

Brindishe Green strategy and action plan for spending Primary Sport and PE funding 2017-18

Key achievements to date:	Areas for further improvement and baseline evidence of need:
See Brindishe Green Report on PE and Sport Grant Funding 2016 – 2017	<ol style="list-style-type: none"> 1 Quality CPD opportunities provided for all staff from specialist PE coaches – impacting on more high quality PE lessons for all children. 2 Further develop children’s resilience and ambition in sport so that it impacts on other aspects of their learning in school 3 Heightened awareness of children’s physical, emotional and mental well-being

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?	74%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	62%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Not known
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?	Yes Non-swimmers/non-confident swimmers in Year 6 have 6 hours of extra swimming lessons during the summer term

Action Plan and Budget Tracking

Objective of grant spending: 2017-2018	Total fund allocated: £ 16,868	Date Updated: October 2017		
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: 38%
School focus with clarity on intended impact on pupils	Actions to achieve:	Funding allocated	Evidence	Impact and sustainability
Improve quality first teaching in PE across the school	<ul style="list-style-type: none"> • The teaching of PE skills is consistent and progressive ensuring staff are equipped to deliver high quality learning opportunities • Targeted CPD opportunities for all staff where there is low confidence and weak subject knowledge • 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 	£6350	<ul style="list-style-type: none"> • Employment of specialist sport coaches to team teach & coach staff – improved access and participation levels for children • All classes will have weekly PE sessions with a trained coach or PE lead working alongside the class teacher – improved confidence and outcomes for children • Team teaching opportunities and lesson observations develop the quality of teaching, learning & assessment • Pop-up workshop(s) for NQTs and less confident PE teachers – particularly in gymnastics, dance – improved outcomes and enjoyment for children • Improved levels of fitness and 	<ul style="list-style-type: none"> • Children develop improved learning behaviours in the classroom through increased engagement/enjoyment in sport • Improved levels of fitness over time and greater understanding of the importance of a healthy lifestyle • A culture of success, resilience and perseverance are mirrored in our curriculum delivery • Staff confidence in delivering PE is improved and skill sets developed as a result of CPD offered – seen in planning and lesson

	taking part in after school sports activities <ul style="list-style-type: none"> • Develop effective methods of assessment that inform next steps and build a portfolio of evidence • Improved access to running and cardio activities for EYFS and KS1 		stamina levels over time <ul style="list-style-type: none"> • Children develop independence and are more able to take the lead in their learning 	observations. <ul style="list-style-type: none"> • Increased % of children accessing competitive sports
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement Percentage of total allocation:
7%

School focus with clarity on intended impact on pupils	Actions to achieve:	Funding allocated	Evidence	Impact and sustainability
Improve the resilience for all children through sport and physical activity, encouraging independence and goal setting	<ul style="list-style-type: none"> • ‘The Daily Mile’ develops stamina, resilience and increased levels of fitness • Yoga lessons in year 5 support children’s resilience, focus and learning behaviours • ‘Wake and Shake’ club increases motivation and focus levels, especially for our disadvantaged children • Through assemblies, sporting role models inspire and promote health and wellbeing and a growth mindset • Increased provision and range of competitive sports at lunchtimes support resilience and collaborative skills 	£1100	<ul style="list-style-type: none"> • Feedback from teachers demonstrates improved stamina, health and wellbeing and a positive impact on children’s emotional and mental health • Increased levels of children participating in sport reflect healthier lifestyles and the positive impact of exercise and sport on the body • Children are sufficiently skilled to articulate improvements in their fitness over time • Children display evidence of being able to identify their next steps in learning in PE 	<ul style="list-style-type: none"> • Increased pupil knowledge of what ‘living a healthy lifestyle’ really means and its link to mental and emotional good health • Improved learning behaviours and resilience apparent during lessons • Children as leaders develop independence and leadership skills in themselves and in their peers • An increased % of children participating in



	<ul style="list-style-type: none">• Trained sports leaders in KS2 work with younger children to support basic skills and positive learning behaviours• 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">• Children understand that they learn by mistakes and persevere. Children are resilient and learn to be gracious in defeat	competitive sports
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	42%

School focus with clarity on intended impact on pupils	Actions to achieve:	Funding allocated	Evidence	Impact and sustainability
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. More disadvantaged children are offered the opportunity 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 coaches 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 Participation in ‘The Daily Mile’ doubles from 5 classes 	£7118	<ul style="list-style-type: none"> Evidence of personalised planning which encourages participation for all taking into account the varied needs of different groups of children and an improvement in participation levels CPD delivered by specialists, PE lead & sports coach improve high quality learning opportunities in PE Team teaching opportunities develop the confidence and skill sets of teachers. Teachers feel confident to support and share ideas Specific TAs are skilled in supporting groups of children in PE resulting in improved levels of fitness and enjoyment Increased % of children accessing high quality PE 	<ul style="list-style-type: none"> Higher quality PE lessons being taught with and increase % of children attaining age related skills Staff more confident in teaching PE independently through targeted training and support Children in PE lessons demonstrate increased engagement/cardio levels and are keen to learn and improve their skills Pupils make good or better progress both in lessons and over time through increased active participation in lessons Specific TAs demonstrate increased confidence and engagement when



			<ul style="list-style-type: none"> • Youngest children in school turn more readily to physical activity throughout the school day 	working with pupils
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
10%

School focus with clarity on intended impact on pupils	Actions to achieve:	Funding allocated	Evidence	Impact and sustainability
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 offer a wider range of sports – hand ball, tri-golf • Identify and improve sporting opportunities for disadvantaged children through sports clubs • 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 	£1900	<ul style="list-style-type: none"> • Children are provided with increased opportunities to access a range of sports • Increase in disadvantaged children accessing sports clubs • Increase in the number of children being signposted for local clubs • Staff are competent and confident in planning a sequence of skill based lessons for all learners including for those with SEND and our MAMA children. • A greater range of activities including new sports on offer for children 	<ul style="list-style-type: none"> • Staff share good practice to ensure sustainability. • Pupil interest and participation is increased and children are motivated by new sports that will be introduced. • Lunchtime Play Leaders lead games and train younger children to sustain the quality of lunchtime sports. • Increased numbers of children with sporting talent, are signposted for local/competitive clubs



	<p>children who are still non-swimmers in year 6</p> <ul style="list-style-type: none">• 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">• Feedback from children demonstrates increasing enjoyment in PE	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
School focus with clarity on intended impact on pupils	Actions to achieve:	Funding allocated	Evidence use of the funding	Impact and sustainability
<p>Increase the number of opportunities for children to be involved in competitive sports</p>	<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 	£400	<ul style="list-style-type: none"> • Tri-school tournaments and intra school competitions <ul style="list-style-type: none"> • All classes/year groups organise a competition at the end of each games unit taught to develop teamwork and collaboration • Training sessions provided by specialist coach for the MAMA children mean improved outcomes in competitive sports • BG 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"> • Pupils develop positive attitudes to health and wellbeing, as well as a 'can do' culture • Specific children are signposted for talent pathways and given opportunities to compete at local and district levels • An ethos of competition and Teamwork/collaboration throughout the school community is embedded • Increased in % of children access competitive sports • Staff feel confident in ensuring challenge is apparent in planning and delivery of PE