

# Brindishe Manor School 2022-2023

## Physical Education and Sports Grant Funding

### Brindishe Manor Impact Statement for 2021-2022

Review of expenditure: £19,707				
Previous Academic Year		Sports Premium Analysis		
Key Indicator 1: To ensure all children participate in at least 30 minutes of high-quality physical activity throughout the school day, including playtimes and lunchtimes.				
Desired outcomes	Chosen actions/approach	Estimated impact: Was the success criteria met? What was the impact?	Lessons learned (Will the approach continue?)	Cost
	Improve profile and community participation in the 'Daily Mile' right across the school and including parents/carers in Healthy Living Week	Children's fitness levels are discernibly different in KS2 as a direct result of participation in the Daily Mile. Children felt more comfortable to discuss worries with class teacher during this time. Daily mile was more evident in spring and summer, children feel better within themselves.	Promote daily mile throughout the year targeting KS1. Highlight in autumn especially when children are transitioning to a new year group.	ports Coach, Teaching assistants for additional active learning activities,
	Embed active learning within lessons using Teach Active and Super Movers as a resource.	Teachers to plan for active learning at all times throughout the school day. For example, active maths, more drama, physical movement in English lessons etc. Teachers planned some active learning across the year, e.g. linked P.E with maths, English with drama etc.	Continue to promote the importance of active learning and involve humanities subjects.	£6,500
	Embed both intra and inter competitions across the PE curriculum.	Tri-school competitions organised successfully for upper KS2. Results celebrated in the newsletters and in assemblies	Model should now be used for other Year groups/more sports.	

	<p>Children to have two PE sessions a week.</p> <p>Healthy Living week (13 - 17 June 2022) to promote PE and increased participation in physical exercise</p> <p>To purchase PE resources for lessons and playtimes to help children access a variety of different physical activities.</p> <p>To improve the range of sports clubs and sporting activities both at lunchtime and at after school clubs – tracking participation in active clubs and inviting children where appropriate. Utilising skills of adult lunchtime play leaders to engage ch in physical activity.</p> <p>Physical wellbeing interventions which target SEND and disadvantaged – gardening, wake and shake.</p>	<p>Increasing numbers of children actively involved in PE and sporting activities throughout the school day. Children participated in all P.E lessons across year groups, more children feel positive to try new sports inside and outside of school. Children in PE lessons demonstrate increased engagement and challenge. Teachers have adapted lessons to tailor to all needs in the classroom and children feel more able to access a challenge. Giving children the opportunity to compete and perform has motivated them and has developed a passion for physical exercise. E.g. year 4/5/6 girls football, training before school and have taken part in local school competitions.</p> <p>Assembly and in class discussions</p> <p>Pupil concentration, commitment, self-esteem and behaviour enhanced through increased PE opportunities.</p> <p>Motivates children to take up sport outside of school. Sent local club flyers to appropriate year groups and cover a range of sports. Sent individuals specific clubs based on sport e.g. Year children attended cricket training after the coaching</p> <p>Breakfast club set up to target. The children that attended were seen to be slightly more focussed from feedback from the parents.</p>	<p>P.E lead to support class teachers with SEN provision. Girls football team started for year 5/6. Ty and include Year 4.</p> <p>Develop further to actively involve families and perhaps include taster sessions of activities or clubs.</p> <p>Add new sports to the curriculum to promote increased P.E opportunities and self-esteem.</p> <p>Provide more KS1 Lewisham club opportunities.</p> <p>Only a small number of children invited took up their place. Look at condensing</p>	
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	<p>Improve access to running and cardio, with a focus on EYFS –balance bikes and arrange bikeability.</p> <p>Platform cricket to deliver quality cricket sessions to children across federation.</p> <p>Provide swimming for non-25m swimmers in yr6.</p>	<p>Outdoor areas have been invested in and children moving more.</p> <p>High quality coaching engaged the children and all made progress. A number fo children joined the club outside of school High level CPD for the year 4 teacher.</p> <p>Ensuring that all children are set up with life skill in swimming.</p>	<p>and maybe running continuously for 2 weeks each half term rather than weekly.</p> <p>Balance bikes not being used to full advantage. Possible adding a track to the playground for EYFS to use and invest in scooters for KS1</p> <p>Repeat next year and look for other coaching opportunities in different sports.</p>	
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Key Indicator 2: The profile of PE and sport is 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
	Continue to embed the 'Daily Mile' as a means of developing stamina and resilience Set up a Daily Mile track in the playground complete with: footprint, number markings and logo to raise profile – cost implication	Children recorded their results and saw an improvement in their fitness. Feedback through surveys demonstrates positive impact on children's emotional and physical well being Markings not yet in place but could help to improve children to run independently.	Target KS1 children for shorter periods of time e.g. 5-10 minutes in the afternoons.	Specialist PE trainers, CPD, PE lead support

