

Manifold Church of England Academy

Sports Funding Impact Report



2025/26

What is the PE and Sports Premium Funding?

Since 2013 the government has provided funding over £450 million per annum to provide new, substantial primary school sport funding. This funding has been jointly provided by the Departments for education, Health and Culture, Media and Sport. The money received has been given directly to primary school head teachers to spend on improving the quality of sport and PE for all their children.

Purpose of funding

Schools have to spend the sport funding on improving provision of PE and sport but they will have the freedom to choose how they do this.

The vision for the Primary PE and Sport Premium: **ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE**: To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

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

At Manifold we believe that the money should be used to benefit all pupils regardless of their sporting ability and interests. We aim to use the funding to impact on both the emotional and physical health and well-being of our pupils.

Amount of grant received IN YEAR 2025/26: £16,300

Area of Focus	Amount spent	Impact	Sustainability
Staff CPD to improve the quality of teaching and learning in PE To monitor PE lessons, staff confidence and ability to teach PE and plan further support and training as needed To complete games CPD to improve teaching and learning in school to build upon work done last year and focus on staff confidence to teach and lead lessons. Look to develop other members of staff expertise in specific activity areas so they can effectively deliver lessons and support and lead extra opportunities such as clubs and competitions Audit PE equipment and purchase any new and additional items needed to deliver PE curriculum effectively Links to: Key Indicator 1 Key Indicator 3 Key Indicator 2 Key Indicator 4	£5090 CPD Costs	Through opportunities to network with other schools and gain new ideas, staff confidence and ability to lead PE has increased. He has been monitoring the quality of PE lessons and the impact on pupils . Going forward this will impact on pupils enjoyment confidence and ability in PE. An audit of PE equipment has taken place to ensure there is enough for every pupil to actively participate in lessons and physical education is now a very well-resourced subject with plenty of resources to support teaching and learning opportunities for pupils resulting in increased progress, enjoyment and involvement in lessons. Staff confidence and ability to teach high quality PE continues to increase and they feel confident following new curriculum and using planning and assessment system. Pupils as a result benefit from lessons that they enjoy more, and in which make good progress. There is an increased number of pupils meeting or exceeding the national curriculum expectations in PE and pupils have shown determination in achieving these skills. There are few non participants in PE lessons but those who for whatever reason are unable to physically participate are given a range of different tasks and roles to involve them in the learning. New equipment that has been purchased which has enabled all pupils to access high quality equipment to engage them in lessons and practice and improve their physical skills. A range of equipment is available for adaptive teaching as and when it's needed. Effective storage has been sorted which means that teachers and pupils can quickly get what is needed and lessons run smoothly maximising the time for pupils to get starte	PE is a well-managed and well led subject with PE leader being confident in their knowledge and ability to ensure high quality outcomes for the school. Staff delivery and confidence to teach high quality PE remains high so that future pupils benefit from well taught lessons and the positive outcomes that come from this. Key stakeholders of the school understand and support the subject

To increase opportunities for pupils to compete and perform, Take pupils to competition and festival opportunities outside of school. Go for school games marks award with SGO Continue to offer a range of competitive opportunities for all pupils. Key Indicator 4: Key Indicator 5	£500 school games	Audit as part of the school games mark has identified areas that can be improved and added to enhance the current offer for pupils with regards to competition and inclusion. Pupils developing and applying key life skills through their participation in PE and sport including trust, respect, teamwork and communication. Increased number of pupils participating in competitive opportunities and reporting increased enjoyment in these. School achieving school games Through taking part in competitive activities pupils are developing their understanding of how to deal with their emotions and also developing life skills such as trust, respect, teamwork and communication.	Calendar of events will be used in future years to help continue to provide opportunities for pupils. Areas improved through working towards school games mark criteria will also be sustained and built upon further in future years. Raised profile of health and well-being apparent to pupils and families will ensure a year on year involvement of pupils and encourage more pupils to join teams. Pupils have made connections with pupils from other schools through sport and competition. They have had to use key life skills in these situations and these experiences will stay with them and skills will be used in the future. Children have been provided with a wide range of opportunities to participate in new and exciting sports and physical activities, helping to broaden their experiences and encourage active lifestyles. Through activities such as orienteering, curling and boccia, pupils have developed new skills, improved teamwork and
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			built confidence whilst trying sports that they may not otherwise have accessed. In addition, children have represented the school at hockey and tag rugby festivals, allowing them to take part in friendly competition, develop their sporting abilities and experience being part of a team. These opportunities have increased participation in physical activity, promoted enjoyment of sport and supported children in discovering new interests and talents.
Health, wellbeing & outdoor learning Develop/ Continue forest school and outdoor learning opportunities as part of the school curriculum offer. Embed and enhance use of outdoor learning activities across the school. Look at sustainable practices within school and how to teach pupils ways in which they can look after the world and environment. Improve pupils physical and emotional health and well-being through outdoor learning opportunities. Build upon and support pupils to develop key life skills through active break and lunchtimes	£3000 extra curricular £2770 resources and equipment £4940 external coaches	Staff feel confident in using a range of resources and strategies to promote pupils physical and emotional health and well-being. These are used when needed within lessons at lunchtime and sent home as activities. Pupils feel confident is using these strategies to them to help them deal with emotional situations they may be experiencing. Through participation in after school clubs such as gymnastics and taekwondo pupils have developed a love of being active and are developing their life skills including trust, respect, teamwork and communication. Parents feel involved in the school and their child's education and are actively supporting learning and health through activities they do at home and in the community. Through participation in inspiring and exciting forest school and outdoor learning opportunities pupils have developed a love of the outdoors and nature and learning to look after their world and environment.	Staff and pupils will continue to use strategies for emotional health and well-being and these will be embedded into practice and have a long term impact on their ability to deal with challenging situations. Life skills developed will staff with pupils in future years and these opportunities within the curriculum will continue to be offered to pupils in suture year groups. Areas developed will continue to be used and developed in the future. Both staff and pupils will be able to use strategies

Engage with parents on activities that can be continued at home for health and wellbeing. Key Indicator 1 Key Indicator 2 Key Indicator 3 Key Indicator 4		The extension of some of these activities and also the development of other physical activities on offer at lunchtimes has enabled pupils to gain greater benefits and have been the perfect chance to grow independence , self esteem, improve their fitness and social skills	for emotional health and well-being and life skills developed which will have a long term impact on their wellbeing and ability to deal with challenging situations. Life skills developed will staff with pupils in future years and these opportunities within the curriculum will continue to be offered to pupils in future year groups
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Signed off by:

Head Teacher:	<i>Craig Broome</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Louise Proctor</i>
Governor:	<i>Lee Yates</i>
Date:	<i>9.7.26</i>