

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 funding to make additional sustainable improvements the and Physical Education, School Sport and Physical Activity (PESSPA) the quality of 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 the5keyindicatorsacrosswhichschoolsshoulddemonstrate an improvement. This document will helpyoutoreviewyourprovisionandtoreportyourspend. DfEencouragesschools 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.

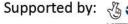
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click HERE.

Created by:















## **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. <b>Ideally should</b> 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.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	19%
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.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A
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.	
Some of our Year 6 pupils have developed effective stroke techniques and can swim lengths of the school pool.	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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.	
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/ <mark>No</mark>











## **Action Plan and Budget Tracking**

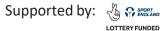
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated:	ocated: Date Updated: 19.7.23		]
<b>Key indicator 1:</b> The engagement of <u>all pupils in regular physical activity</u> – 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.	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		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













activities are embedded throughout	that pupils' sensory and physical			teaching practice.
every school day.	needs are met with opportunities			
	throughout the day e.g. every class			
	has a trampoline, peanut ball and			
	other specialist equipment for			
	movement breaks.		All classes had at least one visit	
Visits in the local community to teach	To ensure all classes are supported		this year, these included local	
pupils to access the local community			walks, playgrounds,	
safely so that they can participate in a	academic year		soft play, and kayaking	
wide range of physical activities, thus	dedderme year.		These visits help to increase	
supporting the development of			parental confidence to continue	
hobbies and interests.			to take pupils out for activities.	
			, , , , , , , , , , , , , , , , , , , ,	
To create meaningful partnerships				
with sports bodies, clubs and	Existing relationships with Jason Roberts, John Lyons, University of			
representatives.	Football Business and Akadmi			
i opresentati vesi	Dance have continued and			
	strengthened further			
Ensure all pupils can access their	To purchase resources to ensure that	£1000	Life jacket floatation devices	Refresh resources as needed.
weekly swimming session.	all pupils can access swimming		have made swimming safer for	Refresh resources as needed.
	including floatation devices and		our very earliest learners. Spare	
	spare kits / towels.		kits and towels have ensured	
			pupils can attend sessions even if	
			kits are forgotten.	
<b>Key indicator 2:</b> The profile of PESSPA	I A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
				0% - focus has been on updating
				curriculum documents and internal
	T		T	CPD
Intent	Implementation		Impact	













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Your school focus should be clear	Make sure your actions to achieve	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	are linked to your intentions:	allocated:	pupils now know and what	next steps:
and be able to do and about			can they now do? What has	
what they need to learn and to			changed?:	
consolidate through practice:				
To raise the profile of PESSPA	The PE curriculum has been revised	£ N/A	PE planning is now much clearer	
(Physical Education, School Sport and			and stronger with a clear focus on	
Physical Activity) within staff CPD	curriculum guidance re: sequencing			regarding implementing the
and planning.	knowledge, skills and vocabulary.			new PE curriculum. A new
				internally employed PE tutor
	Foundation subject time has been			has been employed to work
	added to a rotation of after school			with classes across the school
	planning and CPD meeting. Physical			on the implementation of the PE
	Education is included in this cycle.			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 te	eaching PE and sp	ort	Percentage of total allocation:
				21%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	achieve are linked to your	allocated:	pupils now know and what	next steps:
and be able to do and about	intentions:	anocateu.	can they now do? What has	Tient steps.
what they need to learn and to	intentions.		changed?:	
1			changeur.	
consolidate through practice:				













academic year by employing an	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.	
<b>Key indicator 4:</b> Broader experience o	f a range of sports and activities offe	red to all pupils		Percentage of total allocation: 33%
Intent	Implementation		Impact	3370
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	Across the school opportunities have occurred for different groups to experience the following activities:  Horse riding Skiing Yoga	£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	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:
To develop pupils' social skills and enjoyment of team games and social physical activities.	<ul> <li>Dance lessons provided by Akademi charity</li> <li>Sports Coach</li> <li>Gardening</li> </ul>		with new scenarios. Parents reported that pupils were particularly excited to come to school on these days.	<ul><li>Akademi Dance</li><li>Sports Coach</li><li>Football University</li><li>Yoga</li></ul>













			In some cases pupils who were finding the classroom environment challenging were noted to really excel in these physical activities.	• Gardening
<b>Key indicator 5:</b> Increased participatio	n 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.	funded by Jason Roberts Foundation with support from Cardinal Newman school	appropriate level for their age and ability. As pupils progress through the school more opportunities are made available.  Pupils are able to decide whether they	Manor School will continue to seek out competitive sports opportunities, particularly swimming galas.













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











