

**Manley Park Primary
PE and Sport Premium
Impact Report 2019-2020.**

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● Each class teacher received training from PE Lead & app developers on how to effectively use the PE Passport to deliver high quality PE lessons. ● Each class teacher received 2 CPD sessions, one from the PE lead on Movement, one from PE consultant on Outdoor games. ● Each class teacher assessed using an OFSTED proforma in PE delivery by PE Lead and Vector Training (Y6 observation interrupted by Covid-19). ● 6/11 teachers assessed achieved Outstanding grading with the other 5 achieving Good. ● Steps Challenge - purchase of 60 ped-o-metres, given to a different year group each day, competition each week to see which year group gets the most steps. ● Over 50% of Year 6 has represented the school at a sporting event outside of school (target for 100% would have been achieved if not for Covid-19). ● Physical Education document updated and complete with new skills and knowledge breakdown for each year group. ● Retained Gold School Games Award for 2nd year in a row. ● New and updated gymnastics layouts with high quality equipment. ● Introduction of Tri-Golf, Parkour & new OAA games. ● Bikeability course completed by 30 Year 5 & 6 children. ● Continued to develop high quality play times with different zones for sports choices. ● Continued to deliver Easter and Summer Sports Club throughout Covid-19. ● Children engaged daily with PE over school shut-down via videos recorded by the PE Lead. Videos also stored for staff to assist with teaching. ● Continued to offer wide range of extra-curricular sports clubs (14 after-school/before school on both sites across the week) (over 500 attendees each term) 	<ul style="list-style-type: none"> ● Deliver CPD to support staff to show how to work effectively during PE lessons. ● Improve the standard of playing areas at the Junior site (lines painted & grass area developed). ● Greater link between Forest School and OAA lessons. ● Increase the amount of inter-school events attended by all years in KS2.

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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	85%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	82%
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

Academic Year: 2019/2020	Total fund allocated: £19,550	Date Updated: 09/07/20		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: %12
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
More structured play times with the support of playground leaders offering a wider choice of activities and opportunities to compete against other children.	New playground resources and rota of activities. New playground games rules. Training of playground leaders to assist with break time sports (60 children across Y2, Y4 & Y6)	£978.00	Increased amount of children actively engaged in lunchtime & break time sports. Amount of teams entered into the lunch time league increased. Playground leaders assist with setting up and officiating break and lunch time sports.	Use of coach for a half term, allowing Lunchtime Organisers to observe and mirror when coach is not present. High quality, built to last resources, for specific use at breaks and lunch time. Consistent, easy to understand rules across school. Playground leaders work alongside lunchtime organisers to ensure a fair play and our school values are being displayed, support other playground leaders when it is no longer their responsibility. e.g. Y4 child moving into Y5.
Engagement in Personal Challenges	Personal challenges promoted and celebrated across school. Highest score and most improved given awards each week. Each class given time slot for the day and year groups given a break time. 60 ped-o-metres purchased for each year group to use one day each week.	£300	3 personal challenges ran as a brain break & at break times, 6 minute run, 2 minute skip & tennis ball keep ups. Each child in KS2 took part during a PE lesson, a brain break or during morning break. Children averaging 4-5000 steps each break time. Staff commented on how successful they were,	Timetable of personal challenges to be set up across the year and become a part of MPPS culture. Purchase higher quality ped-o-metres or ‘Moki’ system to ensure sustainability.

