

Brindishe Manor School 2024-2025

Physical Education and Sports Grant Funding

Brindishe Manor Impact Statement for 2024-2025 July.

Review of expenditure: £19,620				
Previous Academic Year 2024/2025		Sports Premium Analysis		
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				
Desired outcomes	Chosen actions/approach	Estimated impact: Was the success criteria met? What was the impact?	Lessons learned (Will the approach continue?)	Cost
All pupils to be taking part in at least 30minutes of physical activity a day in school – leading to a healthier lifestyle.	Year 4 cricket coaching	Year 4 were invited to partake in an outside Cricket training this year which increased the fitness of these children and cricket skills. A number of children were identified as being particularly skilled in cricket and was invited to the Hither Green Cricket Festival. Particular children were also scouted by the cricket company to attend their cricket club. Children also started cricket outside of school.	We were able to take 3 teams this year (half the cohort) and will request for more children next year.	<div style="background-color: yellow; padding: 2px;">Teaching assistants for additional active learning activities, Cover for federation tournaments</div> <p style="text-align: right;">Total: £4,000</p>
	Reintroduce Daily Mile for Years 1 – 6 (x 3 times a week)	Children’s fitness levels are discernibly different in KS2 as a direct result of participation in the Daily Mile. Children feel more comfortable to discuss worries with class teacher during this time. Daily mile was more evident in spring and summer and children were seen to feel better within themselves. We would like to continue encouraging this for KS2, and to introduce it to KS1 next academic year.	Daily mile was effective because it was timetabled across the school.	
	Year 5 to take part in Lewisham live.	Sensory circuits continued to impact positively with children who had sensory needs. These sessions were run by TAs in small groups and allowed these children to have a time where	Daily mile needs to be monitored by pupil leaders throughout Autumn 2 and Spring 1 to ensure it is happening.	
	Physical wellbeing interventions which target SEND and disadvantaged – fun & fitness, gardening, wake and shake.			

	<p>Children will participate in a greater number of sporting tournaments as organised by Brindishe Federation staff.</p> <p>Dedicated training time for these tournaments will be provided and delivered by trained PE team at Brindishe Manor School.</p> <p>Sensory circuits to continue for small groups or individuals with SEMH needs or sensory needs..</p> <p>Continue to promote the importance of active learning and involve humanities subjects.</p> <p>P.E lead to support class teachers with SEN provision.</p> <p>Provide more opportunities for federation competitions including different sports to promote the motivation of sports.</p> <p>Add new sports to the curriculum to promote increased P.E opportunities and self-esteem e.g. tri golf, orienteering.</p> <p>Federation Sports Day – Year 4- 6 at Ladywell</p>	<p>they could use their excess energy and then get them ready for the day ahead.</p> <p>Year 5/6 girls football tournament against other local schools will be attended in July, and the Year 5/6 girls attended another football tournament in June. Year 4 students attended a cricket festival against local schools in June.</p> <p>PE lead available to take the children to the different tournaments. PE lead available to help with planning across the different year groups.</p> <p>Teachers planned for active learning at all times throughout the school day. For example, active maths, more drama, physical movement in English lessons etc. GETSET4PE helped with this.</p> <p>All children were able to get the opportunity to take part in a competitive sport event and be able to show case the skills learnt in their lessons. E.g. sports day for younger years and KS2, in class tournaments, year group tournaments.</p> <p>Rounders equipment was found and promoted to be used during summer term alongside tennis. Children learnt a new sports and different skills.</p> <p>KS2 sports day was cancelled due to the wet weather. However, PE lead rescheduled KS2 sports day to partake in Manor House Gardens. This sports day will consist of a carousel of different activities where the children will compete against their class. Year 6 also had a rounders day in the park.</p>	<p>Sensory circuits will continue in 2025/26 over KS1 and KS2 sessions.</p> <p>Girls football sessions to continue before school.</p> <p>Across 2025/26 Use Sportacus to develop competitive sports participation across the school.</p> <p>Dates put in advance for 2025/26 with back-up dates available also.</p>	
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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.

