

# Manorbrook Primary School



Aiming for excellence

Sports Funding 2024 – 2025

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement:
<ul style="list-style-type: none"> <li>- Implementation of Gym Run programme in KS2 led to an increase in the physical fitness of children in 2023 – 2024. Data tracked at three assessment points over the year</li> <li>- Manorbrook data well above Gymrun national average for fitness</li> <li>- Gym run assessment now in Year 2</li> <li>- Specialist PE teacher delivering weekly focused lessons in KS1/Early Years developing core skills, teamwork and physical fitness</li> <li>- Mentoring opportunities for KS1 teachers to develop own practise</li> <li>- Increase in opportunities for children to be physically active at playtimes through new sports equipment</li> <li>- Specialist after-school club provision provided 2x a week for all year groups</li> <li>- Increased participation in KS1 after school clubs</li> <li>- Increase in percentage of children achieving the standard in KS1 and KS2</li> <li>- Full PE audit complete enabling a restock of equipment</li> <li>- Sporting opportunities to compete against other schools increased last year through the Thornbury cluster</li> <li>- PE ambassadors were selected and helped develop inter-house tournaments as well as sorting new stock and organising the PE container</li> <li>- Gymrun competitions against other schools were successful and raised the profile further</li> <li>- New playground markings and play equipment purchased for KS1</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to increase the opportunities to participate in Cluster School competitions where possible</li> <li>- Send Y5/6 pupils swimming to help them achieve the required national curriculum targets</li> <li>- Increase links to Castle School thus providing a range of different opportunities for the children</li> <li>- Continue to develop Gymrun competitions against other schools</li> <li>- Increase inter-house competitions</li> <li>- Increase the number of children attending the specialist led after-school clubs</li> <li>- Restock the PE container and ensure a stocktake of equipment is completed and regularly checked</li> <li>- Develop the PE ambassador role to more of a 'leadership' role throughout the year. Including: mentoring, keeping equipment stocked and well-ordered and leading sporting competitions</li> <li>- Continued CPD for all staff throughout school</li> <li>- Purchase new playtime equipment specifically for KS2 e.g basketball hoops, football goals</li> <li>- Gymrun leadership programme for Y5/6 pupils</li> <li>- Gymrun weekly run in KS1</li> <li>- After-school badminton and Futsal clubs</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	82%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	82%
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	75%
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes/No
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2024/25	Total fund allocated: £17,742	Date Updated: 22/10/24	Percentage of total allocation:	
<b>Key Indicator 1:</b> 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			34%	
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	
<ul style="list-style-type: none"> <li>- KS2 GymRun programme continued and delivered by specialist teacher. 30 mins of intense 'Crossfit' style physical activity on a weekly basis.</li> <li>- 3x assessment points over the year.</li> <li>- Badges x2 for assessment points in Spring &amp; Summer.</li> </ul>	<ul style="list-style-type: none"> <li>- Booking through Mike Weeks (Gymrun founder), timetable organisation with staff.</li> <li>- Data tracked across 3 assessment points throughout the year.</li> </ul>	£6,000	<ul style="list-style-type: none"> <li>- Weekly sessions completed by all KS2 classes.</li> <li>- Three assessment points throughout the year showing clear progression.</li> <li>- X2 with badges allocated.</li> <li>- Positive feedback from pupil conferencing.</li> <li>- Tangible data to measure children's physical fitness, which is great for assessment.</li> <li>- Y2 continued to have weekly Gymrun lessons this year too.</li> <li>- Y1 and Y2 assessments put in place to track progress.</li> <li>- X2 pupils used as 'models' for the GymRun content manual.</li> <li>- Manorbrook is a 'GymRun</li> </ul>	<ul style="list-style-type: none"> <li>- Embedded in PE curriculum and really positive amongst pupils and staff.</li> <li>- Fantastic tool for data analysis of children's fitness.</li> <li>- Continuation of Gymrun competitions against other schools would be a good development as it maintains consistency.</li> <li>- Develop Y5/6 leadership program</li> <li>- Mike Weeks to deliver badminton and futsal club in 25/26.</li> </ul>

