

Manor School's PE and Sports Offer (including use of Sport Premium)

Date: Updated November 2020

PE & Sports

Monitoring and evaluation of standards in PE - What does our monitoring tell us:

- PE is being taught well within POD groups both inside and outside during scheduled space allocation with built in time for cleansing where required
- Good range of activities at appropriate level and resources accessible for pupils.
- Pupils generally engaged and working independently or supported by adult.
- Playground monitoring – Class POD staff allocated to playground stations to ensure all areas monitored by adult for health and safety and pupil engagement. Wide range of activities on offer. Some behaviour incidents recorded via behaviour watch however pupils generally engaged.
- Fitness equipment well used and cleansed daily, climbing frames particularly popular.
- MUGA very popular and well supervised
- All surface area is popular both to support sensory regulation and physical development.
- Swimming observations – teaching good; pupils well engaged and good differentiation. Symbols and signing continue to be used within the lessons.
- Additional morning 'Stretch and Dance' activity for lower KS2 in hall and in classrooms for upper KS2

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Impact of Covid 19 meant that we report on percentage of pupils on track in March 2020 to meet targets.

- 21.4% of our year 6 pupils on target to swim competently, confidently and proficiently over a distance of 25 metres.
- 25% of our year 6 pupils on target to use a range of strokes effectively.
- Planning for safe self-rescue pool based lessons was due to be delivered in the Summer term so no formal assessment made this academic year.
- 25% of our year 6 pupils were on target to show an understanding of safe self-rescue in small pool.
- 25% of our year 6 pupils were on target to show an understanding of safe self-rescue in full size pool.
- Jason Roberts Foundation coaching lessons timetabled for Wednesday were delivered until school closure and are due to restart this half term. This specialist intervention supports pupils in developing team skills and gross motor, coordination and independence. (6 Classes)

Our school's vision and strategy for PE – 'Love, Learn, Laugh'

- Our curriculum review covered all key areas of the PE curriculum to ensure breadth and balance and in January 2020 the school received an Outstanding Ofsted judgement.
- Continue to monitor PE sessions planning for awareness of personal space, coordination, gross motor skills and group interaction skills; Thinking Me (Selecting and Applying Skills and Tactics), Social Me (Acquiring and Developing), Healthy Me (Knowledge and Understanding of Fitness and Health), Physical Me (Evaluating and Improving Performance).
- Continue to plan and deliver PE sessions that are fun and interactive and ensure swimming is accessible to all pupils
- Continue to ensure our playground facilitates a range of fitness activities that pupils can access in small group or individually.

- Continue to elicit multi professional guidance on how gross body movements can be incorporated into indirect pathway programmes when possible.

Use of the Sports Premium 2020/21

All pupils receive at least one weekly swimming lesson led by our qualified Swim Team, participate in at least one weekly PE session and access outdoor play twice a day (weather permitting), which includes a wide range of fitness, sports and motor development opportunities for all ages.

Pupils experience high quality planned Physical Education (PE) lessons delivered by class teachers, which support the development of physical skills, according to individual pupil needs. Lessons are enjoyable, vigorous and purposefully, promote healthy lifestyles, positive physical change and collaboration with others. We aim to encourage a lifelong interest in physical activity and healthy living. We provide pupils with skills they can use in later life and aim to instill a love of gymnastics, dance, ball games, athletics and swimming. We encourage pupils to warm up before and cool down after PE, to improve their understanding of the impact of exercise on their body, and to reflect on their performance. Some pupils benefit from regular yoga lessons to support competencies in mind-body awareness, self-regulation and physical fitness.

All pupils have access to OT input and self-regulation programmes.

Assessment identifies pupils on direct or indirect pathway

What will we receive?

Manor school has been allocated £17,480 funding including an additional £10.00 per pupil excluding EYFS provision

How will we spend the money?

The sport premium grant is being used to improve the quality of PE, sport provision and raise standards across the BSAT schools.

