

Brindishe Lee strategy and action plan for spending Primary Sport and PE funding 2017 - 2018

Key achievements to date:	Areas for further improvement and baseline evidence of need:
See Brindishe Lee Report on PE and Sport Grant Funding 2016 – 2017	<ol style="list-style-type: none"> 1. Increase the number of inter and intra sports competitions entered. 2. Quality CPD opportunities provided for all staff from specialist PE coaches – impacting on more high quality PE lessons for all children. 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?	66%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	63%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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?	NO

Action Plan and Budget Tracking

Academic Year: 2017/18		Total fund allocated: £14,518		Date Updated: October 2018	
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:
					47%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence:	Impact and sustainability:	
To ensure that children participate in at least 30 minutes of high quality physical activity throughout the school day, including playtimes and lunchtimes.	<ul style="list-style-type: none"> - Introduce the 'Daily Mile' to all year groups – led by Year 5 children. - 'Wake up, Shake up' club for individuals. - Trained sports specialist is timetabled to provide high quality PE provision to all KS2 classes. - Yoga lessons in KS1 - New resources and equipment for EYFS in order to improve their outdoor learning space and develop physical activity. - Trained sports specialists to deliver free, after school sports provision. - Continue to train Lunchtime Play leaders (Year 6) to lead physical activity in the playground and to organize games for younger children. - Trained specialists to help raise the profile and range of sports 	£6864	<ul style="list-style-type: none"> - All pupils in school (KS1 & 2) participating in 'Daily Mile' – at least 15 minutes a day. - 'Wake up, shake up' - attitudes to learning improved, better concentration in lessons and improved attainment. - All KS2 classes have weekly PE sessions with a trained sports specialist, alongside the class teacher – improved levels of fitness and enjoyment of PE increases. - Sports specialist is able to identify MAMA (more and most able) sports people and further opportunities to enter sports competitions are taken up. - Greater % of children accessing a sporting/physical activity at lunchtime/playtime. 	<ul style="list-style-type: none"> - Improved levels of fitness over time. - Increased number of children joining sports activities during the school day and greater 'take up' of after school clubs. - Improved behaviour for individuals involved in 'Wake up, Shake up' – high attainment and progress evident. - Greater % of children entered into competitions and an increase of successes at competitions seen. - Staff confidence in 	

	<ul style="list-style-type: none"> - Lunchtime Play leaders (staff) to lead physical activity in the playground – trained by sports specialist. 			<p>delivering PE is improved and skill sets developed as a result of CPD offered – seen in planning and lesson observations.</p>
<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>10%</p>
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence:	Impact and sustainability:
<p>To develop and improve emotional, mental and physical health and well-being of each learner.</p>	<ul style="list-style-type: none"> - Yoga lessons delivered to KS1 classes and Year 6. Extend to rest of whole school, including EYFS. - Growth mindset and mindfulness is a key feature of Brindishe Lee School. Children know the difference between fixed mindset and growth mindset and how they influence their emotional well-being. Regular assemblies promote well-being. - Resilience is improved for all children through sports – encouraging them to set their own goals and achieve them. - ‘Wake up, shake up’ improves behaviour and concentration in school. - ‘Daily mile’ in all year groups. - Introduce monthly PE certificates in praise assemblies – sportsperson of the month. - Sporting role models are promoted 	<p>£1300</p>	<ul style="list-style-type: none"> - Feedback from teachers/parents and carers report improved health and wellbeing of all children. - Increased positive profile towards learning and an ‘I can’ attitude is evident in all children. Children understand they learn by mistakes and persevere. Children are resilient. - Children have the tools to manage their own resilience. - All pupils recognize the importance of a healthy lifestyle (including emotional and mental wellbeing) and understand the effect of exercise and diet on the body. 	<ul style="list-style-type: none"> - Positive attitudes to health and well-being. - Improved levels of resilience - Pupils have an increased understanding of what it means to be physically, emotionally and mentally healthy.

