium, ideas for lessons and how to integrate out of school clubs to support our vulnerable cohorts. All to engage them in sport and exercise. Discussed how to use role models of famous sporting figures to generate interest in sport in general (educational hook).

Weekly discussion with Mr Doey about competitions, teaching and learning. Discussions around cohorts, behaviors and abilities. Adaptations of lessons to fit in with competitions has really helped progression and competitiveness at competitions. (see data in Key Indicator 5).

Sporting successes celebrated in assemblies and on the school facebook page. This is evident after Cluster Sports Events and Sports week. See Key indicator 6 for further details. Photographs and commentary submitted so children can share their experiences with their parents at home.



Euro 2024: whole school event. Each class was given 3 teams from the football European Championship to see which team and class would win, thus raising the profile of football events that are happening.

“What do children at Moorside think about PE?”

“I love PE. I like learning new skills and playing games that I know” Year 3 pupil.

“It’s my favourite lesson because it is fun!” Year 4 pupil.

“I really like playing cricket and now play it after school too” Year 4 pupil.

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

'The PE intent states: Our aim is to.... 'teach our children how to cooperate and collaborate with others as part of a team, understanding fairness and equity of play to embed life-long values.'

Action: INTENT	Summary of objective: IMPLEMENTATION	Cost	Evidence and impact: IMPACT	Sustainability:
Subject knowledge improved and confidence using sports equipment leading to high quality PE	Provide teaching staff CPD in PE (individual) Upskill school staff in their ability to teach PE, games and school sports effectively. Up skill teaching staff in providing progression of skills through lessons and assessing pupil progress.	Subject leader time School training day time	For staff to feel more confident in the delivery of PE. • Staff questionnaires • Feedback from coach Increased attainment and progress by children from receiving quality first teaching. • PE assessment levels • Pupil voice • Lesson observations	This will give staff the confidence and skill set to use with their own class but also see progression across school.
Employ Sporting Influence for specialist PE provision.	Provide teaching staff CPD in PE. Upskill school staff in their ability to teach PE, games and school sports effectively. Up skill teaching staff in providing progression of skills through lessons and assessing pupil progress.	School training day CPD time	For staff to feel more confident in the delivery of PE. • Staff questionnaires • Feedback from coach Increased attainment and progress by children from receiving quality first teaching. • PE assessment levels • Pupil voice • Lesson observations	The children will have a better knowledge of sport for the future and will have developed their coordination along with other areas that will strengthen their bodies and help them to progress physically. Children who succeed and enjoy PE lessons are more likely to join afterschool clubs, out of school clubs and continue to participate in sports as an adult as well as benefitting from improved Mental Health.

<p>Increase in data scores (KS1 and 2) with focus on Physical Development in EYFS.</p>	<p>Upskill school staff in their ability to teach PE, games and school sports effectively.</p> <p>Up skill teaching staff in providing progression of skills through lessons and assessing pupil progress.</p>	<p>Subject leadership time</p>	<p>For staff to feel more confident in the delivery of PE.</p> <ul style="list-style-type: none"> • Staff questionnaires <p>Through professional discussion. Data analysis Monitoring of progress and next steps.</p>	
<p>Impact and Review 2023-2024.</p>	<p>Data Scores:</p> <p>EYFS: 94.4% on track for Physical Development. 5.6% (1 child) not on track</p> <p>Y1: 100% on track for end of year target. Y2: 100% on track for end of year target. Y3: 96.3% on track and of this 3.7% above target (1 child) and 3.7% below target (1 child), Y4: 100% on track for end of year target 9.5% above target (2 children) Y5: 96.56% on track for end of year target 3.4% below target (1 child) Y6: 96.43% on track for end of year target 3.57% below target (1 child).</p> <p>17 children at Greater Depth for PE for whole school – Y1-6 (10.2%)</p> <p>This data shows the expertise we have at Moorside. Three children not on track is excellent work by all staff. Constant discussions happen between staff members and PE lead about equipment that could be used or lessons that need to be changed to suit cohorts.</p> <p>Learning Walk through Reception PE lesson and walk through of EYFS show so many day to day ball skills, which will then help with progressive skills throughout the school. Daily fine and gross motor skills have aided this development further during independent work.</p> <p>Areas for improvement:</p> <ol style="list-style-type: none"> 1. Review planning and assessment tools as both are restrictive and need updating. 2. Dance- CPD opportunity? 			

