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** improvementsto 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.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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 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.

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£9302.03
Total amount allocated for 2020/21	£16, 500 + 9302.03 = 25,802.03
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0 – spent in full including underspends on playground project.
Total amount allocated for 2021/22	£16,560
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,560

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**	**Please note – due to Covid-19 the Y6 cohort have had limited sessions. We have, however, prioritised all the Y6 cohort in attending swimming sessions.*
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of atleast 25 metres? **N.B.** Even though your pupils may swim in another year please report on their attainment on leaving primary schoolat the end of the summer term 2020. Please see note above	61.5%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstrokeand breaststroke]? Please see note above	46%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	23%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but thismust be for activity **over and above** the national curriculum requirements. Have you used it in this way?	Yes/No

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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: 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

Academic Year: 2021/22	**Total fund allocated: £16,560**	**Date Updated: 31.07.22**		
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:
Expand curriculum opportunities through the development of PE and physical activity opportunities the school provides. **CPD on Inset days are effective as we have the facilities and equipment to deliver the sessions. (linked to**	Purchasing of a range equipment and promoting its use. • https://www.balanceability.com/quick-quote • Fire-lighting equipment purchased through PP.	£ Pack of 5 x 14" Balance Bikes £645 PP used	% of non-riders have reduced – insert data here. Wellbeing Activity days build up to Mountain biking given pupil voice – add data here. More groups able to access fire	BALANCE BIKES – CAN WE ADJUST THE OLD BIKES? Objective to be carried over into 22/23 action plan. Utilise the most confident staff

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whole school training on mountain bikes, Archery, Fire-lighting and foraging. **(KI 3 and 4)**	Staff trained on the use of mountain boards		lighting and outdoor education. Pupil voice shows engagement in Mountain boarding etc.	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. Objective to be carried over into 22/23 action plan
	• Chipfoam blue gym mats to ensure safe delivery of gymnastics and Health Related Fitness, Yoga etc x 6	£605.20	In line with Sports Safe recommendation survey (September 2021 and teacher confidence –insert data)	Delivery completed.
	Archery Equipment including crossbows. • Sport crossbows x2 • Sports Stealth Targetsx2 • Arrows Archery Kit three Bow Pack	£45.98 £19.98 £254.99	Expanded curriculum opportunities following staff CPD of Archery sessions.	To better implement Archery into the curriculum.
	Orienteering Starter Packs x3 15cm Training Markers. Orienteer	£105.00	Course has been implemented. JSH/ JDR to liaise to roll out CPD to staff.	Complete the course layout and organise a wellbeing activity day to act as CPD for teachers.
Enhance outdoor and adventurous learning offer through links with Outdoor pursuit companies and extending this offer to more children outside of year 6. -Regular timetabled Outdoor Pursuit timetabled. Wellbeing days organised with CBE to enrich pupils	Dane Back residential - all classes have the opportunity to take part on an overnight residential 2 days/ 1 night	£10,661.72	Pupil voice – See results copied at the bottom.	To encourage classes to organise residential trips utilising parent pay and possible PP spend.

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experience and to promote an active and healthy lifestyle.				
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. (KI 1, 2, 4)	• Table cricket.	Free	Two classes took part in taster sessions – Majority fully engaged (98%) – those stated they really enjoyed it and would like to do it again.	JDR has signed up to be part of the competitions before Feb Half term 2023
Purchase of Moki batteries to enable effective re-launch of the Moki bands to help promote and provide data of pupils' regular physical activity levels in school and in residence. (KI 1 and 2)	• JSH to replace batteries of all bands and launch through the use of assembly.	£36.00	Initial data showed positive impact but despite changing all the batteries the unreliability of the bands caused issues at class level. (Pupil Voice) Data generated from Moki (fitness trackers) show that the school has an average Moderate to Vigorous Physical Activity (MVPA) time of 25minutes. (w.c. 13.9.21- 17.9.21) The government target is 30 minutes. The average step count is 6043 per day. This demonstrated the positive impact the new playground is having on children's activity levels as well as the push for an active curriculum in school and in residence. It also forms an excellent baseline to try and improve both MVPA and Steps.	JSH to rethink another re-launch for SPRING 2023 with a focus on achieving the government target of 30 MVPA minutes in school.

