

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	None
Total amount allocated for 2021/22	£17,710
How much (if any) do you intend to carry over from this total fund into 2022/23?	none
Total amount allocated for 2022/23	£17,690
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	
Total amount spent on sports related activities above and beyond curriculum requirements	£19,671 + £4200 to be spent in summer £23,871

Swimming Data

Please report on your Swimming Data below.

Context:

Pupils at Manor School have an Education Health Care Plan (EHCP) and as part of this, they have a “Sensory and Physical” Outcome which they are supported with throughout the week, this includes input from our in-house Occupational Therapy team. Some pupils have specific syndromes and physical disabilities which further impact their mobility. Manor School offers a bespoke curriculum to meet our pupils at their point of need. This is heavily influenced by the National Curriculum but is adapted as needed.

PESSPA, Sport, socializing and keeping fit in the playground and accessing the community continue to be an essential part of the Manor School offer which helps to prepare our pupils for adulthood by promoting, health, independence, hobbies and community inclusion. As such we have, as always, spent in excess of the £17,690 Sports Premium funding. The total spend by the end of the summer holidays will be £23,871. The percentage of allocated spending has been worked out based on this total spend, as opposed to just the Sports Premium funding.

As in previous years we have been incredibly lucky that a number of exciting sporting opportunities have been organized and funded by charitable organizations including John Lyons and the Jason Roberts Foundation. This has allowed us to continue to offer an exciting and varied program to our pupils.

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>By the end of 2023 5 of our Year 6 cohort were able to swim proficiently over 25 metres. This is a significant number given the needs of our pupils and the impact of Covid-19 closures to swimming pools.</p>	19%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Pupils at Manor School are encouraged to adopt their own style of swimming stroke to ensure that they can travel in the most efficient way across the greatest distance. This may include hybrid styles of strokes.</p> <p>Some of our Year 6 pupils have developed effective stroke techniques and can swim lengths of the school pool.</p>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> <p>Pupils all participate in activities for RNLI Drowning Prevention Week. As appropriate, pupils are taught to call for help, hold a floatation device and, if able, swim to the nearest bank. Around 50% of our Year 6 pupils can recognize when they are out of their depth and return to a safe depth or the side of the pool.</p>	
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	Yes/No

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: 2022/23		Total fund allocated:		Date Updated: 19.7.23	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 46% of total spending
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:
To purchase new and challenging playground equipment to maintain the excitement and physical opportunities in the playground.	New equipment purchased including a basketball net to increase activity opportunities in our MUGA area of the playground. Smaller play equipment such as stilts and balance boards and new trikes, scooters and a permanent tunnel for our KS1 playground. Playground storage New MUGA shelter To be fitted in the summer holidays Repairs to playground swing	£ 1046 £4175 £4200 £620.60	Pupils continue to enjoy playtimes. Behaviour incidents remain low suggesting that pupils are well engaged by activities on offer. Pupils are meeting short and longer term targets around accessing playground equipment		To adapt the way that SMSA support is used at lunch times in order to promote the most effective use of playground equipment.
To work with in-house Occupational Therapists to ensure physical	Every class has an assigned Occupational Therapist who ensures		Lesson observations show that lessons are active and include opportunities for movement.		Continue support from the Occupational Therapy Team to embed movement in everyday

