

Manor Hall Academy



P.E and Sport Premium

Cicely Haughton School

Building Relationships

Celebrating Success

Promoting Change

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 to 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.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages 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 spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021-22, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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](#).

Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0 - amount spent in full
Total amount allocated for 2022/23	£16,580
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0 - spent in full including underspends on Wellbeing activities following the pandemic
Total amount allocated for 2022/23	£16,580
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£16,580

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 2020. Please see note above	89%
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	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	20%
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?	Yes/No

Created by:

Supported by:

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.

CHS Whole school intentions:

Positive Wellbeing- with improved positive physical and mental health, as enriched individuals.

A bright future- with life-skills enabling them to access the world around them, as responsible and respectful citizens

Independence with improved self-regulation, with improved independence.

Primary PE and sports premium key indicators of improvement:

Key Indicator 1: increased confidence, knowledge and skills of all staff in teaching PE and sport

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

Key Indicator 3: 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 4: broader experience of a range of sports and activities offered to all pupils

Key Indicator 5: increased participation in competitive sport

Academic Year: 2022/23	Total fund allocated: £16,560	Date Updated: 22.6.23		
Positive Wellbeing - with improved positive physical and mental health, as enriched individuals				
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:

<p>Expand curriculum opportunities through the development of PE and physical activity opportunities the school provides.</p> <p>(KI 1 and 4)</p> <p>(KI 3 and 4)</p>	<p>Purchasing of a range equipment and promoting its use.</p> <ul style="list-style-type: none"> https://www.balanceability.com/quick-quote <p>Staff trained on the use of mountain boards</p> <p>Purchase of Skateboards, scooters and helmets to expand curriculum offer (PE and Nurture)</p> <p>Purchase a range of bikes and BMX's to ensure a more inclusive curriculum and to make better use of our current pump track.</p> <p>Purchase of water pistols to expand the curriculum offer linked to 'shooting skills' and our nurture provision – Slip and Slide 30 M glide for Wellbeing and nurture activities.</p> <p>Ramps for bikes/ scooters/ skateboards</p>	<p>£ Pack of 5 x 14" Balance Bikes £645</p> <p>£1639.24</p> <p>£3000</p> <p>£200</p> <p>£129.99</p> <p>£199.80</p>	<p>% of non-riders have reduced – insert data here.</p> <p>Wellbeing Activity days build up to Mountain biking given pupil voice – add data here.</p> <p>Pupil voice shows engagement in Mountain boarding etc.</p> <p>Pupil voice following wellbeing day stated a desire to have skateboards and scooters. Staff and pupils are engaged through the expansion of the offer.</p> <p>Pupil voice suggests engagement in activity</p>	<p>BALANCE BIKES – CAN WE ADJUST THE OLD BIKES?</p> <p>Utilise the most confident staff to offer CPD to others. JSH to liaise with those staff members (JDR/ TGR/ NCH to offer CPD to Residential staff to support Residential activities.</p> <p>Look into a 'scooter-bility' skateboarding scheme of work – as well as bikes to reduce the number of non-riders.</p> <p>Used as part of a Summer wellbeing event and utilised within the curriculum.</p>
<p>Replenish stock and expand resources to enable effective adaptive teaching so all pupils can progress during lessons.</p> <p>(KI 1 and 4)</p>	<p>Complete PE audit and generate order.</p>	<p>£2393.35</p>	<p>Staff survey shows we have the resources to deliver a broad and balanced curriculum.</p>	<p>Review stock in Spring 2024</p>

<p>Launch Speed Stacks school sports pack – 15 Sets. Provide a more inclusive curriculum and broaden the indoor break offer and nurture provision.</p>	<p>Purchase School pack and liaise with di@speedstacks.uk price up CPD for staff and/ or wellbeing day for the pupils – 2023/24</p>	<p>£360.00</p>	<p>Speed stacks have been well received and have improved our break time and nurture offer!</p>	<p>Arrange CPD and or Wellbeing day for 2023/24</p> <p>Awaiting response – will roll over next years</p>
<p>Wellbeing days organised with CBE to enrich pupils experience and to promote an active and healthy lifestyle.</p> <p>(KI 2, 3 and 4)</p>	<p>JSH to organise Wellbeing day to see if scheme of works/ activities work well with cohort.</p>	<p>£300</p> <p>CROSS CURRICULAR ORIENTEERING</p>	<p>Pupil voice – 96% gave a positive response</p> <p>Staff survey – Orienteering implemented and part of PE curriculum offer – check next year</p>	<p>Complete the course layout and organise a wellbeing activity day to act as CPD for teachers.</p> <p>CROSS CURRIUCLUAR ORIENTEERING</p>
<p>Council for Learning Outside the Classroom "LoTC Badge"</p> <p>https://www.lotc.org.uk/educators/i-work-in-education/</p> <p>(KI 1,2 and 4)</p>	<p>Providing students with more opportunities to access high quality learning beyond the classroom experiences can:</p> <ul style="list-style-type: none"> • Open their eyes to the world around them and allows them to develop into well-rounded citizens • Enhance academic attainment and personal development • Support their health and well-being, and spiritual, moral, social and cultural needs 	<p>£370</p>	<p>Teachers and pupils feel happy learning beyond the classroom.</p> <p>Positive behaviour scores improve</p> <p>Pupil voice suggests LoTC is improving their wellbeing.</p>	<p>NCH to lead as part of his performance management – enable CPD for staff.</p>
<p>Links with outside agencies that help promote physical and mental health whilst nurture key skills such as respect and self-regulation through the power of sport and physical activity.</p>	<ul style="list-style-type: none"> • Table cricket. JDR • Stoke City Community Trust – Tuesdays (Focus on Y6 that would like the Football coaching session) • Expand links with Local 	<p>Free</p> <p>Initial free trial arranged Tuesday 29th November.</p>	<p>Pupil voice – Less incidents at break if used to support a breaktime club.</p> <p>% Y6 increased who took part on a sporting fixture. % of activities increased.</p>	<p>JDR has signed up to be part of the competitions before Feb Half term 2023.</p> <p>Some classes will access activity</p>

