



Evidencing the impact of the Primary PE and Sport Premium 2024-2025

Manorfield Infant and Nursery School receives PE and sport premium funding based on the number of learners in Year 1 and Year 2. The premium is used to:

- develop or add to the PE, physical activity and sport activities that our school already offers.
- build capacity and capability within the school to ensure that improvements made now will benefit learners joining the school in future years.

Schools must use the funding to make additional and sustainable improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. There are five key indicators that the funding should expect to see improvement across and these are addressed below.

Funding Allocation 2024/25

	AMOUNT RECEIVED:
Total amount:	£17,300

Review of last year's spend and key achievements (2023/2024)

Activity/Action	Impact	Comments
The roll out of the new PE scheme, Complete PE, and the purchasing of new equipment to support the scheme.	<ul style="list-style-type: none"> • Positive feedback reported about using the scheme from staff members. • Teacher confidence increased in the delivery of high-quality PE. • Assessment tool used by all staff to inform attainment in PE. • High levels of participation in lessons evident. • Greater focus on development of skills in lessons. • Computing positively supports assessment and learner involvement. 	<ul style="list-style-type: none"> • A learner in Year 2 commented that their teacher was better than the PE specialist when delivering a games lesson. • We intend to continue using this scheme.
CPD for staff	<ul style="list-style-type: none"> • Staff upskilled and able to deliver a PE lesson confidently. • Greater awareness of how to deliver new activities, specifically for our SEND children. 	<ul style="list-style-type: none"> • To offer new members of staff CPD training. • To look into how we can support other groups of children.
Learner involvement in intra and inter-competitions.	<ul style="list-style-type: none"> • Increased participation in competitive sport. • Greater learner enjoyment and accomplishment when competing against a local school. • Raised the profile of PE and sport across school. 	<ul style="list-style-type: none"> • To continue to offer competitive sport to all learners. • To look at organising more future events against other local primary schools.
Further enhancement of activities offered at lunchtimes.	<ul style="list-style-type: none"> • Activities at lunchtimes are more structured and focussed. • Lunchtime supervisors are keen to get the children physically active at lunchtimes. 	<ul style="list-style-type: none"> • To train/retrain lunchtime supervisors in the use of the new and existing equipment. • To consider developing young leaders to support the organisation of activities at lunchtimes.

Timetabled active blasts	<ul style="list-style-type: none"> • More learners meeting their daily physical activity goal. 	<ul style="list-style-type: none"> • To continue to embed as part of everyday life.
Offering of broader and more experience of sports and activities to all learners.	<ul style="list-style-type: none"> • Year 1 learners experienced boccia and curling. • Year 2 learners experienced archery and fencing. 	<ul style="list-style-type: none"> • Learner voice – what other activities or sports would the children like to experience?

Keep Priorities and Planning

Activity/Action	Who does this impact?	Key indicator to meet	Impact and how sustainability will be achieved?	Cost linked to action
Subscription to the Complete PE scheme.	<p>Teaching staff – They've had access to clear, progressive lessons plans with videos to support understanding and clear criteria to assess against.</p> <p>Learners – they have taken part and benefitted from a focus of progressive skills.</p>	<p>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p>	<ul style="list-style-type: none"> • Clear progression of skills across the EYFS and Key Stage 1. • Each lesson has a clear learning focus and this is shared with the children. • Staff and learners have a very good understanding of the success criteria through watching videos. • Learners engagement improved in PE lessons due to improved teaching methods. • Monitoring of subjects demonstrates that PE lessons throughout school are of high quality. 	£175 Complete PE subscription
To enter local competitions and hold inter-house competitions in school to	Teaching staff – more opportunities provided for CPD.	<p>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<ul style="list-style-type: none"> • Enrolled in the School Sports Partnership (SSP) and attended events. • Events successfully attended this year include: • 26.11.24 Sports Hall Athletics 	£714 Membership to School Sports Partnership

<p>encourage participation.</p>	<p>Learners – more opportunities to take part in competitive sport.</p> <p>Learners – they have shown a sense of achievement and accomplishment through taking part in competitive sport.</p>	<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all learners.</p> <p>Key Indicator 5: Increased participation in competitive sport.</p>	<ul style="list-style-type: none"> • 28.1.25 SEND/Inclusion Athletics • 25.2.25 Gymnastics Festival • 25.3.25 Multi skills festival • Learner voice demonstrates that children have enjoyed taking part in competitive events. • Year1 and Year 2 learners took part in a multi-skills session with a specialist coach. (Charlotte Priestly) • Successful sports day (Monday 7th July) where all learners took part in competitive sport. Parental feedback was positive and learners proud of achievements. Parental participation increased. • Sporting achievements celebrated in assemblies. • Following on from the success of last year’s event, we again delivered a Year 2 Sports Competition with local Trust school (Monday 30th June). 	<p>£150.50 Taxis to attend sports events</p> <p>£127.87 Sports day equipment</p> <p>£57.12 rewards</p> <p>£50 Line marking and field preparation</p>
<p>To provide continuous professional development (CPD) for staff.</p>	<p>Teaching staff - they have observed high quality teaching, increased their subject knowledge and taught alongside a PE specialist. Delivered by Project Sport.</p> <p>Lunchtime supervisors – CPD given to enhance offering of activities at lunchtimes.</p>	<p>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<ul style="list-style-type: none"> • Teachers have taught alongside a specialist coach and they are more confident to deliver effective PE in Games and Dance. • Learners are more aware of key skills they are learning. • Lunchtime supervisors worked alongside a PE specialist from Project sport and they are now more confident to deliver activities at lunchtimes. • PE lead attended the Kirklees PE Conference (Thursday 30th January) – it created links to CPD opportunities, increased knowledge of physical literacy, increased knowledge of adaptive teaching in PE and provided valuable information about the SSP. 	<p>£3610 Project Sport</p> <p>£80 Kirklees PE Conference</p> <p>£1850 Cover – release time for events/CPD etc.</p>

