

Funding received...		
No. of eligible pupils: 365	Total amount to receive in 2020-2021: £19,150	Total amount to receive in 2021-2022: £19,150
Funding rate: £16 000 + £10 per eligible pupil	Total amount: £22,839	Amount carried over from 2020-2021: £19,342.66
		Total amount: £38,492.66

**Intent**

Physical education and physical activity intent statement:

Our PE curriculum is active, so that all children are physically literate, understand the purpose and benefits of activity, in order to meet the physical demands of everyday life. They will be lifelong advocates for healthy, active lifestyles.

There are **five key indicators** for demonstrating improved sports provision:

1. The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

**Objectives** (from pupil and staff voice continued from 2019-2020) for the spending this year ...

- A. Ensuring that the pupil voice comments are met and issues arising are dealt with (variety of clubs, swimming, PA time).
- B. Support the development of the curriculum by ensuring the children are receiving high quality PE lessons that include differentiation, skill progression and high quality teaching.
- C. Guaranteeing an increase in children able to swim 25m safely and meeting the national curriculum objectives (swimming, lesson observation).
- D. Increasing the children's engagement in inter and intra school competitions, in partnership with a well-being committee between several schools.
- E. Increasing the amount of daily activity and making sure that all children have to opportunity to achieve 60 minutes of activity at school (morning club).
- F. Supporting the curriculum drivers and providing opportunities for the children to have different experiences (clubs, enrichment days, interschool competitions).
- G. Improving the children fitness levels through diverse, regular physical activity and opportunities to practise and master basic skills during PA time.

NHS physical activity guidelines September 2019

- at least 60 minutes of physical activity every day - this should range from moderate activity, such as cycling and playground activities, to vigorous activity, such as running and tennis
- on 3 days a week, these activities should involve exercises for strong muscles and bones, such as swinging on playground equipment, hopping and skipping, and sports such as gymnastics or tennis
- Children and young people should also reduce the time they spend sitting for extended periods of time, including watching TV, playing computer games and travelling by car when they could walk or cycle.

Chief medical officers' physical activity guidelines September 2019

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- on 3 days a week, these activities should involve exercises for strong muscles and bones, such as swinging on playground equipment, hopping and skipping, and sports such as gymnastics or tennis
- Children and young people should also reduce the time they spend sitting for extended periods of time, including watching TV, playing computer games and travelling by car when they could walk or cycle.

Chief medical officers' physical activity guidelines 2022:

- Children and young people should engage in MVPA for an average of at least 60 minutes per day across the week. This can include all forms of activity such as physical education, active travel, after-school activities, play and sports.
- Children and young people should engage in a variety of types and intensities of physical activity across the week to develop movement skills, muscular fitness, and bone strength.
- Children and young people should aim to minimise the amount of time spent being sedentary, and when physically possible should break up long periods of not moving with at least light physical activity.

Results from National Child Measurement Programme:

**Proportion of Reception children in your school who were overweight or obese**  
NCMP 2016/17, 2017/18, and 2018/19 combined



The proportion of Reception children who were overweight or obese (29%) is statistically similar to other schools across England (22%). 25% of Reception children were overweight or obese in Staffordshire local authority.

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**Proportion of Year 6 children in your school who were overweight or obese**  
NCMP 2017/18 and 2018/19 combined



The proportion of Year 6 children who were overweight or obese (44%) is higher than in most other schools across England (34%). 34% of Year 6 children were overweight or obese in Staffordshire local authority.

In any population of children of all ages, it would be expected that 10% would be overweight and a further 5% obese. However current levels across England are far higher.

National Child Measurement Programme 2020-2022:

Reception 2020/2021: 14.4%  
Reception 2021/2022: 10.4%

Year 6 2020/2021: 25.5%  
Year 6 2021/2022: 23.5%

Boys have higher obesity prevalence than girls for both age groups.

