

## Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

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 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.

Pleasevisitgov.ukfortherevisedDfEquidanceincludingthe5kevindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help voutoreview vour provision and to report vour spend. Df Een courages 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 spe

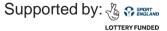
Schools are required to publish details of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. All funding must be spent by 31st July 2022.

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 2021. To see an example of how to complete the table please click HERE.

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## **Details with regard to funding** Please complete the table below.

Total amount carried over from 2019/20	£19,639
Total amount allocated for 2020/21	£21,287
How much (if any) do you intend to carry over from this total fund into 2021/22?	£17,463
Total amount allocated for 2021/22	£21,316
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 21,252

## **Swimming Data**

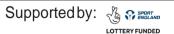
Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  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 2021.  Please see note above	54%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	66%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	30%
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: 2020/21	Total fund allocated:	Date Updated	i:	
Key indicator 1: The engagement of that primary school pupils undertake All children at Manor Park are encoura PE and school sports is a key comport opportunities to participate in PE less our extensive fields and outdoor learn which is aimed at improving each child carefully and progressively and includ PE. Successes are valued and celebrate broad and balanced range of sports, of Children are encouraged to achieve the passion for being involved in physical healthy lifestyle leads to high levels of throughout the school day in additional leadersOur purpose built daily mile tratheir health and wellbeing. Where post their school day and enhance their lead course of their choice. Sporting course adventure where children learn skills in	e at least 30 minutes of physical activities and supported to adopt a holist aged and supported to adopt a holist aged and supported to adopt a holist aged in this shared vision. All childrent ons in a range of engaging spaces aging environments. The children take d's physical performance, confidence differentiation in order to enable all atted during lessons, assemblies and pames and physical activities, careful activity. This contributes to a greater confidence and wellbeing. We aim to weekly PE sessions. Lunchtime active on our school field offers childrentially sible, we provide active learning to interning. Every Friday afternoon as parter ange from ice-hockey, dance, take	ctivity a day in so ic approach toward from Reception cross the school part in one high e and competence I children to succe I through compet Ily pitched to sup on improving performance on understanding of the one of the inspire children to to of Manor Park	chool ards their health and wellbeing. to Year 6 have equal environment including the halls, quality PE lesson each week by. All lessons are designed eed and excel in all aspects of ition events. Children are taught a port and challenge every child. brance and adopt a life-long love of how a sustained, active and utes of physical activity by coaches and junior sports ally physical activity to improve become more active throughout University children choose a	
Intent	Implementatio n		Impac t	
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:













All children across the school including Our sports coaches have planned EYFS. KS1 and KS2 are involved in at high quality, dinnertime sports least 1 hour of physical activity each day.

Daily mile timetabled in daily to increase physical activity.

Successful breakfast club established school and from professional and embedded to encourage more pupils to attend school earlier, get involved in activities and support working families.

New outdoor gym to be installed on the KS2 playground ready for September.

We provide experience days as part of our curriculum to ensure 100% participation rates. These include meeting an athlete, celebrating sporting events, active walk to school week

Children can choose from a range of sporting courses as part of Manor Park University each Friday.

Children at Manor Park are given the opportunity to join a range of extracurricular activities after school. They range from traditional sports such as football and netball, to other sports such as archery.

SEND children are often given additional opportunities to develop core strength skills through use of resources such as balance beams. obstacle courses and yoga-style

activities and also have been supporting children and regular. high quality sporting activity has been embedded across school

Sports coaches employed by organisations lead and contribute to assemblies and whole school sporting events, including sports days. Manor Park University courses for all children from EYFS. KS1, KS2 to include several loptions with a focus on physical. outdoor and adventure modules for children to take part in.

£6.316

Increased physical activity and love for movement All pupils are been maintained to ensure high offered opportunities to access to quality sporting opportunities dedicated sports coaches during after school clubs and enrichment activities including Manor Park University.

Staff are being upskilled through CPD opportunities by working alongside all specialist sports coaches, observing and being pro-active during curriculum delivery and after school clubs.

Children from all year groups including KS1/KS2 and EYFS have targeted, planned opportunities to work with specialist sports coaches.

Children with SEND demonstrate improved confidence, selfesteem and independence and focus across the curriculum as a result of these sessions. In turn this promotes good behaviour and cater for children with challenging sensory needs. From speaking with teachers, they report their SEND pupils are more focused during lessons after completing sensory circuits.