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Bell Boating at Rudyard to enrich children and to improve resilience.	• JDR to confirm/ generate purchase order – add into Wellbeing timetable.	£400.00	Pupil voice – See results copied at the bottom.	
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.	£1400	23% (Y6) – *Disrupted sessions due to Covid 19. No comparative data available.	
Provide relevant CPD to staff who require it. (KI 2, 3)	To ensure the CPD given has impact across the school	Need to cost.	Initial training were cancelled due to Covid-19 - Questionnaire showed confidence in the delivery of PE overall with many requesting training in Mountain boards	Look to arrange training in 22.23 academic year.
Sports Day to help embed key skills of respect.	Purchase sports day medals.	£26.99	We had 2 extra field events and 2 extra races this year. Positive day considering the last one was in 2019. All pupils who were present competed.	Continue to look at ways to develop Sports day offer. Active sports day within the Wellbeing calendar.

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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 to be carried over into 22/23 action plan.
Purchase new AFPE safe practice handbook to ensure the school is acting responsibly.	Generate order form	£44.99	Essential handbook.	Objective to be carried over into 22/23 action plan.

Independence- *with improved self-regulation, with improved independence.*				
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:
Enhance children's self-regulation through competing for the school in a variety of sports. (KI 1, 2, 3, 4 &5)	Membership of CADSSA and participation in after school competitive sport Participate in suitable School Games events. Compete in an active way Links with other special schools. Signpost local clubs/ events on Class Dojo for parents. Host games where appropriate (B league football, Orienteering etc.	£ £1 per Y6 plus £1 KS2 pupil £55	Yet to open up due to Covid-19 Some school games events attended	Continue participation and look to promote this extra-curricular offer in September 22.23

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Improve resources available to children during break-times to help improve their independence and life skills. This will improve behaviour during break. (KI 1 & 4)	Purchase 4 man Aeroball Unit	£11,640	Improve Activity levels at break and engagement.	Objective to be carried over to 22/32 action plan.

Impact report –

Additional achievements:

The majority of our focus has been on the school intention of - **Positive Wellbeing**- *with improved positive physical and mental health, as enriched individuals.*

100% of pupils on roll participated in Wellbeing activities
96% of pupils on roll accessed a residential overnight experience.

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.

Covid-19
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)

Signed off by	
Head Teacher:	J Hancock - JHancock
Date:	11/10/22

Created by: Supported by:

Subject Leader:	J Sheldon
Date:	11/10/22

Created by:

Supported by:

Wellbeing Trips Impact Questionnaire (Summer 2022)

Over the Summer Term 2022, Cicely gave the children opportunities to go to Back Dane, bell boating and narrow boating, to improve their wellbeing.

Below are the results from sixty-five stakeholders: children, parent/carers and school staff, who returned their questionnaires.

	☺ ☺ ☺	☺ ☺	☺	☹	☹ ☹	☹ ☹ ☹
Did you/your child/your class enjoy the trips?	59 91%	6 9%				
Did the trips make you/your child/your class feel happy?	58 89%	7 11%				
Did you/your child/your class enjoy being with your friends and school staff?	57 88%	6 9%	1 2%	1 2%		
Have you/your child/your class chatted to your friends, staff and family about your trips?	49 75%	11 17%	3 5%	1 2%	1 2%	
Were you/your child/your class able to do all the activities on the trips?	52 80%	10 7%	2 3%	1 2%		
Did you/your child/your class do physical activities on the trips?	55 85%	7 10%	2 3%			1 2%

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Did these active sessions make you/your child/your class feel good?	60 92%	4 6%	1			
Did you/your child/your class learn new skills?	50 77%	13 20%	2 3%			
Were you/your child/your class kind and helpful to others on the trips?	50 77%	9 14%	6 9%			
Did you/your child/your class have time during your activities to chill?	53 82%	7 10%	3 5%			2 3%
Did you/your child/your class have happy thoughts when you were chilling?	53 82%	8 12%	3 5%			1 2%
Did you/your child/your class notice the countryside around you?	57 88%	6 9%	1 2%		1 2%	
Did you/your child/your class feel proud of yourself on the trips?	55 85%	8 12%	1 2%			1 2%
Would you/your child/your class like to do the wellbeing trips again?	61 94%	4 6%				

Note: Some percentages total 101, as all percentages were rounded up to the nearest whole number.

