

Brindishe Manor School 2018 – 2019
Physical Education and Sports Grant Funding

Brindishe Manor Impact Statement for 2018-2019

1. Review of expenditure				
Previous Academic Year		2018- 2019		
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				
Desired outcomes	Chosen actions/approach	Estimated impact: Was the success criteria met? What was the impact?	Lessons learned (will the approach continue?)	Cost

<p>To ensure that children have access to high quality physical activity and coaching throughout the school day.</p>	<ul style="list-style-type: none"> • Specialist TA to work across KS1 and 2 to help raise profile and range of competitive sport and sporting activities at lunchtime. • Specialist Teacher and TA to deliver high quality, free, after school sports provision • High quality cricket coaching across Year 4 provided by Platform – ex-professional cricketers. • Increase the % of disadvantaged children taking part in after school sports activities • Increase the % of children who feel confident to lead others in physical activity • Continue to develop ‘The Daily Mile’ across KS2 and into KS1 throughout the year • Improve access to running and cardio activity (including balance bikes) for EYFS/Y1 	<ul style="list-style-type: none"> • Daily coaching and talent spotting from specialist TA • Greater % of children accessing high quality coaching and playing competitively • Improved levels of fitness over time and greater understanding of the importance of physical activity • Increased participation of clubs out of school. • Youngest children in school turn more readily to physical activity throughout school day 	<ul style="list-style-type: none"> • Specialist TA very successful in raising profile of sports. Use this expertise to support other staff to develop their understanding of competitive sports to ensure continuity of offer if TA leaves. • Much more cricket played by children in year 4. Research possibility of using different types of spots professionals as role models. • Every disadvantaged child given the opportunity to take part in a sports club over the year. Find out from those who don’t take up the offer what kind of sports would interest them and look into trialling different types of sports. • Young Sports Leader numbers consistent throughout the year. Use them to inspire/train Y3 children to take on the role next year. 	<p>Harry 4hrs club per week Helen 1 hr club per week Harry 5hrs per week lunch time.</p> <p>Cricket coaches</p> <p>Total £7,700</p>
<p>Key Indicator 2: Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>				
<p>Desired outcomes</p>	<p>Chosen actions/approach</p>	<p>Estimated impact: Was the success criteria met? What was the impact?</p>	<p>Lessons learned (will the approach continue?)</p>	<p>Cost</p>

<p>Improve resilience for all children through sport and physical activity, encouraging them to set and achieve their own goals.</p>	<ul style="list-style-type: none"> • New Sports leaders (KS2) trained to work with targeted children in KS1 to develop basic skills and confidence. • Increased focus on sport and competition at lunchtimes to help children build ambition and determination and learn resilience through winning/losing graciously. • Independent competition station set up at lunchtimes to enable children to compete with themselves and others. • Specialist team to hold regular meetings with Sports Leaders (children's team) to help them plan for building resilience in others, to promote physical health and wellbeing and regularly evaluate their work. • Sporting role models invited to assemblies to inspire children to want to achieve more 	<ul style="list-style-type: none"> • Feedback from teachers / parents and carers of improved health and wellbeing of all children • Children able to use tools to demonstrate as well as articulate the improvements they have made over time and their next steps in learning in PE 	<ul style="list-style-type: none"> • Some children demonstrating more resilience but more work needed on teaching this explicitly through PE. CPD for staff in this aspect needed next year and further training for Sports Leaders. • Competition Station started but hard to maintain in KS2. Sports leaders to talk to other children to find ways to improve this. 	<p>Playground equipment</p> <p>Sprts Lead time with leaders and organising comps</p> <p>Total £1300</p>
<p>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and</p>				
<p>Desired outcomes</p>	<p>Chosen actions/approach</p>	<p>Estimated impact: Was the success criteria met? What was the impact?</p>	<p>Lessons learned (will the approach continue?)</p>	<p>Cost</p>

<p>To improve quality first teaching of PE.</p>	<ul style="list-style-type: none"> • Regular staff training led by onsite specialist team. • Specialist teacher to work alongside colleagues (team teaching) to develop their expertise. • Bespoke training delivered as a result of annual audit. • ITT training for School Direct student and NQTs led by specialist teacher • PE equipment to be replenished to ensure suitable equipment is available for all lessons. 	<ul style="list-style-type: none"> • Evidence of personalised planning that takes into account all the key groups and individuals in different cohorts / classes • Full programme of bespoke training on offer (pop-ups) • Non-specialist staff feel confident to train and support each other • Less experienced staff are confident to deliver high quality PE lessons 	<ul style="list-style-type: none"> • Pop ups have been successful. Next year, use of expertise of specialist staff across the federation and outside agencies to deliver training in different sports. 	<p>Pop-ups</p> <p>Direct support for teachers</p> <p>PE equipment</p> <p>Total £1000</p>
<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				
<p>Desired outcomes</p>	<p>Chosen actions/approach</p>	<p>Estimated impact: Was the success criteria met? What was the impact?</p>	<p>Lessons learned (will the approach continue?)</p>	<p>Cost</p>

<p>Continue to build the range and scope of the PE curriculum on offer within the school for all children</p>	<ul style="list-style-type: none"> • PE curriculum reviewed each year to ensure children are exposed to a range of sports and to develop new skills. • Ensure that basic skills are taught, developed and built upon throughout the year • 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 	<ul style="list-style-type: none"> • Range of sport accessed by all children increases • American Football skills evident across key stages • Children confident and able to apply skills to a range of sports and situations across the PE curriculum. • Staff are confident and competent in planning and delivery of sequences of lessons for a wider range of sports and physical activity 	<ul style="list-style-type: none"> • Continue to introduce more varied sports by training staff e.g. Tri-golf. • Skills are built on in some sports but should now be assessed and recorded so they can be passed on to the next year's teacher. • Use of outside provider to further develop range of sporting activities within the school day e.g. martial arts. 	<p>Total £1862</p>
<p>Key Indicator 5: Increased participation in competitive sport</p>				
<p>Desired outcomes</p>	<p>Chosen actions/approach</p>	<p>Estimated impact: Was the success criteria met? What was the impact?</p>	<p>Lessons learned (will the approach continue?)</p>	<p>Cost</p>

<p>Increase the number of opportunities for children to be involved in competitive sports</p>	<ul style="list-style-type: none"> • Incorporate more competition in curriculum time to increase opportunities for children to develop tactical strategies and to improve resilience. • Gifted and talented children identified at an earlier stage and given opportunities to develop skills to a high level • Build opportunities for MAMA (more and most able) children to develop skills through competition • Develop cross-age, inter and intra school and borough wide shared opportunities for competitions` 	<ul style="list-style-type: none"> • All classes/year groups organise a competition at the end of each games unit taught. • Regular training for school squads for MAMA children • An increasing number of competitions participated across the year. • Improved standard of performance influences our ranking in Lewisham competitions over time. 	<ul style="list-style-type: none"> • Competitions planned between some classes but this needs to be throughout KS2. Support needed for those teachers who are not confident. • Loss of specialist TA means it is harder to identify, train and take MAMA children to competitions. A solution must be found for next year. 	<p>Competition times – Sport Lead organising and Harry attending. 1 day per half term</p> <p>Tri-school sports day cost</p> <p>In school sports day</p> <p>Total: £3500</p>
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