Close professional links have during curriculum teaching.

Lunchtimes and after school clubs and monitoring for quality assurance is taking place.

School teaching staff are being upskilled with increase in confidence, skill and sustainability of increased expertise.

Timetables and communication between members of the PF team. SLT. the school business manager and sports coaches continues to be a strength, with clear organisation and shared vision in place.

Via pupil voice children eniov having ownership over choosing their MPU course and learning a new skill

Children are eager to attend active after school clubs which run at full capacity and children often choose sporting clubs as part of their enrichment.







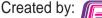








,	All children in Year 3 receive a term of swimming lessons at local leisure centre and are provided with travel.			
Key indicator 2: The profile of PES The PE team audit the skills of staff ea enable CPD opportunities that are fully comprehensive, innovative staff trainir the PE team provide exceptional CPD up to date feedback from external cou assessment formats are consistently o objectives linked to The National Curri breadth, balance and progression in s in lesson plans and used in teaching a shows clear intent, implementation an and areas for development. Regular in celebrate national and international sp	ach year focusing on confidence and y personalised and supportive. This or ng programme to build skills and con- opportunities based on their own ex- rses they have attended. Curriculum butstanding and written on the school culum and Development Matters Fra- kills across a range of physical activition and learning to promote fluency and of d impact statements personalised to nter school competitions take place but orting events through assemblies ar	competency in a enables us to develone in teaching pert knowledge, maps, individual's bespoke forma mework for Early ties and sports. A understanding. To Manor Park Pringetween school h	all aspects of teaching in PE to velop and organise a ng outstanding PE. Members of supported by comprehensive and I lesson plans and 'Personal Best' ats. These include clear lesson y Years. They also show a clear Age related vocabulary is included he PE subject SEF and policy nary School including strengths ouses and we acknowledge and pol games competitions.	Percentage of total allocation: 4.7%
Intent	Implementatio n		Impac t	
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 throughpractice:	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:
Continue to raise profile of sports and high quality physical activity for all children across school.  Children continue to be given choices about the types of curriculum activities they want to take part in.  Focus on health and wellbeing for all	Celebration of in school and out of school PE achievements takes place during whole school assemblies. Examples of good learning behaviour are modelled through this as an aspirational target for children. Regular chances are provided to represent school as reward for		Sporting achievements are celebrated during achievement assemblies, through school newsletters, website, twitter and Seesaw which is establishing a shared love of sport by children, staff and parents  Children are more confident to	PE lead to carry out pupil voice to gauge children's knowledge, understanding and vocabulary directly linked to this subject  PE lead to observe lessons across the school and provide support.















children including identified groups.

Greater shared understanding of how making informed choices about nutrition, diet and exercise improves health

Quality of curriculum including coverage, planning, assessment, teaching and learning.

PE review held by afPE to raise standards.

Each half term the winning house receives a prize. We often use local sports clubs or athletes to deliver a workshop.

Teachers model high expectations for attitudes towards PE through participation, wearing appropriate kit themselves, using specific vocabulary and following through expectations for working hard and being active for the duration of the sessions.

demonstrating these skills in school

Sports coaches employed by school and from professional organisations lead and contribute to assemblies and whole school sporting events, including sports davs. Manor Park University courses for all children from EYFS. KS1, KS2 to include several loptions with a focus on physical. outdoor and adventure modules for children to take part in.

Achieved afPE Quality Mark + Distinction showing PE lead is dedicated to raising standards.

Whole class incentives are also used to encourage children to wear PE kits, if everyone has their PE kit, they all receive a house point.

make own.

Raised awareness and understanding of importance of making healthy choices through nutrition, diet and exercise.

Personal Best assessment systems being used to monitor attainment in PE and for purpose of improving outcomes, report writing/communication with parents

Raised standards and improved outcomes across the school as part of afPF review.

Raised profile continues to increase popularity of PE and sport.

Children are given opportunities to demonstrate to others their developing skills in PE and sport during assemblies, Manor Park University displays and competitions.

Pupil voice continues to be valued and used to drive outcomes.

New sports leaders to be trained and given opportunities to support peers and younger pupils in school.

PE lead to work closely with outside providers to ensure of high-quality lunchtime and after school provision.