			<p>school'</p> <ul style="list-style-type: none"> <li>- Gymnastics lessons now in place in GymRun lessons after purchase of new crashmat.</li> </ul>	
<ul style="list-style-type: none"> <li>- Gym Run competitions run at x3 points over the year against other schools. Targeting specific ability groups:</li> <li>- Working just above average</li> <li>- Working just below average</li> <li>- Working significantly below average</li> </ul>	<ul style="list-style-type: none"> <li>- Identify children to attend using Gymrun assessment.</li> <li>- Invite other schools to participate.</li> <li>- Monitor progress and look for increased focus of the children who attended.</li> </ul>	Inclusive of £6,000 cost	<ul style="list-style-type: none"> <li>- X1 events over the year. x1 event for AA.</li> <li>- Well attended from local schools.</li> <li>- Positive competitive events with great teamwork and participation.</li> <li>- Pupil enjoyment was positive.</li> </ul>	<ul style="list-style-type: none"> <li>- Can we increase to x3 events again?</li> <li>- Plenty of notice for local schools needed.</li> </ul>
<ul style="list-style-type: none"> <li>- Gymrun leadership programme for selected Y5/6 students.</li> <li>- Selected students to be coached in order to effectively support physical fitness of students in LKS2 and KS1.</li> </ul>	<ul style="list-style-type: none"> <li>- Select students based on attitude to Gymrun and attainment in sessions.</li> <li>- Mike Weeks to spend a specific x2 sessions working with selected students.</li> </ul>	Inclusive of £6,000 cost	<ul style="list-style-type: none"> <li>- X2 pupils used as 'models' for the GymRun program, but unable to complete leadership programme due to time constraints.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce Leadership programme for 25/26.</li> </ul>
<ul style="list-style-type: none"> <li>- Mike Weeks (Gymrun) to develop KS1 run into curriculum.</li> <li>- Improve physical fitness and attitudes to PE in KS1.</li> <li>- Prepare pupils for Gymrun programme in KS2.</li> </ul>	<ul style="list-style-type: none"> <li>- Mike Weeks to chat to KS1 team and decide on an appropriate place in the timetable.</li> </ul>	Inclusive of £6,000 cost	<ul style="list-style-type: none"> <li>- Unable to complete as timetabling in KS1 is very tight.</li> </ul>	<ul style="list-style-type: none"> <li>- Consider further possibilities for this to take place in 25/26 academic year.</li> </ul>

<ul style="list-style-type: none"> <li>- Gymrun lessons in KS2 to include a gymnastic element to it during Spring term.</li> <li>- Apply Gymrun skills to larger apparatus to improve our outcomes in gymnastics.</li> </ul>	<ul style="list-style-type: none"> <li>- Timetabling of hall space. Sessions will be held within the weekly sessions.</li> </ul>	Inclusive of £6,000 cost	<ul style="list-style-type: none"> <li>- New crashmat bought for Spring term and used in KS2 Gymrun lessons.</li> <li>- Excellent feedback from the children.</li> <li>- New skills developed through the GymRun programme.</li> </ul>	<ul style="list-style-type: none"> <li>- Build upon first year success; especially, further down the school in lower KS2.</li> </ul>
<ul style="list-style-type: none"> <li>- Organise a playground rota for games and activities for different year groups over the week.</li> <li>- Encourage all pupils to participate where possible.</li> </ul>	<ul style="list-style-type: none"> <li>- PE subject lead to organise class rotas.</li> <li>- Newly elected PE ambassadors to lead lunchtime games for younger year groups.</li> </ul>	n/a	<ul style="list-style-type: none"> <li>- Mrs Hodder in Year R trained some Y5 Play Leaders up that were initiating games etc for the younger children.</li> </ul>	<ul style="list-style-type: none"> <li>- Contact Dan Garrett (South Glos PE hub) to further enhance play leader roles for Year 5.</li> </ul>
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				17%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>- New, and updated, equipment purchased to be used at playtimes and during PE lessons. E.g. volleyball net, football goals, tennis rackets, curling set, football kits, playground equipment etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Opportunities for new equipment identified, audit done of existing equipment, pupil's opinions heard through school council.</li> <li>- Research and quotations obtained before purchasing.</li> </ul>	£1,608	<ul style="list-style-type: none"> <li>- Stock take completed by Mike Weeks at the beginning of the year allowed PE SL to understand what needed replacing. As a result, many items were purchased over the year and used in PE lessons and playtimes.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to monitor stock and complete another stock take at the beginning of the year.</li> <li>- Mike Weeks (Gymrun) to continue to maintain PE stores as part of us being a Gymrun school.</li> <li>- Purchase new</li> </ul>

