



Evidencing the Impact of the Primary PE and Sport Premium

Brockmoor Primary School
Academic Year: 2021-22

Commissioned by
Department for Education

Created by



YOUTH
SPORT
TRUST

Our vision is to provide high quality physical education and school sport through personal challenge and competition that will lead to life-long participation.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Creating an active school ethos throughout the school and across the curriculum • Engaging in numerous inter and intra competitions • High levels of participation in extra-curricular active clubs • Links with local sports clubs • Improved accessibility to sport for children with SEND • Opportunities for staff professional development and fitness to inc. STEP principle 	<ul style="list-style-type: none"> • Further monitoring of sports and physical education lessons through new PE team • Further develop pupil voice through Sports Cabinet to identify barriers to participation for reluctant children and to act accordingly to reduce those barriers. • Continue to increase the breadth of competitive sporting opportunities offered to children • Further widen the range of sporting activities on offer to the pupils • At least one-half term of CPD for all teachers (2022/2023) • Swimming- previously each half term a different year group would go swimming. We believe this was ineffective as children made little progress due to time. This year, we decided that Year 5 will be the year that children swim once per week for the whole year. The 2021-2022 Year 6 data has been provided from parents and (pre-Covid assessments) however we believe that during this year swimming provision has been far more effective and data in 2022-2023 more accurate. • Embed Commando Joe Character Education programme

Details with regard to funding

Please complete the table below.

Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,233.00
---	-------------------

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?	34%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	31%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	14%
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

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: 2021/22		Total fund allocated: The allocation of funds is higher than previous years due to the rollover of spends from the 20-21 academic year		
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: 31%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Increase daily physical activity of our EYFS children, particularly outdoor learning. • Ensure physical exercise and education is child led by providing opportunities for school council to suggest games and equipment to use during lunchtime play • Ensure our vulnerable children are accessing physical activity beyond the 'curriculum' • Encourage more children (along with their parents) to participate in active travel to school to take advantage of additional opportunity during the day to exercise. • Increased breadth of PE curriculum 	<ul style="list-style-type: none"> • Liaise with EYFS staff to ensure equipment bought is sufficient to raise physical activity and supports the EYFS PE learning outcomes/goals • Ensure larger quantity of pupil voice to inform purchasing of new equipment and playground resources • Fund sports access places for children with low exposure to cultural capital • Target Y4 children to have the skills to ride a bike with outsourced sessions and WOW and Beat the Street challenge • Invest in PE equipment to effectively 	<ul style="list-style-type: none"> • £1328 • £263 • £250 • No cost • £417 	<p>Children are more active and make accelerated progress in the PE curriculum objectives</p> <p>Children are more active at lunchtime and staff are able to actively supervise children at these times. The teaching, including differentiation, has been more impactful.</p> <p>PP children targeted for extra-curricular activity, both within school time and after school.</p> <p>Bikeability training provided. Increased number of children 'wheeling' to school. WOW and BTS inspired both children and parents</p> <p>Quality First Teaching of PE has</p>	<p>EYFS children more consistently active on a daily basis. EYFS PE long term plan needs to be reviewed inline with this to ensure sufficient breadth and challenge.</p> <p>This will need to be reviewed annually. The storage and accessibility of equipment needs improving to increase longevity of equipment.</p> <p>Continue with this focus, offering 50% discount for PP children and signing up to events for DSV children.</p> <p>Continue next year.</p> <p>Continue this focus with a greater</p>