Children show a desire to learn and improve and consistently demonstrate our school values. S.O.A.R (Self-sufficient, Original, Attitude and Resilience). During learning walks children look happy and on task. This is supported by our whole pupil questionnaire we shows 80% of children enjoy PE.

During a combination of learning walks, pupil voice and discussion with teachers it is apparent children enjoy PE,











		and are engaged and motivated learners.PE kits are rarely forgotten and teachers acts as role-model by wearing PE kits whilst teaching.













	ence, knowledge and skills of all staff			Percentage of total allocation
CPD opportunities that are fully person novative staff training programme to xceptional CPD opportunities based of xternal courses they have attended. Of consistently outstanding and written or curriculum and Development Matters kills across a range of physical activities carning to promote fluency and under	ach year focusing on confidence and connalised and supportive. This enables us a build skills and confidence in teaching of their own expert knowledge, supported Curriculum maps, individual lesson plans on the school's bespoke formats. These in Framework for Early Years. They also slies and sports. Age related vocabulary is standing. The PE subject SEF and policing k Primary School including strengths and	to develop and orgutstanding PE. Meed by comprehens and 'Personal Benclude clear lessonow a clear bread included in lesson shows clear inte	ganise a comprehensive, embers of the PE team provide ive and up to date feedback from est' assessment formats are n objectives linked to The National th, balance and progression in on plans and used in teaching and nt, implementation and impact	18.4%
Inten	Implementation		Impac	
t			t	
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:
levelopment, mentoring, training and esources to help ensure confidence in teaching and delivering high quality PE resulting in higher quality eaching.	PE lead to attend professional development courses which is then cascade to staff in school.  New scheme of Work is embedded with a clear curriculum map across all phases.  Staff are trained appropriately to ensure quality of teaching.  Staff confident to deliver quality sporting opportunities. Mid-day supervisors to work cooperatively with children during lunchtimes.  Manor Park University courses specifically targeting areas of National Curriculum PE to provide greater coverage and opportunities for children to work towards.		confidence PE team attended PE courses aimed at sharing practice in quality of teaching and learning, inclusive approaches to PE, how PE impacts across other curriculum areas, effective differentiation and Sports Premium Funding – shared with staff in CPD meeting.  Delivered to share practice, updates and initiatives. Teacher and pupil engagement to be monitored by PE lead. Improved ability and skills for pupils.  Development of school lesson and medium term plans.	learning is of the highest standard and to support coaches and staff with the delivery of sessions.  PE lead to observe lessons and gather evidence through photographs, videos and pupil voice.

	Dance specialist used to teach timetabled PE sessions and support/upskill staff.		and assessment.  Children and staff increased participation in attending and delivering after school sports clubs which are tailored to needs and interests of children.	ensure progress and achievement are maintained by all pupils. ECT's to observe excellent Peractice. Teaching staff to observe members of PE Team and
Kov indicator 4: Presider evention	nce of a range of sports and activities	offered to all pur		sports coaches delivering outstanding lessons.  PE lead to carry out pupil voic and speak to a range of pupils about their attitudes, knowledge and understanding towards PE.  Percentage of total allocation
Healthy lifestyles are continually pronplaygrounds and outdoor learning enchildren to immerse themselves in further from all ages across the school are or sports through our exceptional extrato extend their physical talents and in and personal choices are central to the pursue their dreams and aspirations. in becoming ambassadors of games and physical activity. They lead communication equip them with the sacross the school. Children and staff throughout the school day. Resilience best challenges and individual work to	noted at Manor Park through a wide rang vironments are designed and equipped we and enjoyable structured physical play offered opportunities to extend and explore curricular programme and competitive acterests through our bespoke Manor Park nese enhancement opportunities enabling Student Leadership is promoted through and sports and support children from acrosm to lead and begin to understand that rekills they need to be successful. Personal show respect towards one another and of and perseverance to achieve the highest and perseverance to achieve the highest and perseverance.	e of innovative opporting the highest quadrith the highest quadrithes during their personal interivities. They are good University curriculgo children of all age our Sports Leader oss the school to desponsibility, responsibility, responsibility, the best behavior of the control of the contr	portunities. Our extensive fields, ality resources to enable the ag break and lunchtimes. Children terests, talents and preferences in given rich and varied opportunities lum enrichment offer. Autonomy es to steer their learning and rs Programme. Children can excel develop a love for and enjoyment of ect, organisation and cated, celebrated and embedded viour is accepted in lessons and g physical team games, personal	4.7%
Inten t	Implementation		Impac t	
	1		1	l

