

Manorbrook Primary School



Aiming for excellence

Sports Funding 2020 – 2021 Review

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 and baseline evidence of need: |
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| <ul style="list-style-type: none"> - Implementation of GymRun programme in KS2 led to a 27.5% increase in the physical fitness of children in 2018/19 (19/20 data unknown due to pandemic) - Specialist PE teacher delivering weekly focused lessons in KS1 developing core skills, teamwork and physical fitness - Mentoring opportunities for KS1 teachers to develop own practise - Increase in opportunities for children to be physically active at playtimes through new playground markings and new equipment - Specialist after-school club provision provided 3x a week for all year groups - Increased participation in after school clubs - Increased participation in Cluster Schools events and local sporting competitions - Increased opportunities to play sport for girls - Increase in percentage of children achieving the standard in KS1 and KS2 - Full PE audit complete enabling a restock of equipment | <ul style="list-style-type: none"> - Continue to increase the opportunities to participate in Cluster School competitions where possible - Play equipment update due to cross-bubbling restrictions - Increase links to Castle School thus providing a range of different opportunities for the children - Apply for School Games Gold mark by 2021/22 - Introduce climbing wall to playground - Increase inter-house competitions - Increase the number of children attending the specialist led after-school clubs - Continued physical fitness and PE activities throughout all classes despite the pandemic restrictions. |

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p> | Data unavailable due to the impact of the COVID-19 Pandemic. |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | Data unavailable due to the impact of the COVID-19 Pandemic. |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | Data unavailable due to the impact of the COVID-19 Pandemic. |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way? | n/a |

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.

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| Academic Year: 2020/21 | | Total fund allocated: £17,819 | Date Updated: 18/10/20 | |
| 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 | | | | Percentage of total allocation: |
| | | | | 46% |
| 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"> - Introduction of a new traversing wall on the KS2 playground encouraging an alternative way to improve physical fitness (carried over from 19/20). | <ul style="list-style-type: none"> - Source companies to provide quotes and finally install equipment. | £5,600 | <ul style="list-style-type: none"> - Traversing wall installed. Ch use the traversing on a rota at break/lunch times. - Feedback from children has been positive. They enjoy using it, especially in KS1. | <ul style="list-style-type: none"> - Handholds needs replacing - With the dropping of the 'bubble system' can mixed year groups use it. - Can it be used in inter-house competitions? |
| <ul style="list-style-type: none"> - KS2 GymRun programme continued and delivered by specialist teacher. 30 mins of intense 'Crossfit' style physical activity. Follow up sessions delivered by class teachers. | <ul style="list-style-type: none"> - Future Stars booking, timetable organisation with staff, follow-up lessons completed by staff. | £2,560 | <ul style="list-style-type: none"> - Gym Run programme completed all year when school was open. - Data across the school shows clear progression. - New Gym run teacher built strong relationships with the classes and was strong in their delivery of the Gym Run programme. | <ul style="list-style-type: none"> - Embedded in curriculum now and a strong part of our PE curriculum. - Easy to track progress & impact of lessons through KS2. - Fitness levels increasing through data evidence. - Children enjoy the activities. - Look to introduce a new feature to maintain children's interest. - Introduce Gym Run club for LA ch to promote increased fitness. |

