

Brindishe Lee School 2024-2025

Physical Education and Sports Grant Funding

Brindishe Lee Impact Statement for 2024-2025

Review of expenditure: £17,970				
Previous Academic Year		Sports Premium Analysis		
Key Indicator 1: To ensure all children participate in at least 30 minutes of high-quality physical activity throughout the school day, including playtimes and lunchtimes.				
Desired outcomes	Chosen actions/approach	Estimated impact: Was the success criteria met? What was the impact?	Lessons learned (Will the approach continue?)	Cost
<p>All pupils to be taking part in at least 30minutes of physical activity a day in school – leading to a healthier lifestyle.</p>	<p>Physical wellbeing interventions which target SEND and disadvantaged as part of Horizons – activities dependent on the interests expressed in their questionnaires</p> <p>Children will participate in a greater number of sporting tournaments organized within school as a highlight for a games unit of teaching.</p> <p>Sensory circuits to continue for small groups or individuals with SEMH needs or sensory needs.</p> <p>Promote daily mile throughout the year.</p>	<p>PE lead activity involved in support teachers to adapt key lessons, events to ensure inclusivity for all e.g. Reception Sports Day Sensory circuits continued to impact positively children with sensory needs run by TAs in small groups.</p> <p>Classes have competed against each other in Y6 and within classes at the end of learning units within year groups. Local school competitions have begun, and the school has participated in e.g. girls football tournaments, cricket tournament and swimming galas.</p> <p>Sensory circuits take place for a selection of SEND children.</p> <p>Promotion happening all year, all year groups participating. Children's fitness levels are discernibly different as a direct result of participation in the Daily Mile as well as their focus in lessons and mental health.</p>	<p>Continue in 2024/2025</p> <p>Continue in 2024/2025 and develop federation sports through Sportacus involvement</p> <p>Continue tin 2024/2025 – VF to support with identification of children</p> <p>All classes to take part regularly in 2025/2026 Promote daily mile throughout the year targeting KS1. Highlight in autumn especially when children are transitioning years.</p>	

	<p>Continue to promote the importance of active learning using the outdoor spaces across the curriculum.</p> <p>P.E lead to support class teachers with SEN provision.</p> <p>Federation Sports Day – Year 4- 6 at Ladywell – Thursday 6th June</p>	<p>Lots of lessons happening outdoors across the school resulting in memorable learning experiences, increased focus for children who find learning indoors challenging.</p> <p>Lots of support available on Get Set For PE for providing for children with SEND.</p> <p>Needed to be cancelled at the Ladywell venue due to poor weather. Relocation</p>	<p>Continue in 2025/2026</p> <p>Continue in 2025/2026</p> <p>Try again in 2025/ 26 and have a contingency plan ready.</p>	
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Key Indicator 2: The profile of PE and sport is 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>Celebration of sports personalities – focusing on equalities and diversity</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>	<p>Sport Assemblies introduced and there has been an increase in the recognition of the importance of PE and sport through talking about significant figures in sport which has been linked to work on Equalities and Diversity.</p>	<p>Continue in 2025/2026.</p>	

	<p>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</p> <p>Sensory Circuits for specific children (SEND and disadvantaged group)</p> <p>‘Walk to School Week’ – Spring Term</p> <p>Dance showcase for Lewisham Live – Year 5</p> <p>Continue to promote PSHME, mindfulness and yoga for children’s well-being. Mental Health Week. Wear your yellow to encourage a healthy positive mind set across the school.</p>	<p>Successfully implemented- children are really enjoying it and we have seen an impact on things like times table knowledge.</p> <p>Running successfully and having an impact for the children with specific gross motor an sensory needs.</p> <p>This was run successfully and tied in with the TFL scheme to encourage healthy and sustainable travel.</p> <p>Year 5 thoroughly enjoyed the experience of performing a dance from Oliver! On stage at Lewisham.</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 in 2025/2026</p> <p>Continue in 2025/2026- new members of staff will need to be trained</p> <p>Continue in 2025/26 and build on this with the TFL award.</p> <p>Repeat in 2025/26</p> <p>Repeat in 2025/26</p>	
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Key Indicator 3: To develop an 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 to implement a broad range of games (outside of the curriculum).</p> <p>Deliver pop up for strategies with teaching SEN children in physical education</p> <p>Deliver ECT training, pop ups and observe practice across school.</p> <p>Undertake learning walk to make sure physical education is being promoted across the school, observations for those who would like feedback/support</p> <p>Knowledge component is clear and precise in curriculum.</p>	<p>Pitch has been zoned and timetables to support engagement in cricket, hockey, handball and football. Monitored for engagement by boys and girls and across year groups to ensure equality of access. Amendments to the timetable made as a result of that monitoring e.g. more opportunities for year groups to play against each other and the creation of a 'gymnastics zone' .</p> <p>Teaching assistants have been trained in supporting SEND children. SENDCO has supported teachers with meeting the physical needs and ensuring access to PE for individual children. ECT has visited schools in the federation as well as attending LA sessions.</p> <p>PE lead has taught or observed PE in every year group termly this year at least to monitor provision and provide feedback to teachers in line with the monitoring cycle.</p>	<p>Pop-ups for staff in 2025/2026 also to be regularly made available. Consider Team Teaching.</p> <p>Further work to be continued in 2025/2026 especially around an accessible PE curriculum.</p> <p>Continue in 2024/2025</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
<p>All pupils are offered the opportunity to experience different sports in and outside of school.</p>	<p>CPD is personalised and targeted to ensure skill progression in different sports</p> <p>Additional resources provide a varied range of games and sports at lunchtimes continue with play leaders.</p> <p>More external sport specialists to deliver sport opportunities – cricket, girls football</p>	<p>PE planning renewed including lunch time game suggestions along with new equipment for use at lunchtimes. This has encouraged children to be active and learn new skills at lunch. Student playleaders have been given training and resources to use and this has resulted in a wide range of lunchtime activities.</p> <p>Cricket coaching and girls' football coaching has taken place this year. Year 5 attended swimming lessons and Bikeability training.</p>	<p>Ongoing need for this as equipment needs replacing and new staff are hired.</p> <p>Continued variety in provision needed but with more focus on new sports.</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
<p>Children across the school participate in some type of competitive sport or a showcase of what they have learnt in class.</p>	<p>PE lead to source competitive opportunities outside of school and inform families of these e.g. mini marathon</p> <p>After school clubs from Sportacus – football and dodgeball</p>	<p>KS1 & KS2 Sports Days planned and successfully completed at Manor House Gardens. Y4 cricket specialist teaching, Y6 football fixtures at end of the year, Swimming gala, Y5 swimming, mini marathon.</p> <p>Successful and well attended.</p>	<p>Opportunities to continue to be sought and developed with the involvement of Sportacus to develop the cross federation sports.</p> <p>Work with Sportacus to increase the sport club offer</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
<p>Year 5 children have the opportunity to learn how to swim/grow this skill.</p> <p>Children to understand the importance of learning how to swim and how this can keep them safe.</p>	<p>Year 5 to take part in 2-week swimming lessons in summer 2</p>	<p>Year 5 completed intensive swimming course during a two week block.</p>	<p>Shorter courses more successful. Book as soon as available for following years.</p>	