Push on Active Travel to/from school	Active travel trackers/awards. Staff to ask how children travelled to school during morning registration, every 10 active travels to/from school = award in celebration assembly.		noticing children who are not usually active really engaging in the challenge. Positive feedback from children, parents, residents and staff. Reduced amount of parents leaving engines running outside school gates. Increased amount of children travelling to school actively.	Active travel trackers/awards to be maintained across the year and keep slot in celebration assembly. To be developed in KS1 & EYFS also.
Keeping children active at home over lockdown.	TS to upload a daily PE challenge to ClassDojo for each year group to engage with using minimal equipment. Additional equipment purchased and made available for collection from the office.	£1000	Average of 150+ different children a day viewing the videos. Children and parents commented on how much they enjoyed the challenges & staff have said they have also found the videos useful when teaching skills .	Continue to support home learning with TS YouTube channel. Staff to remain in contact with TS to give content requirements for the channel.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sports displays around school and slideshow to watch during lunch and reference during PE – inspiring children and encouraging dialogue about school sports.	Formation of the Sports Council and Sports News/Awards. 4 children from each year group form a sports council that meet weekly to discuss and develop sport and activity across the school. To keep track of personal challenges, players of the week, and team results. Information to be shared via ‘Sports News’ Slideshow during lunch and POTW to be awarded in celebration assembly.	£120	Increased amount of children receiving awards across school, 10+ sports awards given out each week. Greater numbers of children joining clubs and attending intra/inter-school events, more enthusiasm and willingness to take part due to being featured in ‘Sports News’. Increased demand for new clubs to be formed. Students able to	To ensure the ‘Sports News’ continues to run and be up to date across school. Work with the sports council to develop new members and take on more responsibilities. To further increase the amount of activities available to meet all students needs.

<p>Effective training and use of playground leaders, demonstrating role model behaviour and encouraging/inspiring others to follow suit.</p>	<p>Displays around school showing; rules and rota of play time sports, activities and clubs on offer, inspirational words from athletes and sporting values to be followed.</p> <p>Deployment of Playleaders and introduction of leadership awards. Playground leaders to work towards Bronze, Silver & Gold awards by completing various additional tasks. For example running an activity for younger children, completing equipment checks etc. Playground leaders to receive training from TS and PB. New playground leader responsibilities in Y4 introduced to support with new lunchtime rota (cover Y6 leaders whilst in lunch)</p>		<p>reference our sports values during reflective practise in PE.</p> <p>26 PL's in Year 6 left MPPS with the Gold Leadership Award. PL's were more pro-active and willing to take on additional responsibilities. Feedback from the students with playground leader responsibilities saw an improvement in their confidence and organisation skills. The rules of play time sports have been understood well across the school due to the assistance of PL's. 40 children from Y4 took on new responsibilities as playground leaders assisting other children in their year and Y3.</p>	<p>To continue with the effective training of students in Y2, 4 & 6 to become PL's and achieve Leadership Awards. Develop a more varied timetable for PL's so they are able to experience their responsibilities across a wider range of activities.</p>
<p>'Active Interventions' working on behaviour/fitness/engagement/etc.</p>	<p>TS to work with SEN team on creating an active intervention timetable for children with behavioural needs.</p> <p>TS to use 'BoxFit' interventions with least active children.</p> <p>Inclusive games equipment for children physical disabilities.</p>		<p>Success of archery for children with behavioural needs, providing a calm safe place requiring concentration and focus. Has assisted with de-escalating behaviour incidents in various children.</p> <p>Boccia, Floor Tennis, Sit-Down Volleyball & Blind Football all introduced across KS2 in PE lessons.</p> <p>High demand for BoxFit lessons and set-up as an afterschool club.</p>	<p>To continue to develop the 'active interventions' timetable across KS2 & introduce for KS1.</p> <p>Continue to deliver 3 week block of inclusion PE lessons focusing on rules, skills needed and how games can be adapted. Develop an area for inclusion games to be available each break and lunch time.</p> <p>Continue to run BoxFit as an afterschool club and to introduce the Preliminary</p>