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| <ul style="list-style-type: none"> - Use Joe Wicks fitness lessons in class to have 5 – 10 minute workout activities everyday. Especially if there is another Lockdown this year. | <ul style="list-style-type: none"> - Ensure YouTube is available on all devices to share on IWB and all teachers are complete it regularly. | n/a | <ul style="list-style-type: none"> - Joe Wicks used in KS1 classes and some KS2 classes. This was especially show when we were teaching key worker children. - Keeping children active was very important when they were not allowed to leave their homes. | <ul style="list-style-type: none"> - Will this still be needed when the pandemic is over? - Can 5-a day fitness replace this? |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 11% |
| 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"> - New, and updated, equipment purchased to be used at playtimes and during PE lessons. Eg, volleyball net, football goals, tennis rackets, curling set, football kits, playground equipment for class bubbles. | <ul style="list-style-type: none"> - Opportunities for new equipment identified, audit done of existing equipment, pupil's opinions heard through school council. | £2,000 | <ul style="list-style-type: none"> - Various PE equipment was bought over the year: footballs, playground balls, tennis balls and rackets, netballs etc. - Children using and enjoying the new equipment regularly. | <ul style="list-style-type: none"> - Identify new equipment needed through a stock take. - Identify new equipment through a discussion with children via school council. - Investigate cost of a cricket pitch. |
| <ul style="list-style-type: none"> - Additional King Ball courts for KS1 & KS2 playgrounds. | <ul style="list-style-type: none"> - Discussion with Kevin Underwood as to where to place courts. | n/a | <ul style="list-style-type: none"> - King ball courts painted onto playground for KS1 children. - Used by children in KS1 regularly. | <ul style="list-style-type: none"> - Do these need repainting? - KS2 children to teach the children how to play properly. |

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| <ul style="list-style-type: none"> - 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. | <ul style="list-style-type: none"> - Teachers to provide feedback to Head teacher and subject leader, parents informed, time made in commendation assemblies. *Dependent on COVID restrictions* | n/a | <ul style="list-style-type: none"> - No cluster events or sporting competitions took place due to the COVID-19 pandemic. - Inter-house competitions (football, Sports Day, Helpful Hundred etc) were discussed - Not achieved | <ul style="list-style-type: none"> - Will cluster events take place this year? Dependent on this. |
| <ul style="list-style-type: none"> - PE noticeboard created to celebrate sporting achievements over the year. Fixtures updated and league/results table to be shared. | <ul style="list-style-type: none"> - Time for teacher/TA to keep noticeboard updated, subject leader to provide information to go on. *Dependent on COVID restrictions* | n/a | <ul style="list-style-type: none"> - No cluster events or sporting competitions took place due to the COVID-19 pandemic. - Not achieved | <ul style="list-style-type: none"> - Will cluster events take place this year? Dependent on this. |
| <ul style="list-style-type: none"> - Children/House Captains to write blog posts on new website to share reviews of sporting events and competitions. Also shared to school social media accounts and weekly newsletter. | <ul style="list-style-type: none"> - Time for House captains to write reviews, new website to be up and running, information sent to teachers who lead social media accounts and newsletter. *Dependent on COVID restrictions* | n/a | <ul style="list-style-type: none"> - No cluster events or sporting competitions took place due to the COVID-19 pandemic. - Not achieved | <ul style="list-style-type: none"> - Will cluster events take place this year? Dependent on this. |
| <ul style="list-style-type: none"> - Invite children to attend sporting events competitions. Children who have impressed during lessons can watch the older children participate in sport. Plus, ensure all children know about football matches after-school. | <ul style="list-style-type: none"> - Liaise with other teachers as to who is performing well in PE lessons, announcements made in assemblies, put on social media and advertised on noticeboards. *Dependent on COVID restrictions* | n/a | <ul style="list-style-type: none"> - No cluster events or sporting competitions took place due to the COVID-19 pandemic. - Not achieved | <ul style="list-style-type: none"> - Will cluster events take place this year? Dependent on this. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 13% |
| 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"> - Specialist teaching of KS1 PE to increase cores skills, teamwork, physical fitness and competitive sport. Weekly throughout the year. | <ul style="list-style-type: none"> - Future Stars booking | £2,105 | <ul style="list-style-type: none"> - Future Stars completed a weekly Thursday session in KS1 & YrR. - Hugely enjoyable for the children, as the sessions are varied, fun and progressive. - Teachers work with a specialist coach to broaden their skillset. - Through conferencing, teachers feel more skilled to teach PE and children feel like they make progress. - KS1 Data supports this. | <ul style="list-style-type: none"> - Hugely successful, so will continue in 21/22 but on a Wednesday with a different coach. - Ensure children get a broad and balanced curriculum, so review curriculum map. |
| <ul style="list-style-type: none"> - Subject leader to observe the teaching of PE throughout the school to offer support and guidance if necessary. | <ul style="list-style-type: none"> - Subject leader release time | £200 | <ul style="list-style-type: none"> - Not achieved. - Teachers not allowed to cross-bubble during the COVID-19 pandemic | <ul style="list-style-type: none"> - Plan in for the 2021-2022 academic year if possible. |