<p>to encourage participation (focus on skills) and high quality of PE</p> <ul style="list-style-type: none"> • Increase our offer of extra-curricular clubs after school through the use of staff on role and external providers. • Active learning across the wider curriculum plus movement breaks and to aid in learning and retention • Children to monitor daily activity through use of MOKI bands <p>Children encouraged to be more active during lunchtimes through external provider</p>	<p>deliver the new PE curriculum, particularly to allow the STEP principle to be applied.</p> <ul style="list-style-type: none"> • Number of after school clubs to increase as the year progresses, across the phases. Clubs aimed to offer wide range of experiences including kickboxing (link made with local club), a selected reward and SMSC club, cricket with professional club WCCC. • Staff embed active learning strategies as a regular part of their lesson planning • Each class given two weeks to wear the bands. Class competition set up to motivate children <p>Bibs and Balls set up four different stations for each lunchtime for all age ranges (Autumn Term). Three Sport Kickstarter employed Spring-Summer to continue this.</p>	<ul style="list-style-type: none"> • £1082.50 • No cost • 1096.50 <p>£1400</p>	<p>increased (pupil and staff voice and learning walks).</p> <p>Increased number of clubs on offer across phases. Larger number of children active daily</p> <p>Active learning introduced in CPD and trialed. Evidence seen across the curriculum, with pupil voice stating they learn better when Active</p> <p>Children are more active. All classes are greater than 85% completing 30:30</p> <p>Children are more active at lunchtime and staff are able to actively supervise children at these times.</p>	<p>emphasis on staff CPD</p> <p>Next step to look at lunchtime, breakfast and after school provision with newly appointed CSHO, rotated across the year groups.</p> <p>Follow-up CPD to feedback and build upon knowledge and share best practice.</p> <p>Monitor with more vigor. Assemblies to highlight special achievements. CSHO to be tasked with running further competitions.</p> <p>Appointment of CSHO for 2022-2023 will manage active lunchtimes.</p>
---	---	---	--	---

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:
				31%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Upcoming sports events to be discussed in school assemblies to generate excitement around future sporting competitions Continue to promote the profile of PE, School Sport and Physical Activity by incorporating intra-school competitions and personal challenges for children to complete Playground Leaders reintroduced across the phases with structured activities for all children to take part in School council to timetable in regular sessions for pupil voice around PE/Sport Schedule in Forest School in spring/summer months for EYFS. Use of orienteering in school to increase activity both in PE (OAA) and cross-curricular 	<ul style="list-style-type: none"> Dedicated section in assembly to promote upcoming sporting events and to celebrate sporting achievements. Use website and Brockmoor Bugle Newsletter to celebrate any sporting event Wednesday after school club, targeted towards SMSC. PE lead to ensure we are attending as many external competitions/festivals as possible SucceedIn to train Year 6 children to be competent play leads in the Y3/4 and Y1/2 playgrounds at lunchtimes. Children to share ideas how PE/Sport can be developed Create a skills/progressions document and CPD for staff Permanent orienteering fixtures based in our school grounds that can be used across the curriculum, including compasses 	<ul style="list-style-type: none"> No cost No cost £500 No cost No cost No cost 	<p>Celebration assemblies used to raise awareness of sporting events and achievement and to raise profile of competitions.</p> <p>Lunchtime and after school provision provided. Opportunities for groups of children to attend competitive out of school events to develop interest of specific sport. Three SEND specific competitions attended and won.</p> <p>Children trained as playground leaders to increase number of children achieve targeted active minutes</p> <p>School Council minutes show discussion around this focus. Equipment bought as a result.</p> <p>'Forest school' activities used for whole class enrichment and small group interventions.</p> <p>OAA now being impactful due to new PE Hub curriculum</p>	<p>Be more explicit and work with SLT to timetable these into phase assemblies.</p> <p>Work with CSHO to increase intra- and inter school competitions. Intra school competitions to be linked to School House system and reflect PE Hub curriculum.</p> <p>This needs readdressing in the next academic year to ensure it is effective, impactful and consistently run through the phases. Discussion around CSHO training children.</p> <p>Continue with this. Liaise with School Cabinet Lead to ensure this structured into their timetable</p> <p>Explore capacity for this being embedded within the curriculum to allow for Forest School specific skills and progressions across whole school.</p> <p>Look into after school club for OAA and potential competition.</p>