Desired outcomes	Chosen actions/approach	Estimated impact: Was the success criteria met? What was the impact?	Lessons learned (Will the approach continue?)	Cost
<p>PE and sport to be celebrated across the year not just for special events e.g. sports days.</p>	<p>Continue to celebrate sports personalities focusing on equalities and diversity</p> <p>Raise importance of equalities within sport - women's football, wheelchair basketball.</p> <p>Ensure curriculum planning, resources are inclusive.</p> <p>BBC Super mover programme introduce to all staff to use in the classroom</p>	<p>There has been an increase in the recognition of the importance of PE and sport through talking about significant figures in sport which we made sure we linked to work on Equalities and Diversity.</p> <p>Pupil concentration, commitment, self-esteem and behaviour are enhanced through increasing opportunities to promote good physical and mental wellbeing. Activities and strategies to support children's mental health are embedded through the curriculum. Children are able to articulate how they are feeling and where they need to go to seek help. Giving children the opportunity to compete will motivate them and develop passion for physical exercise.</p>	<p>Continue on 2025/26</p> <p>Continue in 2025/26- consider – mental health awareness week promotion. Mindfulness sessions revisited and mindfulness sessions run by TAs.</p>	<p>Specialist PE trainers, CPD, PE lead support, girls football</p> <p>Total: £3,500</p>
	<p>PE leads to lead a marketplace based on different skills within the curriculum (federation event)</p> <p>Sensory Circuits for specific children (SEND and disadvantaged group)</p>	<p>Football sessions for Girls Football - target disadvantaged girls in Years 5-6.</p> <p>Children are able to talk about PE in a positive way and gave feedback on how PE could look better at Brindishe Manor.</p> <p>Yoga is now taught as part of our curriculum. Children have learnt how to use yoga to help with their mindfulness and zones of regulations.</p>	<p>To be continued in 2025/26</p>	
	<p>Introduce PE and School sport to Celebration Assembly every month to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in sport at any level. Ensure diverse representation. - PE lead to run assemblies – Children to bring in their own awards from home e.g. karate medals, cheerleading trophies etc....</p> <ul style="list-style-type: none"> Dance showcase for Lewisham Live 	<p>TA's make sure they are aware of the children with SEND needs and target sensory circuits specifically for them. These happen twice a day.</p> <p>Year 6 sports leads take the disadvantaged children/SEN children of Reception and Year 1 every Thursday afternoon. It is</p>	<p>Continue to resources sensory spaces.</p> <p>This will continue with new year 6 children in September.</p>	

	<p>Children in all year groups to complete survey monkey questions and P.E lead to use data to reflect and adapt sessions.</p> <p>Continue to promote PSHME, mindfulness and yoga for children's well-being.</p> <p>TAs or P.E lead to lead interventions for disadvantaged and SEN children.</p>	<p>a chance for the Reception/Year 1 children to learn how to work in a team and have an extra opportunity to partake with different sports activities.</p>		
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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
<p>Staff are able to teach high quality PE lessons across different sports indoors and outdoors.</p>	<p>Brindishe Playleaders – trained as a federation group – to implement a broad range of games (outside of the curriculum)</p> <p>Specific TAs deliver high quality PE lessons to support teachers' knowledge and understanding (e.g. gymnastics, dance)</p> <p>Deliver pop up for strategies with teaching SEN children in physical education (PE Lead to run)</p> <p>Deliver ECT training, pop ups and observe practice across school.</p>	<p>With new equipment bought last year lunch times have been more effective with the children able to access more and partake in different games with the new outside equipment.</p> <p>Time out needed for PE lead to observe ECTs in PE lessons. PE lead has ensured that the curriculum is adapted to meet needs of all children e.g. KS1 sports adapted to learning more skills. New equipment bought in order to support high quality lessons.</p> <p>Assessment for PE considered this year and assessment tools will be trialled by PE lead in getset4PE. Pe lead to share this with year groups in Aut 1 25/26. New PE online package 'Get Set for Education' purchased again. Training and guidance little and often helps to make sure the profile of PE is still strong and delivery is of high quality. Teachers new to the profession need</p>	<p>Using pupil voice to ensure that the children's lunchtime team consider what the children need.</p> <p>CPD time for teachers provided by PE lead in 2025/26 academic year and monitoring of subject throughout the year for different sports/ themes.</p>	<p>Resources, CPD opportunities, Support for PE lead, resources for new sports, staff INSET</p> <p>Total: £2, 060</p>