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Sport Premium to be used for	Amount allocated 2019/20	Amount allocated 2020/21	Number of pupils eligible	Brief summary of the intervention	Intended outcomes	Monitoring	Impact
Weekly swimming sessions for all pupils.	£6,500	£6,500	150	All pupils receive weekly swimming tuition to develop their swimming skills.	To become confident in the water. To make progress in learning to swim.	Swimming data Swimming reports and awards Feedback from pupils and or/parents	Pupil progress in water confidence and swimming technique. Pupils receive certificates of achievement. Targeted groups of pupils attend Willesden Sports Centre for experience in deeper water swimming and attend swimming galas in competition. Positive attitudes from pupils to swimming.
Transport to Milton Keynes for Ski Experience		£100	7 pupils	A trial block of Skiing Sessions for 7 pupils over a half term	Pupils to engage in skiing activities		Support core strength, coordination, balance Supports engagement in cultural capital activities Cross- curricular links to Geography.
Transport to Riding centre for Horse riding Experience		£100	7 pupils	A trial block of horse riding for 7 pupils over a half term	Pupils to engage in horse riding		Support core strength, coordination, balance Supports engagement in cultural capital activities Cross- curricular links to Geography.
Purchase sensory equipment to be used in the swimming pool.	£1,500	£1,500	90	Visually/sensory impaired pupils will use sensory equipment in the pool	To develop confidence in the water. To make progress in learning to swim.	Swimming data Swimming reports and awards Feedback from pupils and or/parents	

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<p>Weekly yoga sessions</p>	<p>£4,500</p>	<p>£3,410</p>	<p>50 pupils</p>	<p>Weekly yoga sessions delivered by Special Yoga</p>	<p>To develop children's confidence To develop concentration To develop coordination To develop flexibility and fitness To develop children ability to be calm To develop children ability to relax To develop fine and gross motor skills. To develop perseverance.</p>	<p>Lesson observation Generalisation of skills into classroom</p>	<p>Teaching of techniques that pupils can use to calm down and deal with feelings of stress, sadness and uncertainty. Body control Posture can produce improvements in flexibility and coordination, as well as contributing towards improving general health. Structured yoga programme can develop skills of waiting, listening, speaking, taking turns and following rules. Practising yoga postures can help to regulate the vestibular system, sense of balance and spatial orientation to coordinate movement. Improvement in posture; attention self confidence;</p>
<p>IT equipment</p>	<p>£1,000</p>	<p>£1,500</p>	<p>Additional & replacement ipads</p>	<p>IPads used across the school for pupils to photograph and film themselves in order to self-evaluate performance in PE)</p>	<p>To develop skills of self-reflection. To improve performance. Teachers to use recordings to plan for next steps</p>	<p>Lesson observation. Pupils progress Pupils confidence and ability to self-assess</p>	<p>Pupil confidence in using iPads to record Pupil confidence in sharing reflections and learning. Pupil ability to use appropriate PE vocabulary to describe actions in PE. Pupil ability to plan next step in their own learning.</p>

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Purchase /replace equipment for playground Boxes and beach huts	£2,000	£1,500	150 pupils	Restock Green storage boxes in Playground with resources to support play and interactions in the playground. Resource beach huts with thematic resources which support gross movement.	Resources to be rotated on daily basis which are engaging and encourage interactions between pupils /pupils and adult/pupils. Resources will support functional communication and PE vocabulary. To develop gross motor skills. To improve levels of fitness /performance.	Playground observation Engagement in playground resources. School Council monitoring	Improvement in posture; core strength; self-confidence;
Purchase /replace equipment for playground Trikes, scooters		£1870	150	Playground resources to support play mobility and gross motor skills.	Resources available in track area Adults support communication and PE vocabulary. To develop gross motor skills. To improve levels of fitness /performance.	Playground observation Engagement in playground resources. School Council monitoring	Improvement in posture; core strength; self-confidence;
Organise and participate in swimming competitions	£2,000	£2,500	Confident swimmers	Enter local and Pan London swimming galas Organise 'Swimathon' in collaboration with Secondary SEND setting	To compete. To develop sportsmanship.	Observation	Pupil participation in Galas increased pupil attendance at galas
TOTAL SPEND 2020/21	17,500	17,480					

What does the data show about spending?

Sports Premium has been used to develop pupil independence and confidence in swimming. Sensory resources are available to engage pupils where appropriate. The impact of this has been more positive attitudes to exercise and confidence in the water. Groups of pupils who demonstrate greater levels of skill access Willesden Sports Centre to experience depth and sharing use of a public sports centre. Pupils collaborate and participate in swimming galas at least 3 times per year.

Spending has provided good value for money i.e. we ensure 3 quotes are received before making decisions re; spending. With the increase in the sports premium BSAT Schools seek to introduce further variation in access to sport to further extend our PE offer and to ensure all pupils receive PE/sports sessions that suit their needs, preferences etc.

The inclusion of yoga sessions delivered by The Special Yoga Centre supports pupils in developing their flexibility, supports focus and calmness/reflection, self-regulation and mindfulness. Some staff are trained to deliver Yoga sessions in school which enables us to deliver additional sessions within the school day or when needed by individuals or groups.

The use of iPads to film, reflect and monitor progress in all classes is encouraged. Groups of pupils are supported to develop self and peer to peer reflection/feedback skills regarding performance in PE/physical activities. These pupils are supported to self-review and analyse their own and peer performance. It has also acted as a means for pupils to share experiences with peers in other classes and members of staff. Some very proud moments have been shared.

Extra-curricular enrichment activities provided to promote sport participation

- 7 pupils engage in weekly skiing sessions delivered by trained tutors supported by Manor staff.
- 7 pupils engage in Horse riding sessions delivered by trained tutors supported by Manor staff
- Pupils engage in weekly swimming sessions at local sports centre with access to standard size pool deep water swimming for pupils who need their swimming opportunities extended
- Playground exercise and climbing equipment
- 2 Sports Days (1 EYFS + KS1) (1 KS2)
- Excel sports club for KS2 pupils on Friday afternoons
- Monday morning KS2 dance/movement activities
- Deep water swimming for older KS2 pupils who need their swimming opportunities extended
- Yoga sessions for pupils
- Sports activities available for both boys and girls
- External coaching to enable pupils to develop skills and extend learning

Review of the current PE and school sport offer (**strengths** and **weaknesses** of the school's offer)

Reviewed in January 2020 –

- Staff interact with pupils at playtimes to ensure increased 'play' interaction and learning experiences for all pupils
- OTs support pupils in use of playground equipment.
- Symbols available on playground.
- Resurface on playground and safe surface under large equipment which allows for increased independence.
- Additional resources provided for playground football and target practice with a realistic surface.
- Large climbing frame installed in both EYFS playground and large playground offers increased challenge to all users.
- Playground continues to facilitate a wide range of fitness activities that pupils can access in small group or individually
- Expectation that teachers across the school will be responsible for the delivery of high quality indoor and outdoor PE totalling not less than 2 hours per week
- OTs available to support teacher planning
- PE curriculum Themes reviewed to ensure a consistent broad and balanced offer. (3i's)
- Concept of team games difficult to facilitate with some pupils (ASD).
- All pupils access to team games opportunities with direct modelling, participation and teaching.
- More pupils need to experience competition where appropriate.
- Extend direct teaching of safe self-rescue to year 5 pupils or when pupil show understanding.

Priorities for improvement in our PE action plan. How are we using our PE and sport funding grant to gain maximum impact?

Services from the local partnerships we have engaged with:

- Purchase of resources to extend and consolidate pupil knowledge of benefits physical exercise and healthy eating.
- Purchase of equipment to support engagement and enjoyment of all pupils at appropriate level.
- Replacement of resources that have proven benefit to pupils PE development.
- Yoga sessions– class staff working alongside yoga teachers to develop their own practice and understanding
- Willesden Sport Centre – use of their large pool and sports field
- Working alongside an external sports coach to challenge and extend pupils in competitive sport, and to develop sport skills across the school
- Attending swimming galas in Brent, Ealing and Richmond to compete against other schools
- Collaboration with Physical Education Students and Local secondary school 6th formers leading stations on Sports Days at Jason Roberts foundation setting.
- Collaborate with other SEND settings in setting up competitive activities/days (BOCCIA- BHHAG group)

Our PE Curriculum Focus Areas:

EYFS pupils and pupils with complex learning needs:

Physical Development

- Develop control and co-ordination in large and small movements.
- Move confidently in a range of ways, negotiating space.
- Handle equipment and tools effectively.
- Develop skills to manage basic hygiene and personal needs successfully.

Swimming

- Develop basic swimming skills.
- Develop an understanding of the importance of personal hygiene in relation to pool use.
- Progress from using a swimming aid to developing their confidence and competence in being able to swim without the use of any aids using recognised swimming strokes.

Pupils should be taught to:

- Engage in planned/unplanned opportunities to be active and interactive with peers
- Engage in basic movements including running, jumping, throwing.
- Engage in planned/unplanned opportunities to develop balance and coordination using large and small apparatus.
- Participate in paired activities
- Copy movements and/or follow simple one key word instructions

- Perform simple movements in dance
- Begin to recognise changes in body after activity with adult modelling and input

Key Stage One

Dance

- Use different parts of the body to explore personal and general space and to move using simple actions.
- Listen to, and move in response to, different stimuli and accompaniments.
- Move in a controlled manner, at different speeds and in different directions, using different levels in space.
- Perform simple steps and movements to given rhythms and musical phrases.