<p>Coach employed for lunchtimes (both sites for 1 half term) to work alongside TS and lunchtime organisers increase the amount of opportunities on offer and provide more structure.</p>	<p>Wider range and more structured sports activities available at breaks. Work with School of Sport to provide specialist coaches in areas of need (gymnastics, hockey, cricket) to develop understanding and skills for lunchtime staff and students. Additional lunchtime organiser allowing for better observation of areas.</p>	<p>£950</p>	<p>Less behavioural and first-aid incidents being recorded during break and lunch times, due to increased understanding of rules and safe practise and assistance of additional lunchtime organiser. More enjoyable and safer play times for children.</p>	<p>awards to Y5&6 through 6 weeks of additional PE. Lunchtime organisers on rota to shadow coach to further their understanding when working independently. To develop the timetable of lunchtime duties for staff.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To improve the quality of PE being delivered across school. PE team set up across school to monitor key stages.	Teaching staff from EYFS to Year 6 receive 2 CPD sessions from TS and Steve Busby in delivering high quality PE lessons. Following on from this teaching staff will be given an OFSTED style observation by PE Lead and an external agency (Vector Training)	£950.00	Each class teacher assessed using an OFSTED proforma in PE delivery by PE Lead and Vector Training (Y6 observation interrupted by Covid-19). 6/11 teachers assessed achieved Outstanding grading with the other 5 achieving Good.	Improved teacher confidence in delivery of PE. Teachers given outstanding areas and areas for improvement. Tailored CPD to be provided once again in 20-21.
	Introduction of PE Passport, staff to be given access and training on how to use the app. Staff audit to be completed by all teaching staff to develop a CPD programme to meet needs. TS to attend regular CPD and pass on updates to staff (TS to deliver CPD each half term) Monitoring - TS (KS2) PB (KS1) & GFS (EYFS) NQT's given time each half term to work 1-to-1 with TS.	£699.00	More in-depth PE data collected in the PE passport app. Staff able to access a wider range of lesson plans due to app. Staff audit was able to raise and address of low-confidence in gymnastics. TS supported by CPD sessions & previous PE SL. Improved support for staff across the key stages with a PE specialist based in EYFS, KS1 & KS2.	RJ, PB, GFS all to remain based in each key stage to support with delivery of PE. PB & GFS to attend external CPD sessions with RJ. Staff audit to continue each half term to identify needs and & future CPD to be planned from this.
	New PE subject Overview providing clear curriculum intent, LTP, skills & knowledge breakdown for each year group and activity.	£950.00	Staff have commented on how useful the document is in terms of planning and what to look for when assessing each unit. Has also increased staff confidence in	Up-date skills and knowledge breakdown with new information provided by the PE Passport.