	<p>Increase provision of sports delivered by external providers to support physical well-being – Teach Sport, Platform cricket and staff led after-school clubs.</p> <p>Improve children’s awareness of mental well-being through Yoga and mindfulness sessions.</p> <p>Develop grow to eat project developing outdoor learning space and building children’s knowledge about healthy food and where it comes from – Edible Gardens</p> <p>Increased tri-school sports day to include 3&amp;4 at Ladywell Arena.</p> <p>Arrange for external sports clubs to come in and do sporting workshops, celebrations and assemblies from the local community, such as Millwall and Charlton FC.</p> <p>Increase visibility of sporting achievements across the school.</p>	<p>Increased sports clubs after school with positive uptake on different sports. Increase clubs for September e.g. dance or gymnastics. Increased participation of children in sports and more children signposted for competitive sports</p> <p>Pupil concentration, commitment, self-esteem and behaviour are enhanced through increasing opportunities to promote good physical and mental well being. Activities and strategies to support children’s mental health are embedded through the curriculum</p> <p>Children are able to articulate how they are feeling and where they need to go to seek help</p> <p>Year 1 and EYF have used the beds to grow pumpkins etc.</p> <p>Giving children the opportunity to compete will motivate them and develop passion for physical exercise.</p> <p>Achievements in PE and School sport was celebrated in assembly and in newsletters (match results lessons etc. Different classes to showcase PE learning (EG Dance/Gymnastics performance).</p>	<p>Variety positively received e.g. karate. Increase clubs available.</p> <p>Include in the curriculum. Buy new mats for KS1.</p> <p>Invest/allocate beds for each year group. Update parents on progress.</p>	<p><b>Total: £3,500</b></p>
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### Key Indicator 3: To develop an 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
	<p>External sports specialist (Sportacus) to undertake team teaching in athletics, gymnastics, net/wall and invasion games with specific teachers across KS1 and KS2</p> <p>PE leads to work with teachers to team teach and deliver high quality PE lessons to support teachers' knowledge and understanding (eg gymnastics, dance and invasion games). Deliver circuits training, pop ups and observe practice across school.</p> <p>PE leads to develop assessment tool to monitor children's progress throughout their school journey.</p>	<p>PE lead observed lessons and supported teachers. CPD provided for class teachers for gymnastics through team teaching and supporting with planning with positive feedback</p> <p>PE lead observed lessons and supported teachers. CPD provided for class teachers for gymnastics through team teaching and supporting with planning with positive feedback. Videos created of how to teach certain skills in gymnastics were used by all classes. Teachers feel confident to support and share ideas. Increase teachers' knowledge and understanding of PE. Training and guidance little and often helps to make sure the profile of PE is still strong and delivery is of high quality. Teachers new to the profession need to be supported in their delivery of the subject.</p> <p>Assessment trialled by P.E lead and is to be rolled out gradually and lead by class teachers. Show class teachers assessment tool for each area of P.E and listening to feedback. Assessment tool will support termly inter-competitions.</p>	<p>Link with external providers and clubs.</p> <p>Team teaching and videos particularly successful. Continue with other areas of sports.</p> <p>Assessment tool to be introduced to all staff at the beginning of the year and to be used for each unit.</p>	<p>Resources, CPD opportunities, Support for PE lead, resources for new sports, staff INSET</p> <p><b>Total: £4,500</b></p>