	<p>in assemblies to inspire children to achieve.</p> <ul style="list-style-type: none">- Healthy Schools week promotes healthy living and wellbeing – including mental and emotional well-being.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence:	Impact and sustainability
To improve and sustain the quality of PE provision for all children at Brindishe Lee School.	<ul style="list-style-type: none"> - Regular staff training for teachers and teaching assistants. - Timetabled specialist coaches for all KS2 classes. Working alongside class teacher to provide CPD. - Staff pop-ups led by PE teacher leader from partner school. - Trained PE specialists to work alongside lunchtime play leaders – raising profile of sports at lunch and providing quality sporting activities. - Trained PE specialist to deliver high quality, free, after school sports provision. - Increase the % of disadvantaged children taking part in after school sports activities. - Introduce ‘The Daily Mile’ across KS2 and into KS1 throughout the year – already established in Y5. - CPD opportunities for all staff - led by Brindishe Staff and through the membership of Lewisham Sports Games – staff audited for developmental areas. - ‘Wake up, Shake up’ – early morning physical activity to energize, motivate and focus individuals (including those that 	£1800	<ul style="list-style-type: none"> - Specialist PE coaches employed by Brindishe Lee to provide high quality PE for children and CPD opportunities for staff. - 5 hours of quality first PE teaching delivered a week to ALL KS2 classes. Team teaching opportunities develop the confidence and skill-set of teachers. Assessment CPD provided by specialist coach to all teachers. - Pop-up session offered to all staff and teaching assistants – focusing on less confident PE teachers – handball, high fives, gymnastics, yoga. - Greater % of children accessing high quality coaching and playing competitively. - Improved levels of fitness and greater understanding of the importance of physical activity - Youngest children in school turn more readily to physical activity throughout school day 	<ul style="list-style-type: none"> - Pupil engagement in PE increases and feedback is positive from children, staff and parents. - Pupils are more active in PE lessons and will develop their cardio-stamina through daily mile. - Teachers are up-skilled and team teach with specialist coaches. - Pupils really enjoy PE and sport, are keen to take part and demonstrate a desire to improve.

	are disadvantaged)			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence	Impact and sustainability:
Continue to offer a wide range of activities both within and outside the curriculum in order to get more pupils involved and enjoying sports.	<ul style="list-style-type: none"> - PE coach from partner school to offer staff training and CPD opportunities to ensure that staff are competent and well trained to deliver a wide range of sports. - Begin to offer sports not on the curriculum such as handball, tri-golf. - New resources and equipment purchased and damaged equipment replaced. - Lunchtime Play Leaders (children and staff) offer a range of games for KS1 and KS2 and encourage all children to participate. - Deliver CPD opportunities on new and recently introduced sports throughout the year with a focus on teaching structured sequences of lesson. - Ensure that staff are competent and well trained to deliver a range of sports and sporting activities - Ensure that access to sport is made readily available for all groups/cohorts/key stages - Parents and wider community are able to offer after school clubs – athletics. - Monitor pupil take up through club 	£1054	<ul style="list-style-type: none"> - Range of sport accessed by all children increases - Staff are upskilled and are confident to deliver all sports, including those on the Brindishe curriculum and new sports which will be introduced throughout the year. - Planning shows evidence of progression in PE for a wide range of sports – evidence of team teaching and basic skills. - Feedback from children is positive and they enjoy the wide range of sports – their voice is taken into account when planning new sports. ‘Which sport would they like to learn?’ 	<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.

	and competition registers			
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 24%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence:	Impact and sustainability:
To engage more in Lewisham Standard Offer and enter into frequent competitions and festivals, as well as intra-school games with our partner schools and other school within our community.	<ul style="list-style-type: none"> - Joins ALPS and take up their standard offer. - More and most able children are identified during curriculum time and lunchtime sporting activities. They are invited to represent Brindishe Lee at tournaments and festivals. - More and most able children teach basic skills at lunchtime and have an opportunity to develop talent in others. - New kit and bibs are ordered – sense of belonging and pride to a team. - Team name given to Brindishe Lee squads that represent the school. 	£3500	<ul style="list-style-type: none"> - Early morning clubs for more and most able/talented children lead by trained PE coach. - More competitions and tournaments are entered into and taken part in, especially with other local schools. - Improved standard of performance influences our ranking in Lewisham competitions over time. - More intra school opportunities and tri school sports day. 	<ul style="list-style-type: none"> - Children with a clear talent are identified and given the opportunity to compete. - Different children compete in a range of different sports – not always football. - Embed and maintain squad training in upper key stage 2