<p>More extra-curricular clubs ran by teaching staff.</p> <p>Staff to take on more responsibilities running activities at break and lunch times.</p>	<p>EYFS staff to observe Stretch-n-Grow sessions. Time given back to staff for clubs run. TS to support staff with planning & delivering extra-curricular activities. Use of coach from RFL to work alongside teachers in Y4 to support with delivery of Tag-Rugby.</p> <p>Staff given part-curriculum time to have breaks. TS, LO's & coach to support staff with break and lunchtime duties.</p>	<p>£430.00</p>	<p>adapting planning.</p> <p>Stretch-n-Grow curriculum timetable set up in EYFS with resources and staff to deliver. Netball, Zumba, Multi-Sports, Dodgeball, BoxFit, Y3/4 & Y5/6 Mixed Football set up and ran as extra-curricular clubs by current members of staff. Y4 class teachers upskilled in delivery of invasion games.</p> <p>Whole staff involvement in lunch and break time duties. Effective new lunchtime rota and zones. Staggered lunches allowing for greater participation in activities. More support and activities on offer for vulnerable children.</p>	<p>Extensive extra-curricular timetable delivered by staff to continue. Staff able to continue to claim back hours. PE Lead to continue to support staff with extra-curricular activities. Staff to gain Level 1 coaching award in chosen sport. Y4 class teachers to feedback to staff around delivery of invasion games.</p> <p>Whole staff involvement in lunch and break time duties to continue. Timings of lunch to be extended and staggered further to allow even more participation opportunities. Vulnerable children timetable to continue to encourage involvement in suitable games.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 16%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<p>Inclusion Sports and new sports to be delivered through additional PE lessons.</p>	<p>Boxing, Trigolf, Archery and Ultimate Frisbee.</p> <p>Enhanced equipment and inclusion games.</p> <p>Enhance the extra-curricular sports programme and a wider range of sports on offer at break times.</p> <p>New gymnastics equipment and layout</p> <p>All children in Y6 to attend and compete in full day athletics event at Longford Park.</p>	<p>£1800.00</p> <p>£1296.00</p>	<p>High levels of engagement and enjoyment in inclusion games. Demand for new and inclusion sports to be on offer at breaks, lunch, before and afterschool. Effective use of archery & boxfit with SEN children.</p> <p>New play time zones with timetable of different activities for the week.</p> <p>Netball, Zumba, KS1 & KS2 Multi-Sports, Dodgeball, Karate, KS1 & 2 Gymnastics, BoxFit, Athletics Reception/Y1 & 2, Y3/4 & Y5/6 Mixed Football set up and ran as extra-curricular clubs.</p> <p>Y6 24th Overall in Regional X-Country finals, 1st in local qualifiers, 1st in City-Wide final.</p>	<p>Inclusion sports to continue to be delivered as additional PE lesson and more inclusion games to be incorporated into play time zones and extra-curricular clubs.</p> <p>Extra-curricular timetable to continue and to be extended. Time given back to staff to remain. Staff running specific sport are responsible for entering and running events of that sport. More clubs ran by internal staff members.</p> <p>Longford Park and Inclusion SGD events to run each year.</p>
<p>Take advantage of local coaching and events to maximise opportunities offered.</p>	<p>Free coaching provided by RFL, WRCC & MUFC Foundation and upskilling staff.</p> <p>Free taster sessions in Gymnastics, Mini-tennis & Skateboarding.</p>		<p>RFL coach working with year 4 to provide additional PE lessons in tag rugby. Provide a local feeder club for MPPS students to join.</p> <p>MUFC coach working with Y3 & 5 girls to develop football skills. Provide a local feeder clubs for MPPS girls to join. KS1 children given opportunities to attend cricket tasters at WRCC.</p>	<p>MUFC Foundation and RFL booked in again for 19/20 to provide free coaching.</p> <p>WRCC to run free cricket coaching within school and provide feeder clubs.</p> <p>Partnership with Park Run to provide links to external clubs and running club in school.</p> <p>Possibility of becoming MUFC partnership school.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p> <p>14%</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To maintain Gold School Games mark following our success of Gold award in 19/20.	<p>Membership with MSPEA continued - access to wide range of competitions across Manchester. Entry into wide range of events. Kit through Aldi Kit Scheme</p>	£1080.00	Over 50% of children in Y6 represented school in at least one external event. (100% would have been achieved without Covid) Gold Criteria met.	Continue with target of 100% children in Y6 to represent the school at an external event. Membership with MSPEA to continue. Kit log to continue to maintain school kits. More staff to be minibus trained allowing for more opportunities to attend competitions.
Develop an intra-school competitions calendar with events run across the year.	<p>Mini-bus training insurance and maintenance</p> <p>Time given back to staff that attend competitions.</p> <p>End of unit intra-school events, e.g. 6 week block of invasion games = football & netball events. Coaches in for first half term to run lunchtime leagues. (Football, Netball, Basketball, Cricket.)</p>	<p>£1140.00</p> <p>£541.00</p>	<p>Every child in KS2 given opportunities to compete and officiate in numerous competitive sports.</p> <p>Increased amount of teams entered into lunchtime leagues.</p>	<p>Continue to aim for Gold School Games Mark with long term aim of Platinum.</p> <p>3 separate SGD event to continue to run this way. Use of young leaders for future SGD events (e.g KS2 young leaders for KS1 SGD)</p> <p>Intra-school competitions calendar to continue and to be adapted for KS1. Lunchtime league to continue throughout the year (alternating sports each half term). LO's observed coach to equip them with knowledge for the future.</p>