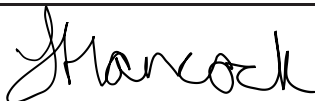

(KI 2, 3, 4)	Primary schools (St Johns and Werrington Primary) and School Games Offer to provide greater depth of competitions and festivals on our sporting calendar – focus on Y6.	If positive need to decide on package – between £600 - £800 Free		
Y6 Residential Camp offer. To provide Y6 cohort a final opportunity to take part in a variety of outdoor activities, including the opportunity to stay overnight.	TGR to organise with Y6 teachers	£2,192.00	Pupil and staff voice – Overall the experience led to lasting memories.	Continue to monitor the impact and utilise some of the SP to enable more staff to offer some of the activities onsite.
Continue to expand our offer by purchasing a 9 pack disc golf set to set up around our school grounds.	JSH and NCH to provide relevant CPD – can be linked to inclusive sporting offer inviting other schools to play?	£930	Pupil and staff voice – feedback.	Monitor it's use and set up course. Ensure relevant RA are completed. Awaiting response – will roll over
A bright future - with life-skills enabling them to access the world around them, as responsible and. respectful citizens				
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:
Enhanced swimming lessons for non-swimmers and a focus on safe-self rescue.	Contract with WOW swimming – Trentham. Pool closed after A1. Further pool sourced – New Horizons £69.00 per session x10	£437.50 £690	Swimming sessions demonstrate progress.	Booked New Horizons to fit with new timetable to include mop-up sessions to improve swimming and water safety.

Provide relevant CPD to staff who require it. (KI 2, 3)	To ensure the CPD given has impact across the school	Need to cost.	Questionnaire showed confidence in the delivery of PE overall with many requesting training in Mountain boards	Look to arrange training in 23.24 academic year.
Development of bush craft area	Purchase sail canopy.	£74.98	Pupil voice progress in life skills.	NCH/ TGR to look at CPD opportunities.
Sports Day to help embed key skills of respect.	Purchase sports day medals.	£19.90		Continue to look at ways to develop Sports day offer. Active sports day within the Wellbeing calendar.
Bike flatbed trailer and storage to allow rewards/ nurture trips offsite. (KI 1, 2,& 4)	Confirm best option with JDR/ JAH/ JSH	£3, 205	Pupil voice – staff survey	Objective carried over from 23/24 action plan.
Purchase new AFPE safe practice handbook to ensure the school is acting responsibly.	Generate order form	£44.99	Essential handbook.	Objective carried over into 23/24 action plan.

Independence- <i>with improved self-regulation, with improved independence.</i>				
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:

<p>Enhance children’s self-regulation through competing for the school in a variety of sports.</p> <p>(KI 1, 2, 3, 4 &5)</p>	<p>Membership of CADSSA and participation in after school competitive sport</p> <p>Participate in suitable School Games events.</p> <p>Compete in an active way Links with other special schools.</p> <p>Host games where appropriate (B league football, Orienteering etc.</p> <p>To develop an SEMH PE group to help promote a range of different activities, alongside affiliation with CADSSA and the local School Games partnership broaden the experience of a range of sports and activities offered to all pupils with the view to increase participation in competitive sport –</p>	<p>£ £1 per Y6 plus £1 KS2 pupil £55</p> <p>Transport costs – fuel. £200</p>	<p>100% of Y6 cohort have participated in an extra-curricular sporting event.</p> <p>CHS sporting calendar has increased.</p> <p>Pupil voice demonstrates enjoyment. 100%</p>	<p>Continue participation and look to promote this extra-curricular offer in September 23/ 24 with the addition of local primary schools.</p>
<p>Improve resources available to children during break-times to help improve their independence and life skills. This will improve behaviour during break.</p> <p>(KI 1 & 4)</p>	<p>Purchase 4 man Aeroball Unit</p>	<p>£11,640</p>	<p>Improve Activity levels at break and engagement.</p>	<p>Objective to be carried over to 23/24 action plan.</p>

<p>Impact report –</p> <p>Additional achievements:</p> <p>We also used the Pupil Premium (PP) to provide additional well-being activity days to help promote the power of sport and activity, and to enrich them – enabling them to experience something new.</p>	
<p>Covid-19 <i>It is extremely important that we consider the educational and emotional impact of Covid-19 on our pupils. The Covid-19 pandemic has led to school closures across the UK and many countries around the world. This means that the majority of pupils have missed more than a full term in school, though supported and taught in various ways. Nevertheless, it is likely that school closures will lead to slower rates of learning, perhaps learning loss, and there is a risk that the negative impact will be worse for pupils who are economically disadvantaged as well as those who have an Educational Health Care Plan (EHCP). 100% of our pupils have an EHCP. The school holds pupils' physical, mental health and wellbeing at its core and the Primary PE and Sport Premium looked at ways to support this. (Alongside the PP mentioned above)</i></p> <p>Swimming <i>Our usual provider for swimming lessons and lessons above and beyond the usual requirements was forced to close after the Autumn term. We have attempted to use the SP spend to creatively source companies that would bring a pool to the school grounds. However, they do not deliver in our area at the moment.</i></p>	

Signed off by	
Head Teacher:	J Hancock - 
Date:	July 2023
Subject Leader:	J Sheldon 
Date:	July 2023

Created by:

Supported by: