



Physical Education and Sports Premium 2021-22

Purpose of funding

The Government has allocated funding for additional primary school sport in schools. This funding must be used to improve the quality of Physical Education (P.E) and Sport for all of our pupils. The sport funding must be spent on PE and sport provision in school. Schools have to spend the sport funding on improving provision of PE and Sport but they will have the freedom to choose how they do this. The vision for the Primary PE and Sport Premium: ALL pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport. The funding has been provided to ensure impact against the following OBJECTIVE: To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

Key Indicator 1: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

Key Indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement

Key Indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport

Key Indicator 4: broader experience of a range of sports and activities offered to all pupils

Key Indicator 5: increased participation in competitive sport

Amount of grant received IN YEAR 2020/21: £16,000 + £10pp £16,850

UNDERSPEND FROM ACADEMIC YEAR 2020/21 = £4917

TOTAL AMOUNT FOR 2021/22 =£21,767

| Area of Focus | Amount Spent | Impact | Sustainability |
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| <p data-bbox="85 134 562 193">Improving the quality of teaching and learning and curriculum for PE</p> <p data-bbox="85 225 589 344">Increase the quality of PE lessons being delivered, improving outcomes for children through staff CPD and curriculum development.</p> <p data-bbox="85 379 533 438">To complete an up to date audit of PE teaching and learning materials.</p> <p data-bbox="85 502 562 593">To embed the planning and assessment format from Progressive Sports to aid purposeful teaching and learning.</p> <p data-bbox="85 657 589 777">To review curriculum map and MTP (progression of skills) to ensure they run alongside the Progressive Sports planning and assessment document.</p> <p data-bbox="85 809 589 928">To judge the effectiveness and impact of sports funding spend and action plan for academic Year 2021/22 and to action plan for the academic year 2022/23</p> <p data-bbox="85 960 277 1083"> Key Indicator 1 Key Indicator 2 Key Indicator 3 Key Indicator 4 </p> | <p data-bbox="624 134 707 161">£8000</p> | <p data-bbox="896 134 1682 344">Monitoring activities including staff audits have been completed and analysed meaning the PE lead has a thorough understanding of staffs CPD needs and can plan appropriate provision to support staffs identified areas for improvement. Staff gain the most up to date CPD and can apply their gained knowledge and understanding in PE lessons which directly make a difference to pupils' experiences, engagement and progress in PE lessons.</p> <p data-bbox="896 379 1682 590">Dance CPD, gained through AL,S staff have received has enabled staff to develop their knowledge and understanding of the subject area. Staff have gained a better understanding of the teaching and learning process for this activity area and are now more confident as a result. As a result of training staff can now plan, teach and assess gymnastics effectively to ensure the very best progress and attainment for their pupils.</p> <p data-bbox="896 625 1682 866">General teaching and learning ideas staff gain through team teaching with and observing Super Coach will be used in their own lessons to enhance teaching and learning. Staff confidence therefore increases and their ability to teach high quality PE increases and embeds further and pupils as a result benefit from lessons that they enjoy more and in which they make better progress and attainment.</p> <p data-bbox="896 901 1682 1209">Through the implementation of the chosen planning and assessment format (Progressive Sport documentation + whole school progression documents for the subject the staff and Super Coach are more confident when planning and teaching physical skills and they have a greater understanding of developmental next steps and progression throughout the year groups. This had led to effective assessment and planning in order to meet the needs of all pupils meaning they make the best progress within their PE lesson time.</p> <p data-bbox="896 1244 1682 1345">Increased number of pupils meeting national curriculum swimming requirements by children attending swimming lessons and catch-up swimming lessons where appropriate.</p> <p data-bbox="896 1441 1648 1468">Well-resourced subject with plenty of differentiated resources to</p> | <p data-bbox="1704 134 2141 280">The focus on staff CPD will allow for the staff to feel more confident with the delivery of the PE curriculum resulting in better outcomes for the children.</p> <p data-bbox="1704 316 2152 526">Staff knowledge and confidence is built upon yearly. Staff in every key stage available to support colleagues to continue to move practice forward and model lessons/ team teach and share roles and responsibilities for PE.</p> <p data-bbox="1704 561 2152 930">PE remains a well-managed and well led subject by a strong subject leader and super coach who deploy their knowledge of best practise and policy to ensure high quality outcomes for the school regarding PE. These improvements and the legacy to last in future years. Changed attitudes and perceptions towards the difference PE can make will lead to higher outcomes and opportunities for pupils in school.</p> <p data-bbox="1704 965 2119 1024">Resources organised effectively to be used in future years.</p> <p data-bbox="1704 1059 2096 1145">PE now beginning to become established into whole school objectives/ vision and outcomes.</p> |

