

1. Review of expenditure				
Previous Academic Year		Sports Premium Analysis. Brindishe Green. 2017/18		
Desired outcomes	Chosen actions/approach	Estimated impact: Was the success criteria met? What was the impact?	Lessons learned (will the approach continue?)	Cost
Improvement in quality first teaching in PE across the school	<ul style="list-style-type: none"> • Staff are equipped to deliver high quality learning opportunities through targeted CPD opportunities and support • Identified staff to work alongside teachers to develop their confidence and skills to deliver high quality learning opportunities, especially in dance • Participation in 'The Daily Mile' doubles from 5 classes • To increase the % of disadvantaged children taking part in after school sports activities • Develop effective methods of assessment that inform next steps and build a portfolio of evidence • Improved access to running and cardio activities especially for KS1 	<ul style="list-style-type: none"> • Through team teaching with a range of teachers across KS1 and KS2 the quality of PE teaching has improved and teachers are now teaching a range of different sports in a more sequential and skills driven manner. Written feedback and drop-ins provide ongoing evidence of improvements – improved confidence and outcomes for children • Pop-up workshop(s) for NQTs and less confident PE teachers proved successful. Feedback from staff reflected an improvement in teachers' confidence levels, especially when reviewing learning at the end of lessons • Increasing the number of children undertaking the 'Daily Mile' across the school has resulted in more children enjoying sport and participating in physical exercise. There are now 15 classes participating in the event. • All KS1 classes have participated in the daily mile at some stage during the year • Staff feedback suggests that increasing numbers of children are more focused in lessons, especially after the 'Daily Mile' 	<ul style="list-style-type: none"> • The team teaching model will continue in 2018-2019 with teachers obtaining and sharing best practice through both external and internal sports coaches • Pop-up workshops for PE will continue in 2018-2019 • The 'Daily Mile' will continue to be high profile across the school, especially in EYFS • Obtain more formal feedback from teachers as to the impact the 'Daily Mile' is having on their children's learning 	£6350

Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				
Desired outcomes	Chosen actions/approach	Estimated impact: Was the success criteria met? What was the impact?	Lessons learned (will the approach continue?)	Cost
Improve the resilience for all children through sport and physical activity, encouraging independence and goal setting	<ul style="list-style-type: none"> Daily participation in the 'Daily Mile' develops stamina, resilience and increased levels of fitness Yoga lessons in year 5 will support children's resilience, focus and learning behaviours 'Wake and Shake' club will increases motivation and focus levels, especially for our disadvantaged children in year 6 Through assemblies, sporting role models inspire and promote health and wellbeing and a growth mindset Improved provision and range of competitive sports at lunchtimes support resilience and collaborative skills PE team across our 3 schools meet regularly with sports leaders to help them plan for building resilience in others and transferring skills of determination into their daily learning and activities 	<ul style="list-style-type: none"> Feedback from teachers and children demonstrate increasing enjoyment and stamina through participation in the 'Daily Mile'. Year 5 teachers provide evidence of improved learning behaviours and focus in lessons through the teaching of yoga. Children were able to articulate improvements in their fitness over time, especially in Wake and Shake Club Children display evidence of being able to identify their next steps in learning in PE. This was obtained through 1:1 discussions with children through drop-ins. Compared to 2016-2017 there was a decrease in the number of first aid incidents reported on the playground at lunchtimes. This is due to increased lunchtime provision and training of playleaders. 	<ul style="list-style-type: none"> Although children's oral feedback has been positive regarding the 'Daily Mile' we may need to undertake some case studies to provide further evidence of its impact across the school Through the Wake and Shake club we were able to establish baseline and exit data. We may wish to incorporate this into other aspects of sport and physical activity Continue to look at ways in which lunchtime resources/provision can be improved to develop children's resilience and collaborative There is a need during 2018-2019 for PE teams and inclusion managers across the 3 schools to share ideas and best practice in relation to developing children resilience and collaborative skills 	£1100

Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
Desired outcomes	Chosen actions/approach	Estimated impact: Was the success criteria met? What was the impact?	Lessons learned (will the approach continue?)	Cost
Improve quality of PE provision for all children at Brindishe Green School	<ul style="list-style-type: none"> • PE subject lead & sports coach plan and team teach alongside teachers, to raise standards in the teaching and delivery of PE. • Organise for more disadvantaged children to take part in after school activities • Personalised pop-up CPD workshops to up skill teachers and raise their confidence in delivering high quality PE lessons • CPD opportunities for all staff – led by PE lead and sports coach through Lewisham Sports Games • Pop-up workshops to support less confident TAs in supporting PE • CPD to support understanding of challenge for all and assessment in PE 	<ul style="list-style-type: none"> • There was evidence of personalised planning which encouraged participation for all, taking into account the varied needs of different groups of children • Written feedback and drop-ins provided evidence that CPD had resulted in an increase in challenge and a more skills focused approach to teaching PE • Team teaching opportunities developed the confidence and skill sets of teachers. Written evaluations from teachers provided evidence that they now feel more confident to support and share ideas • Specific TAs are now more skilled in supporting groups of children in PE resulting in improved levels of fitness and engagement of children. • Due to increased CPD opportunities, more children are now accessing high quality PE lessons • Youngest children in school now turn more readily to physical activity throughout the school day through opportunities in – dance, cricket and tennis etc 	<ul style="list-style-type: none"> • Team teaching has been successful in improving the quality of PE lessons. This needs to continue during 2018-2019 • Increase the number of pop-up PE workshops, which were well attended during 2017-2018 • Children to access more sports opportunities through the use of external sports providers 	£7118

Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Desired outcomes	Chosen actions/approach	Estimated impact: Was the success criteria met? What was the impact?	Lessons learned (will the approach continue?)	Cost
To provide a broader range of sports and activities for all pupils through curriculum development	<ul style="list-style-type: none"> • PE lead and specialist coach to offer staff training and CPD opportunities to ensure teachers can deliver a range of sports, with the right level of challenge, that are inclusive and build on children's skills • To increase the range of sports – hand ball, tri-golf • CPD is personalized and targeted to ensure staff are competent and well trained to deliver skill progression in a range of sports • Increased range of sporting & after school clubs • To ensure improved access for those children who are still non-swimmers in year 6 • Ensure that access to sport is made consistently available to all groups and cohorts of children. Progress to be monitored through club and competition registers • Exploit all opportunities through specialist providers and offers – tennis, athletics, archery • Lunchtime play leaders offer an increased and varied range of games for all key stages 	<ul style="list-style-type: none"> • Children have been provided with increased opportunities to access a range of sports – tennis, rugby, handball • Increase of 10%+ of disadvantaged children accessing sports clubs • Increase in the number of children being signposted for local clubs rose from 4 children to 6 children • Staff are now more competent and confident in planning a sequence of skill based lessons for all children, which is inclusive of all ability levels. This was evidenced through teachers' evaluations and drop-ins sessions. • Teacher feedback from children demonstrates increasing enjoyment in PE and increased challenge for children during lessons • There has been an increased range of lunchtime activities for children, however, this can be restricted due to manpower 	<ul style="list-style-type: none"> • Team teaching and using an outside sports specialist to support staff development has been very successful this year and is an aspect of CPD that needs to continue • Children have had a greater exposure to a range of sports, particularly from outside organisations/providers – tennis and cricket. This is an aspect of sports provision that we would look to expand in 2018-2019 • There has been equal access to sports clubs throughout the school with a greater emphasis on KS1. After school sports clubs has been accessed by more KS1 children. This is something that we would look to continue next year. 	£1900

Key Indicator 5				
Desired outcomes	Chosen actions/approach	Estimated impact: Was the success criteria met? What was the impact?	Lessons learned (will the approach continue?)	Cost
Increase the number of opportunities for children to be involved in competitive sports	<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 • MAMA children are 'talent spotted' and identified (particularly those who are also disadvantaged) to maximise opportunities to participate in competitive sports • MAMA children provided with opportunities to practise and develop their skill sets • Develop cross-age, inter and intra school and borough wide shared opportunities for competitions 	<ul style="list-style-type: none"> • Classes/year groups increasingly organise a mini game/competition at the end of each sequence of work to develop teamwork and collaboration. Teachers report that collaboration and teamwork has become more embedded in PE lessons • Training sessions provided by specialist coach for the MAMA children mean improved outcomes in competitive sports reflected in the fact that we won 4 Lewisham Sports Games competitions and represented Lewisham on 3 occasions at the London County Finals • BG continues to maintain its status as the number one ranked school for sport within the Lewisham Games partnership • Sense of team pride encouraged through updated kit 	<ul style="list-style-type: none"> • There is a need to increase the number of Tri-school tournaments and intra school competitions during the next academic year 	£400