				equipment for more clubs e.g badminton
<ul style="list-style-type: none"> <li>- Send children in Years 5/6 to swimming lessons so that they make the required standard expected at the end of KS2.</li> </ul>	<ul style="list-style-type: none"> <li>- Liaise with Tockington Manor around timetabling schedule.</li> <li>- Identify pupils who need to be focused upon.</li> <li>- Tockington to provide assessment feedback against KS2 standards.</li> </ul>	£1,367	<ul style="list-style-type: none"> <li>- Year 5 children sent swimming and assessment data obtained</li> <li>- Year 5/6 children competed in the annual swimarathon</li> <li>- Y6 children did not attend additional lessons</li> </ul>	<ul style="list-style-type: none"> <li>- Plan time to assess and send Y6 children for catch up swimming lessons.</li> <li>- Continue to monitor data</li> </ul>
<ul style="list-style-type: none"> <li>- Select 4 Year 6 pupils to be PE ambassadors over the year. They will promote sports, organise games and inter-house tournaments and mentor younger pupils to participate in sports.</li> </ul>	<ul style="list-style-type: none"> <li>- Elect pupils to fulfil the roles.</li> <li>- Create timetables for games at lunchtimes and over the course of the year.</li> <li>- Teach them how to update the school website.</li> </ul>	n/a	<ul style="list-style-type: none"> <li>- 4 children were selected and carried out the role well, despite it not being fully developed</li> <li>- They organised Sports Day and helped organise equipment for PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>- Difficult to fully embed this with lots of Y6 children having jobs.</li> <li>- Play Leaders trained by Dean Garrett to replace the idea of PE ambassadors.</li> </ul>
<ul style="list-style-type: none"> <li>- School assemblies used to regularly provide feedback about participation in cluster and other sporting events. Certificates and Player of the Match awards handed out where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers to provide feedback to Head teacher and subject leader, parents informed, time made in commendation assemblies.</li> </ul>	n/a	<ul style="list-style-type: none"> <li>- PE SL fed back to the school and invited guests about how the children did.</li> <li>- Numerous events in KS1 and KS2 recognised</li> <li>- Awards handed out</li> </ul>	<ul style="list-style-type: none"> <li>- To organise more cluster events and school competitions for 25 – 26.</li> <li>- A full program organised at the start of the year will help increase cluster events.</li> <li>- Join the South Glos hub football league and cup</li> </ul>

				competitions.
- PE noticeboard created to celebrate sporting achievements over the year. Fixtures updated and league/results table to be shared.	- Time for teacher/TA to keep noticeboard updated, subject leader to provide information to go on.	n/a	<ul style="list-style-type: none"> <li>- <b>Not achieved.</b></li> <li>- Gymrun board was updated in KS2 hall.</li> </ul>	- Develop this for 25 – 26.
- PE ambassadors/House Captains to write blog posts on website to share reviews of sporting events and competitions. Also shared to school social media accounts and weekly newsletter where possible.	- Time for House captains/PE ambassadors to write reviews, information sent to teachers who lead social media accounts and newsletter.	n/a	<ul style="list-style-type: none"> <li>- Not achieved due to time constraints of Year 6 pupils.</li> </ul>	- No need to pursue this in 25/26 year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				27%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>- Specialist teaching of KS1/Early years PE to increase core skills, teamwork, physical fitness and competitive sport. Weekly throughout the year. Teachers in KS1/Early years will therefore receive CPD to support their delivery of PE.</li> <li>- x2 afternoons working with Future Stars</li> </ul>	<ul style="list-style-type: none"> <li>- Future Stars booking.</li> <li>- Timetabling in school so that all sessions are now in the afternoons.</li> <li>- Request specific staff from Future Stars that we know work well with our pupils and staff.</li> </ul>	£4,864	<ul style="list-style-type: none"> <li>- Future Stars completed a weekly Tuesday &amp; Wednesday sessions in KS1 &amp; YrR.</li> <li>- Hugely enjoyable for the children, as the sessions are varied, fun and progressive.</li> <li>- Teachers work with a specialist coach to broaden their skillset.</li> <li>- Through conferencing, teachers that stayed during sessions felt more skilled to teach PE and children feel like they make progress.</li> <li>- KS1 Data supports this.</li> <li>- Quality of the coaches made a real difference to the children's experience and teacher's CPD.</li> </ul>	<ul style="list-style-type: none"> <li>- Hugely successful, so will continue in 25/26</li> <li>- The same coach to be in school on Tuesday and Wednesday for consistency.</li> <li>- Teachers will be required to stay at all times.</li> <li>- Ensure children get a broad and balanced curriculum, so review curriculum map.</li> <li>- Coaches to deliver sessions on a rota due to x6 classes in EYFS and KS1.</li> </ul>
<ul style="list-style-type: none"> <li>- Subject leader to have regular dialogue with Future Stars (through termly meetings) as a means to keep</li> </ul>	<ul style="list-style-type: none"> <li>- Regular meetings organised with Future Stars.</li> <li>- Staff meetings used to</li> </ul>	n/a	<ul style="list-style-type: none"> <li>- Regular meetings were held with Rich from FS.</li> <li>- We have a good working</li> </ul>	<ul style="list-style-type: none"> <li>- Continue next year with a focus on coaches delivering effective</li> </ul>