<p>Undertake learning walk to make sure physical education is being promoted across the school, observations for those who would like feedback/support - Time out needed.</p> <p>Create comprehensive, accessible and concise survey, based on survey, create targeted CPD sessions for each year group.</p> <p>Assessment to be rolled out gradually by lead to class teachers. Show class teachers assessment tool for each area of P.E and listening to feedback. Assessment tool will support termly inter-competitions.</p> <p>Team teaching using different skills e.g. Dance, football.</p> <p>Staff P.E knowledge and confidence audit.</p> <p>Knowledge component is clear and precise in curriculum.</p>	<p>to be supported in their delivery of the subject. Team teach will be encouraged and PE lead will roll this out across year groups in 25/26. PE Lead spoken to year groups about confidence.</p> <p>PE curriculum is sent on the yearly overview and the teachers are aware of the PE topics each half term which is highlighted on their medium-term plan.</p>	<p>Overview has been sent prior to year starting. Monitoring to take place through pupil voice and planning.</p>	
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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
All pupils are offered the opportunity to	PE Marketplace Staff INSET – January – Schools from all 3 schools come together and PE leads (and others) offer a carousel of 20min PE sessions	Professional discussions with PE lead have supported the confidence of staff as well as new planning programme get set	.	New resources for new sports,

<p>experience different sports in and outside of school.</p>	<p>(warm up games, cooling down, yoga, passing skills etc). This is to be planned following a staff skills audit</p> <p>CPD is personalised and targeted to ensure skill progression in different sports – Indoor sports.</p> <p>Additional resources provide a varied range of games and sports at lunchtimes continue with sports leaders.</p> <p>Offer a range of after-school clubs provided by staff e.g. boys street dance, tri-golf, and athletics.</p> <p>More external sport specialists to deliver sport opportunities – cricket, girls football, dance specialist.</p> <p>Contact platform cricket over the summer before September start.</p> <p>Promote different sports such as Salsa dance all year groups to try maypole dancing – federation performance.</p> <p>Year groups to offer a sport trip throughout the year e.g. leisure centres, gymnastics, Ladywell track.</p>	<p>for PE. Marketplace to be booked in for federation/ drop in sessions with PE leads each half term.</p> <p>PE planning purchased including lunch time game suggestions. This has encouraged children to be active and learn new skills at lunch.</p> <p>Year 6 sport leaders working with children in Reception/Year 1 every Thursday, playing different games with the younger children.</p> <p>Platform cricket offered cricket training this year, swimming lessons were offered to year 4.</p> <p>Year 4 were invited to partake in Cricket training this year which was successful and increased the fitness of these children and cricket skills. Several children were identified as being particularly skilled in cricket and invited to the Hither Green Cricket Festival.</p> <p>New sports have been promoted this year leading to children accessing new sports and skills.</p> <p>The girls football team were able to experience two competitions against other local schools. More connections will be made next year.</p> <p>EYFS/KS1 and KS2 took part in sports day at Manor house gardens. Taking part in different activities. Year 4 went swimming.</p>	<p>Very successful coaching sessions and CPD for teachers in Year 4. Competitions also attended and will do so again in 2025/26</p> <p>Highly successful. Continue to build next year with more competition opportunities.</p> <p>Swimming to continue for Year 4 pupils</p>	<p>training time for lunchtime play leaders, playground equipment.</p> <p>Total: £3,500</p>
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Key Indicator 5: Increased participation in competitive sport				
Desired outcomes	Chosen actions/approach	Estimated impact: Was the success criteria met? What was the impact?	Lessons learned (Will the approach continue?)	Cost
Children across the school participate in some type of competitive sport or a showcase of what they have learnt in class.	<p>Additional after-school clubs are offered to children which are varied and inclusive.</p> <p>All year groups from 1- 6 to plan a federation tournament in 24/25 – JUST 1 and can be a chosen unit by class teachers. Class teachers to manage and treated as a local visit. PE leads will support with logistics.</p> <p>Staff to use assessment tool and questioning from curriculum.</p> <p>Challenge for MAMA – offering children ways to apply skills learnt to a lesson or create a game of their own to show understanding – more tournaments in place with local schools.</p>	<p>Creative chameleons (art club), Sportucus clubs, netball club run by PE lead and TA, football club are all offered. Children have enriched opportunities. More clubs need to be offered in September with more of a range of ages, due to a high demand and long waiting lists.</p> <p>PE lead to organise this is September 2024. To be discussed as a year group on INSET day in June. Tournaments have been taking place in school and sometimes outside of school only, not across federation.</p> <p>PE lead trialling this part of getset4pe. Children have been able to answer questions in PE more confidently as well as staff being more confident when teaching a range of different sports/skills. Teachers have thoroughly enjoyed getset4pe giving them a detailed lesson plan on what skills to hone in on and develop during the different units.</p> <p>Year 4, 5 & 6 all offered tournaments e.g. cricket and girls football.</p> <p>Targeted towards Dis Adv children. This is giving them a range of opportunities as well as building of their confidence.</p>	<p>Review club list before Summer and send to parents at the start of academic year for sign up.</p> <p>Increase range of clubs by using TA support.</p> <p>Pupil Premium champion to coordinate places doe DIS pupils alongside AWSO.</p>	<p>Kit, inter-school competitions</p> <p>Total: £1717</p>