	<p>PE lead – attended training.</p> <p>Learners – they took part.</p>		<ul style="list-style-type: none"> • PE lead has supported colleagues in school, planned and delivered successful events, completed risk assessments, labelled equipment, liaised with a number of outside sporting agencies, created staff questionnaires to assess confidence, and ordered essential equipment to enhance school sport offerings. 	
<p>To provide equal access for all learners to the range of sports and physical activities that school offers.</p> <p>Provide specialist support to help children with additional needs to access and participate fully in PE lessons.</p>	<p>Teaching staff – Appropriate resources available in order to teach high quality PE for all learners.</p> <p>Teaching staff – attended after school CPD training with a SEND specialist (Angela Lydon).</p> <p>Learners – They are able to use a range of equipment to support their individual needs.</p>	<p>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 2: The engagement of all learners in regular physical activity.</p>	<ul style="list-style-type: none"> • Purchased resources to support our SEND learners when participating in PE lessons. • Quality of lessons improved due to the availability of new equipment. • Enhances skill development as the learners have access to a wider range of quality equipment. • Teachers more aware of C-STEP and they have a growing knowledge of adaptive teaching in PE. • Staff provided with activity ideas for individual SEND learners. • Sensory circuits set up once a week for our SEND learners to access and develop vital skills in line with EHCP/i-APDR targets. • SEND learners inspired to be physically active. • Two SEND sessions delivered by a PE specialist as part of the SSP package (Year 1 experienced Boccia) • A range of new multi-sensory equipment purchased to support learners. • Quality experiences for SEND learners provided. • Two SEND sessions delivered by a PE specialist (Year 1 experienced Boccia – part of SSP buy in) 	<p>£250 Angela Lydon</p> <p>£1000.45 Sensory equipment and sensory circuits book.</p> <p>£177.52 Sit on scooters and storage pole</p>

<p>To embed physical activity into the school day by encouraging active travel and having active break times.</p>	<p>Teaching staff – they have led the activities.</p> <p>Learners – introduced to ways of active travel.</p> <p>Learners – Opportunities to experience new activities (scooting, balance bikes and multi-skills) and increase confidence of using balance bikes and scooters.</p>	<p>Key Indicator 2: The engagement of all learners in regular physical activity.</p> <p>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all learners.</p>	<ul style="list-style-type: none"> • Physical activity embedded into school through planned active blasts placed on KS1 timetables. • More learners meeting their daily physical activity goal and encouraged to incorporate physical movement in their everyday routine. • In Year 2, children have used pool noodles to combine movement with drumming as an active blast session. Children have shown high levels of enjoyment, participation and enthusiasm. • Learners introduced to Squiggle While You Wiggle, an early writing program that uses dance and large movements to help children develop the fine muscle control they need for writing. Children have used scarves to perform the movements. • Year 1 Bikeability – Course report shows a marked improvement in the number of learners working towards gliding to those gliding confidently and pedalling at the end of the course. (22.4.25, 7.5.25, 2.5.25) • Year 2 learners took part in a scooting experience. (Thursday 22nd May) • Following the success of bikeability, we decided to invest in balance bikes to increase opportunity and encourage active travel. • Following the success of the scooting sessions, we have invested in scooters to increase opportunity and encourage active travel. 	<p>£77.46 Pool Noodles</p> <p>£114.99 Scarves</p> <p>£1499.90 Trycycling balance bikes</p> <p>£470 Bike storage stand</p> <p>£1200 Scooters</p> <p>£249.90 Helmets and safety equipment</p>
<p>Introduction to active maths and phonics.</p>	<p>Teaching staff – received CPD on how to teach maths or</p>	<p>Key Indicator 2: The engagement of</p>	<ul style="list-style-type: none"> • Tagtiv8 numbers and letters purchased in order to deliver active maths and phonics in future. 	<p>£595 Activity sessions with Tagtiv8</p>