Comments about the impact of the trips by stakeholders.

"The trips have really helped Benny's mental health a lot. He really enjoyed them. He even slept over on one and he never stays over. It also help him to stay active."

"This was an amazing experience for all the children. They benefitted from being outdoors, spending extended time with their peers, learning how to be more independent and facing some fears about staying away from home. As staff it was great to see them all interacting with minimal adult intervention. They were all amazing on the overnight stay and even though we had some issues with behaviour, it was not linked to the activities. I loved all the opportunities and would welcome more visits next year."

"The wellbeing trips enabled the pupils to have different experiences in different environments. The children all accessed all activities on offer and seemed to enjoy each activity on offer. The Back Dane trip gave opportunity to pupils who wouldn't/can't normally access resi, because of where they live, have the experience of a sleepover with school friends. As staff, it gave us the opportunity to experience pupils during hours we wouldn't normally support/work with them."

"A huge thanks for leading the wellbeing activities. After the two years prior (pandemic) it was brave but essential for our children to experience the overnight stay and to connect to the countryside around them. A job well done!"

"Thank you! It was the first time Riley has stayed overnight without family. He really enjoyed the adventure. Thanks again!"

"The wellbeing trips have given Hayley opportunities she may never got experience of. She has gained more confidence and is able to have a go at new activities and not feel scared or have as much anxiety about new things. It was lovely for Cicely to plan these trips – great learning experiences for the children and helps to bring out their strengths even more."

"I loved going on the trips with my friends. I loved the farm sleepover and the bell boating. I like working the locks on the canal, but thought the boat bit was a bit boring. It makes me feel relaxed when I'm on the trips. I love going on trips with my class."

"These trips have been a real confidence boost for Connor. They have been a great opportunity to spend time having fun with his class and to try new things."

"Joshua has told us that he has enjoyed all school trips. He hopes they can go again. He has enjoyed spending time with friends and staff. He has learnt a lot while being out and about."

"Reuben really enjoyed himself and said he would love to go again."

"William had a wonderful time on his trips out. He doesn't speak a lot about what goes on at school or his trips, but he did talk about the trips he had, which obviously meant he enjoyed them. These trips are invaluable and really go a long way for him experiencing something different."

"Very valuable and enjoyable for all children. Thank you for all your efforts with this, Jon! We should definitely do these again, but maybe spread them throughout the year to minimise the disruption to lesson cancellations."

"Roan has thoroughly enjoyed all of the trips and after each one he has come home and told me all about it. We have viewed the pictures together and he's pointed out friends and told me what was happening. All of the trips have enabled him to do something new. We often walk along the canal, but he's never been on a barge or opened a lock. He's never sailed before and really looked the part in his cap and life jacket! I'm very glad he didn't fall in! Based on his comments and his reaction when he got home, I think Rowan enjoyed Back Dane the most. This was the first time Rowan has ever stayed over from home on his own. I was a little worried he would struggle but he's actually way more independent and grown up than I give him credit for. He was very proud of the award he received for good behaviour. He complained a little about the 'hard bed' and said he woke up in the night, but overall he enjoyed spending time with his classmates away from mum! He loved being outside, particularly getting wet in the stream, looking at the creatures you found, such as the crayfish. He actually got upset in the evening of the day he returned from Back Dane. His reason was that he was so very sad he had to come home and he really wanted to go again and stay for longer! Thank you so much for giving Rowan such great opportunities."

"It was good because it was fun!"

"It (Back Dane) was so beautiful!"

"I love bell boating!"

They were great!"

“I thought that the trips were fun and exciting and would do them again.”

“Back Dane was the best. I loved it!”

“I liked the trips. Bell boating was the second best and Back Dane was first.”

“I enjoyed all of the trips. Back Dane was the best trip ever!”

“I love it if we went on another trip.”

“I went there again with my family after.”

“Back Dane was beautiful. I found a secret den and chair. I liked the river. Everything was good!”

“The canal was good. I saw fish. I had a lovely time. It was fun. Everything was good!”

“Bell boating was hard, but fun. It was relaxing. I wore a life jacket for the first time ever. I saw fish.”