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| | | <p>support teaching and learning opportunities for pupils resulting in increased progress, enjoyment and involvement in lessons.</p> <p>Outcomes for pupils have been enhanced through up to date information gained from meeting with a PE consultant to review and adapt current procedures and action plan for the subject to ensure the best possible outcomes for pupils regarding PE.</p> | |
| <p>Health / Whole school improvement/ Wider School Impact</p> <p>To raise the profile and showcase the importance and benefits of PE, health and well-being for pupils.</p> <p>To continue to increase and embed opportunities for pupils to be physically active at other times during the day.</p> <p>To embed playground council (children) to lead activities at playtimes and lunchtimes on the playground.</p> <p>To continue to embed forest school and outdoor learning opportunities into the curriculum.</p> <p>To upskill staff in forest school and outdoor learning.</p> <p>Key Indicator 1 Key Indicator 2 Key Indicator 4</p> | <p>£7767</p> | <p>The health and wellbeing profile has been raised throughout the school due to pupils and staff providing pictures of themselves completing different physical activities. This encourages and motivates children to be more active and try new things. This in turn leads to pupils becoming more physically active and meeting the government recommendations.</p> <p>Lunchtime resources purchased support and encouraged healthy active lifestyles for pupils.</p> <p>The school has actively supported and promoted teachers and pupils in meeting the government health recommendations. This in turn has impacted on their physical and emotional health, self-esteem and belief and also their commitment and desire to improve.</p> <p>School up to date with best practice ideas and requirement implications from Ofsted/ health and wellbeing and sport strategies around improving outcomes and opportunities for pupils in school.</p> <p>Increased fitness of pupils through taking part in additional activities offered throughout the school day.</p> <p>Pupils and parents understand the value of PE and health and are committed to meeting recommendations.</p> <p>Increased enjoyment in PE and lessons with linked physical activity.</p> <p>Pupils have a range of physical activities to take part in at lunchtimes where they can practise their skill development and tactics in traditional playground games.</p> | <p>Improved fitness will continue through newly embedded procedures and opportunities for physical activity at lunchtimes and other alternative times of the day.</p> <p>Staff and pupils understanding of the importance of health and government recommendations resulting in changed behaviours which will continue in future years.</p> <p>Increased fitness of pupils through taking part in additional activities offered throughout the school day.</p> |

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| | | <p>Behaviour at lunchtimes improved with pupils being calmer and knowing what to do if they are experiencing confrontational situations.</p> <p>Pupils can talk about the benefits of the outdoor and forest school activities they have taken part in.</p> <p>Pupils know how to get involved in and participate in a more involved way with the outdoor and forest school activities they have taken part in.</p> <p>Staff members trained in forest school qualification can team teach and support other staff in the delivery of outdoor and forest school activities.</p> | |
| <p>Competition / enrichment / clubs</p> <p>To review the number of competitive opportunities the school take part in and further develop opportunities for children to experience a range of sports and activities.</p> <p>To allow every child, regardless of gender or ability, to have an opportunity to represent the school at least once by the end of KS2.</p> <p>Key Indicator 5</p> | <p>£5000</p> | <p>Super coach from Progressive Sports delivers multiple clubs a week where pupils can partake in clubs which interest them before and after school club. This means pupils are experiencing a wide range of physical activities and are physically active as part of their school day outside PE curriculum time and break times.</p> <p>Pupils' fitness levels have increased through taking part in clubs offered throughout the school week. This will in turn increase children's general healthy lifestyle and thinking and decision making.</p> <p>Calendar of competitions clearly mapped out and planned to see how these fits into current curriculum overview and extracurricular clubs offered.</p> <p>100% of pupils taking part in some form of competitive situation in the school. Sports day / intra school competitions.</p> <p>Pupils developing and applying key life skills through their participation in PE and sport including trust, respect, teamwork, and communication.</p> <p>Increased number of pupils participating in competitive opportunities and reporting increased enjoyment in these.</p> <p>School to maintain Gold School Games Award.</p> | <p>Calendar of events will be used in future years to help continue to provide opportunities for pupils. Areas improved through working towards school games mark criteria will also be sustained and built upon further in future years. Raised profile of health and well-being apparent to pupils and families will ensure a year on year involvement of pupils and encourage more pupils to join teams.</p> <p>Pupils and parents understanding of the importance of health and government recommendations resulting in changed behaviours which will continue in future years. Improved fitness will continue through newly embedded procedures and opportunities for activity throughout the school day.</p> |

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Swimming at Manor Primary School

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
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| Percentage of Year 6 pupils who could swim competently, confidently and proficiently over a distance of at least 25 metres when they left primary school at the end of last academic year? | 100% |
| Percentage of Year 6 pupils who could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | 71% |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? | 71% |
| 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? | No |