|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Amount allocated*  £31,000 | **Sports Premium spending plan and Report 2021/2022** | | | |
| Predicted Cost | Action | Why | Actual cost | End of year impact: |
| £1000 | Travel | Cost of busses/ taxis to and from fixtures/events | £385 | Has been budgeted in to transport children to events. |
| £200 | Purchase of Sports Day stickers | To reward children during their sports day. Boost morale and encourage competition. | £150 | Used successfully as a reward system during sports day. |
| £1200 | Trafford Schools Sports Partnership (SSP) Membership | To provide access to competitions for all including SSC including CPD for lead mentor to provide feedback on. | £425 (discount due to Covid-19 last year) | Attended football, cross country and CPD sessions. Covid impacted on some events. |
| £5000 | Sale Sports Club | * All year groups are able to benefit from a specialist in a variety of sports also helping to provide CPD for staff. * Sale Sports club to run after school clubs. * A&E activity- sports to change seasonally **(Covid dependent)** | £4823 | Specialised coaches provided quality first teaching for outdoor P.E, working alongside teachers to provide CPD. |
| £6000 | Gymnastics | All year groups are able to benefit from specialist gymnastic coaches. Also able to provide CPD for staff. | £2500 | Specialised coaches provided quality first teaching for gymnastics, working alongside teachers to provide CPD. |
| £1500 | Gymnastics equipment | To improve quality of teaching gymnastics. | £3435 | Pupils had the opportunity to participate in different activities due to having more equipment. |
| £2500 | Tricks and Flicks | To provide a multi-sport activity for A&E (Covid dependent) |  | No A+E due to Covid. |
| £250 | Fencing coaching | To provide children afterschool fencing coaching | £440 | Pupils experiencing a various activities. |
| £1500 | General PE and playground equipment | To support PE lessons  To keep children active at lunchtimes, playing in groups and individually. | £700  £512 | Pupils had a variety of playground equipment to help encourage new friendship groups and to develop social skills. |
| £1000 | Sports Safe Checks | To ensure equipment Is to an adequate standard for use. | £212 | To ensure safety of pupils while using the equipment. |
| £2000 | Upgrade Orienteering course, provide by Enrich. | To promote social skills with additional courses and problem solving. | £500 | Fitted in in summer term. Impact will be seen next academic year. |
| £1000 | Quidditch sports training and activities. | To teach staff and pupils a different active sport. | £520 | To promote enjoyment physical activities and to promote social skills through team games. |
| £10,000 | Climbing frame equipment. | To secure equipment for extension of the school. | £8,549.79 | To provide pupils with opportunities for various activities in P.E. |
| £6850 | Additional opportunities throughout the year e.g. workshops | Line Markings  Lunchtime support  Judo  Lacrosse  TTSA  Better lunchtime  Skipping workshop | £550  £1211  £150  £1255  £160  £1099  £380 | To provide pupils with opportunities for various activities. |
| Budgeted cost  £31,000 |  |  | Actual costings | £27,957 |

|  |  |
| --- | --- |
| Moorlands Junior school | |
| Key Achievements to date | Areas for further improvement and baseline evidence of need. |
| A high profile for Physical education. Every child receives at least 2 hours of high quality PE each week.  Links with Sale Sports Club- Specialist coach working with members of staff for continued professional development.  Link’s with specialists (T50 Gymnastics) to support staff in teaching gymnastics.  High participation in extra-curricular clubs run at school, run by staff and external providers.  Playground Leaders identified and used in school promoting physical activity and providing opportunity for the less active. **(To be improved upon next year).**  The continuing impact of the Moorlands Mile.  Skipping workshop and skipping ropes provided for every child to promote exercise.  The return of inter and intra competitions since Covid-19.  Supported in year 2 transition of Templemoor (sports afternoon).  Implemented a skills and knowledge assessment grid throughout school. | Provide more opportunities for playground leaders, so they can organise physical activities for less active pupils.  To continue to embed an assessment method into PE across the school, using the knowledge and skills grid.  To provide more opportunities for intra competitions in a variety of sports. |

|  |  |
| --- | --- |
| 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? | 91% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 91% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 75% |
| Schools can choose to use the Primary PE and Sports Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirement. Have you used it in this way? | No |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Key Indicator 1: The engagement of all pupils in regular physical activity. Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes in school and 30 minutes at home | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Evidence and impact: | Sustainability and suggested next steps: |
| To ensure that children have access to a wide range of practical resources to encourage physical activity on the playground at break times. | Audit current resources and order a variety of equipment. Playground leaders to sort these for year groups to reduce the spread of Covid-19 | Pupils seen using all equipment, helping to promote physical activity and improving social skills. | Continue to provide a variety of equipment during playtimes. |