<p>Children to monitor daily activity through use of MOKI bands</p>	<p>Each class given two weeks to wear the bands. Class competition set up to motivate children</p>	<p>1096.50</p>	<p>Children are more active. All classes are greater than 85% completing 30:30</p>	<p>Monitor with more vigor. Assemblies to highlight special achievements. CSHO to be tasked with running further competitions.</p>
<p>Children encouraged to be more active during lunchtimes through external provider</p>	<p>Bibs and Balls set up four different stations for each lunchtime for all age ranges (Autumn Term). Three Sport Kickstarter employed Spring-Summer to continue this.</p>	<p>£1400</p>	<p>Children are more active at lunchtime and staff are able to actively supervise children at these times.</p>	<p>Appointment of CSHO for 2022-2023 will manage active lunchtimes.</p>
<p>Increased breadth of PE curriculum to encourage participation (focus on skills) and high quality of PE</p>	<p>Invest in PE equipment to effectively deliver the new PE curriculum, particularly to allow the STEP principle to be applied.</p>	<p>£417</p>	<p>Quality First Teaching of PE has increased (pupil and staff voice and learning walks).</p>	<p>Continue this focus with a greater emphasis on staff CPD</p>
<ul style="list-style-type: none"> • Build relationships with external companies and run CPD programmes for staff with RB Gym and Sport. Chance to Shine Programme 	<ul style="list-style-type: none"> • Teachers are confident and are active participants in PE lessons. Staff receive half termly CPD. 	<ul style="list-style-type: none"> • £2352 	<p>External training provided for staff, extra-curricular clubs led and whole year group sporting events took place. Staff confidence scores increased in teaching PE.</p>	<p>Continue to develop links next year. Since not all staff received CPD for each half term as this started from Spring the plan will be that all staff next year receive at least one-half term of CPD (2 half terms for ECTS and EYFS). RB Gym time to be increased from half day to all day. This will include lunchtime provision, after school provision (Gymnastic team) and EYFS SEND intervention.</p>
<ul style="list-style-type: none"> • Implementation of a new scheme of learning (PE Hub) to support staff in delivering an effective PE curriculum inline with our intent. 	<ul style="list-style-type: none"> • Increase our focus to skills-based rather than fitness / sports-based, using the head, hand and heart principle. 	<ul style="list-style-type: none"> • £236.25 	<p>PE Hub purchased. Skills and progression inline with our intent and allows for more effective</p>	<p>To continue, and personalise provision even further to suit the needs of the cohort and their</p>

<ul style="list-style-type: none"> Implementation of Commando Joe character education 	<p>Trial during lunchtimes Summer 2</p>	<p>£0 (free trial- cost starts 2022/2023)</p>	<p>implementation, with greater impact</p> <p>Staff and children enjoyed the sessions. Children able to evidence how CJ supported their knowledge of the values</p>	<p>progression of skills</p> <p>Commando Joe's will be run by staff member during lunchtimes across the year for all year groups. Commando Joe's provide a character learning journey encouraging our children to think critically and develop a mindset that thrives on looking at themselves and others from different perspectives. The RESPECT framework supports our own ASPIRE values by developing behaviour traits within a number of exciting topics based on amazing characters and aspects of their life stories. Significant heroes/heroines, explorers and adventurers have been identified to support children's understanding of these essential life skills. Children are then set exciting missions to solve.</p>
--	---	---	---	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Build relationships with external companies and run CPD programmes for staff with RB Gym and Sport. Chance to Shine Programme PE Lead to observe all teachers delivering PE lessons to identify CPD needs Implementation of a new scheme of learning (PE Hub) to support staff in delivering an effective PE curriculum inline with our intent. New PE lead to attend training where possible and where necessary 	<ul style="list-style-type: none"> Teachers are confident and are active participants in PE lessons. Staff receive half termly CPD. Consistency in the teaching of PE across school to a high standard Increase our focus to skills-based rather than fitness / sports-based, using the head, hand and heart principle. Develop subject knowledge to be shared and gain an insight on the areas within school that can be improved 	<ul style="list-style-type: none"> £2352 PPA £236.25 £120 	<p>External training provided for staff, extra-curricular clubs led and whole year group sporting events took place. Staff confidence scores increased in teaching PE.</p> <p>CPD delivered to staff to increase staff knowledge, skillset and confidence.</p> <p>PE Hub purchased. Skills and progression inline with our intent and allows for more effective implementation, with greater impact.</p> <p>PE lead attended courses through Aspire:ED. Subject knowledge increased and disseminated to staff</p>	<p>Continue to develop links next year. Since not all staff received CPD for each half term as this started from Spring the plan will be that all staff next year receive at least one-half term of CPD (2 half terms for ECTS and EYFS). RB Gym time to be increased from half day to all day. This will include lunchtime provision, after school provision (Gymnastic team) and EYFS SEND intervention.</p> <p>This requires more careful and regular timetabling of learning walks and observations to inform CPD and areas of development</p> <p>To continue, and personalise provision even further to suit the needs of the cohort and their progression of skills</p> <p>Continue to explore relevant training to enhance PE implementation further.</p>
Increased breadth of PE curriculum to encourage participation (focus on skills) and high quality of PE	Invest in PE equipment to effectively deliver the new PE curriculum, particularly to allow the STEP principle to be applied.	£417	Quality First Teaching of PE has increased (pupil and staff voice and learning walks).	Continue this focus with a greater emphasis on staff CPD