Tagtiv8 – Bryn Llewellyn	<p>phonics through physical activity.</p> <p>Learners – they took part. They learnt or consolidated learning while being active.</p>	<p>all learners in regular physical activity.</p>	<ul style="list-style-type: none"> • 3 year licence included in package, which allows teachers to access a platform for ideas to make learning across the curriculum more active, relevant and fun in future. • All learners took part in activity sessions and children reported high levels of enjoyment while also learning. • Tagtiv8 specialist has provided PE lead with further links to physical activity opportunities in local area. 	<p>£1395 Resource package & licence</p>
<p>To broaden the range of activities offered to all learners.</p> <p>Cheerleading Basketball Multi-skills</p>	<p>Teaching staff – more opportunities provided for CPD.</p> <p>Learners – experienced new activities.</p>	<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all learners.</p>	<ul style="list-style-type: none"> • Inspired learners to try new activities. • Learners introduced to basketball and equipment purchased to further explore interest. • Year 2 were introduced to cheerleading and they took part in a cheerleading session with a specialist coach (Thursday 10th July). • Year1 and Year 2 learners took part in multi-skills sessions with a specialist coach. (Charlotte Priestly) 	<p>£180 Unity Allstars Cheerleading</p> <p>£635 Basketball equipment.</p>
<p>To raise the profile of PE.</p>	<p>Learners – they took part.</p>	<p>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p>	<ul style="list-style-type: none"> • All learners took part in a sponsored Bunny Hop to raise money for a local charity. (Wednesday 21st May). The children enjoyed completing an obstacle course and many children were keen to complete the course as many times as they could in the allocated time. 	<p>£0</p>
<p>To further improve the offering of activities at lunchtimes and replace existing equipment.</p>	<p>Learners – children have been encouraged to take part in daily activities.</p> <p>Lunchtime supervisors – more confident to</p>	<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all learners.</p> <p>Key Indicator 3: The profile of PE and</p>	<ul style="list-style-type: none"> • Learners encouraged to be more physically active at lunchtimes. • Range of new equipment and storage purchased to further enhance offerings. • Increase in enjoyment of physical activity at lunchtimes. 	<p>£2644.69 PE equipment</p>

	deliver activities at lunchtimes.	sport is raised across the school.	<ul style="list-style-type: none"> New equipment purchased to replace broken/missing apparatus that is regularly used. 	
To inspect and repair current equipment that is used regularly.	<p>Staff – peace of mind that equipment is safe to use.</p> <p>Learners – ensures their safety.</p>	<p>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<ul style="list-style-type: none"> Equipment is safe for the children to use. Staff are confident to use the equipment with the knowledge it has been inspected. 	<p>£632.50 repairs to internal PE equipment</p> <p>£104 Compliance inspection of indoor and outdoor equipment</p>

Key achievements 2024-2025

Activity/Action	Impact	Comments and Future Plans
Use of the CompletePE scheme.	<ul style="list-style-type: none"> Teacher confidence increased in the delivery of high-quality PE. Assessment tool used by all staff to inform attainment in PE. High levels of participation in lessons evident. Greater focus on development of skills in lessons. 	<ul style="list-style-type: none"> PE lead has been able to monitor progress across school easily. Future - to use the assessment tool to target individuals or groups of children.
CPD for staff	<ul style="list-style-type: none"> Teacher confidence increased in the delivery of high-quality PE. Learners are more aware of key skills they are learning. Lunchtime supervisors upskilled. 	<ul style="list-style-type: none"> Future - to continue to support staff CPD.
Learner involvement in intra and inter-competitions.	<ul style="list-style-type: none"> Increased participation in competitive sport. Greater learner enjoyment and accomplishment when competing against a local school. Raised the profile of PE and sport across school. 	<ul style="list-style-type: none"> To continue to buy in to the School Sports Partnership. To involve another local trust school in our Year 2 sports competition next year.

Support for children with additional needs.	<ul style="list-style-type: none"> • Weekly sensory circuit set up for our SEND learners to access. • Equipment appropriate for learners to access and fully participate in lessons. 	<ul style="list-style-type: none"> • Future – to build staff confidence with setting up sensory circuits and using the new equipment.
Active maths and phonics	<ul style="list-style-type: none"> • Unsure 	<ul style="list-style-type: none"> • To embed active lessons into the curriculum.
Further enhancement of activities offered at lunchtimes.	<ul style="list-style-type: none"> • Greater opportunity to explore Basketball in outdoor area at playtimes. • Playtimes are fun and issues with behaviour are reduced. • Lunchtime supervisors are keen to get the children physically active at lunchtimes. 	<ul style="list-style-type: none"> • Future – to ensure equipment is easily accessible for staff to use with greater ease.
Timetabled active blasts	<ul style="list-style-type: none"> • More learners meeting their daily physical activity goal. • Cross curricular links with English and Music introduced. 	<ul style="list-style-type: none"> • To continue to embed as part of everyday life.
To encourage active travel.	<ul style="list-style-type: none"> • More opportunity to explore different ways to travel – scooting and balance bikes. • Children are becoming more confident with using the equipment. 	<ul style="list-style-type: none"> • Future - To promote and get involved in active travel to school week initiatives.

Signed off by:	
Headteacher:	Mrs K. Ellis
Subject leader:	Mrs C. Towse
Governor:	A Barnett
Date:	25.7.25