

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on ‘**whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school**’.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> All classes have a display board up in the hall which refers to the activities or sports they are doing during their PE lessons, they have quotes from the children and key words to help them. The school collected over 600 stickers to send of the Aldi posters with the chance of winning £20000 and kit for the school. Inclusion festival- children from each year group have been selected to take part in the inclusion festival at Manor High, they will take part in a variety of sporting activities working on their teamwork, agility, balance and coordination. School received the silver award for the school games mark. Children will be taking part in inclusion festivals and multi sports activities. Year 1 went over to Broadoak to take part in multisport activities. Year 5 and 6 took part in the Sale and Partington football tournament. Year 1-6 have taken part in quidditch. Children have taken part in this over the past few years and every year it has been a great success. Children will be taking part in sport relief. A PE twilight session has been delivered. This involved looking at areas of development within the school games mark and putting into place a way we could move forward and develop as a school. It was decided that both schools need to consider children's personal challenges. 	<ul style="list-style-type: none"> Ensure all staff are aware of the WAGOLL PE display and make sure they are updated regularly. Ensure all teachers have logins for PEplanning.com and understand how to use the resources. Look into the daily mile. Look into involving parents in sports activities. Having more inter and intra school competitions with PCA. Update school games mark online.

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	<p>%</p> <p>Due to COVID swimming did not take place as planned for Summer term.</p>

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% Due to COVID swimming did not take place as planned for Summer term.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% Due to COVID swimming did not take place as planned for Summer term.
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/No Due to COVID swimming did not take place as planned for Summer term.

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2019/20		Total fund allocated: £	Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				£750 4%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> 1. Provide all students with two hours of high quality physical activity per week (within the curriculum only); and have extra curriculum provision in addition to this. 2. Increase the number of students accessing extracurricular clubs and community clubs in across the school. 3. Provide staff with the knowledge and resources to assist in helping them to realise the recommendations by providing 30 minutes of physical activity in school and helping to influence a further 30 minutes outside of school. 	<p>At least 2 hours of curriculum time funding PE time and other active lessons throughout the timetable such as basic skills/ 5 a day and go noodle)</p> <p>Use Local clubs (e.g. Moss Lane Rovers) to encourage students into community sport. Create more community links to hopefully provide more extra-curricular activities and introduce children to a variety of sports (boxing, taekwondo etc...)</p> <p>Half termly fitness days with after school clubs for parents too. Basic skills time to be timetabled for discussion and work around active lifestyles. Purchase ACTIVE 30:30 resource by YST</p>	£750	<p>PE timetabled into the curriculum twice a week with extra sessions of 5 a day and go noodle.</p> <p>Children have been provided with a variety of extra-curricular sports clubs.</p> <p>Staff have used PEplanning.org to support with the delivery of their lessons. Those that have received Team theme CPD have developed their level of understanding when delivering different PE lessons. Children have taken part in personal challenges each half term. This could be further developed to</p>	<p>PE timetable will ensure all children receive 2 hours of curriculum time. After school clubs will continue to be set up for each half term.</p> <p>Registers of after school clubs are monitored so that children who do not readily take part in sports clubs can be encouraged to do so. Moss Lane rovers to continue as a success at school.</p> <p>All lessons plans have been saved on the shared drive so that staff can access this, even if we do not buy into the scheme next year. Other websites enable staff to complete extra physical activity</p>

4. Introduce the daily mile.	Plan out a route using the sports leader's suggestions and use site staff to set up the route.		encourage parental engagement. With the development of the MUGA a route is difficult to plan but the laps have been measured and counted to run around the MUGA.	time in the classroom. The course needs to be set out of 24 laps of the MUGA can be used. This could be set up next year.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£0 0%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
1. Promote the PE vision across the school by recruiting new and more sports leaders.	Look at last year's PE vision and the areas of strengths and development, before recruiting the sports leaders to decide on ideas for the upcoming year. Talk with the school council to see if they have any ideas after they have spoken to their classes.		Sports leaders completed their roles last year in relation to Manchester United. As we are not using Manchester United this year we have not allocated new sports leaders. This is to be set up 2020-2021 with new sports leaders' roles within the school. This is something that is going to be discussed with the school council.	Next year we can create a sports crew that can encourage leaders within school during PE and whilst on the playground to support for playtimes and sharing equipment. Ideas can be discussed within the school council. Continue with the PE sport values termly.
2. Creating strong sports leaders who can lead activities within PE lessons and can deliver/organise break and lunchtime activities for other children to take part in.	Booked Playground Leader Training (TSSP) – No Cost part of SLA 2 x staff time Staff learning what a good leader looks like through CPD from team theme.		Not attended yet. Something to push for in 2020-2021. Staff have developed their CPD through team theme. Children have taken on leadership roles after taking part in team theme lunchtime clubs as they have continued their own sports clubs on the back of what team	Staff have had CPD through team theme to support their planning and delivery of PE. They have learnt what a good leader looks like. Children can then be encouraged to take on