	Swimming competency in year groups in Sept 2020				Swimming competency in year groups in Sept 2021				Swimming competency in year groups in July 2022			
	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
25m (front)	Not completed due to COVID											
25m (back)												

**Break down of proposed spending**




**PE Curriculum & improving the quality of teaching and learning. (PE)**

Intent	Implementation	Who	Cost	Projected impact in 2020	Impact in 2021	Impact 2022
To discuss with staff the implications of the covid-19 situation and what this	Review PE curriculum in light of covid-19 situation. Look at whether tweaks and changes are needed to	EH Sept	No cost	Children will still receive their allocated PE entitlement both in time	Impact: By looking back at the curriculum knowledge and skills grid for each year group, skills and knowledge have been RAG rated in terms of	Impact: The substantive and disciplinary knowledge grids have undergone further development, based on the Ofsted review, the chief medical

<p>means for PE in terms of curriculum design and order of activities (fitness levels, practical teaching of PE now).</p> <p>Embed staff confidence in following new curriculum overview and progression of skills documents.</p> <p>To ensure all staff are able to deliver high quality PE lessons with clear skill based focus</p> <p>To update all documentation for PE health and safety in line with new guidance in safe practice book.</p> <p>Improve staff subject specific knowledge in sports and with skills, and increase number of pupil voice recommendations.</p> <p>Links to key indicator: 2,3</p> <p>Links to Moorhill objectives: B, C, E, F, G</p>	<p>long term overview and discuss these and guidance for PE in staff meeting.</p> <p>New timetabling within school (2 sessions of PE each week for each year. Add physical activity to daily timetables e.g. Joe Wicks, fitness challenge etc.)</p> <p>PE CPD needs planned for the year based on staff feedback and monitoring activities conducted.</p> <ul style="list-style-type: none"> <li>Staff meeting for NQT's, RQT and refresh meeting for other staff about expectations of PE teaching and lessons.</li> <li>Staff CPD for TA's and lunchtime supervisors as well as staff to run clubs</li> <li>Staff voice to be completed</li> </ul> <p>Attend Safe practice in PE and school sport update on the 11<sup>th</sup> November and purchase new book. Following this to review PE policy and risk assessments and update as necessary.</p> <p>All staff who have attended courses and CPD to share ideas with other members of staff Modelling planning, assessment and activity subject knowledge.</p> <p>Audit any further needs and purchase PE teaching and learning materials to give staff further ideas and resources to draw upon.</p> <p>KS1 lesson needs: Size 3 footballs (Davies x 30) £150 Kixz pack, goalball (x2 with blindfolds) £29.97</p> <p>KS2 lesson needs: Hurdles Football target practise Nets for football posts Mini football goals (TTS- KTARG) 2 pack £63.95</p> <p>Develop early years outdoor provision and equipment available to help improve pupils gross motor skills.</p> <p>Monitoring activities planned to judge impact of the spend - lesson observations, questionnaires etc.</p>	<p>EH,CS, LS Sept</p> <p>EH, SS, TM</p> <p>Staff meeting Team teach</p> <p>EH</p> <p>EH/SS/ KE</p> <p>EH/ Class teachers</p>	<p>No cost</p> <p>COST FROM TOGETHER ACTIVE FUNDING</p> <p>No cost</p> <p>No cost</p> <p>3x £200 - NOT USED</p>	<p>and skills. PE will be no-contact and avoid sharing too much equipment.</p> <p>The adults will have ensured that the children's fitness levels will remain or increase.</p> <p>TM's subject lead staff meetings will have provided opportunity for subject leads to discuss and organise potential CPD opportunities and needs.</p> <p>Children will always remain safe and supported in PE and adults will know how to teach PE safely. Risk assessments will be up to date and safeguard all those involved. All staff feel that they have a voice and an expertise in the PE subject.</p> <p>Children will have experienced activities and sports that they may not have done before, as well as provide them the opportunity to discover a new interest/hobby and potentially a lifelong interest.</p> <p>High quality equipment will provide adults with the means to teach high quality lessons and the children to receive high quality learning.</p> <p>Early years pupils will be able to have a good basis of simple core movements and strengths. Their physical skills will support their learning in further year groups as well as their fundamental skills at that age.</p> <p>EH will ensure that high quality, high activity and well supported learning given to students. Where needed, EH will have identified areas for improvement in class and have provided the support necessary to</p>	<p>things needed to be taught, things that can be taught if there is time, and things that do not need to be necessarily taught asap as it is covered again in the following year group. By doing this, staff are aware of what is needed to be covered to ensure that knowledge hasn't been missed that would affect the follow year or each child, also there is no negative impact of the child's mobility and PE ability. Due to COVID19, there has been an impact of the space available to be used for teaching, the staff have been flexible in their teaching time and all year groups have been allocated 1.5 hrs or more a week of PE time. By allowing the children to come to school in their PE kit, the children are accessing more uninterrupted PE time.