	In addition to interventions like Wake & Shake and Sensory Circuits, ensure staff feel confident to deliver provision for SEND and disadvantaged during lessons.	Specific TAs are skilled in improving teachers' skill sets and have supported planning.	Timetable to be created for children to benefit from set up.	
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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
	<p>External sports specialists ( cricket) deliver high quality sporting opportunities for all children</p> <p>CPD is personalized and targeted to ensure skill progression in different sports</p> <p>Additional resources provide a varied range of games and sports at lunchtimes</p> <p>Continue with Tri-school competitive sports day for upper KS2</p> <p>Signposting children to local clubs and activities outside school</p>	<p>Increase in the number of children being signposted for local clubs and taking part in in-school competitions as well as outdoor. Worked with platform cricket to ensure well-planned and consistent provision was provided for year 4 in autumn.</p> <p>Created a comprehensive, accessible and concise survey for children to do pupil voice.</p> <p>New equipment invested in. Now need to develop children leaders to support in setting up and showing ideas of games.</p> <p>Giving children the opportunity to compete motivated them to push themselves during PE lessons. Feedback from children also showed an interest in continuing out of school</p> <p>Have developed sports with Sportacus showcasing available sports. Continue to do so in September.</p>	<p>Contact specialists to deliver sport opportunities.</p> <p>Contact platform cricket over the summer before September start.</p> <p>Invest in markings to define areas.</p> <p>Re-book and also look at further tri0school competitions.</p> <p>Promote different sports such as ballroom dance etc.</p>	<p><b>New resources for new sports, training time for lunchtime play leaders</b></p> <p><b>Total: £3,500</b></p>

	Offer a range of after-school clubs provided by staff.	Football team restarted children trained regularly. Team spirit built and a sense of school pride.	Limited space due to sports clubs so need to look for opportunities to train in the mornings. Invest in more kits.	
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#### Key Indicator 5: Increased participation in competitive sport

Desired outcomes	Chosen actions/approach	Estimated impact: Was the success criteria met? What was the impact?	Lessons learned (Will the approach continue?)	Cost
	Plan and deliver competitive sports day for both yr3-4 and yr5-6. Plan KS1 sports day at local park. Reception included in Sports Day for KS1	Successful organization and delivery of competitive sports day for upper KS2 and Rec-Year in the local park. Year 3-4 in school due to high heat but still enjoyed the competitive side and achievements celebrated.	Use the model for next year but book sports days earlier to avoid high heat.	Kit, inter-school competitions
	Federation tournaments as well as intra tournaments across the PE curriculum on a termly basis.	Tri-school tournaments increases the profile of sport – football tournaments in summer.	Model to be used across the year and for different sports.	Total: £1717
	Varied and engaging playground schedule offering a wide range of activities, like dodgeball a	Increased questioning in sessions from staff using curriculum tool. Children's surveys provided evidence of increased engagement and enjoyment in PE.	Look at developing indoor PE e.g. different dance.	
	Purchase new kits for school teams to compete in.	Successful organisation and delivery of competitive sports day for upper and lower KS2.		
	Develop lunchtime playtime leaders to deliver and officiate a range of activities			
	Additional after-school clubs offered to children which are varied and inclusive.	Increase in after school sports clubs for MAMA children High quality sports coaching for MAMA children means improved outcomes in competitive sports at borough and county level. E.g. before school training for football.	Increase the range of clubs available e.g. gymnastics.	

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Key Indicator 6: Swimming				
Desired outcomes	Chosen actions/approach	Estimated impact: Was the success criteria met? What was the impact?	Lessons learned (Will the approach be continued?)	Cost
	Year 4 to take part in 2-week swimming lessons in summer 2	Unable to book due to availability in Lewisham. Year 4 &5 booked in for next year 2 week intensive course.	Shorter courses more successful. Book as soon as available for following years.	

# PE Grant Funding for 2022-2023

Total Amount of PE Sports Grant	
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## Key Objectives of the PE Grant Spending 2022-2023

*Increase the amount of physical activity children partake in each day, on top of PE lessons.*

*High quality CPD provided to staff to increase the teaching and learning of PE.*

*To raise the profile of active learning across the whole curriculum, not just in PE.*

Objective	Actions	Cost
Key indicator 1: The engagement of <u>all</u> 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	<ul style="list-style-type: none"> <li>✓ Introduce orienteering to all children at Brindishe Manor as an additional physical activity.</li> <li>✓ Physical wellbeing interventions which target SEND and disadvantaged – fun &amp; fitness, gardening, wake and shake.</li> <li>✓ Children will participate in a greater number of sporting tournaments as organised by LEWISHAM School Games. Dedicated training time for these tournaments will be provided and delivered by trained PE team at Brindishe Manor School.</li> <li>✓ Introduce Fun Fit club in the morning – organised and delivered by a trained sports PE coach. Invite children from disadvantaged families who do not have daily access to an outside space at home.</li> <li>✓ Sensory circuits to continue for small groups or individuals with SEMH needs or sensory needs.</li> <li>✓ Promote daily mile throughout the year, highlight in autumn especially when children are transitioning to a new year group.</li> <li>✓ Continue to promote the importance of active learning and involve humanities subjects.</li> <li>✓ P.E lead to support class teachers with SEN provision.</li> <li>✓ Provide more opportunities for federation competitions to promote the motivation of sports.</li> <li>✓ Add new sports to the curriculum to promote increased P.E opportunities and self-esteem.</li> <li>✓ Provide more KS1 Lewisham club opportunities.</li> </ul>	

