

Brindishe Manor School 2019– 2020

Physical Education and Sports Grant Funding

1. Review of expenditure				
Previous Academic Year		2019/2020		
Key Indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				
Desired outcomes	Chosen actions/approach	Estimated impact: Was the success criteria met? What was the impact?	Lessons learned (will the approach continue?)	Cost
<ul style="list-style-type: none"> To provide more opportunities for activity throughout the day. 	<ul style="list-style-type: none"> Reception, Year 2 and Year 4 classes to trial active learning in the classroom. Active stations to be developed in the playground for break and lunch times. Increase the % of children who feel confident to lead others in physical activity Increase parent/carer involvement in keeping children active. Introduce afterschool fitness & dance club and identify children to be targeted. Set up links with local sports clubs to promote opportunities for sport out of school 	<ul style="list-style-type: none"> Improved levels of fitness across the school and children keen to get involved and take part in more physical activity. Increase in the number of children participating in sports outside of school. 	<ul style="list-style-type: none"> Continue to look at ways in which lunchtime resources/provision can be improved to develop competitive sport independently. By offering free after school clubs there has been an increase in the % of disadvantaged children taking part in after school sports activities. Offer paid afterschool clubs to make the most of space and time available for sporting activities after school. 	<p>Resources for break & lunch times</p> <p>Time to train staff and produce resources for active learning lessons (possibly invest in tri-school resources from Active Learning)</p> <p>Sporticus to offer clubs for before school and on Mondays and Wednesdays</p> <p>£2500</p>

Key Indicator 2 The profile of PE and sport being raised across the school as a tool for whole school improvement

Desired outcomes	Chosen actions/approach	Estimated impact: Was the success criteria met? What was the impact?	Lessons learned (will the approach continue?)	Cost
<ul style="list-style-type: none"> Ensure mental and physical well-being are celebrated across the school 	<ul style="list-style-type: none"> New Sports leaders (KS2) trained to work with targeted children in KS1 to develop basic skills and confidence during PE lessons. New sports leaders to be trained to run training sessions for specific sports skills at break and lunchtimes. Half termly competitions to be organised by sports leaders for the skill developed during break and lunch times and the winners of competitions to be celebrated during assemblies. 	<ul style="list-style-type: none"> Children as leaders – sports leaders will be available to support children during PE – targeting less confident children and giving them extra support. By having a focussed skill for a half term and introducing an end competition it will build ambition and determination and learn resilience through practise. Throughout the year, more children will have developed specific sporting skills. 	<ul style="list-style-type: none"> Continue to look at ways in which lunchtime resources/provision can be improved to develop children’s resilience and collaborative. Continue to develop the role of the sports leaders so that they can teach skills and run half termly competitions. 	<p>3 small trophies.</p> <p>Adult time to train sports leaders.</p> <p>£4000</p>

Key Indicator 3 Increased confidence, knowledge and skills of all staff in teaching PE and sport				
Desired outcomes	Chosen actions/approach	Estimated impact: Was the success criteria met? What was the impact?	Lessons learned (will the approach continue?)	Cost
<ul style="list-style-type: none"> To ensure progression is clear across the year groups 	<p>Progression of teaching to be made clear for each year group.</p> <ul style="list-style-type: none"> Ensure that basic skills are taught, developed and built upon throughout the year Bespoke training delivered as a result of annual audit either as whole school pop-ups or team teaching. ITT training for School Direct student and NQTs led by specialist teacher 	<ul style="list-style-type: none"> New skills to be taught in each year group to ensure progress is made Staff able to teach all areas and not reliant on a specialist. Sports Leaders to support identified groups in lessons with basic skills. 	<ul style="list-style-type: none"> Sports Leaders have boosted confidence at break times but will not follow the Maths leaders model to actually provide targeted support in lessons once a week. Pop-up workshops for PE will continue for new sports and for sports that have been identified during audit. 	<p>Time of teachers from 3 Brindishe schools.</p> <p>Buy yoga resources e.g. yoga pretzels</p> <p>£5000</p>
Key Indicator 4 Broader experience of a range of sports and activities offered to all pupils				
Desired outcomes	Chosen actions/approach	Estimated impact: Was the success criteria met? What was the impact?	Lessons learned (will the approach continue?)	Cost
<ul style="list-style-type: none"> Continue to build the range and scope of the PE curriculum on offer within the school for all children 	<ul style="list-style-type: none"> Introduce tri-golf as new curriculum subject. Introduce badminton as a new afterschool club. Deliver CPD opportunities on new and recently introduced sports throughout the year with a focus on teaching structured sequences of lesson Ensure that staff are competent and well trained to deliver a range of sports and sporting activities Ensure that access to sport is made readily available for all groups/cohorts/key stages 	<p>Children have positive attitudes to PE and sporting activity</p> <ul style="list-style-type: none"> Children open to new experiences and challenges Individual (nonspecialist) staff able to lead on introducing these sports to others. 	<ul style="list-style-type: none"> Look at ways to provide evidence of how skills are developed throughout the school. Ensure that new staff have opportunities to access prior training. 	<p>New tri-golf equipment</p> <p>New badminton equipment</p> <p>Cost of Trevor to run pop-up training for staff and A/S school club</p> <p>Update current equipment – grips for tennis rackets and new balls.</p> <p>£5000</p>