<p>3. PE & School Sport to be included in the weekly celebration assembly to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.</p>	<p>Achievements celebrated in assembly (match results + notable achievements in lessons etc.) Develop a sports person award for achievement in lesson time for that week. The child gets a trophy to take home for the week.</p>		<p>theme have done.</p> <p>Each half term, children are given one of the sports values to focus on. They must demonstrate this within their PE lessons but also throughout school. Each teacher will then select someone who will receive a certificate in the last assembly of that half term. If children are achieving awards outside of school for sports they are also given the opportunity to bring them in and share their success within assembly.</p>	<p>the roles of sport leaders within class or during break times.</p> <p>Continue with the termly sport values and certificates to be celebrated in the celebration assemblies.</p> <p>Continue to develop sporting roles models which can be used to lead sessions or set out equipment during sports days or inter school competitions.</p>
<p>4. PE and school sport section on the school website communicates key information.</p>	<p>Website contains up to date information. Children and families have access to information on School Sport and Physical Education.</p>		<p>Updated website for children and parents to see.</p>	<p>School websites will be updated with any competition results or information surrounding the expenditure of the sport premium funding.</p>
<p>5. PE displays to be regularly updated with sports achievements, photos from lessons, extra-curricular photos and information about healthy living which has been promoted through lessons.</p>	<p>Use PE displays in the hall. Teachers to update termly based on what they have done over that term with photos and quotes. Children to bring in photos from extra-curricular activities they may be involved in. Use the PE information board as a 'Wall of fame' showcasing children's sporting achievements along with any school team photos. Sports leaders could attend games and complete a write up- all this to be displayed on the PE board/ newsletter.</p>		<p>PE leads from FGA and PCA have met to create a success criteria and a WAGOLL PE display board. This has been shared with all the staff so they understand what is expected on their display and how it school look. This will demonstrate the skills learnt and the progression over the terms and years. New display will be created for the school value winners.</p>	<p>A PE display WAGOLL to be created for all staff to follow and create their own PE display for their year group. Reduced workload for staff as pencil statements will be up for the year so staff just add photos and comments from the children.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:	
				£10354	52%
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	
<p>1. Improve teaching and learning in KS1 & KS2</p> <p>2. Lesson observations to take place in Spring/Summer term after CPD sessions for staff.</p> <p>3. To provide staff with resources that have been received from Primary PE course to enable them to take ideas from the task cards for their lessons.</p> <p>4. PrimaryPEPlanning- purchase for teachers to use to deliver successful PE lessons.</p>	<p>CPD opportunities given (2 free slots on each training session) as part of the Trafford school sport partnership.</p> <p>Team theme to work with staff to team teach with each member of staff to ensure staff have the skills to teach PE well.</p> <p>After staff have received CPD training/support, lesson observations/drops ins will be conducted to ensure this is being 'put in to practice'.</p> <p>Teacher to use resources available from ME to use within lessons.</p> <p>Teachers to login to PrimaryPEPlanning to use within their lessons.</p>	<p>£985 for tier 1 school.</p> <p>Team Theme Autumn- £4950</p> <p>Summer- £4290= total £9240</p> <p>£129 for the year</p>	<p>Teachers are using the PE planning to support their delivery of lessons. It is evident to see the use of CPD from team theme within their lessons.</p> <p>All lesson observed in PE were good or better. 70% good 30% outstanding. Feedback from staff regarding team theme appreciate the support from Gary and say the impact on their teaching is high.</p> <p>Resources shared with staff which is evident to see within their lessons. Learning walks demonstrate an increased confidence in teaching PE. Teachers are happy to seek advice if needed which has resulted in positive lesson observations.</p> <p>All teachers have access to a variety of lesson plans online for different sports and skills. These are now saved on the shared drive so they are readily available. PE lead shared resources from previous course to enable shared practice to take place,</p>	<p>If funding allows then we can continue using Team Theme for CPD training. If not most members of staff have had a year if not two of team theme to support with their teaching of PE. Staff to continue to attend CPD opportunities through the TTSA.</p> <p>Continued learning walks and pupil questionnaires from the PE lead. Support given through feedback where necessary.</p> <p>Resources have been saved and photocopied for staff to use within their lessons. Staff can use a bank of resources to support their teaching and delivery of PE.</p> <p>All lessons for each area of study within each year have been saved on the shared</p>	