</p> <p>CPD needs to become a focus for next year. Funding from 'Together Active' will provided Team teaching and courses for all staff to become experts in an area of PE/PA. Through this the children will be able to have access to a various of experiences through enrichment days and regular after school activities.</p> <p>The Health and Safety update by AfPE, ensured that the school understood any developments in PE,SS,PA and made sure that any risk assessments were kept up to date. The insurance provided by AfPE ensured that the adults teaching PE were adequately covered and supported.</p> <p>PE resources were ordered in advance of the teaching, ensuring that the children were provided with high quality resources to meet the needs of the curriculum, but also to ensure that they had enough equipment to stretch and challenge, as well as support differentiation were needed.</p> <p>Due to the EYFS adopting a new curriculum in Sept 2021, a focus for next year's funding will be to support them in developing this and allowing them to have equipment that would provide experiences above and beyond.</p> <p>Due to COVID 19 risk assessment, lesson observations were not able to take place due to crossing bubbles. Monitoring took place through information conversations and 'help sheets' collected at the end of each topic. This will be further developed next academic year to include documents that showed progression through a skill rather than always at the end of a topic.</p>	<p>officer guidelines, and the needs of our school. The curriculum map now meets the needs of the children based upon the national requirement for 60 minutes of physical activity as well as developing the movements skills in KS1 thus enabling the children to have a solid foundation before using these skills within a variety of sports. Post COVID, we still allowed the children to come in PE kit to maximise the time spent doing physical activity.</p> <p>Staff CPD has progressed this year due to another member of staff starting their Level 5 PE leadership course through Accelerated Learning Services. This has allowed dual subject leadership this year to reinvigorate the subject from a new perspective in particular the PE curriculum map.</p> <p>The Health and Safety update by AfPE, ensured that the school understood any developments in PE,SS,PA and made sure that any risk assessments were kept up to date. The insurance provided by AfPE ensured that the adults teaching PE were adequately covered and supported.</p> <p>One of the PE leaders has completed an Introduction to forest school and outdoor learning activities, which next year will be used within the curriculum. Staff CPD will take place next year to ensure this is a theme throughout the school, meeting requirement 3 of the medical officers report (see above).</p> <p>PE resources were ordered in advance of the teaching, ensuring that the children were provided with high quality resources to meet the needs of the curriculum, but also to ensure that they had enough equipment to stretch and challenge, as well as support differentiation were needed.</p> <p>As per the action from the previous year (see left column), the EYFS outdoor provision was enhanced. We have extended the outdoor provision to include a grass area which gives opportunities for outdoor learning that were previously not there. We have improved the covered area to ensure that outdoor learning and activity takes place regardless of the whether ensuring the children get at least 3 hours of active learning/play per day. The new equipment that has been purchased will also aid the children to further develop their movement and motor skills in a variety of ways giving new and varying experiences for the children within the EYFS curriculum.</p> <p>A pupil voice book has been implemented and we have used lesson evidence, pupil comments and informal discussions with staff to ascertain and assess our current PE provision. Based on our findings, we know that we need to ensure all lessons are meeting the needs of all learners, improve the amount of active learning happening across the school and enhancing staff knowledge.</p>
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	<p>Swimming: success in the past two years of taking year 6 swimming as well. When lessons return, year 6 to be added to the list permanently. Year 3,4,5,6 to have lessons.</p> <p>Due to covid19, year 4 did not complete lessons and year 3 missed lessons. Prioritise year 4, 5, 6.</p> <p>In order to support this plan, we will need to use funding for one cohort for one term in 2021-22, with the intention being of this continuing through the main budget for 2022-2023.</p> <p>Lessons still have not resumed. EH to communicate with Cannock Leisure Centre about purchasing 'passes' for the children to visit the leisure centre during the 6 weeks holidays, to ensure they are still accessing a swimming provision.</p>	EH/KA	£5000	<p>maintain 'good - outstanding' PE lessons.</p> <p>Most children leaving in year 6 will be able to swim 25m unaided, the rest will be able to with some form of aid.</p> <p>Percentage of able pupils will have increased from 2018 (due to Covid 2019 results will not be used). Children in year 5 and 6 will have had swimming lessons (minimum).</p>	<p>Again due to COVID 19, swimming lessons did not take place. The leisure centre was closed and then coach travel was not advised. We have spoken with the leisure centre with regards to purchasing some passes for the summer holidays so that children can still access swimming and practise their skill ready for lessons to resume next term. Year 5/6 will swim in Autumn term, then move to year 3 / 4 with options for interventions for those yet to swim 25m unaided.