

# Manorbrook Primary School



Aiming for excellence

## Sports Funding 2022 – 2023 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:
<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 2021 – 2022. Data tracked at three assessment points over the year</li> <li>- Gym run assessment now in Year 2</li> <li>- Specialist PE teacher delivering weekly focused lessons in KS1 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 traversing wall</li> <li>- Specialist after-school club provision provided 3x a week for all year groups</li> <li>- Increased participation in 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 have started to take place again after the impact of COVID</li> <li>- 3x inter-house competitions took place throughout the year</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>- New bibs bought for PE lessons</li> <li>- Gymrun clubs (PE intervention) focused on the bottom 20% in each KS2 class and were very successful</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>- Develop a Gymrun competition 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>- Purchase new play equipment (movable trim trail) for use at playtimes</li> <li>- Continued CPD for all staff throughout school</li> <li>- Purchase new playtime equipment specifically for EYFS and KS1</li> </ul>

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><b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	93%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90%

## 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: 2022/23	Total fund allocated: £26,374 (£8,574 carried from last year).	Date Updated: 17/07/23		
<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				Percentage of total allocation: 16%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
- KS2 GymRun programme continued and delivered by specialist teacher. 30 mins of intense 'Crossfit' style physical activity. Follow up sessions delivered by class teachers. - 3x assessment points over the year.	- Future Stars booking, timetable organisation with staff. - Data tracked across 3 assessment points throughout the year.	£2,894	- Weekly sessions completed by all KS2 classes. - Three assessment points throughout the year showing clear progression. - Positive feedback from pupil conferencing. - Tangible data to measure children's physical fitness, which is great for assessment. - Mike Weeks (founder) returned to teach the program every other week this year. - Y2 had weekly Gymrun lessons this year too.	- Embedded in PE curriculum and really positive amongst pupils and staff. - Fantastic tool for data analysis of children's fitness. - Continuation of Gymrun competitions against other schools would be a good development as it maintains consistency.

<ul style="list-style-type: none"> <li>- Gym Run club set up with the intention of improving the physical fitness of the bottom 20% of Years 3 – 6.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify children in the bottom 20% of each class (Y3 – 6)</li> <li>- Invite to a special Gym Run club before school to help improve physical fitness.</li> <li>- Monitor progress and look for increased progress when assessed.</li> </ul>	£1,306	<ul style="list-style-type: none"> <li>- X2 clubs (of 6 weeks, during lunch) took place throughout the year</li> <li>Bottom 20% were invited from Y3-6.</li> <li>- Good response from those that attended and successful.</li> <li>- Lots of positive progress from the children that attended in their data, but also in their approaches to PE.</li> <li>- Was popular with parents.</li> </ul>	<ul style="list-style-type: none"> <li>- Hard to timetable with how busy lunchtimes are in terms of spaces available.</li> <li>- The intended focus group declined the invite this year.</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>- Playground rota in place all year offering a range of activities over the week.</li> <li>- Shed monitors readied equipment for all years to use at lunchtimes.</li> </ul>	<ul style="list-style-type: none"> <li>- PE ambassadors role was better developed this year.</li> <li>- Shed monitors were very good at getting new equipment ready for KS1 children and teaching them new skills/games.</li> <li>- New playground markings for KS1 are needed this year.</li> </ul>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				45%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
- 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.	<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>	£3,000	<ul style="list-style-type: none"> <li>- Stock take completed by Future Stars 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. SEND equipment purchased e.g indoor curling and Boccia.</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>- Dedicate more time to SEND games e.g Boccia and indoor curling.</li> </ul>
- Purchase Go Set Go Blocks - Cheviot Set (moveable trim trail blocks) to enable more of a variety of physical activities for pupils to play with at play times.	<ul style="list-style-type: none"> <li>- Research different providers before purchasing.</li> </ul>	£5,274	<ul style="list-style-type: none"> <li>- Blocks purchased and in permanent place outside.</li> <li>- Very popular with all children.</li> <li>- Monitors in place to move them around for variety.</li> </ul>	<ul style="list-style-type: none"> <li>- New Y6 monitors appointed to move them around ready for break times.</li> <li>- Maintenance of equipment will be needed so this will need to be a role for monitors.</li> </ul>
- Purchase new infant play equipment for children in EYFS and KS1 to use specifically for creative and collaborative physical play.	<ul style="list-style-type: none"> <li>- Ask staff and pupils what is required.</li> <li>- Research and gather quotations.</li> <li>- Train PE ambassadors/House captains to mentor the children in how to play games.</li> </ul>	£1,800	<ul style="list-style-type: none"> <li>- New equipment bought to go into the new KS1 play shed.</li> <li>- Full range purchased.</li> <li>- Monitors hand out equipment to KS1 children every lunchtime.</li> <li>- Very popular with children.</li> </ul>	<ul style="list-style-type: none"> <li>- New Y6 monitors appointed to move them around ready for break times.</li> <li>- Maintenance of equipment will be needed so this will need to be a role for monitors.</li> </ul>