			showing consistency across the school.	drive for staff to use effectively within their PE lessons.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £4971.94 28%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <ol style="list-style-type: none"> 1. Provide children who are struggling to swim access to a swimming crash course over 2 weeks (Year 6 only) 2. Attend inclusion festivals, so all children can experience and engage in competition. 	<p>Extra swimming lessons provided</p> <p>Part of the Trafford sports partnership costed for above.</p>	N/A- Covid	<p>Unable to take part due to COVID 19.</p> <p>Some children were able to attend the inclusion festivals this year. They provided them with the opportunity to take part in different sporting activities with children from different schools. They learnt different skills and were able to compete in competitions.</p>	<p>Hopefully next year with the funding children can complete their booster swimming sessions. This may be able to be transferred or offered over to the children in their secondary school or for their families to take them.</p> <p>Next year with the Tier 1 subscription children will be given the opportunity to take part in a variety of sports competitions that they may not readily be involved in. This could also be part of the inter schools' competitions.</p>

3. Run a healthy schools sports week with different sports on every day – range of different clubs etc.	Discussion with lacrosse, handball, thai kick boxing, MAD fitness to do a days with whole classes.	Quidditch-£450	Children took part in a quidditch day. They learnt new skills through the sport and worked together in different groups.	Maintain healthy schools through pack lunch suggestions. Discuss further community links and continue with whole school sports days.
4. Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Particularly focus to be given to those pupils who do not take up additional PE and Sport.	Discuss with the sports leaders what they would like to see and ask the children for their ideas and via a parental questionnaire about after school clubs they would like to see to ensure pupils have a say in what we are providing. Quidditch for whole school £540		Registers have been created for after school clubs and children who do not readily take part in sports club have been encouraged to do so. This can be continually monitored so ensure all children can access the clubs they wish. Children have been exposed to a variety of sports learning new skills.	Registers will continue to be created and monitored to ensure all children are being exposed to a variety of sports clubs and encourage to take part if they do not usually. Continue to provide whole schools sports days with sports that children may not experience during their PE lessons.
5. In order to provide a broad range of sports, school to purchase resources that are currently in low supply or need replacing such as balls.	Purchase needed sports and physical education equipment as and when it is needed. Budget- £500	Spent £433	PE is very well equipped. Children have equipment for their lessons and for after school clubs. An audit was completed and the PE store was organised to make access easy for staff. All resources are grouped in bags so that the children have a variety of equipment within their lessons.	All sports are fully equipped with enough resources for each class to use. If funding is available next year another audit can take place and resources can be ordered throughout the year, however there is enough equipment currently for the next year.
6. Outdoor gym equipment for lessons and playtimes ordered.	New outdoor gym equipment has been installed on the grass verge near the MUGA. These will be used at playtimes and during PE lessons.		New equipment was ordered after a staff questionnaire went out and after the audit was completed.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£600 3%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> 1. Use the School Games formats to provide the opportunity for both boys and girls to take part in the appropriate level of competition. 2. Offer a wide range of extracurricular clubs that encourage increased participation in competitive sport. 3. Try to create future community links to encourage children to partake in further extra-curricular activities. 	<p>FGA to engage with the competition calendar offered by TTSA. Evidence from participation to be recorded.</p> <p>School staff, team theme, Moss Lane Rovers to lead after school clubs potential further community links.</p> <p>Discussions with clubs in the community- promoting their clubs through school. No cost. Timetabled in to lesson time.</p>	<p>Moss lane- Jan-March 20- Nov-Dec 19-Sep-Oct 19-</p>	<p>We have taken children to the small school's football tournament this year. Children have attended inclusion festivals and multi sports competitions for year 1 and 2. There were competitions set for Summer 1 but as schools as closed this is postponed.</p> <p>After school clubs that have been offered this year: netball, yoga, football, multi sports, girls' football, circuits and badminton. The feedback from pupils and parents is very positive.</p> <p>Moss lane rovers have had a strong impact on the attendance for girls football both within school and within the community. Further links to be set up next year, timetable and funding dependent.</p>	<p>If funding is available next year children will continue to be entered in different competitions throughout the year. These competitions can be delivered within school or through inter and intra competitions.</p> <p>The community links with Moss Lane Rovers has been great and has had a big uptake within the school. Staff also provide extra curricular sports clubs which will continue next year.</p>