--	--	--	--	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				15%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Offer a wider range of activities both within and outside the curriculum in order to get more pupils involved such as: four square, bocchia, fencing Track and monitor participation in sports clubs and events and review actions for the upcoming term 	<ul style="list-style-type: none"> Wider range of children physically active at lunchtime and after school, with PP children targeted. Sourcing expert coaching through local links and specific sporting companies. Ensure all children are physically active and motivated to do so. Use excel database to record and analyse student participation. 	<ul style="list-style-type: none"> No cost No cost 	<p>Lunchtime and after school provision provided. Opportunities for groups of children to attend competitive out of school events to develop interest of specific sport. Greater uptake of active clubs</p> <p>More children active this year in comparison to the last two academic years.</p>	<p>Continue to build on the success of this focus by widening the offer of events to include sports outside of the curriculum and greater links to local clubs to increase sport participation further</p> <p>Continue, and develop a more efficient database to help identify groups of learners who are less active</p>
<p>Children encouraged to be more active during lunchtimes through external provider</p>	<p>Bibs and Balls set up four different stations for each lunchtime for all age ranges (Autumn Term). Three Sport Kickstarter employed Spring-Summer to continue this.</p>	<p>£1400</p>	<p>Children are more active at lunchtime and staff are able to actively supervise children at thesetimes.</p>	<p>Appointment of CSHO for 2022-2023 will manage active lunchtimes.</p>
<ul style="list-style-type: none"> Increase our offer of extra-curricular clubs after school through the use of staff on role and external providers. 	<ul style="list-style-type: none"> Number of after school clubs to increase as the year progresses, across the phases. Clubs aimed to offer wide range of experiences including kickboxing (link made with local club), a selected reward and SMSC club, cricket with professional club WCCC. 	<ul style="list-style-type: none"> £1082.50 	<p>Increased number of clubs on offer across phases. Larger number of children active daily</p>	<p>Next step to look at lunchtime, breakfast and after school provision with newly appointed CSHO, rotated across the year groups.</p>
<p>Increased breadth of PE curriculum to encourage participation (focus on skills) and high quality of PE</p>	<p>Invest in PE equipment to effectively deliver the new PE curriculum, particularly to</p>	<p>£417</p>	<p>Quality First Teaching of PE has increased (pupil and staff voice and learning walks).</p>	<p>Continue this focus with a greater emphasis on staff CPD</p>

	allow the STEP principle to be applied.			
--	---	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Expand range of activities available as extra-curricular clubs to encourage pupils to more involved and signpost families to opportunities outside of school to engage in further activities Target disadvantaged children for extra-curricular activity, including both competitive and non-competitive events 	<ul style="list-style-type: none"> Enter local competitions and events and develop a close partnership with local sports clubs to ensure pupils have access to competitive activities outside of school hours The number of disadvantaged children regularly active increases over the academic year and in future years. 	<ul style="list-style-type: none"> £702.50 Partnerships: No cost – parent funded this year. To be reviewed £250 	<p>Lunchtime and after school provision provided. Opportunities for groups of children to attend competitive out of school events to develop interest of specific sport. Greater uptake of active clubs</p> <p>More children active this year in comparison to the last two academic years.</p>	<p>Continue to build on the success of this focus by widen the offer of events to include sports outside of the curriculum and greater links to local clubs to increase sport participation further</p> <p>Continue, and develop a more efficient database to help identify groups of learners who are less active</p>
<p>Increased breadth of PE curriculum to encourage participation (focus on skills) and high quality of PE</p>	<p>Invest in PE equipment to effectively deliver the new PE curriculum, particularly to allow the STEP principle to be applied.</p>	<p>£417</p>	<p>Quality First Teaching of PE has increased (pupil and staff voice and learning walks).</p>	<p>Continue this focus with a greater emphasis on staff CPD</p>