- Send children in Years 5/6 to swimming lessons so that they make the required standard expected at the end of KS2.	<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> </ul>	£1,923	<ul style="list-style-type: none"> <li>- Year 5 class attended in the spring term.</li> <li>- 93% success rate.</li> </ul>	- Continue to send Year 5 in the spring term.
- 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.	<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 3 House events over the year (Benchball, Indoor Curling and Sports Day). All of which were hugely successful.</li> </ul>	- Fully develop this role in 23 – 24. Including the mentoring of younger children.
- 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.	- Teachers to provide feedback to Head teacher and subject leader, parents informed, time made in commendation assemblies.	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>- Awards handed out</li> </ul>	<ul style="list-style-type: none"> <li>- To organise more cluster events and school competitions for 23 – 24.</li> <li>- A full program organised at the start of the year will help increase cluster events.</li> </ul>
- 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	- <b>Not achieved.</b>	- Develop this for 23 – 24.

<ul style="list-style-type: none"> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Time for House captains/PE ambassadors to write reviews, information sent to teachers who lead social media accounts and newsletter.</li> </ul>	<p>n/a</p>	<ul style="list-style-type: none"> <li>- House captains and PE ambassadors fed back in assemblies.</li> <li>- Photos of the few events that did happen were shared on the school FB page.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop this further in 23 – 24.</li> <li>- House captains and PE ambassadors to write blog posts.</li> </ul>
--	--	------------	--	--



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
- Specialist teaching of KS1 PE to increase core skills, teamwork, physical fitness and competitive sport. Weekly throughout the year. Teachers in KS1 will therefore receive CPD to support their delivery of PE.	<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>	£3,831.75	<ul style="list-style-type: none"> <li>- Future Stars completed a weekly Wednesday session 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> </ul>	<ul style="list-style-type: none"> <li>- Hugely successful, so will continue in 23/24 but on a Wednesday &amp; Tuesday afternoon. To also include the two new Year R classes.</li> <li>- A new coach has been requested to improve the development of PE in KS1 and YR.</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> </ul>
- Specialist teaching of KS2 PE to increase core skills, teamwork, physical fitness and competitive sport. Working on a termly rota throughout KS2. Teachers in KS2 will therefore receive CPD to support their delivery of PE.	<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>	£1,277.25	<ul style="list-style-type: none"> <li>- Classes in KS2 were taught on a rota throughout the year.</li> <li>- Teachers received CPD from an experienced coach.</li> <li>- Children enjoyed the sessions.</li> </ul>	<ul style="list-style-type: none"> <li>- Focus will now shift to KS1/Year R in 2023 – 24.</li> </ul>
- Subject leader to have regular dialogue with Future Stars (through termly meetings) as a means to keep up to date with developments in	<ul style="list-style-type: none"> <li>- Regular meetings organised with Future Stars.</li> <li>- Staff meetings used to feedback.</li> </ul>	n/a	<ul style="list-style-type: none"> <li>- Regular meetings were held with Rich from FS.</li> <li>- We developed a good working relationship and</li> </ul>	<ul style="list-style-type: none"> <li>- Continue next year with a focus on coaches delivering effective feedback about</li> </ul>

pedagogy. This can then be passed on to teaching staff.			<p>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>	children's attainment in sessions.
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				15%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
- 3x weekly after-school sports clubs offered to all 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 3 days.	<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>	£3,990	<ul style="list-style-type: none"> <li>- 3x after-school clubs per week took place throughout the year for all year groups at some point throughout the year.</li> <li>- Hugely 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> </ul>	<ul style="list-style-type: none"> <li>- Very popular with children and parents, so will continue in 23/24.</li> <li>- Change the different sports covered over the year.</li> </ul>
- 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	<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>- Thornbury golf club, Almondsbury tennis (x2), Thornbury rugby club, Kwik cricket all attended school in 22-23.</li> <li>- Very successful sessions with lots of positive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Look for more opportunities in 23 – 24.</li> </ul>

Thornbury rugby club.			- Many children went on to attend these clubs outside of school.	
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				5%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
- A range of competitive Cluster Sports events organised and participated in by a range of abilities throughout the school.	- 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.	£1,080	- The cluster group of Thornbury schools was not able to run again in 22 – 23 in its entirety. The limited events that did happen were covered by this allocation.	- See if there is a possibility of the Thornbury schools taking part in cluster events again in 23 – 24. - Conversations in place already for next academic year.
- Increase the number of competitive House competitions in school.	- Organise with children, staff and find dates in the diary. - Allow children to decide on events via school council.	n/a	- More House competitions took place including: Indoor Curling, Benchball, Chess and Sports Day.	- Aim to do one House event per term so there are 6 events over the year.

- Maintain/increase the number of football matches and allow children lower down the school to participate.	- Subject leader to liaise with other schools to find suitable dates.	n/a	<ul style="list-style-type: none"> <li>- 10 games were played in total last year (9 boys games/1 girls).</li> <li>- Boys won every game so had 100% record.</li> </ul>	<ul style="list-style-type: none"> <li>- Increase the number of football matches and play against schools further afield in 23 -24.</li> <li>- Develop the girls team to play more games.</li> </ul>
---	---	-----	--	--