

Brookfield Infant School

Sports Premium Plan 2024-25



Key achievements to date:	Areas for further improvement and baseline evidence of need:
• Children are offered a range of active after school clubs • Increasing number of active after school clubs are offered to the children • Children are provided with a range of sporting activities during break time and lunchtime • Children complete a mile run several times a week. • Confidence, knowledge and skills of all staff have increased • Increased participation in competitions • Sport has a very high profile within the school and is celebrated • Children are given the opportunity to compete amongst each other • Teachers assess during PE lessons in line with the PASS assessment. • Forest school has been embedded in EYFS and Year 1.	• To attend more inter-school competitions for a range of sports. • To offer consistent active clubs all year round (to develop skills). • To target the least active children within the school. • To develop Forest School provision to extend opportunities for children's outdoors learning.
• 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? n/a • What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? n/a • What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? n/a • 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? n/a	

Academic Year: 2024-2024-25	Total fund allocated: £5,700	Date Reviewed:16/7/2025		
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:
				%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To audit and update sports equipment for sports activities during PE lessons.	HJ/TH to complete an audit for equipment to order.	£500	Class teachers will be able to appropriately resource their P.E. lessons with high quality equipment. Resources will enable appropriate challenge and differentiation.	Sports audit flagged the need for specific equipment to support lessons. These were ordered and are being used well to enable the curriculum to be taught effectively. There is a now a range of equipment which has enabled children to either start activities with more scaffolding and/or support more able children to be challenged. Continue yearly audits to ensure equipment is up-to-date and impactful, supporting the curriculum to be taught.
Sensory sports resources - Soft play pads/ mats/ cushions - Sensory movement toys and resources - Solo Trampoline	CS audit	£3000	Children's sensory needs will be met, allowing them to participate in the physical activities.	New matting, a trampoline, and sensory resources have been purchased to support some of our children with a high level of motor control need. This has enabled them to be more active through engagement and involvement. It also allows them to move safely in their space and access 1:3 PE sessions which was not possible for these children before.

				Next year, this area will need developing further to ensure all sensory needs are met for new children (with new needs) entering the school.
To enhance the range of sporting activities through the new zoning system, during break time and lunch time. Children will be more active during break times and lunchtimes – kick starting healthy, active lifestyles.	KS1 lead to have regular meetings with sports council in order to ensure they provide a range of activities during lunch times. HJ to monitor engagement. TH to gather pupil voice about activities they would like on the playground. CS meeting with the Midday Meal Supervisors to discuss planning of activities and resources.	£2000	Discussion with members of staff on the playground regarding physical activity during break and lunch. The active zones during playtime will be appropriately resourced.	New playground equipment has been purchased to support the zoning system at lunchtime. This includes equipment for the sports zone (skipping ropes, quoits, balls, rackets etc), posts for the digging and den building zone, a table tennis table for free play, and markers, arrows etc for hunts and directionality movements to occur. The equipment has made children visibility more active and involved during the lunchtime sessions, alongside displaying team work and resilience. This will need to be continued as older equipment wears out due to constant use and exposure to all weather.
To participate in the daily mile (at least three times per week).	Create a display board to showcase the number of miles completed by each class. A prize will be given to the winning class at the end of each term.	£200	Observations. Pupil voice.	Pupil voice suggests that the large majority of children enjoy the mile runs. It has been hard for some classes to timetable these in due to the demands of the curriculum and is something we will look at next

				year to ensure all children are consistently accessing this.
To support and involve the least active children through Forest School.	Teachers to identify the least active children in their classes and share this with TT (forest school leader) during pre-Forest School staff meetings.		Observations Discussions with teachers.	Case studies (held by the Forest School teacher) show children's enjoyment and engagement with Forest School sessions. Not only are children active throughout the sessions, but they have built resilience, independence and teamwork skills over the block of Forest School. Further site development will need to continue over the coming years to ensure Forest School remains successful.
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:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £23,600	Evidence and impact:	Sustainability and suggested next steps:
To further develop our Forest School provision to ensure high quality, regular outdoor education, led by our Forest School Leader.	All children to spend at least 4 terms in the forest school with the Forest School Teacher, following a progressive scheme across school. By the end of KS1	£12,300	Pupil questionnaires. Forest School case studies Feedback to governors	Case studies (held by the Forest School teacher) show children's enjoyment and engagement with Forest School sessions. Not only are children active throughout the sessions, but they have built resilience, independence and teamwork skills over the Forest School blocks. Further site development will need to continue over the coming years to ensure Forest School