</p> <p>August note: the leisure centre is changing hands and were unable to grant our request. I will continue to ask for passes for next academic year and holidays.</p> <p><u>Sustainability:</u> By creating the PE curriculum in house alongside the National Curriculum, it was designed to meet the needs of our pupils. The skills focus in KS1 is an important foundation to be built upon in KS2. This curriculum map has been validated by staff after each term to ensure that it is suitable and any changes have been discussed and approved with the subject lead. This curriculum map is sustainable as it can be adapted to meet the needs of our pupils and used year on year.</p> <p><u>Next steps to continue in 2021-2022:</u></p> <ul style="list-style-type: none"> <li>Swimming lessons to resume and targeted interventions to take place to ensure any missed learning of water safety and swimming ability is taught.</li> <li>CPD for staff to continue next year, with courses and team teaching....</li> </ul> <p>Fencing: Streetdance: Cheerleading: Non-contact boxing: Dodgeball: Football: Tennis/badminton: Multiskills: Gymnastics: playground games:</p> <ul style="list-style-type: none"> <li>PE,SS,PA leader to have release time 3 times a year for lesson monitoring (3x £200).</li> </ul>	<p>Children from Year 3 - Year 6 has access to a terms worth of swimming lessons taught by qualified swimming instructors (4 per visit). The lack of swimming lessons and access to a pool has clearly impacted upon the children's swimming capability. However, by having 4 swimming specialists the children's water confidence and basic skills were improved. Next year we hope to see a more measurable progression.</p> <p><u>Sustainability:</u> As mentioned above, the new skills/curriculum grid has been designed alongside the National Curriculum and has the needs of our children at its heart. By using the guidelines and knowing our children, this grid will enable our children to make more progress within this subject.</p> <p>By having a new member of staff on the leadership team for PE, PA, SS, the subject has been developed extensively with new, fresh expertise.</p> <p>The developments in EYFS are sustainable due to their nature. They are equipment and provision based therefore will remain for years to come.</p> <p>Swimming lessons next year have provisionally been booked to provide our children with swimming specialists to ensure measurable progress so our children will be confident in water.</p> <p><u>Next steps 2022-2023:</u></p> <ul style="list-style-type: none"> <li>Swimming lessons to continue with specialists. If possible, year 2 to begin swimming lessons.</li> <li>CPD for all staff so that every member of staff is delivering high quality, active, differentiated lessons that target progression in skills.</li> <li>PE subject leader monitoring time must happen 3 times a year. This is so that there is a solid understanding and picture of the provision across the school.</li> <li>Year 1 are to start continuous provision in the autumn term. Any carry forward available to us will be spent on developing a suitable, enriching outdoor environment.</li> </ul>
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<p><b>Proposed total spend: £10,390</b></p>	<p><b>Actual spend: 1404.60</b>          £200 - EH cover 24.5.21          £75 network meetings          £50 H&amp;S course          £71.98 Tennis balls          £68 hockey balls          £150 size 3 footballs          £91.92 rainbow ribbon wands          £49.90 butterfly scarves          £158.40 hurdles (various sizes)          £371.80 stop watches          £117.60 cricket sets</p>	<p><b>Actual spend: £8,858.38 + £1080</b>          £225 P.E. Lead coaching with Optimum Leadership Services          £85 coaching cover          £950 PE Level 5 course          £540 P.E. Level 5 + cover 3 days          £180 One day curriculum planning with previous and new lead          £405 CPD: Introduction to Forest School and Outdoor Learning; one day: P.E. monitoring course          £180 Cover for outdoor learning          £2091.81 additional spend in 2019-20          £936.57 Spend on equipment that was not included in 2019-20 spending report          £3265 Swimming Y6          Due to factors such as staff absence, the planned monitoring not take place to the intended extent - therefore we are making this a priority at the start of the Autumn Term 2022 and will be using £1080 for monitoring cover for current and previous P.E. lead as part of the subject handover.</p>
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Raising the profile of health & wellbeing and the development of life skills. (PA)						
Intent	Implementation	Who	Cost	Projected impact in 2020	Impact in 2021	Impact 2022
<p>Improve pupils physical and emotional health and well-being.</p>	<p>KS1 and KS2 clubs (spring term onwards) variety:   Archery   Tag rugby   Athletics</p>	<p>Teachers TAs: CS MW</p>	<p>Equip: £1000</p>	<p>Children will have been able to continue with social skills of playing against and with other</p>	<p><u>Impact:</u> Due to COVID19, after school clubs did not commence this year in line with guidance and our risk assessment.</p>	<p><u>Impact:</u> As the equipment was free, we were able to distribute the equipment to each class along with a document of 50 games ideas for each</p>