<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>✓ Introduce Brain Gym - Brain Gym exercises are exercises designed to help the brain function better during the learning process – P.E lead to plan and deliver CPD (Spring Term)</li> <li>✓ BBC Super mover programme introduce to all staff to use in the classroom – active</li> <li>✓ Curriculum such as timetables, active fractions, science and PSHME. KS1 focus implementation</li> <li>✓ PE lead to provide staff with CPD on high quality PE lessons – STAFF INSET TIME needed (Spring Term)</li> <li>✓ Professional athletes (Sport4Schools) invited in to inspire children.</li> <li>✓ Reception and KS1 sports day at Manor House Gardens – led by PE lead</li> <li>✓ Arrange for external sports clubs to come in and do sporting workshops, celebrations and assemblies from the local community, such as Millwall and Charlton FC.</li> <li>✓ Sensory Circuits for specific children (SEND and disadvantaged group)</li> <li>✓ Walk to school week – Spring Term – ‘Bling your bike and Sparkle your Scooter’</li> <li>✓ Introduce PE and School sport to Celebration assembly every month to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in sport.</li> <li>✓ Dance showcase for Lewisham Live – Year 4.</li> <li>✓ Increase staffing opportunities for wellbeing and fitness. Host classes, start running club etc.</li> <li>✓ Children in all year groups to complete survey monkey questions and P.E lead to use data to reflect and adapt sessions.</li> <li>✓ Continue to promote PSHME, mindfulness and yoga for children’s well-being. Create a KS1 mindfulness display to express emotions and well-being.</li> <li>✓ TAs or P.E lead to lead interventions for disadvantaged and SEN children.</li> </ul>	
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	<p><b>Actions</b></p>	
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<p><b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<ul style="list-style-type: none"> <li>✓ Specific TAs deliver high quality PE lessons to support teachers' knowledge and understanding (e.g. gymnastics, dance)</li> <li>✓ Deliver ECT training, pop ups and observe practice across school.</li> <li>✓ Host 'pop-ups' throughout the year, introducing new sports such as sitting volleyball, curling internally. Look for links for other sports such as fencing and martial arts etc.</li> <li>✓ Create comprehensive, accessible and concise survey, based on survey, create targeted CPD sessions for each year group.</li> <li>✓ Assessment to be rolled out gradually by lead to class teachers. Show class teachers assessment tool for each area of P.E and listening to feedback. Assessment tool will support termly inter-competitions.</li> <li>✓ PE lead to make sure staff are well-resourced to this end, teachers are spoken to about any particular children of concern and how to meet their needs.</li> </ul> <p>Staff P.E knowledge and confidence audit</p>	
<p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>✓ CPD is personalised and targeted to ensure skill progression in different sports</li> <li>✓ Additional resources provide a varied range of games and sports at lunchtimes</li> <li>✓ Offer a range of after-school clubs provided by staff e.g. street dance, tri-golf, athletics.</li> <li>✓ More external sport specialists to deliver sport opportunities.</li> <li>✓ Contact platform cricket over the summer before September start</li> <li>✓ Promote different sports such as Salsa dance etc.</li> <li>✓ Lewisham games – take children to tournaments in the borough and not just the federation.</li> </ul>	
	<p><b>Actions</b></p>	

**Key indicator 5:**  
Increased  
participation in  
competitive sport

- ✓ Increase participation in LEWISHAM School Games – offer children from across the school the opportunity to trial for and compete in a range of sports.
  - ✓ Personal Best Lunchtime challenges introduced
  - ✓ Additional after-school clubs offered to children which are varied and inclusive.
  - ✓ P.E leads to arrange tournaments across the year. Hockey in winter, basketball in spring, football and athletics in summer etc.
  - ✓ Staff to use assessment tool and questioning from curriculum.
  - ✓ Reception and KS1 sports day at Manor House Gardens, KS2 at Ladywell Arena.
  - ✓ Challenge for MAMA – offering children ways to apply skills learnt to a lesson or create a game of their own to show understanding
  - ✓ High quality sports coaching for MAMA children – improved outcomes in competitive sports
- Pre-book tournaments before academic year