Gymnastics

- Explore a range of movement skills, including travelling, jumping, landing, climbing, transferring weight, balancing.
- Explore, practise and improve body management skills.
- Progress from working individually to working in pairs.
- Where possible, begin to evaluate their movements and those of others.

Swimming

- Develop basic swimming skills.
- Develop an understanding of the importance of personal hygiene in relation to pool use.
- Progress from using a swimming aid to developing their confidence and competence in being able to swim without the use of any aids using recognised swimming strokes.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities (OT advice)
- Participate in group games
- Perform dances using simple movement pattern

Key Stage Two

Athletics

- Participate in fun activities and physical challenges.
- Learn, understand and develop the core skills of running, jumping and throwing individually and in a co-operative context, using a variety of equipment.
- Progress from simple running, jumping and throwing activities towards more difficult personal challenges.
- Analyse personal performance in a variety of ways.

Dance

- Progress from using simple movements and gestures towards a structured, sequenced and co-ordinated set of movements.
- Develop their movements progressively individually, in pairs, in trios, in small groups and in larger groups.
- Develop more effective use of space levels, directions, speed and strength
- Move with increased control, co-ordination and poise, using a variety of actions and gestures to communicate ideas and feelings.
- Create, practise and perform movement sequences, using a variety of stimuli and to an audience.

- Structure dances with clear beginnings, middles and ends.

Games (Invasion /Racquet and Bat)

- Progress from developing skills for partner activities and games to skills for adapted games and mini-games, through first co-operative and then competitive play.
- Progress skills of handling, hitting and kicking using a variety of equipment to skills needed for adapted games and mini-games, through first co-operative and then competitive play.
- Continue to develop control in running, jumping, changing speed, stopping and starting, with and without small equipment.
- Develop an understanding of, and participate in, small-sided, adapted and mini games.

Gymnastics

- Extend body management skills and improve the variety and quality of movement.
- Progress from working individually to working in pairs, trios, small groups and whole groups.
- Explore, practise and refine a range of movement skills, including travelling, flight, rolling, balancing, transferring weight, twisting, turning and stretching.

Swimming

- Develop basic swimming skills.
- Show understanding of the importance of personal hygiene in relation to pool use.
- Progress from using a swimming aid to developing confidence and competence in swimming without the use of any aids using recognised swimming strokes.

Outdoor Education and Adventure

- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Develop ability to evaluate and recognise own success.
- Be physically active for sustained periods of time.
- Play competitive games (communicating, collaborating and competing with each other).
- Develop confidence and self-belief in own abilities.
- Develop independence and responsibility.
- Develop ability to listen and communicate effectively with others.
- Develop increased resilience and determination.
- Develop increased knowledge and understanding of the natural environment.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance, for example, through athletics and gymnastics.
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges.
- Begin to compare their performances with previous ones and demonstrate improvement to achieve their personal best, e.g. using iPads to photograph and video PE sessions to discuss.

Play and Lunch Time fitness, sport and exercise opportunities:

- Scooters and bikes – coordination and stamina
- Variety of climbing equipment – gross motor development, develop upper body strength
- Trampoline – stamina/cardio
- Fitness equipment (most suitable for KS2) – cardio/stamina
- Football or hockey in MUGA – team games, communication and interaction led by support staff (one is a qualified sports coach)
- ‘Huff and puff’ – led by support staff– aimed at encouraging pupils to access cardio exercise and develop stamina in a fast, fun session
- Play buddies –Y5/6 KS2 pupils leading short running sessions and follow my leader session

PE 2020/21 To improve the quality of teaching and diversity of the curriculum in order for all pupils to make regular and sustained progress

Actions and strategies	Impact and sustainable outcomes	Resources/ Cost	By who	By when	Progress	Evidence
<p>Curriculum Development</p> <ul style="list-style-type: none"> • Continue to monitor and Review our curriculum including PE curriculum so that it remains relevant, broad and engaging for all and meets the requirements of the National Curriculum 	<ul style="list-style-type: none"> • High quality PE for all covering all PE strands • Pupils confident to try new activities 	Time allocation	FS MOC CH	November 2021	Ongoing	Learning walks, Teacher observation, PE Lead Teacher feedback

