Brookhurst Primary School

PE and Sports Premium

2023-2024

**Details with regard to funding**

Please complete the table below.

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| Total amount carried over from 2022/23 | £6,968.46 |
| Total amount allocated for 2023/24 | £7,412.00 (April- Aug 24) Estimated £10300 (Sept 23 - Mar 24)  |
| How much (if any) do you intend to carry over from this total fund into 2024/25? | £0.00 |
| Total amount allocated for 2023/24 | £24680 |
| Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024. | £24680 |

**Swimming Data**

Please report on your Swimming Data below.

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| Meeting national curriculum requirements for swimming and water safety.N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.**Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study** |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?**N.B.** Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 202.Please see note above | 93% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?Please see note above | 93% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 93% |
| 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 pupils today and for the future.

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| **Academic Year:** 2021/22 | **Total fund allocated:** | **Date Updated:** |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | Percentage of total allocation: |
| 18% |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and aboutwhat they need to learn and toconsolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Children will have access to 2 hours of PE each week, there are extra-curricular clubs each week spanning all year groups in the year and lunchtime games are run through our partners at Full of Beans.We want our children to develop all aspects physically and learn fundamentals of games including teamwork, sportsmanship and rules. | -Children to be timetabled 2 PE slots per week covering 4 units of work per term with a range of sports throughout the school year. -Active games to be available for lunchtimes with a rota to ensure children receive a range of activities. -Full of Beans coaching to run structured lunchtime games several times per week.  | £4626Full of Beans£150Repairs to equipmentTOTAL:£4776 | Children have had opportunities to take part in a range of activities which will ensure well-rounded sporting development. Children have had more structure to their play to ensure games are being played with rules and regulations, creating a safe environment where all can achieve.  | Targeted clubs for year groups to ensure numbers. More clubs per week and competitions outside of school grounds for participation. Targeting of children in fields of FSM, PP and with higher obesity levels for clubs.  |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | Percentage of total allocation: |
| 2% |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and aboutwhat they need to learn and toconsolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| To demonstrate the distinctive role of physical education for learning, development and achievement.Raise awareness of physical education’s contribution to public health and well-being and increased participation. Establish and sustain physical education at the heart of school life and whole-school development, through support for high quality learning and teaching. | Children are to study a curriculum that focuses on physical development of skills and knowledge. They will focus not only physical development but also how the body works and how health is connected to fitness and well-being. Staff will be well trained to bring about an ethos of physical education throughout the curriculum. | £528 | Children started by learning fundamental skills and then have shown they are able to use these skills within specific sports. The range of sports covered allows children to find their niche and creates options for them to consider joining clubs tailored for that sport outside of school.  | Target children who fall into the ‘child obesity’ category to be identified and focused on for sporting opportunities including clubs and active, structured play. Target children in vulnerable groups such as PP, FSM and SEND.  |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: |
| 1% |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Staff will be confident in their teaching of the units of work they complete in the curriculum. They will develop knowledge and skills to improve provision and quality of teaching.  | PE lead will identify areas of development of staff using staff voice questionnaires. Staff will have input into the units of work they will cover as long as it is varied across the key stages. CPD will be offered through the use of online Zooms provided by GetSet4PE, the provider of our curriculum resources. | £528 | Staff have developed their understanding of particular subject areas; gymnastics and dance. Staff voice was more confident following CPD opportunities with an increased understanding of how to teach curriculum areas.The access to further areas in GetSet4PE has enhanced staff knowledge and the use of ‘STEP’ principle allows staff to differentiate for support and challenge.  | Chances for staff to observe PE sessions from PE Lead and sports coaches to ensure confidence and teaching quality is at an optimum level, particularly in sporting areas that are less familiar.  |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | Percentage of total allocation: |
| 80% |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Children will access sporting areas of learning in F2 and KS1 before entering into KS2 and focusing on more specific sporting areas to hone their skills. Playground equipment and apparatus will be bought and used to ensure children have opportunities to explore further activities. F2 will develop outdoor setting with sporting equipment linked to outdoor education. Y6 and Y2 will explore OAA opportunities with Residentials to improve teamwork, resilience and confidence. Y3 will develop team building through Forest School activities. | Children cover a range of sports using GetSet4PE programme and will be offered sporting clubs regarding this. Children will use playground equipment and apparatus during playtimes using a range of equipment at different heights, with different skills and a range of group sizes. Equipment will be bought for F2 outdoor setting.Y6 will go on residential to Arete in Wales for 4 nights/5 days during the early part of the year to ensure particular skills have been developed early. Y2 will spend a night on residential more locally.JB will undertake training in Forest Schools, equipment will be bought and money will be used to develop school grounds. | £1086.03Forest School£20,320Playground equipment and roofTOTAL:£21,406.03 | Children use equipment and structured play regularly and change the area of activity regularly. They have covered 12 units of work in most year groups to become more well-rounded physically. Y6 undertook their residential to Wales and returned more confident, more resilient and with better teamwork skills. Y2 did likewise. New equipment for playground and F2 area added an extra dimension for challenge and development. Forest Schools encouraged team building and exploration of outdoors, with independent skills at the heart of it.  | More clubs available on a weekly basis along with options to represent the school in extra-curricular competitions. Y4 to be added to year groups undertaking a residential and Y5 to develop Forest Schools skills on a one-night sleepover at school.  |

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| **Key indicator 5:** Increased participation in competitive sport | Percentage of total allocation: |
| 0% |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| We intend to deliver opportunities to all children to compete regularly in sporting competition. This will be prepared through our use of Full of Beans delivering high quality sporting clubs. To supplement this, we will hold regular competitions using our intra-schools and virtual competitions so children can compete both as a team and individually.  | -To compete in competitions locally and across the Wirral. -To hold competitions in school for house teams and individually. -To recognise achievements of children from sport inside and out of school in celebration assemblies. | £0 | We have been unable to get a cluster group functioning due to other work demands in the year.We have competed in several competitions across the Wirral including Cross Country and football. We have recognised sporting achievements each week in celebration assemblies with children proudly standing for their peers so we can recognise their achievements and raise awareness of their sports.  | To identify ways to improve the range of sports that are competed in across all year groups 1-6. This will be done using School Games and Activity for All. We aim for 3 tournaments per half term. To use social media to post regular updates of sporting achievements to spread our awareness of sport.  |

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| Signed off by |
| Head Teacher: | S Williams |
| Date: | 1/10/23 |
| Subject Leader: | Daniel Eborall |
| Date: | 1/10/2023 |
| Governor: | J Jackson |
| Date: | 15/10/2023 |