<p>Improve the equipment and opportunities on offer during break and lunchtimes.</p> <p>Build upon and support pupils to develop key life skills that build upon home learning activities that have taken place whilst pupils have been in lockdown.</p> <p>Engage with parents on activities that can be continued at home for health and wellbeing.</p> <p>Create new sports council and train in leadership and management skills.</p> <p>Links to key indicator; 1,2,3,4</p> <p>Links to Moorhill objectives: A, E, F, G</p>	<p>Football Multi-sports</p> <p>Training for TA's and teachers based on the club they wish to run. Ask teachers for preference or areas they would like to work on. Morning clubs for KS1 and KS2 To start Spring term 2021</p> <p>KS1 lunchtime equipment</p> <p>KS2 lunchtime equipment</p> <p>Sports council to be set up on both sites. These children to have 'training' on sports leadership and support adults in encouraging physical activity and support with intra competitions. <a href="https://www.sportleaders.org/playmaker">https://www.sportleaders.org/playmaker</a> (only over 9 years old) or <a href="https://www.ncalarystelearningervices.co.uk/products/developing-young-leaders-online-learning-course/">https://www.ncalarystelearningervices.co.uk/products/developing-young-leaders-online-learning-course/</a></p>	<p>EH</p> <p>TAs</p> <p>EH with TA's</p> <p>EH, CSh</p>	<p>£12 x 120 =£1440 x 2</p> <p>£4000 For both sites</p> <p>£99</p> <p>£12.50 and release time for EH and CS 3 x £200 2x £120</p>	<p>children that are not in their class. They will have been given the opportunity to pursue their own passions and interest and given opportunities outside of school (e.g. competitions).</p> <p>Sports Premium money will have a sustainable approach, whereby the training and expertise are within the school rather than with outside agencies. The adults will have been able to provide high quality learning experiences for those children.</p> <p>A variety of equipment has seen an improvement in skills and children's abilities (both PE/PA related, as well as socially and emotionally). Behaviour incidents will be decreased during these times. Children will be able to lead and support each other in a game and can resolve disputes in an effective and independent manner.</p> <p>Children will have a voice within the subject and be able to improve it for their own benefit. The children will gain leadership skills as well as social and emotional skills that will help them in later life. Children who are not part of the Sports Council will see their peers being responsible and aspire to follow their example.</p>	<p>Lunchtime activities have seen an improvement to ensure that the children are still getting the experiences necessary. Equipment has been brought to facilitate each bubble being able to offer a variety of physical activity experiences. This has improved the quality of PA on offer, as well as encouraging more to engage in PA during lunchtime. From pupil voice, all children commented that lunchtimes were more engaging due to the equipment and that the adults modelled good behaviour and played alongside the children also supported their enthusiasm. Children have been able to practise and develop their social skills through games and activities purchased and has supported any social skills missed due to lockdowns.</p> <p>During lockdown, we participated in several virtual school sports competitions and used these to support the PA taken both in and out of school. Adaptations for ability and equipment were suggested for those at home to ensure they were still accessing PA.</p> <p><u>Sustainability:</u> The lunchtime equipment will be used in the following year to maintain the impact into 2022. Further equipment will be bought to enhance the teaching of PE and enable the children to use their PA time to practise the skills needed.</p> <p><u>Next steps:</u></p> <ul style="list-style-type: none"> <li>• CPD for teachers and TAs in activities to ensure that PA time has the maximum benefit. Together Active funding to facilitate this (see above section).</li> <li>• Post COVID- sports councils to be set up for both sites.</li> <li>• Use sports council and pupil voice to decide break time activities so that it has the same impact as lunch times.