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<p>Achievement of pupils</p> <ul style="list-style-type: none"> Continue to use iPads to support self -assessment, peer review and to support staff in planning lessons that ensure progress is being made with all pupils. Replace iPads where necessary but also extend pupil use and develop skills on review of own PE skills 	<ul style="list-style-type: none"> Staff are aware of the need/ opportunity to video and reflect on PE sessions with pupils Staff are confident to use iPads to support accurate assessment of pupil's progress and next steps Pupils are confident to use iPads to film and reflect on PE sessions Pupils use iPads to self-review, with adult support if needed 	<p>Purchase of more class iPads and replacement/upgrade</p>	<p>LS FS MOC CH</p>	<p>November 2021</p>	<p>Additional iPads purchased for classes. Pupils and staff supported in use for assessment and reflection on PE sessions Central storage area</p>	<p>Videos</p> <p>Pupils and staff confident to use iPads</p> <p>Pupils reflecting and making comments on videos of PE sessions</p>
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Key priority: School Sport - To increase opportunities for participation in a range extra-curricular and competitive opportunities

Actions and strategies	Impact and sustainable outcomes	Resources/ Cost	By who	By when	Progress	Evidence
<p>Extra-curricular activities</p> <ul style="list-style-type: none"> Develop and lead lunch fitness activities Ensure as many children are active at lunch play as possible 	<ul style="list-style-type: none"> Engagement and enjoyment at lunch and break times increases Pupil activity at lunch and break times increased PE physical activity and school sport are encourage and celebrated across the 	<p>Training (including time allocation of Pupil representatives) Training of staff where needed.</p>	<p>Pupils SMSA's FS HLTA's CH</p>	<p>November 2021</p>	<p>Ongoing</p>	<p>Observations of the playground and feedback from Playground supervisors</p>

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<p>Competitive opportunities</p> <ul style="list-style-type: none"> Further develop competitive opportunities for pupils in both inter school swimming galas/competitions Implement a reward system that celebrates achievements in sport e.g. effort, fair play, teamwork etc. 	<ul style="list-style-type: none"> Pupils recognise the wider benefits of participating in sport and consider it an important part of their development Pupils participation increases (celebrated in assemblies) 	<p>Swim Team time</p> <p>Entry fees and transport</p> <p>Certificates, medals, stickers etc.</p>	<p>FS</p> <p>LB</p> <p>CH</p>	<p>Each term</p> <p>2 external</p> <p>1 in school</p>	<p>Ongoing</p>	<p>Participation rates</p> <p>Feedback from community clubs</p> <p>Parental feedback</p> <p>Parental survey</p>

Key Area: Health and well-being – To use physical activity to improve pupil health, wellbeing and educational outcomes

Actions and strategies	Impact and sustainable outcomes	Resources/ Cost	By who	By when	Progress	Evidence
<p>Awareness of healthy lifestyles</p> <ul style="list-style-type: none"> Develop and implement a healthy active lifestyle programme (life skills and PSHE) 	<ul style="list-style-type: none"> Pupils make healthy lifestyle choices that are celebrated and shared Positive attitudes towards healthy active lifestyles are encouraged among pupils and staff and extended to parents and carers Pupils meet the nationally recommended activity levels 	<p>Curriculum planning and life skills lead</p>	<p>JS</p>	<p>Ongoing</p>	<p>Pupils enjoy healthy food and are active on a daily basis</p>	<p>Observations</p> <p>Participation rates</p> <p>Pupil discussion</p> <p>Parental feedback</p>

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<p>Engaging the least active</p> <ul style="list-style-type: none"> Identify and target those children who are least active for additional lunch activity sessions Identify and target children who are part of weight management programme for increased participation in daily routines i.e. registers etc. (stairs Walking Poppy Autism life dog) 	<ul style="list-style-type: none"> Targeted pupils increase activity levels 	<p>Time allocation for designated staff member to lead</p> <p>OT allocated hours</p>	<p>FS CH</p> <p>SV JB</p>	<p>Ongoing</p>	<p>Equipment available, pupils encouraged by staff to use, where possible</p>	<p>Monitoring Participation Teacher feedback Medical officer Feedback OT reports Routine weighing and recording</p>
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Key Area: To use PE, school sport and physical activity to impact on whole school priorities

Actions and strategies	Impact and sustainable outcomes	Resources/ Cost	By who	By when	Progress	Evidence
<ul style="list-style-type: none"> Develop a whole school approach to rewarding pupils, building on sport values to support our school's ethos and pupil social and moral development 	<ul style="list-style-type: none"> Pupils understand the contribution of physical activity and sport to their overall development School values and ethos are complemented by sporting values 	<p>Curriculum planning time</p> <p>Rewards (specifically PE related)</p>	<p>All staff</p>	<p>Ongoing</p>	<p>Ongoing</p>	<p>Pupil discussion School Council Progress and attainment data</p>