4. Inter school games- classes to compete against each other in a variety of sports each term to win the class trophy.			KS2 took part in a quick cricket competition. This will be looked at for next year timetable dependent.	
5. Transport costs to travel to competitions	Budget of £1000	<p>£600 spent</p> <p>crossford bridge 26th september, 3rd and 10th october</p> <p>Inclusion festival- manor academy 15th November</p>	<p>Money has been spent on the transport to and from competitions. This has enabled children to take part in competitions outside their school environment against other children from other schools. They have been to a variety of different sports grounds and have experienced different sports, learning different skills and have developed sportsman and gamesmanship through competitions.</p>	<p>If timetabling allows competitions can take place- year group vs year group.</p> <p>If funding allows these competitions will continue. Children can take part in competitions within school or against other Dean Trust Schools where they can walk to.</p>

Total spent: £15921

Aspect: Football Club		
Class: Yr 5	Staff Member: Cara Jennings	Date: 24.3.20
Staff Impact Observations/Evidence: Football club has run on Thursdays after school throughout the Autumn and Spring Terms. The children have been able to learn a variety of more enhanced skills to use as part of a team. The team were able to take part in tournaments throughout the borough. This year has been our most successful and we have been able to compete against other schools. The club is well attended and several pupils have been directed to take place in clubs outside the school, which will further develop their fitness and footballing skills.		
Pupil Observations/Evidence: The pupils gain further opportunities to play sport and stay fit and healthy. The pupils have learnt team work skills and coaching skills. Year 6 pupils are encouraged to coach younger year groups to help develop their footballing skills and leadership skills. The pupils have also had the opportunity to play in tournaments and local matches.		
Further Action: The School Team could now do with a new kit as the one currently used is outdated and sizing is an issue.		

Aspect: Team Theme		
Class: Yr N	Staff Member: Miss Rothwell	Date: 25/03/2020
Staff Impact Observations/Evidence: Nursery first experience of PE this year was with Team Theme. Their learning was focused on fundamental movement skills. They worked well to engage pupils with PE and introduce them to a range of equipment and skills in engaging, safe and fun ways. Through taking part and observing these lessons I feel more confident to deliver PE at an EYFS level. It also allowed me to build up a bank of adaptable games which can be used to encourage the children to develop skills but also encourage their development of teamwork and sportsmanship.		
Pupil Observations/Evidence: Children were engaged and excited about PE. They developed their fundamental movement skills. Developed their gross motor skills, strength and balance as they explored moving in a range of ways and working with a range of equipment. Team and racing games also developed their turn-taking and sharing skills alongside sportsmanship. Children began to develop their throwing and catching skills as well. Children were targeted by myself and Team Theme throughout sessions to develop any skills they were not achieving. Correct terminology was modelled throughout.		
Further Action: To continue to develop children's fundamental movement skills and continue to build their confidence and passion for PE and being active.		

Aspect: Badminton club		
Class: year 5 & 6	Staff Member: Miss Evans	Date: Spring 2
Staff Impact Observations/Evidence: Children who have attended badminton club have developed their knowledge and understanding surrounding the rules of the game. They have learnt how to play singles and doubles and how the court and rules may alter within this. Children started off struggling to contact the shuttlecock. By the end of the half term children could serve, discuss and demonstrate the different shots in badminton and could umpire and score a game. They learnt different serving styles and positions on the court when playing singles or doubles.		
Pupil Observations/Evidence: <ul style="list-style-type: none"> • Increased level of skill in terms of different serves and different shots within badminton. • Knowledge and understanding surround the rules of the game, how to score and how the game and court alters during singles or doubles matches. • Team work shown when playing doubles but also showing support for their friends within the club. 		
Further Action: To encourage more children to take part in badminton. To develop the equipment within badminton. To encourage more children to become umpires.		

Aspect: Team Theme teaching fitness.		
Class: Yr 4	Staff Member: Hannah Cahill	Date: 15.4.20
Staff Impact Observations/Evidence: In fitness, I observed how Gary and Jack linked physical activity to subject knowledge about how the body works during physical exercise. The level of vocabulary was very good; the children were taught how to find their pulse, the impact of exercise on their pulse and about how to work in the aerobic zone of fitness. I observed both indoor and outdoor fitness sessions, including the set up of exercise stations in the hall and how the children could try to beat their own score at each station. This helped focus and motivate the children. There was also an opportunity to speak about the form of each exercise and its impact on the body.		
Pupil Observations/Evidence: The children really enjoyed taking their pulses and learning about their body. They say they have a better understanding of what makes you fit.		
Further Action: To use my knowledge learnt through CPD to deliver high quality PE across various areas within the PE curriculum.		