</li> <li>• Sports council to decide a monthly personal challenge (similar to the virtual challenges set by SGO in 2020), shared on class dojo to engage children in and out of school (as well as families).</li> <li>• Replace/improve PA equipment.</li> <li>• Using the results from the National Child Measuring assessment, identify an initiative to combat the high levels of childhood obesity. Liaise with WA as well being lead with regards to an activity (e.g. link to personal challenge and every class is committed to completing it 3 times a week for 10 mins).</li> <li>• Working alongside the SGO, undergo the physical activity training for year 5/6 and year 3.</li> </ul>	<p>member of staff. This meant there were opportunities at breaktimes and lunchtimes for children to be part of adult led games as well as child-initiated play using the equipment. This meant we were enhancing our current provision of providing 60 minutes of activity per day as well as developing skills such as teamwork, communication, leadership and creativity.</p> <p>Using the Together Active initiative we began team teaching to improve the provision of after school clubs in different sports however due to COVID this was postponed.</p> <p>As the Commonwealth games is taking place so close to our community, some even on Cannock Chase, it was important to us to use this opportunity to educate the children about the event and the opportunities within sport. Commonwealth games day provided opportunities for children to sample different sports which helped to bring this to life. Following our school value of ambition and aspiration we hope this has inspired our school community.</p> <p>We know that children enjoy dance from our pupil voice, so we employed a musical theatre specialist to produce the end of year 6 performance with the children. We know this allowed children to shine in a different area of sport which has inspired children to look at drama opportunities within high school such as clubs and performances. Also because of this, we organised dance workshops to coordinate within RE learning and using PE in a different area of the curriculum.</p> <p>Knowing that some of our cohorts struggled with skills such as teamwork, game participation and interaction as a result of lockdown, we included additional lunchtime support in two year groups, with a focus on developing more active and positive play, focusing on group and team games. For one year group, this additional provision was in place until May 2022, following which the children were able to engage actively and play team games without the need for the additional support. For another year group, the need became apparent as the year progressed and was put in place from May 2022 down to the end of term (initially with two additional adults and then down to one). The impact of this was the increased engagement and positivity on the playground, and children engaging in a range of wider range of physical activity.</p> <p><u>Sustainability:</u></p> <p>Equipment money was not used as free equipment gave opportunities to save this money and carry it forward. Every class had their own tub of equipment which will be sorted and redistributed next year for continued use.</p> <p><u>Next steps:</u></p> <ul style="list-style-type: none"> <li>• After school clubs to resume in the Autumn term.</li> <li>• Playtime and lunchtime equipment to be used by all staff across the school during these times. Children given an opportunity to play an adult led game.</li> <li>• Sports council to resume on both sites.</li> </ul>
<p><b>Proposed total spend: £8971.50</b></p>				<p><b>Actual spend: £2086.34</b></p>	<p><b>Actual spend: £12.556.48</b></p> <p>£794 Enrichment days to be used for all pupils to gain further physical activity and sporting experiences.</p> <p>1, Commonwealth games - KS1 2, Commonwealth games - KS2</p> <p>One member of support staff to complete Forest School training, including first aid (fully funded).</p> <p>£517.79 Costs for equipment £150 Cost for cover £360 Forest school sessions for Y6 during the summer term. £3729 Part of funding to be allocated to morning sports club - by May 2022 this was fully sustainable, with morning club being run solely by school staff June-July 2022. After school club has been sustained</p>	