what you want the pupils to know and be able to do and about	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has	next steps:
what they need to learn and to consolidate throughpractice:			changed?:	
Additional achievements:	Whenever possible after school clubs have run so children have access to a broad range of sports. Enters	£1000	Excellent behaviour at lunchtimes in line with the school's behaviour	
carefully planned in order to increase	competitions that are inclusive for all children. Purchase new equipment for PE lessons and Manor Park University		policy supported by SLT, learning mentors, sports coaches and DRAs to develop positive sporting attitudes.	
participation and skill level of pupils.  Particular focus on pupils who do not have the opportunity outside school or choose not to take up the	Work alongside professional coaches in delivering sports clubs/wide range of activities before, during and after school.		A range of extra-curricular clubs to encourage pupils who don't normally take part encouraging a	
additional DE on offer particularly DD	Provide a range of inclusive opportunities in and outside of school.		high intake of participation.  Clubs that have been successfully run include: Coventry City Football	
Children have access to a wealth of sporting resources to experience a broad range of sports.	Clubs are offered at a reduced fee for children whose families are in receipt of Pupil Premium funding.		Club training, school football club, modern dance, street dance, tri	
	Clubs kept to an affordable charge to cover costs of coaches and are free of charge where school staff including teachers and LSAs run clubs.		country, multi skills, tennis, gymnastics, tag rugby, rounders, athletics and basketball.	which are accessed by children at Manor Park.
	Personal Best challenges are built into the curriculum for children Y1-6.		Clubs are monitored regularly and changed due to popularity and considering pupil voice.	
	Carry out pupil voice to ascertain views of children and what they would like to have more of in terms of the PE offer.		Clubs are offered to all year groups including EYFS/KS1 and KS2.	
	School sporting events including assemblies, intra sporting competitions and festivals.		Entry into inclusive Boccia competition for a large group of our SEN children.	
Created by: Physical Active Created by: Physical Partnerships	Training of Junior Sports Leaders and Supported by:  TRUST  TRUST	UK COACHING	Pupils say they enjoy PE and sport provided within school.	

providing uniform - caps.

Visit from a professional world athlete. Additional opportunities for assemblies and training given by sports coaches and Coventry City Football Club coaches.

Purchase of essential equipment and resources to enable a wide variety of sports to be taught effectively.

High quality dance provision. High levels of engagement and enjoyment for a range of competitions including children from Years 1-6.

Increased level of interest of pupils in sport and desire to emulate them.

Increased knowledge, confidence and competency for pupils and staff in all aspects of PE and school sport.

New sports equipment purchased, with impact of increased participation in lessons and improvement of skills, as more children have equipment that is fit for purpose. Staff trained, new timetable











Key indicator 5: Increased particip	Percentage of total allocation:			
PE lessons at Manor Park are designed excel in all aspects of PE. Curriculum range of physical activities. Successes Children are supported to foster a post opportunities. Teams and individuals a school and against other schools acrosschool life, children develop an underst part of a team with a shared vision and	maps show progression and are ain are valued and celebrated during leading and well-balanced attitude toware supported and encouraged to tall as the city and neighbouring authoristanding of what competing means,	ned to develop co essons, assembli ards both inter an- ke part in compet ty. By participatin	impetence to excel in a broad es and through competition events. d intra competitive sporting itive events and matches within g in competitive sport during their	0%
Inten	Implementation		Impac *	
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:
tournaments throughout the year.  Arrange sporting friendly matches and transport to fixtures, festivals and competitions.  Organise School Games competition	PE lead to implement regular house competitions.  Arrange sporting friendly matches and transport to fixtures, festivals and competitions.  Organise School Games activities and transport.	£0.00	participate in an intra or inter competition.  Share achievements with parents, children and staff through school website, newsletters, twitter and displays.	PE lead to organise enrichment activities through extra-curricular clubs and Manor Park University.  PE lead to also organise addition 'Team Training' after school clubs in preparation for joining a league next year.
Ensure inclusive approach in identifying children to take part in competitions.	Ensure inclusive approach in identifying children to take part in competitions. Arrange girls only opportunities.			Create a girls' football club.

Signed off by	
Head Teacher:	
Date:	













Subject Leader:	Sophia Valiadis
Date:	21.07.22
Governor:	
Date:	