<p>up to date with developments in pedagogy. This can then be passed on to teaching staff.</p>	<p>feedback.</p>		<p>relationship and talked about things that were working well and things that could be improved.</p> <ul style="list-style-type: none"> <li>- Always very productive and led to more positive PE in school for children and staff.</li> </ul>	<p>differentiated lessons and feedback about children's attainment in sessions.</p> <ul style="list-style-type: none"> <li>- Build new relationship with new head of Future Stars (Alex Carmichael) after Rich Paul's retirement.</li> </ul>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation:</p> <p>16%</p>
<p><b>School focus with clarity on intended impact on pupils:</b></p> <p>- 2x weekly after-school sports clubs offered to all KS1 classes throughout the whole year to provide further opportunities for extra-curricular physical activity. A range of sports delivered by a specialist PE lead. Max 15 pupils over 2 days.</p>	<p><b>Actions to achieve:</b></p> <ul style="list-style-type: none"> <li>- Future Stars booking, timetable of varied sports offered to all pupils that inspires <b>all children</b> to attend.</li> <li>- Future Stars to manage bookings.</li> </ul>	<p><b>Funding allocated:</b></p> <p>£2,823</p>	<p><b>Evidence and impact:</b></p> <ul style="list-style-type: none"> <li>- 2x after-school clubs per week took place throughout the year for all year groups at some point throughout the year.</li> <li>- Successful with the children (90% take up on average) Lots of variation of sports.</li> <li>- Differentiation in place so all children (including SEN) can take part with confidence.</li> <li>- Both KS1 and KS2 clubs were oversubscribed.</li> </ul>	<p><b>Sustainability and suggested next steps:</b></p> <ul style="list-style-type: none"> <li>- Very popular with children and parents in KS1, so will continue in 25/26</li> <li>- Change the different sports covered over the year.</li> <li>- Request the same coach to run both clubs.</li> <li>- Begin a Girls' Football club on a lunchtime.</li> </ul>

<p>- Continue to take advantage of free opportunities available to us where children can participate in a range of activities. From past years we have had, taekwondo, golf (Thornbury Golf Club), Bristol City football club, Thornbury tennis centre, Zumba, Dance classes from Castle school, Kwik cricket mornings, tag rugby from Thornbury rugby club.</p>	<ul style="list-style-type: none"> <li>- Book opportunities when they come available, network with other schools, contact sporting centres to encourage them to visit our school.</li> </ul>	n/a	<ul style="list-style-type: none"> <li>- Almondsbury tennis (x3), Thornbury rugby club, Kwik cricket, Sport First all attended school in 24-25.</li> <li>- Very successful sessions with lots of positive feedback.</li> <li>- Many children went on to attend these clubs outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>- Look for more opportunities in 25 – 26.</li> </ul>
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<b>Key indicator 5: Increased participation in competitive sport</b>	Percentage of total allocation:
	6%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>- A range of competitive Cluster Sports events organised and participated in by a range of abilities throughout the school.</p>	<ul style="list-style-type: none"> <li>- Cluster meeting to organise events, supply cover organised, teacher and parental help for the events, letters sent to children participating. Some events will be at the weekend so teachers will be owed time in school as a result.</li> </ul>	£1,080	<ul style="list-style-type: none"> <li>- The cluster group of Thornbury schools was able to run again this year after a number of years.</li> <li>- Cluster events included: Football at St Mary's, Netball at Crossways, Tag Rugby at Rockhampton, Tag Rugby at Cromhall.</li> <li>- Very successful events with huge successes for the Manorbrook children participating.</li> </ul>	<ul style="list-style-type: none"> <li>- Manorbrook to join the football league and cup competitions .</li> <li>- Rather than a sports cluster, organise one-off specific events.</li> </ul>

<ul style="list-style-type: none"> <li>- Increase the number of competitive House competitions in school.</li> </ul>	<ul style="list-style-type: none"> <li>- Organise with children, staff and find dates in the diary.</li> <li>- Allow children to decide on events via school council.</li> </ul>	n/a	<ul style="list-style-type: none"> <li>- House competitions were again limited this year due to calendar clashes.</li> </ul>	<ul style="list-style-type: none"> <li>- Aim to do one House event per term so there are events over the year in 25/26.</li> </ul>
<ul style="list-style-type: none"> <li>- Maintain/increase the number of football matches and allow children lower down the school to participate.</li> </ul>	<ul style="list-style-type: none"> <li>- Subject leader to liaise with other schools to find suitable dates.</li> </ul>	n/a	<ul style="list-style-type: none"> <li>- 10 boys games were played in total last year.</li> <li>- Boys won 80% of games.</li> <li>- A mixture of Y3, 5 &amp; 6 children played.</li> </ul>	<ul style="list-style-type: none"> <li>- Increase the number of football matches and play against schools further afield in 25/26 by joining the South Glos hub league and cup.</li> <li>- Develop a girl's team to play more games.</li> </ul>