Key Indicator 6: Swimming				
Desired outcomes	Chosen actions/approach	Estimated impact: Was the success criteria met? What was the impact?	Lessons learned (Will the approach be continued?)	Cost

Year 5 children have the opportunity to learn how to swim/grow this skill. Children to understand the importance of learning how to swim and how this can keep them safe.	Year 4 to take part in 2-week swimming lessons in Spring 1..	All year 4 children offered swimming lessons.	This will continue in 2025/26	
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PE Grant Funding for 2024-2025

Total Amount of PE Sports Grant	£19, 620
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Key Objectives of the PE Grant Spending 2024-2025

- *Increase the amount of physical activity children partake in each day, on top of PE lessons.*
- *High quality CPD provided to staff to increase the teaching and learning of PE.*
- *To raise the profile of active learning across the whole curriculum, not just in PE.*

Objective	Actions	Cost
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines	<ul style="list-style-type: none"> • Reintroduce Daily Mile for Years 1 – 6 (x 3 times a week) • Year 3 to take part in Lewisham live. • Physical wellbeing interventions which target SEND and disadvantaged – fun & fitness, gardening, wake and shake. 	Teaching assistants for additional active learning activities, Cover

<p>recommend that primary school children undertake at least 30 minutes of physical activity a day in school</p>	<ul style="list-style-type: none"> • Children will participate in a greater number of sporting tournaments as organised by Brindishe Federation staff. • Dedicated training time for these tournaments will be provided and delivered by trained PE team at Brindishe Manor School. • Sensory circuits to continue for small groups or individuals with SEMH needs or sensory needs.. • Continue to promote the importance of active learning and involve humanities subjects. • P.E lead to support class teachers with SEN provision. • Provide more opportunities for federation competitions including different sports to promote the motivation of sports. • Add new sports to the curriculum to promote increased P.E opportunities and self-esteem e.g. tri golf, orienteering. • Provide more KS1 club opportunities. • Federation Sports Day – Year 4- 6 at Ladywell 	<p>for federation tournaments</p> <p>£4,000</p>
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<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>Actions</p> <ul style="list-style-type: none"> • Continue to celebrate sports personalities – focusing on equalities and diversity • Raise importance of equalities within sport - women’s football, wheelchair basketball. Ensure curriculum planning, resources are inclusive. • Introduce Brain Gym - Brain Gym exercises are exercises designed to help the brain function better during the learning process • BBC Super mover programme introduce to all staff to use in the classroom • Curriculum such as timetables, active fractions, science and PSHME. KS1 focus implementation • PE leads to lead a marketplace based on different skills within the curriculum (federation event) • Sensory Circuits for specific children (SEND and disadvantaged group) • Walk to school week – Spring Term – EYFS scooter course in Playground – PE lead and team to organize. • Introduce PE and School sport to Celebration Assembly every month to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in sport at any level. Ensure diverse representation. - PE lead to run assemblies – Children to bring in their own awards from home e.g. karate medals, cheerleading trophies etc.... • Dance showcase for Lewisham Live • Children in all year groups to complete survey monkey questions and P.E lead to use data to reflect and adapt sessions. 	<p>Specialist PE trainers, CPD, PE lead support, girls football</p> <p>Total: £3,500</p>