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<p>activities are embedded throughout every school day.</p> <p>Visits in the local community to teach pupils to access the local community safely so that they can participate in a wide range of physical activities, thus supporting the development of hobbies and interests.</p> <p>To create meaningful partnerships with sports bodies, clubs and representatives.</p> <p>Ensure all pupils can access their weekly swimming session.</p>	<p>that pupils' sensory and physical needs are met with opportunities throughout the day e.g. every class has a trampoline, peanut ball and other specialist equipment for movement breaks.</p> <p>To ensure all classes are supported to go on at least one visit this academic year.</p> <p>Existing relationships with Jason Roberts, John Lyons, University of Football Business and Akadmi Dance have continued and strengthened further</p> <p>To purchase resources to ensure that all pupils can access swimming including floatation devices and spare kits / towels.</p>	<p>£1000</p>	<p>All classes had at least one visit this year, these included local walks, playgrounds, soft play, and kayaking These visits help to increase parental confidence to continue to take pupils out for activities.</p> <p>Life jacket floatation devices have made swimming safer for our very earliest learners. Spare kits and towels have ensured pupils can attend sessions even if kits are forgotten.</p>	<p>teaching practice.</p> <p>Refresh resources as needed.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 0% - focus has been on updating curriculum documents and internal CPD</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>		

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:
To raise the profile of PESSPA (Physical Education, School Sport and Physical Activity) within staff CPD and planning.	The PE curriculum has been revised in order to bring it in line with curriculum guidance re: sequencing knowledge, skills and vocabulary. Foundation subject time has been added to a rotation of after school planning and CPD meeting. Physical Education is included in this cycle.	£ N/A	PE planning is now much clearer and stronger with a clear focus on progress.	Ongoing training next year for all staff who deliver PE regarding implementing the new PE curriculum. A new internally employed PE tutor has been employed to work with classes across the school on the implementation of the PE curriculum and to be a lead in figure in developing our PE offer.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	21%

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:

To promote a high quality start to the academic year by employing an external Sports Coach to teach PE sessions across the school alongside teachers and class teams in order to upskill staff.	PE coach delivered lessons to 9 different classes across the school, with a range of different needs.	£4440	Staff were happy to follow on by teaching their own PE lessons for the remainder of the year.	To employ an internal PE tutor to support the skills of the staff.
Qualifications for swim staff including NPLQ National Pool Lifeguard Qualifications and Teacher Rescue Course	Each of our swim staff updated their qualifications this year as part of a 2 year rolling cycle.	£550	Our pool continues to be safely staffed by qualified professionals who are confident in swim teaching, safety, first aid and rescue.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 33%
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:
To provide varied and exciting physical experiences for all pupils in order to develop lifelong habits of healthy behaviour in relation to physical activity and develop potential for future hobbies. To develop pupils' social skills and enjoyment of team games and social physical activities.	Across the school opportunities have occurred for different groups to experience the following activities: <ul style="list-style-type: none"> • Horse riding • Skiing • Yoga • Dance lessons provided by Akademi charity • Sports Coach • Gardening 	£7840	Pupils who experienced Horse Riding and Skiing activities enjoyed being able to try something completely new to them. Many of these pupils were apprehensive to begin with but these opportunities allowed them to grow in confidence when faced with new scenarios. Parents reported that pupils were particularly excited to come to school on these days.	These specialist opportunities rely heavily on charitable organisations and pre-existing relationships with them which the school hopes to maintain long into the future; the following are already confirmed for next year: <ul style="list-style-type: none"> • Akademi Dance • Sports Coach • Football University • Yoga

			In some cases pupils who were finding the classroom environment challenging were noted to really excel in these physical activities.	<ul style="list-style-type: none"> Gardening
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 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:
To reintroduce opportunities for competitive sports events and activities at school and in the local area.	Off site whole school sports days took place across 2 days at The Stonebridge Pavilion in the Summer term and was supported by pupils from Newman Catholic College who took on the role of "Sports Leaders;" they came in and ran different events for our pupils. This event was for every pupil at Manor School.	Sports Day was funded by Jason Roberts Foundation with support from Cardinal Newman school	<p>Pupils have all had the chance to join in a competitive event at an appropriate level for their age and ability. As pupils progress through the school more opportunities are made available.</p> <p>Pupils are able to decide whether they enjoy competing in events and this opens up the options for them to develop sports as hobbies in the future. This is essential to the Community Inclusion aspect of Preparing for Adulthood.</p>	Manor School will continue to seek out competitive sports opportunities, particularly swimming galas.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	