Primary PE and Sport Premium Funding 2023/2024

Brington C of E Primary School

Current numbers on roll (nor) Reception – y6 = **100**

Number of children in Reception and years 1 – 6 who are **eligible** for Sport Premium - School Census = **102**

Funding total for financial year 2023-2024

Background:

In April 2013, the Government announced new funding of £150 million for Physical Education (PE) and sport. This funding should be used to improve the quality and breadth of PE and Sport provision. This funding is ring fenced to be used for sport specific areas to make an impact in Physical Education and Sport in schools.

Schools are free to determine how best to use this funding to improve the quality and breadth of PE and Sport provision, including increasing participation in PE and Sport so that all pupils develop healthy lifestyles and reach the performance levels they are capable of.

The revised vision for the Primary PE and Sport Premium is:

VISION

All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

OBJECTIVE: To achieve self-sustaining improvement in the quality of PE and sport in primary schools.

We would expect indicators of such improvement to include:

- the engagement of **all pupils** in regular physical activity – kick-starting healthy active lifestyles
- the profile of PE and sport being raised across the school as a tool for whole school improvement
- increased confidence, knowledge and skills of **all staff in teaching PE** and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport.

We plan to spend our funding in the following areas:

Sport Premium Spend	Activity	Impact / Rationale for spend and desired outcomes	Monitoring
Projected spend. £1525 £1510.00 £538.98 £600	**Enrolment for one member of staff to embark on Level 3 Forest School Training course.** Forest School First Aid training & Forest School Masterclass for SK **Cost of supply cover for staff to attend Level 3 training course and cost of long-term cover for Class teacher to deliver weekly Forest School Sessions.** Staff Forest School training – school inset day. **Purchase cost of Forest School equipment.**	• All children and practitioners have a collective insight into the ethos of Forest School. • Brington Forest School builds on all children's innate motivation and positive attitude to learning, offering them the opportunities to take risks, make choices and initiate learning for themselves. • The Brington Forest School learning environment provides opportunities for children to develop: ○ self-esteem ○ self-confidence ○ to form positive relationships with others ○ to develop a growing awareness of their emotional needs and the needs of others ○ to learn to cooperate and work with their peers and adults ○ strategies in order to take risks within the boundaries of safety ○ engagement in physical activity • The children's interests along with the varied natural resources	Child case studies to show impact on participating children and their learning Blink monitoring Governor monitoring Subject/Progress data

		in our woodland stimulates: ○ creative thinking ○ problem solving ○ skill development	
	IMPACT ***Monitoring shows*** ✓ Observations and feedback from teachers and parents indicate noticeable improvements in children's willingness to participate in class and take on new challenges. A shy student, previously reluctant to speak in class, now actively engages in group discussions and volunteers to lead outdoor activities, demonstrating increased confidence. ✓ Regular social assessments and peer feedback reveal that students are forming stronger bonds and are more willing to collaborate. During a group task in the forest, children effectively communicate and work together to build a shelter, showcasing their improved teamwork and relationship-building skills. ✓ Emotional check-ins and reflective journaling indicate that students are becoming more attuned to their own emotions and the feelings of others. Children who used to struggle with frustration now use breathing techniques learned at Forest School to calm down and empathises with friends who are upset, offering support. ✓ Risk assessment tasks and safety drills show that children understand the importance of safety and can identify and manage risks effectively. ✓ Children correctly identify potentially hazardous plants and avoid them during play, demonstrating their understanding of safety boundaries learned in Forest School. ***Pupil Voice*** "I used to be really nervous about speaking up in class, but now I feel more confident. Leading the team in building a shelter in the forest made me realise I can do more than I thought!" "I've made so many new friends during our forest activities. We have to work together to solve problems, and I've learned how to listen better and share my ideas." "At first, I was scared to climb the trees, but now I know how to do it safely. I always check for loose branches and make sure my friends are watching out for each other." "I love running around and exploring the forest. It's way more fun than staying inside, and I feel much happier and stronger after our forest school days." "I've learned so many new things in the forest, like how to identify different plants and animals. It's made me really interested in nature, and I want to keep learning about it even when I'm not at school."		
£2000.00	**Inspection and repair of exercise equipment in school playground**	Children have full access to exercise equipment during lunch and break times enabling them to engage in physical activities often	Dedicated governor to observe lunchtimes on a

