

# Manorbrook Primary School



Aiming for excellence

## Sports Funding 2023 – 2024 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 2022 – 2023. 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/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 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 increased last year</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>- Gymrun clubs (PE intervention) focused on the bottom 20% in each KS2 class and were successful</li> <li>- Gymrun competitions against other schools were successful and raised the profile further</li> <li>- Trim trail purchase has proved to be very popular with all children</li> <li>- New play equipment for KS1 very popular with children and well-used</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>- The return of weekly Gymrun sessions throughout KS2</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>	86%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	70%
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/ <b>No</b>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/ <b>No</b>

## 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: 2023/24		Total fund allocated: £17,746	Date Updated: 22/10/24	
<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:
				25%
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 on a weekly basis - 3x assessment points over the year.	- Booking through Mike Weeks (Gymrun founder), timetable organisation with staff. - Data tracked across 3 assessment points throughout the year.	£4,200	- 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 week this year. - Y2 continued to have 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. - Making Manorbrook a 'Gymrun' school - Link Gymnastic lessons to Gymrun - Develop Y5/6 leadership program - KS1 weekly run - Mike Weeks to deliver badminton and futsal club in 24/25.

<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>	£150	<ul style="list-style-type: none"> <li>- 3x excellent events over the year. 1 event for AA, A and BA.</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>- 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> <li>- Children have plenty of opportunity for outdoor play.</li> <li>-</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 were put in place 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:
				18%
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>	£1,850	<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.</li> <li>- Indoor curling set being used for SEND interventions.</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> <li>- Mike Weeks (Gymrun) to maintain PE stores as part of us being a Gymrun school.</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> <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 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>
- 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 Sports Day and helped organise equipment for PE lessons.</li> <li>- Needs properly embedding for next year</li> </ul>	<ul style="list-style-type: none"> <li>- Fully develop this role in 24 – 25. Including the mentoring of younger children.</li> </ul>

- 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	- PE SL fed back to the school and invited guests about how the children did. - Numerous events in KS1 and KS2 recognised - Awards handed out	- To organise more cluster events and school competitions for 24 – 25. - A full program organised at the start of the year will help increase cluster events.
- 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> - Gymrun board was updated in KS2 hall.	- Develop this for 24 – 25.
- 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	- Not achieved	- Develop this for 24 – 25

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>- 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.</p>	<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>	£4,500	<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>- Inconsistent/inexperienced coach on one particular day led to some sessions needing additional support for effective teaching. This was provided by Future Stars.</li> </ul>	<ul style="list-style-type: none"> <li>- Hugely successful, so will continue in 24/25 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>



- Subject leader to have regular dialogue with Future Stars (through termly meetings) as a means to keep up to date with developments in pedagogy. This can then be passed on to teaching staff.	<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 have a good working relationship and talked about things that were working well and things that could be improved.</li> <li>- Always very productive and led to more positive PE in school for children and staff.</li> <li>- The staffing issue that was effecting the learning on one afternoon was quickly rectified.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue next year with a focus on coaches delivering effective feedback about children's attainment in sessions.</li> </ul>
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				26%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
- 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>	£4,599	<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>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- Very popular with children and parents in KS1, so will continue in 24/25</li> <li>- Broaden to x2 KS1 clubs and request specific coaches.</li> <li>- Change the different sports covered over the year.</li> <li>- KS2 sports clubs to be managed by</li> </ul>

			confidence. - KS1 club was over subscribed. KS2 clubs were less popular this year.	Manorbrook staff.
- 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.	- Book opportunities when they come available, network with other schools, contact sporting centres to encourage them to visit our school.	n/a	- Almondsbury tennis (x3), Thornbury rugby club, Kwik cricket all attended school in 23-24. - Very successful sessions with lots of positive feedback. - Many children went on to attend these clubs outside of school.	- Look for more opportunities in 24 – 25.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				6%
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	£1,080	- The cluster group of Thornbury schools was able to run again this year after a number of years. - Cluster events included: Football at St Mary's, Cross-country at	- Maintain Thornbury cluster for 24/25. - Develop number of events and opportunities for a range of children. - Create cluster football

	weekend so teachers will be owed time in school as a result.		Manorbrook, Netball at Crossways, Tag Rugby at Rockhampton. - Very successful events with huge successes for the Manorbrook children participating.	and netball leagues.
- Increase the number of competitive House competitions in school.	<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	- House competitions were limited this year due to calendar clashes.	- Aim to do one House event per term so there are 6 events over the year in 24/25.
- 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>- 8 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 24 -25.</li> <li>- Develop a girls team to play more games.</li> </ul>