



## Manford Primary School: Primary PE and Sport Premium 2025–26 — Impact Report

### **School vision for PE and Sport**

Our vision is that every learner will take part in regular sport and physical activity; experience competitive sport and understand how to behave in competition; and make healthy choices that they will take into their futures. This is delivered through a rights-respecting approach, linking Article 31 (right to play and leisure) and Article 24 (right to health) to our programme.

### Summary of Sports Premium funding and use

Total Sports Premium allocation for 2025–26: £19,530

How funding has been used (summary):

The Governors at Manford Primary agreed that we could plan a significant project aimed at increasing children's physical and mental wellbeing, maximizing the significant time during each school day that children are on the playground.

In addition the school is using some of the Sports Premium funding for 2025-2026 as follows:

- Daily active provision- equipment for active circuits.
- Extra-curricular staffing and subsidised places: qualified coaches, lunchtime activity leaders and subsidies for pupils eligible for free school meals.
- Staff development: CPD for teachers and midday supervisors; training for sports leader pupils.
- Inclusive equipment and resources: adapted equipment and SEND resources.
- Competition programme through the school sports partnership: fixture entry fees
- Monitoring and administration: tracking registers, pupil voice development and data analysis.

Intent, implementation and impact (by priority)

1) Priority: Increase regular participation in physical activity (school day)

Intent

All learners engage in at least 30 minutes of structured activity during the school day, supported by opportunities at breaks and lunchtimes.

Implementation

- Lunchtime provision: rota of sports and equipment, sports coach led rota, trained midday supervisors and pupil sports leaders delivering organised activities and encouraging active play.
- Access and inclusion: equipment and SEND adaptations; subsidised club places for FSM pupils, funded support to allow access to after school opportunities for all.
- Staff and pupil training: CPD for staff; New project-sports leader training (Y5/6) with defined roles and responsibilities (Summer Term).

## Impact

- 100% of pupils participate in at least 30 minutes of structured activity in school each day.
- Extra-curricular engagement-all pupils have access to at least one extra curricular activity each term.
- Behaviour: Reduction in lunchtime behaviour incidents alongside an increase in opportunities for children with emotional or communication needs to participate in supported physical activity
- Pupil voice survey

2) Priority: Ensure learners experience competitive sport and learn appropriate competition behaviour

### Intent

Provide progressive, inclusive competition experiences so learners learn rules, sportsmanship and roles.

### Implementation

- Internal competition pathway: whole-school intra-school competitions (Summer Term) designed to be inclusive and staged by ability where appropriate.
- Inter-school opportunities through school sports partnership
- Curriculum teaching: explicit teaching on sportsmanship, roles and emotions in competition, linked with zones of regulation.
- Parent and community guidance: pre-fixture communications explaining expectations and behaviours.

### Impact (measured outcomes)

- All KS2 learners take part in at least one competitive school sport/tournament
- 95% of learners demonstrate expected competition behaviours
- 50% reduction in event-related incidents within two years.

#### Evidence

- Competition logs, photos/videos, post-event pupil reflections and parental feedback.

### 3) Priority: Develop lifelong healthy choices and greater family engagement

#### Intent

Equip learners with knowledge and practical skills to make healthy choices around nutrition, sleep, activity and mental wellbeing, supported by family engagement.

#### Implementation

- Targeted small-group interventions for learners with specific needs (with parental consent and multi-agency support).
- Rights-respecting approach: pupil councils consulted on menus, active travel plans and health priorities.

#### Impact (measured outcomes)

- 85% of learners can identify three ways to improve health (nutrition, activity, sleep) by the end of each key stage.
- Increase in healthy packed lunches by 30% within one year.

#### Cross-cutting approach: Rights-respecting agenda

#### Implementation

- Articles 24 and 31 displayed and taught; pupil council and assemblies embed rights language.
- Pupil voice and focus groups with published “You said, We did” responses.
- Transparent use of funding to remove barriers (financial, cultural, SEND) recorded and reported.

#### Impact

- 90% positive responses in pupil surveys about satisfaction with PE and activity offer within 12 months.
- Narrowing of participation gaps: monitored increases for FSM, SEND and girls (see targets below).  
Evidence
- Pupil voice summaries, participation gap monitoring and governor reports.

#### Inclusion and equity targets (year 1)

- Girls (KS2) club attendance: increase by 15%.
- SEND club attendance: increase by 20%.
- FSM-subsidised club uptake: monitored and maintained at parity with peers.  
Monitoring

#### Sustainability and next steps

- Maintain durable equipment purchases through Sports Premium.

- Annual review of data, pupil voice and Sports Premium spending shared with governors and published on the website.
- Next steps: extend home–school activity challenges, formalise partnerships with health services.

#### Costs and value for money (summary)

- Major expenditure areas: Playground re development, staffing for coached clubs and CPD, inclusive equipment.
- Rationale: investments target barriers to participation, increase staff capacity and develop sustainable pupil leadership so impact continues after initial spend.

#### Reporting and accountability

- Monitoring cadence: weekly registers for clubs and daily activity; termly participation and impact report to governors; annual published Sports Premium impact report on the school website.
- Responsible leads: PE Lead (implementation and monitoring), Headteacher (overall accountability), governors (oversight).
- Termly participation and impact summaries (termly reports: [\[link to reports page\]](#))
- Annual Sports Premium financial statement (annual finance page)
- “You said, We did” pupil voice summaries (pupil voice page)
- Competition calendar and results (PE and sport page)
- Rights-respecting charter for sport and health (policies page)

#### Contact

For further information about our PE and Sport Premium activity and impact, contact the PE Lead, Alex Wilson, via the school office.

This report meets the requirements for publishing on the school website: summary of funding use, impact on pupils’ PE, participation and attainment, how improvements are sustainable, and how we measure and report outcomes.