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

Our PE INTENT states that: We teach lessons so that children:

- Have the opportunity to participate in P.E at their own level of development
 - Secure and build on a range of skills
 - Develop good sporting attitudes
 - Understand basic rules
 - Experience positive competition
 - Learn in a safe environment
- Have a foundation for lifelong physical activity, leaving primary school as physically active.**

Action: (INTENT)	Summary of Objective: IMPLEMENTATION	Cost	Evidence and impact: IMPACT	Sustainability
<p>Forest Schools. Forest Schools sessions throughout the year for year groups. Broad skills taught covering emotional and social educational phases.</p>	<p>To offer new skills (EYFS and KS1). To offer social and emotional support in a different setting (KS1 and 2).</p>	<p>£3120 (annual)– Forest Schools staff.</p>	<p>Increased physical activity, contribute to 30 minutes a day. • Pupil voice • Observations. Purposeful play and learning will allow children to play and learn actively. • Observations • Photos • Resources • Data (EYFS Physical Development)</p>	<p>Develop a culture of participation in physical activity throughout the school, to improve wellbeing, happiness and health of all children. The resources will last for future pupils to use. Children will develop strength and co-ordination, enabling them to participate in physical activities with greater challenge and skill. Fine motor skills will be improved which will have an impact on everyday activities and skills, such as handwriting and using tools.</p>

<p>To ensure all children are on track to swim 25 meters before the end of KS2.</p>	<p>All children to develop and progress in their swimming skills and have a good understanding of water safety</p>	<p>Parents to contribute.</p>	<p>All children will have access to swimming during their KS2 journey and be on track to swim 25 meters by the time they leave Year 6.</p> <ul style="list-style-type: none"> • Evidence – swimming assessments <p>Certificates brought in by parents to confirm 25 meters successfully.</p>	<p>Children will have this skill for life and will be able to use it when they leave our school.</p>
<p>A variety of sports such as Netball, Cricket, Multi Skills, Tag Rugby, Athletics and Tchoukball through Sporting Influence's PE lessons.</p>	<p>To offer new skills and games to all children in school.</p>	<p>Sporting Influence costs</p>	<p>Purposeful play and learning will allow children to play and learn actively.</p> <ul style="list-style-type: none"> • Observations • Photos • Resources • Data (EYFS Physical Development) 	<p>Children will gain a variety of new skills which can be transferred into different Sports.</p> <p>Increase confidence in the children when trying something new.</p>

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Forest Schools:



It was a morning of foraging for EYFS at Forest School 🌿 today. They helped to make elderflower juice and picked strawberries 🍓 from the fruit bed. The children helped to cut the elderflowers, and we added boiling 💧 water. We cooled the juice, sieved out the bits, and added honey and a dash of lemon juice. All the children tried something new. We had lots of thumbs up 👍 (but a few cups tipped out on the grass 😅). The fresh strawberries 🍓 tasted delicious. 😊 There are plenty of green ones waiting for some sunshine ☀️ to ripen them. Who will be the lucky class to pick the next crop before the slugs find them!?! 🐌💙🌿



Pupil Voice - Forest Schools KS1:

"I like making things in Forest Schools and finding flowers" Year 1 pupil.

"I like using the tools to make things. I made a sword!" Year 2 pupil.

Swimming: see data at the top of the document.

Key indicator 5: Increased participation in competitive sport

Our intent states that: We teach lessons so that children:

- **Have fun and experience success in sport**
- **to teach our children how to cooperate and collaborate with others,**
- **understanding fairness and equity of play to embed life-long values.**

Actions: INTENT	Summary of Action: IMPLEMENTATION	Cost	Evidence and impact: IMPACT	Sustainability
<p>Entry into Cluster events throughout the year.</p> <p>Focus on specific groups: Girls Sports, Pupil Premium, SEND for opportunities to learn from participation experiences.</p>	<p>Selection of KS1 and KS2 children exposed to competitive sport.</p>	<p>Sporting influence competition costs</p>	<p>Children gain a love for sport through the competitive element.</p> <ul style="list-style-type: none"> • Pupil voice • Competition registers 	<p>Children will have experienced competition which may then encourage them to join other clubs both in and out of school.</p> <p>Children will have opportunities to be more physically active.</p> <p>Children will have opportunities to master their skills through participating in competitions.</p>
<p>Intra sports in PE lessons in House groups. Points won forward to Sports Day. Increased competition.</p>	<p>All children to be exposed to competitive sport within school.</p>	<p>Subject leadership time</p>	<p>Children gain a love for sport through the competitive element.</p> <ul style="list-style-type: none"> • Pupil voice 	<p>Children will have experienced competition which may then encourage them to join other clubs both in and out of school.</p> <p>Children will have opportunities to be more physically active.</p> <p>Children will have opportunities to master their skills through participating in competitions.</p>

<p>Impact and review 2023-2024</p>	<p>Ripon City Cluster Events</p> <p>Year 3 and 4 Football: Cluster winners and finished 3rd in the group stage at the Finals.</p> <p>Whole School Cluster Cross Country winners – EYFS-Year 6.</p> <p>EYFS and KS1 Multi Skills Cluster competition.</p> <p>LKS2 Dodgeball Cluster competition</p>
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LKS2 Crickrounders Cluster Competition Winners.

Whole School Dance Cluster Competitions with winners.

100% (SEND, PP) whole school participation in Cluster Sporting Events.

What the children said:

"I like dancing like this (child demonstrates a twirl!)" EYFS pupil.