				remains successful. TT has fed back to governors on the impact of Forest School, sharing pupil voice and before/after Leuven scales for involvement and engagement. These all show positive trends.
To celebrate sporting and physical activity achievements from inside and outside of school.	LM to discuss with members of staff to share and promote physical achievements within and outside of school – these will be shared on the school's Instagram where permissions allow. CS to lead on achievement assemblies.		These will be celebrated through assemblies and using the PE displays around the schools. Children will be proud of their achievements and share them with others to promote a healthy lifestyle. Pupil voice. Federation Instagram page.	Children share sporting and physical activity achievements during our Friday celebration assembly. These include swimming, Kung Fu, gymnastics, football and dance. Children have also demonstrated physical activity challenges through Cubs and Rainbow activities, spending time outdoors to complete different badges. This will continue in future years. Less focus has been placed on the Instagram page due to the high numbers of children bringing in certificates/ awards.
To inspire participation through athlete visits.	Identify athletes/sports personalities to visit the school. To inspire, challenge and excite children into more sport.	No cost	Pupil voice. Photographs. Children will be more motivated to lead healthy lifestyles and take part in regular physical activity. They will be excited to take part in sporting events.	Courtney Orange, Olympic gymnast, visited the school and children completed a sponsored workout circuit. This was enjoyed by all, and children were able to listen to Courtney talk about his journey in sport, and ask him questions, alongside a gymnastic demonstration. Children spoke about this long after the event and

				were actively engaged during the sessions. Some children were inspired to try gymnastic classes.
To inspire children to participate in physical activity through sponsored running event.	Identify running event and charity. Create sponsorship resources and hold running event.	£300		Two of our parents who ran the London Marathon this year, supported us to run a sponsored mini-marathon to support 2 different charities. Children enjoyed 'training' during their mile runs and parents came to watch their efforts, creating a community event around sport. All children participated in some form, whether running, walking or skipping.
To ensure high quality PE teaching	HJ will teach PE during PPA sessions to ensure high quality PE teaching during this time.	£11,000 (covered under school costs)	Lesson Observations Appraisals PE assessment data Pupil Voice	HJ continues to lead PE lessons during PPA sessions and monitoring of PE shows children progress and attain well. Continue.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:£0	Evidence and impact:	Sustainability and suggested next steps:
Curriculum plans are designed and in place to support high quality teaching.	to check that all staff are teaching PE to a high standard by observing a range of lessons across the year groups.		Drop in observations. Staff questionnaires.	Curriculum plans are in place and support high quality teaching through carefully sequenced small steps of learning. A vocabulary progression document supports the main curriculum document to ensure children can talk about their learning and thinking using the correct terminology.
To provide staff with professional development, mentoring, training and resources to help them teach outdoors more effectively.	Teachers and support staff to attend Forest School sessions.		Staff questionnaires. Observations.	All staff have spent time at Forest School observing strong practice from TT. Moving forward we will have a designated Forest School TA to support sessions.
To offer CPD opportunities for members of staff to increase confidence, knowledge and skills.	To check regularly for CPD opportunities for members of staff.		Staff questionnaires on confidence. Drop in observations.	No specific training needs have been identified this year outside of usual teacher development and whole school improvement CPD.
To complete termly assessments of children's progress (bronze, silver and gold).	TH to monitor PE assessment termly and highlight children that need extra support/intervention with specific skills. TH to highlight these children to midday meal supervisors in order for them to support them by practising various physical skills.		Spread sheet with assessed levels inline with school PE curriculum progression.	Assessments are completed termly inline with our curriculum documents. These are monitored 3 times a year by the PE lead and any concerns discussed with the class teacher to ensure progress from starting points for all children.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To ensure that there are a range of active after school clubs, which change according to season.	Provide high quality after school clubs to develop children's understanding and achievement. SB/CA to continue with football afterschool club for all year groups. CS to discuss after school clubs with staff to encourage active clubs.		Children will be given the opportunity to take part in regular physical activity. Children will have more opportunities to enhance their participation and love of sport. Pupil questionnaires.	The number of active clubs have increased this year. These have including football, wellbeing club, tennis, gardening club, forest school and musical theatre. These are always well attended and children report enjoyment during them. Continue next year, monitoring the different groups of children who attend 'active' clubs.
To develop Forest School across the whole school to provide a more varied curriculum and increased physical exercise opportunities for children.	SLT to ensure that Forest School is being accessed by all pupils including those with personalised provision.		Pupil questionnaires. Observations.	Case studies (held by the Forest School teacher) show children's enjoyment and engagement with Forest School sessions. Involvement and engagement during each session is tracked using the Leuven scales. Not only are children active throughout the sessions, but they have built resilience, independence and teamwork skills over the Forest School blocks. Further site development will need to continue over the coming years to ensure Forest School remains successful.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To attend interschool competitions within our collaboration.	TH & HJ to organise an interschool competition with other schools in collaboration.		Pupil questionnaires. Photographs. Children will develop team-working skills. They will also have the chance to experience something new. Children will build resilience and self-confidence.	This target has not been achieved due to staffing and the local PE offer at an infant level. In-school competitions during lessons, clubs and sports day have taken place. We also had our local dance group perform at the summer fayre, featuring several of our own students. To be explored further in the next school year.
To celebrate children's achievements in competitive external sporting activities.	Children to share achievements during Friday celebration assemblies.		Children will develop team-working skills. Children will build resilience and self-confidence.	Children share sporting and physical activity achievements during our Friday celebration assembly. These include swimming, Kung Fu, gymnastics, football and dance. Children have also demonstrated physical activity challenges through Cubs and Rainbow activities, spending time outdoors to complete different badges. This will continue in future years.