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	<ul style="list-style-type: none"> • Continue to promote PSHME, mindfulness and yoga for children’s well-being. • TAs or P.E lead to lead interventions for disadvantaged and SEN children. Multi sport club for under resourced children in KS2 – PE lead to run after school. • Mental Health week. Wear your yellow to encourage a healthy positive mind set across the school. • Healthy living week encourage the use of the children’s kitchen to create healthy meals. • Visiting Athletes invited in – parents/teachers/local communities. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Actions	Resources, CPD opportunities, Support for PE lead, resources for new sports, staff INSET Total: £2,060
	<ul style="list-style-type: none"> • Brindishe Playleaders – trained as a federation group – to implement a broad range of games (outside of the curriculum) • Specific TAs deliver high quality PE lessons to support teachers’ knowledge and understanding (e.g. gymnastics, dance) • Deliver pop up for strategies with teaching SEN children in physical education (PE Lead to run) • Deliver ECT training, pop ups and observe practice across school. • Undertake learning walk to make sure physical education is being promoted across the school, observations for those who would like feedback/support - Time out needed. • Create comprehensive, accessible and concise survey, based on survey, create targeted CPD sessions for each year group. • Assessment to be rolled out gradually by lead to class teachers. Show class teachers assessment tool for each area of P.E and listening to feedback. Assessment tool will support termly inter-competitions. • Team teaching using different skills e.g. Dance, football. • Staff P.E knowledge and confidence audit. • Knowledge component is clear and precise in curriculum. 	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Actions	New resources for new sports, training time for lunchtime play leaders, playground equipment.
	<ul style="list-style-type: none"> • PE Marketplace Staff INSET – January – Schools from all 3 schools come together and PE leads (and others) offer a carousel of 20min PE sessions (warm up games, cooling down, yoga, passing skills etc). This is to be planned following a staff skills audit • CPD is personalised and targeted to ensure skill progression in different sports – Indoor sports. • Additional resources provide a varied range of games and sports at lunchtimes continue with sports leaders. • Offer a range of after-school clubs provided by staff e.g. boys street dance, tri-golf, and athletics. 	

	<ul style="list-style-type: none"> • More external sport specialists to deliver sport opportunities – cricket, girls football, dance specialist. • Contact platform cricket over the summer before September start. • Promote different sports such as Salsa dance all year groups to try maypole dancing – federation performance. • Year groups to offer a sport trip throughout the year e.g. leisure centres, gymnastics, Ladywell track. 	Total: £3,500
Key indicator 5: Increased participation in competitive sport	Actions	
	<ul style="list-style-type: none"> • Additional after-school clubs are offered to children which are varied and inclusive. • All year groups from 1- 6 to plan a federation tournament in 24/25 – JUST 1 and can be a chosen unit by class teachers. Class teachers to manage and treated as a local visit. PE leads will support with logistics. • Staff to use assessment tool and questioning from curriculum. • Challenge for MAMA – offering children ways to apply skills learnt to a lesson or create a game of their own to show understanding – more tournaments in place with local schools. 	Kit, inter-school competitions Total: £1717
Key indicator 6: Swimming	<ul style="list-style-type: none"> • Year 4 to take part in 2-week swimming lessons in Spring 1 	Total: 3000