| To ensure that all pupils at Moorlands receive 2 hours’ quality PE teaching each week and additional time for the Moorlands Mile. | Promote The Moorlands Mile.  Engaging and active PE lessons with the support of specialists from external agencies. | Not enough promotion of the Moorlands Mile. Order medals as an extra incentive next year. Teachers have further knowledge on how to teach gymnastics and a variety of outdoor sports due to Sale Sports Club and T50 Gymnastics. | Exploring different ways to keep the Moorlands Mile exciting and stimulating for the children. Continue to use Sale Sports Club to provide CPD and support staff in teaching a variety of outdoor sports activities. |
| To promote physical activity during playtime/lunchtimes. | To provide skipping workshops for the whole school. | Pupils are more active with skipping ropes (Skip2bfit) | To continue to promote skipping and physical activities during playtimes. |
| Key Indicator 2: The profile of PE and sport being raised across the school as a toll for whole school improvement | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Evidence and impact: | Sustainability and suggested next steps: |
| To develop leadership abilities of the staff and pupils in and through PE. | Liaise with playground leaders to deliver games to less active pupils.  Liaise with staff and external agencies in delivering gymnastics and a variety of outdoor sports.  Help deliver a Sports Day for children at TempleMoor. | Due to COVID and the changing of the school timetable, this has not been achieved consistently.  Pupils have received quality P.E sessions and staff have improved their knowledge on delivering P.E sessions.  Activity changed due to weather. Year 3 staff and children support Templemoor instead. | Keep monitoring and providing the leaders with new games and ideas.  To continue links with Sale Sports Club in supporting staff in teaching a variety of outdoor sports. |
|  |  |  |  |
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Evidence and impact: | Sustainability and suggested next steps: |
| To improve the standards of teaching and learning across the whole school in Physical education. | To up-level teacher’s knowledge and delivery in gymnastics and a variety of outdoor sports.  Continue to embed knowledge and skills progression assessment in P.E.  New Outdoor Adventurous Activities programme and site mapping through Enrich Education. Include workshop for pupils (Quidditch day). | Teachers have further knowledge on how to teach gymnastics and a variety of outdoor sports due to Sale Sports Club and T50 Gymnastics.  Teachers are more explicit in what they are teaching and how to show progression within each year group.  New courses set for orienteering, providing new challenges for pupils. | Continue with the support of Sale Sports Club next year.  Communicate with staff asking for feedback on the use of the knowledge and skills assessment grid. P.E coordinator to support staff implementing this.  To provide CPD for new staff. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Evidence and impact: | Sustainability and suggested next steps: |
| To ensure children are experiencing new activities and sports to broaden their horizons. | To employ specialist providers to work with classes and the teachers from Sale Sports Club and T50 gymnastics. To include variety of after school clubs in a variety of sports/activities (fencing). | Pupils have participated in after school clubs. | To continue to provide a range of after school clubs using Sale Sports Club and other external agencies. |
| To monitor participation very closely in extra- curricular activities with a view to ensuring all children get to represent the school in either inter or intra school events. | Sign up to Travel Tracker to provide incentives for pupils to walk/cycle or scooter to school.  P.E lead to organise sports day in the summer term (Covid-19 dependent).  To take part in intra competitions.  Introduce Sale Sports Club as key provide in after school clubs. | Travel Tracker implemented at the start of the year with badges being rewarded. Need continue to promote this so data is consistently recorded.  All pupils participated in a variety of sporting activities.  Pupils in years 3,5 and 6 had the opportunity to take part in intra competitions.  Many pupils across year groups participated with after school clubs. | To implement the use of travel tracker consistently in 2022-2023 to promote healthy ways to travel.  To continue next year.  To provide opportunities to all year groups in a variety of sports.  To continue next year. |
| Key indicator 5: Increased participation in competitive sport | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Evidence and impact: | Sustainability and suggested next steps: |
| To ensure that as many children from Moorlands Junior School get the opportunity to play /perform in competitive, inclusive sport. | Provide a variety of extra-curricular activities which link to the up-coming events.  To organise sports day for the whole school. | Extra-curricular activities were provided; however, Moorlands did not compete in all intra competitions due to the impact of Covid-19 earlier in the year.  All pupils participated in sports day (inter competitions). | Conduct intra-school competitions termly in a variety of sports. To include staff in leading them. To attend inclusion festival for SEN class.  Pupil voice. What competitions would children like to be involved in?  What else do the pupils want in school? |