£1000.00 £6145.00 £400.00 £150.00 £2350	**PE Equipment and new storage containers for PE equipment.** **Specified and trained Teaching Assistants to deliver (as per HSSP training) daily outdoor activities/carousel of PE sessions during lunchtimes (including Forest Area sessions) Training of Y3 &6 as School Games Leaders.** Coach/Transport Entry fee for competitions Staffing costs and delivery of daily Sensory circuits for targeted children (KJ/HD/TP)	and with the use of safe equipment. • Intended impact will be to provide a range of outdoor/PE activities for all children on a daily basis (in addition to their class PE lessons). • Activities planned for will range from traditional sports to team-building sessions which will promote confidence and resilience. • Children will be able to participate in and have a broader knowledge of a wider range of different sports • To provide children with the opportunity to develop their social, communication and organisation skills through leadership roles in sport. To support staff to develop Level 1 competition (e.g. house events) within school. • Leadership opportunities extended across the school into Literacy with a media team, reporting on sports events, taking photographs and uploading reports onto the school website, the School games Blog website and into the school newsletter	termly basis and to obtain pupil voice. Blink monitoring Pupil Voice
	IMPACT **Monitoring shows** ✓ Daily schedules and activity logs demonstrate that children are participating in a diverse range of outdoor/PE activities, for examples football, four square and rugby. ✓ Attendance records show consistent engagement in activities ✓ Children can name and explain the rules of new sports they were unfamiliar with at the beginning of the term. ✓ Pupil voice and teacher observations show improvements in social interactions, communication, and organisational abilities in leadership roles. Children are confidentially leading clubs during break and lunch times. Children are effectively coordinate teams, communicate strategies, and manage game setups, demonstrating enhanced leadership skills. ✓ Observations and sensory assessments indicate that children are better able to process sensory information. Teachers note that children who participate in sensory circuits show reduced sensitivity to sensory overload in the classroom, such as being less disturbed by loud noises or busy environments. ✓ Tracking and feedback from teachers reveal improvements in students' ability to concentrate during lessons. ✓ Emotional check-ins and self-reports from students indicate lower levels of anxiety and stress.		

	✓ Physical assessments and teacher observations document progress in motor skills and coordination. Children demonstrate enhanced balance, coordination, and fine motor skills, as seen in activities such as balancing on beams or using fine motor tools. ✓ Behaviour logs and teacher feedback highlight improvements in self-regulation and overall behavior in the classroom. ✓ Children who attend sensory circuits are more engaged during lessons, as evidenced by increased participation in discussions and hands-on activities. **<u>Pupil Voice</u>** "Before sensory circuits, I used to hate the noise in class. Now, I feel calmer and can focus better on my work." "Sensory circuits help me feel less worried about things. I feel more relaxed and ready to learn after doing the activities." "I used to sometimes get frustrated quickly. Doing sensory circuits helps me calm down and think before I react, which is better for me and my friends."	
£1300.00		
£500.00 £2000.00 (Not included in total amount)	**Provision of on-site, additional swimming sessions to ensure that children meet the National Curriculum outcomes.** **Swimming equipment to enable children to reach their full potential during school swimming sessions.** **Purchase of swimming equipment to enhance additional swimming lessons delivered Upkeep of the school pool - funded through fundraising events and donations.**	• Children meet, and where possible, exceed the national curriculum expectations in swimming: · Swim competently, confidently and proficiently over a distance of at least 25 metres · Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke • Perform a safe self-rescue in different water-based situations
	Swimming Targets- IMPACT All children can swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke Perform a safe self-rescue in different water-based situations	

	Pupil Voice “Having a pool at school makes learning to swim much easier. It’s great because we have regular lessons, so I get to practice more often.” "Having a pool at school helps me practice more often. I can swim better and even learned the backstroke!" "I’m excited to keep improving! Learning new strokes is fun, and the pool at school makes it easier."
	Total Spend (projected): **£19,672.33**