Aspect: Team Theme teaching gymnastics			
Class: Yr	4	Staff Member: Hannah Cahill	Date: 15.4.20
Staff Impact Observations/Evidence: In gymnastics, watching Gary and Jack teach different types of jumps, movement and rolls was very useful. It really helped improve my subject knowledge of the safety points to reinforce with the children (e.g. how to protect the neck during a forward roll). They used a great mix of individual and pair work and there was always an opportunity for children to share good examples with the rest of the class.			
Pupil Observations/Evidence: The children like having Gary and Jack for gymnastics because they like learning how to somersault safely and correctly. They also like the demonstrations Gary gives.			
Further Action: To implement the knowledge and understanding of jumps, movements and rolls within gymnastic to deliver high quality PE lessons. To ensure children are using the correct terminology when discussing their movements within PE.			

Aspect: Inclusion Festival			
Class: KS2	Staff Member: Hannah Cahill	Date: 15/11/19	
Staff Impact Observations/Evidence: A selection of children were invited to a sports festival at a local secondary school. The festival was run by pupils at the school. The morning was really fun; there was a variety of activities for the children to have a go at. This included equipment that the children would not normally have access to in primary school – such as large trampolines. The children clearly felt comfortable to push themselves in the safe environment that was created. They really enjoyed the activities and I believe the outing was also useful to familiarise children with a secondary school environment. The children were able to access all activities and clearly came away with a sense of achievement – they talked about it all the way home!			
Pupil Observations/Evidence: <ul style="list-style-type: none">• Children improved their confidence when taking part in sporting activities.• Children learnt to work collaboratively and how to share and take part in games using and following rules.• Children were exposed to different sporting activities within a different environment, competing against themselves and other children from different schools.			
Further Action: To encourage these children to take part in more sports activities and to be more confidence in their own abilities.			

Aspect: Girls Football-Moss lane rovers (after school club)		
Class: KS2	Staff Member: Moss Lane Rovers	Date: Autumn 2
Staff Impact Observations/Evidence: More girls have chosen to attend the girls football club this term. This has then inspired children from KS1 to be involved in football which meant the club then opened up their after-school club to girls from year 1-6. Children have then become more interested in attending their local football club to take part in further training. Children who have attend the outside clubs have taken part in competitions, competing in different sporting environments against different teams. Girls have become more interested in football and are seeing more and more positive role models to aspire to.		
Pupil Observations/Evidence: <ul style="list-style-type: none"> • Improved confidence in attending sports clubs. • Developed strong links with local football clubs. • Allowed children to participate in football matches at different settings. • Children have worked well in teams with children from different year groups. • Children have developed a knowledge and understanding of the rules within sport and have seen more and more positive role models coming through within women's football. 		
Further Action: To continue to promote girls' football within school and the community, to encourage more girls to attend and maintain their interest in football.		

Aspect: Quidditch.		
Class: Yr1-6	Staff Member: Miss Cahill	Date: 15.4.20
Staff Impact Observations/Evidence: Quidditch was fantastic. It was great to see the leaders use literature as a hook to physical movement. I think this increased children's participation, even for those who do not normally enjoy PE/sport. During the games, frequent stoppages were made to take children advice on how to defend better (arms up), find more space, etc. There was regular reference to teaching points and the children had great fun. Linking the house points to the work in class throughout the day kept the children thinking about it.		
Pupil Observations/Evidence: The children wished they could have done more of it! One child in particular, who frequently removes himself from PE, took part for the entire session and really enjoyed every moment.		
Further Action: To continue to provide a variety of experiences for children to take part in. To encourage children who are reluctant to take part in PE by using different hooks into physical activities.		

Aspect: Team theme- Multi sports lunch time club and after school club

Class: Yr 5 & 6 lunchtime 1 & 2 afterschool **Staff Member:** Team theme

Date:Autumn 2

Staff Impact Observations/Evidence:

Children have been thoroughly engaged both in the lunchtime clubs and after school clubs. Team theme have provided a variety of sports activities at lunchtime and after school which has encouraged different children to take part in their sessions. The lunchtime clubs had a lot of interest from the children which meant that more children were active during lunchtime and behaviour levels seem to improve as children were more occupied during lunchtime.

Children learnt a variety of skills which have then been transferred and used within their PE lessons. Children learnt about why we exercise and the effects of a warm up and cool down. They are now more able to discuss the benefits of exercise on a healthy lifestyle.

Pupil Observations/Evidence:

- Improved transferable sport skills.
- Improved knowledge of rules within a game.
- Working together with children from different year groups.
- Positive attitude to taking part in games rather than always looking to win.

Further Action:

To continue with the positive ethos the children have been shown towards PE and sports and to develop their knowledge and understanding of a healthy lifestyle further within the PE lessons.