"I was really nervous about dancing but it was quite good" Year 5 pupil

"It was more fun than I expected it to be" Year 4 pupil.

"I like winning so it was great" Year 6 pupil.



Our Year 4 children danced to 'Blame it on the Boogie' 🎵 and won a certificate for their style! 🏆👏

Years 3 and 5 performed their dances to Reach for the Stars 🌟....

Maddie in Year 3 and Charlie and Jake in Year 5 won a determination wrist band.

Everyone represented our school brilliantly and did Moorside proud! 😊💙



Moorside Primary School and Nursery Apr 16 · 🌐

Our Year 3 and 4 Cricket team took part in the Ripon City Cluster Cricket competition today. 🏏 As the competition progressed, the children grew in confidence, showing FANTASTIC skills with the bat and in the field. Their positive approach and team work proved to be key.....as the team WON the WHOLE competition!! 🏆👏 A brilliant performance when representing TEAM MOORSIDE 💙! We are incredibly proud, as always, of our children. 😊 We don't 'like' cricket.....WE LOVE IT!! 🏏👏



What our parents said...

“Well done Team Moorside”

“Well done!”

“Amazing!”

“Well done everyone!”

Intra house Competitions: KS2

Held at the end of each term and each year group is split into their house groups. Points earned during these lessons are then put towards house point totals and linked into Sports Day.

Key indicator 6: To promote overall well being of the whole child.

Actions: INTENT	Summary of Action: IMPLEMENTATION	Cost	Evidence and impact: IMPACT	Sustainability
To hold Sports Week in June.	To promote the health and well-being of all children.	Subject leader time allocated	All children in school will have the opportunity to participate in sport. <ul style="list-style-type: none"> • Observation • Pupil voice 	Event to highlight how an effective team works and that working together to create something special is a great thing to do.

Impact and Review 2023-2024.

Sports Week 2024: A week of sporting activities that involved skills and techniques. Each day a different activity was set up and each class spent 15-20 minutes attempting the activities.

What the children said...

“I loved it and I got the javelin in the bucket” Year 4 pupil.

“I really liked bowling hitting the ball at the footballs and I knocked a ball off” Year 5 pupil.



Day 4's sports week challenge was all about frisbee fun! 🥏
Our talented children showcas... See more



The final event of Sports Week. With the Olympics around the corner, today's event was the Javelin. The children had to throw the Javelin as far as they could, scoring points along the way. Some classes had the chance to aim at a very small target and try and get the javelin into a bucket! 🎯 Unfortunately, a very tricky cross wind caused all sorts of problems! 😬 A brilliant way to end the week. Thank you to the staff for being so amazing during the week and the children too!
A big thank you to Mr Price for organising a super fun sports week 2024! 💙👍



Nurture – KS1 – continuing provision for children through transition from EYFS to Year 1.

Expenditure as listed and inspection costs	Cost
Key indicator 1 – The engagement of all pupils in regular physical activity of at least 30 minutes of physical activity a day in school.	<u>£ 5,070.00</u>
Key indicator 2 – The profile of PE and sport being raised across the school as a tool for whole school improvement.	<u>£ 551.00</u>
Key indicator 3 – Increased confidence, knowledge and skills of all staff in teaching PE and sport.	
Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils.	<u>£12,798.00</u>
Key indicator 5 – Increased participation in competitive sport	<u>£ 750.00</u>
Key indicator 6 – Well being	
Total Cost	<u>£19,169.00</u>

Signed off by	
Headteacher	C. Rowett
Date	July 2024
Subject Leader	P. Price
Date	July 2024
Governor	Chris Lea

Forest school and PE and Sports Premium

Created by:   YOUTH SPORT TRUST

Supported by:     

Forest school is fundamentally an active delivery method, it is delivered outdoors on uneven ground in a physically challenging environment. The activities are planned and developed by observation and feedback to ensure maximum engagement of each child. The environment is designed to support Physical activity including a climbing tree, balance beam and seesaw and resources and tools are available to change and develop the environment to make it more physically challenging.

Session include games which not only develop core physical skills but also those of observation, marking, defence and strategy.

Outlined below are some of the ways which Forest School specifically meets the PE Curriculum for KS1 and 2

-Development of core skills:

o Balance and agility: The site has a climbing tree, see saw, balance beam, digging hole and uneven ground these all develop balance and agility skills

o Coordination: The use of tools and building projects help develop co-ordination skills

o Team games: we offer a wide range of team games including strategic games such as claim the flag and sticky mole which help develop tactics and support development of marking and defence.

o Running, jumping, throwing and catching: forest school offers games and activities which support all of these core skills

- Forest school session offer cooperative physical activities in a range of challenging environments, for example den building, egg races, bridge building, making swings.

- Outdoor and adventurous activity challenges: at forest school, we work with tools and fire which not only offers the opportunity to take part in outdoor and adventurous activity challenges but also equips each child with risk assessment skills.

- Comparing performances: children revisit previous challenges and activities at forest school which allows them to compare and improve their performance.