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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 22% |
| 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"> - Weekly after-school sports clubs offered to all classes throughout the whole year. A range of sports delivered by a specialist PE lead. Max 15 pupils over 3 days | <ul style="list-style-type: none"> - Future Stars booking, time-table of varied sports offered to all pupils that inspires all children to attend. | £3,885 | <ul style="list-style-type: none"> - 3x after-school clubs per week took place throughout the year (aside from the lockdown period at the start of 2021), all but YR had an opportunity. - Hugely successful with the children (95% take up on average) Lots of variation of sports. - Was year group specific so had to work on a rota over the year. - Differentiation in place so all children (including SEN) can take part with confidence. | <ul style="list-style-type: none"> - Very popular with children and parents, so will continue in 21/22. - Will monitor to see if we can mix year groups. - Will encourage more of a range of children from across the classes to attend as the same children tended to attend. |

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| <ul style="list-style-type: none"> - 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. | <ul style="list-style-type: none"> - Book opportunities when they come available, network with other schools, contact sporting centres to encourage them to visit our school. | n/a | <ul style="list-style-type: none"> - Dance classes took place, cricket sessions, tennis sessions, golf sessions and football coaches came in. - Children enjoyed them especially under the circumstances of the year. - Lots of children attended these clubs outside of school as a result. | <ul style="list-style-type: none"> - Continue to do this in 2021-2022 and look for new exciting opportunities which are a little bit different. |
| <ul style="list-style-type: none"> - Visit the international Wheelchair tournament in Leicester to broaden children's awareness of disability sports. | <ul style="list-style-type: none"> - Mike Spence to organise tickets, coach booked. *Dependent on COVID restrictions* | FOM to cover or use from equipment budget | <ul style="list-style-type: none"> - Not achieved due to the COVID-19 pandemic. | <ul style="list-style-type: none"> - Plan in for the 2021-2022 academic year if possible. |
| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | 8% |
| 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"> - A range of competitive Cluster Sports events organised and participated in by a range of abilities throughout the school. | <ul style="list-style-type: none"> - 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. *Dependent on COVID restrictions* | £1,500 | <ul style="list-style-type: none"> - Not achieved due to the COVID-19 pandemic. | <ul style="list-style-type: none"> - Plan in for the 2021-2022 academic year if possible. |

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| <ul style="list-style-type: none"> - Increase the number of competitive House competitions in school. | <ul style="list-style-type: none"> - Organise with children, staff and find dates in the diary. *Dependent on COVID restrictions* | n/a | <ul style="list-style-type: none"> - Partly achieved - We had a successful inter-house football competition in the summer when restrictions, and weather, allowed us to be outside. - Also, we had a 'Helpful Hundred' running competition amongst the classes which was good fun. All children participated and scores were put into House overall scores. | <ul style="list-style-type: none"> - Plan is to put in termly inter-house competitions over the year. Including; curling, bench-ball, football, running, netball, cricket etc |
| <ul style="list-style-type: none"> - Maintain/increase the number of football matches and allow children lower down the school to participate. | <ul style="list-style-type: none"> - Subject leader to liaise with other schools to find suitable dates. *Dependent on COVID restrictions* | n/a | <ul style="list-style-type: none"> - Not achieved due to the COVID-19 pandemic. | <ul style="list-style-type: none"> - Plan in for the 2021-2022 academic year if possible. |