		throughout 2021-22 without any funding needed and morning club on one site has been run by school staff throughout the year. £2250 Musical Theatre dance week experience 2019, 2021 and 2022 TREAD £250 Dance workshops Y2-Y6 TREAD £988.26 West End dance workshops £300 Archery club (carried forward from 2019-20) £300 Just Dance Club (carried forward from 2019-20) £1370 Early years outdoor area development £627.43 Early years outdoor resources £960: Additional lunchtime staff to teach new games, promote teamwork and positive physical activity in two year groups £430 well being and life skills for group of Y5 children (6 weeks external provider plus 10 sessions support staff led) £280 external provider - well being and mindfulness to support transition following lunchtimes for Y3 class. * The amount allocated to after school clubs initially, we want to use in the next academic year, in addition to our planned spending of 2022-23 funding. *The amount allocated to clubs initially, we want to use in the next academic year, in addition to our planned spending of 2022-23 funding.
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**Expanding opportunities for competition & linking with the Community (SS)**

Intent	Implementation	Who	Cost	Projected impact in 2020	Impact in 2021	Impact in 2022
To expand the opportunities for pupils to take part in competitions and performance (intra and inter school)	Sports council to organise fortnightly 'personal best' competitions for intra school.	EH, Sports council	No cost	All children in school will have taken part in regular intra-school competition and their fitness levels will show an increase. They will be able to show sportsmanship to all.	<u>Impact:</u> Due to COVID19, sport council meetings, traditional intra or inter competitions couldn't take place due to crossing bubbles. However the children have still taken part in 'personal best' challenges. These have taken the form of virtual competitions run by the local SGO at Staffordshire University Academy. We have taken part in 8 inter competitions, all of which we have used as intra competitions. We have been extremely successful with these gaining several 125, 2 <sup>nd</sup> , 3 <sup>rd</sup> for each cohort entered. The full results can be seen on our website. Within the year groups, the children have decided various personal challenges based on their breakdown equipment. KS1 site have had a focus on beating their own personal best in PE and PA sessions, and KS2 have been working on the social aspect of sportsmanship.	<u>Impact:</u> We completed the Active Lives survey which measured our provision based upon the PA and the SS section. FINDINGS TO BE ADDED WHEN REPORT IS RECEIVED.
To improve pupils confidence and self-esteem.	Sports council to take photos and write 'blog' piece for any intra competitions undertaken during PE lessons. These to be put on the website.	Sports council	No cost	Children will use their writing skills and have a voice on events. This has fostered a love of 'presenting' or 'journalism' for some students.	Due to COVID all local clubs did not take place therefore the children could not attend. However since lockdown has begun to ease we have advertised local clubs on class dojo: hockey at Cannock and Cricket hockey club as well as girls football held at SUA. We had had some children sign up for the taster sessions and are awaiting to see further impact.	<u>Sustainability:</u> Due to the lack of SS taking place in the school as well as with other schools (this is due to a high level of COVID still on our area as well as within school). This has not been sustainable this year. *The amount allocated to this initially, we want to use in the next academic year, in addition to our planned spending of 2022-23 funding.
To explore ways of community involvement in PE, sport and health and signposting children to continue to be active in the local area.	Signpost parents to club links event, PE ideas and advice Facebook page and look into developing separate section on school website to help encourage pupils and families to be more physically active and further improve their skills.	EH, TF	No cost	All sporting events are in the same place on the school website and parents are regularly viewing this. Some children will take place in sporting activities outside of school.	The website is currently being redesigned to include a PE,SS,PA page whereby all physical activity events, information and guidance will all be placed.	<u>Next steps:</u> <ul style="list-style-type: none"> <li>Pupil voice to take place to see what the children would like.</li> <li>After a new SGO is appointed, make first contact to organise local events for the children to attend.</li> <li>Organise a half termly in school competitions to target the 'personal best' challenge. Use sports councillors from each class to run these events during break/lunch time.</li> </ul>
Links to key indicator; 1,2,3,4	Look at opportunities for children to be active in the community and make links with these on offers for pupils to try our activities, join in with activities etc.	All staff	No cost yet	This will increase the presence in our community and foster a pride of Moorhill. At the same time, the children will be able to join in activities that promote Moorhill, physical activity and a love for the healthy outdoors.	<u>Sustainability:</u> By taking part in the virtual school sport competitions, the children and their families were motivated to take part during a very difficult year. It provided structure and a goal to aim for during times when there wasn't. Staff and parents have commented that it fostered a new 'teamwork' ethos within the family as well as a competitive streak within the families. Some families even made sure that adults out at work took part when they got home. These virtual competitions were of a huge social and emotional benefit to all involved, hence why this 'challenge' element needs to continue within school as well as against other schools. <u>Next steps:</u> <ul style="list-style-type: none"> <li>Using Together Active funding, children to take part in a variety of other activities in after school clubs which we can</li> </ul>	
Links to Moorhill objectives:	Review calendar of sporting events put together throughout the year by SGO that the school can take part in and continue with those that fit with the school and pupils needs and interests.	EH, staff running the club	Travel and staff cover costs: £2000	Children will experience healthy competition and gain sportsmanship skills. They will also interact with students from other schools, participate in inter-school competition		