PE Grant Funding for 2024-2025

Total Amount of PE Sports Grant	£17,970
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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 inspire children to take part in sports*

Objective	Actions	Cost
<p>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</p>	<ul style="list-style-type: none"> ✓ Physical wellbeing interventions which target SEND and disadvantaged as part of Horizons – activities dependent on the interests expressed in their questionnaires ✓ Children will participate in a greater number of sporting tournaments organized within school as a highlight for a games unit of teaching. ✓ Sensory circuits to continue for small groups or individuals with SEMH needs or sensory needs. ✓ Promote daily mile throughout the year. ✓ Continue to promote the importance of active learning using the outdoor spaces across the curriculum. ✓ 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. ✓ National Fitness Day ✓ Federation Sports Day – Year 4- 6 at Ladywell – Thursday 6th June <p>Daily Mile Sporting fixtures with other schools (more support needed for PE lead in form of trip letters, team selection, permission slips, transport booking, contacting schools, time out of class to attend) in order to complete more Inter class fixtures Inter federation fixtures</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>Actions</p> <ul style="list-style-type: none"> ✓ Focus on promoting role models within sport that represent and celebrate diversity ✓ Raise importance of equalities within sport - women's football, wheelchair basketball. Ensure curriculum planning, resources are inclusive. ✓ PE lead to provide staff with CPD on high quality PE lessons – STAFF INSET TIME needed. ✓ Training for PE lead in subject leadership ✓ Professional athletes (Sport4Schools) invited in to inspire children. ✓ Sensory Circuits for specific children (SEND and disadvantaged group) ✓ Walk to school week – Spring Term – 'Bling your bike and Sparkle your Scooter' ✓ Dance showcase for Lewisham Live – Year 4. ✓ Continue to promote PSHME, mindfulness and yoga for children's well-being. ✓ Horizons Project for disadvantaged children to include sport options ✓ Mental Health week. Wear your yellow to encourage a healthy positive mind set across the school. ✓ Healthy living week – assembly and activities ✓ National Fitness Day – 20th September 	

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Actions</p> <ul style="list-style-type: none"> ✓ Deliver ECT training, pop ups and observe practice across school. ✓ New Curriculum Tool – Get Set 4 PE – Staff Training. ✓ Undertake learning walk to make sure physical education is being promoted across the school, observations for those who would like feedback/support. ✓ Create comprehensive, accessible and concise survey, based on survey, create targeted CPD sessions for staff. ✓ PE lead to make sure staff are well-resourced to this end, teachers are spoken to about any particular children of concern. and how to meet their needs. ✓ Implement simple assessment tool for PE. 	
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Actions</p> <ul style="list-style-type: none"> ✓ Additional resources provide a varied range of games and sports at lunchtimes. ✓ Offer a range of after-school clubs provided by Sporticus. ✓ Lunchtime Play Leaders and school TA to run lunchtime activities. ✓ More external sport specialists to deliver sport opportunities. ✓ Cricket taught by specialist teachers for Year 4. ✓ Promote different sports such as Salsa dance etc. 	
<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Actions</p> <ul style="list-style-type: none"> ✓ Additional after-school clubs offered to children which are varied and inclusive. ✓ PE lead to source competitive opportunities outside of school and inform families of these e.g. mini marathon. ✓ P.E leads to arrange tournaments across the year. Hockey in winter, basketball in spring, football and athletics in summer. Look at indoor sports also etc. ✓ Staff to use assessment tool and questioning from curriculum. ✓ Pre-book federation tournaments as fixed dates on the calendar. 	

