



Manchester  
Communication  
Primary  
Academy

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# Manchester Communication Primary Academy

Sports Premium Strategy

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Policy 21-22

This policy is checked annually.

## Introduction

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](http://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 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

Total amount carried over from 2019/20	£5,000
Total amount allocated for 2020/21	£20,200
How much (if any) do you intend to carry over from this total fund into 2021/22?	£13,000
Total amount allocated for 2021/22	£20,200
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£33,200

## Swimming Data

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	66%
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%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	78%
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?	No

## 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: 2021/22	Total fund allocated: £33,200	Date Updated: July 2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			Percentage of total allocation: 33%
Intent	Implementation	Funding allocated:	Impact measure
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:
			Sustainability and suggested next steps:

Children are well supported to engage with high quality physical activities at playtime.	Lengthen playtime to give a minimum of 40 minutes per day outside. PE teacher to support playtimes with structures sessions. MCA sports leaders to support play times. PE sessions to include a drill or skill which can be practised at playtime. Duty staff to ensure that there are structured games at playtime. Year group equipment boxes to be reviewed and enhanced.	£9,000	Playtime incidents near zero. Children readily join in with (and start their own) structured games. Children are all at active for 30 minutes per day.	
There is an increase in the number of pupils who walk to school.	Engage with the Walk to School initiative, run by MCC. Appoint in school health lead to oversee the initiative and promote engagement. Apply for school street status, to close Parkstead Drive to traffic.	£2,000	A greater number of pupils walk to school than currently do.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 10%
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:
Pupils and staff have a developed understanding of how sport and physical activity can underpin mental health and behaviour.	Provide training for staff. Provide mental health champion training for community quality champions.	£3,000	Pupils are able to articulate the importance of being physically and mentally healthy.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 12%
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:
All colleagues teaching PE are confident in doing so.	Provide access to support and training for PE teachers, including external training and instructional coaching by MCA subject specialists. Broker opportunities for staff to observe each other teach sports which they are more/less specialist in. Provide access to external coaching qualifications.	£4,000	PE staff are confident in their teaching	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 21%
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:

Children are exposed to an extensive range of sports at an early age, as they begin to form a love of sport.	-Secure additional sports sessions (not in place of PE) with Manchester City FC. -Ensure that colleagues use the city play sessions as opportunities to learn and develop their own practice.	£4,000	Children in the EYFS can talk about a range of sports they have tried outside of PE lessons, and what they enjoyed.	
The school's PE curriculum offers a broad range of sports, including a disability sport in every year group.	-Develop curriculum. -Purchase equipment. -Broker training	£3,000	Children engage in a range of sports in PE sessions, including disability sports.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 23%
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:
The school has teams in a range of sports and competes against other schools often.	Sign up to Manchester School Sports Association. Hold after school sports sessions in at least 3 sports. Engage with competitions, including inclusive games. Secure use of minibus for transport.	£8,000	The school has taken part in a range of competitions. Children in school are proud of their peers' achievements in sport.	

Signed off by	
Head Teacher:	Alex Reed
Date:	30/7/21
Subject Leader:	Jan Hindley
Date:	30/7/21