				and have the opportunity to show Moorhill's team spirit.	then signpost to local clubs outside of school for them to continue their interest.	
Proposed total spend: £2000				Actual spend: £0		The amount allocated to this initially, we want to use in the next academic year, in addition to our planned spending of 2022-23 funding. Due to high covid cases and restriction due to this (staffing, cover) it was not possible to spend as planned. Therefore, in addition to our additional spend costs below, we will be allocating a further £2000 as planned, to be spent in 2022-23.
Proposed total spend : £21,361.50				Actual spend: £3490.94		Actual spend: £21,414.86+ £1080 *

School games award aim:

**GOLD- Covid-19 affected. School games awards cancelled this year.**

Moorhill Primary School were awarded with a participation award, for their participation in the virtual competitions.

Increasing Engagement in School Games

- Provide all students with two hours of timetabled Physical Education per week (within the curriculum only) and have extra curriculum provision inclusive of physical activity in addition to this - applicable to years 3-11 only.
- Engage at least 50% of pupils (20% for special schools/PRUs) in extracurricular sporting and physical activity every week - applicable to years 3-11 only.
- Over the course of the academic year, have targeted provision for those least active young people in your school and a minimum take up of at least 15% from those identified as least active at the start of the academic year. This take up needs to be sustained over a term - applicable to years 3-11 only.

Developing Competitive Opportunities

- Use the School Games formats to provide the opportunity for both boys and girls to take part in the appropriate level of competition.

Personal Best

This is about young people improving personal performances and reaching individual goals.

Primary school with KS2 of 130 to 499 students

2 - we have completed 8

Intra School Sports

This is within school competition i.e. class v class, house v house etc.

8 -Covid-19 affected. We have competed within classes or against each other but not at the same time.

Inter School Sports

School v school Pathway Competitions  
Development Competitions and Festivals

6 -completed virtually

- Use the School Games formats to provide the opportunity through inter-school competition for both boys and girls to take part in B and C team standard competition.

Primary school with KS2 of 130 to 499 students

'B' Teams  
3

'C' Teams  
1

- Promote the School Games inclusive of physical activity to parents and the local community at least once a fortnight using newsletters, website, social media and local press.

Workforce - Broadening The Range Of Opportunities

- Every young person is provided the opportunity to learn to lead through curriculum PE as part of the lesson structure.
- Engage a representative group of students in leading, managing and officiating in School Games activity. (15% for schools)
- Have a School Sport Organising Committee or Crew in place that influences provision.
- Complete an Activity Heatmap on [www.activeschoolplanner.org](http://www.activeschoolplanner.org) and can demonstrate some of the principles of an active school. Examples of this can be found at [www.activeschoolplanner.org/signposting-and-guidance](http://www.activeschoolplanner.org/signposting-and-guidance)

- Utilise sports coaches, volunteers or other providers to support school sport and physical activity delivery that complements your School Games Organiser's (SGO) provision.

- Train and engage wider school staff in the delivery of school sport and physical activity.

Increasing and Sustaining Participation

- Have active links with at least five local community and pathways sport/physical activity and leisure providers e.g. sport clubs, leisure centres, youth centres etc. where the link is a signposting function (posters/assemblies etc) including of two where the relationship is about the provider delivering taster sessions on site or the school/educational institute is a partner host site for the activity and young people are actively engaged to attend. Simply letting your facility to a club does not constitute a link. We had three - leisure Centre, Cannock Lions, Progressive sports, Cannock Cricket and Hockey Club, Football at SUA.

PESSPA During Covid-19

Although Covid-19 has had an impact on the planned events and PESSPA provisions, Moorhill have been able to continue and adapt.

#### PE

PE lessons are not always taking place in two weekly hour slots. Children now have PE sessions allocated to 1-2 hours a week where they are focussing on basic skills and national curriculum standards. They also work on the social side of PE with sportsmanship, supporting each other to achieve and setting up their own personal best activities based on the basic skill they are working on. Due to staggering lunchtimes, and the limited space on KS1, this site has seen the biggest impact. Some PE sessions take place in classrooms or in the morning.

#### SS

We are engaging with the SGO (Thomas Russell from Staffordshire University Academy) and taking part in the competitions virtually. We have taken part in 8 inter school competitions within the Cannock and Rugeley area, all results can be seen here: [https://www.staffordshire.gov.uk/SGO/](#). The children engaged with these competitions both at home and at school, in some weeks achieving 120+ students taking part, and scoring highly on the leader boards.

#### PA

Children are using the break and lunchtimes to progress further in their personal best activities, as well as their own activities. Equipment has been given to each bubble and this is being utilised to continue with basic skills practise during their free time. Currently, the children have access to 1 hour minimum of PESSPA time every day, ensuring that children achieve the government guidelines of 60 minutes per day.