



**BROCKS HILL
PRIMARY**

Lionheart Educational Trust

BROCKS HILL PRIMARY SCHOOL **PE & SPORT Premium Action Plan 2022-23**

FUNDING: £19,610.00

TOTAL SPEND: £20,333.96

OVER SPEND: £723.96



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Ensure funding for sport premium is allocated in line with the key indicators defined by the Department for Education and the School Sport & Activity Action Plan:

1. The engagement of all pupils in regular physical activity – kick starting healthy active lifestyles.
 2. The profile of PE and sport being raised across the school as a tool for whole school improvement.
 3. Increased confidence, knowledge and skills of all staff in teaching of PE and sport.
 4. Broader experience of a range of sports and activities offered to all pupils.
 5. Increased participation in competitive sport.
- ***To ensure that sport and physical activity are an integral part of both the school day and after-school activities ensuring that all children have the opportunity to take part in at least 60 minutes of physical activity every day.***
 - ***That children and young people have the opportunity to realise developmental, character-building experiences through sport, competition and active pursuits.***
 - ***That all sport and physical activity provision for children and young people is designed around the principles of physical literacy. Focusing on fun and enjoyment aiming to reach the least active.***
 - ***To work alongside the government's 25 Year Environment Plan which highlights the importance of children playing and getting active outside: having contact with the natural world, for both their physical and mental wellbeing.***

<p>PRIORITIES ACTION TAKEN</p>	<p>FUNDING</p>	<p>IMPACT</p>	<p>SUSTAINABILTY</p>
<p>PROFESSIONAL SERVICES:</p>		<p>£3,272</p>	
<p>1.</p> <p>Membership to South Leicestershire Sports Partnership:</p> <ul style="list-style-type: none"> ▪ Access to PE Co-ordinator subject leader activities. ▪ Training and network meetings; access to South Leicestershire sport competitions, festivals, leagues and virtual competitions including the different competition formats: <p>LSLSSP Subscription Fee:</p> <p>RICE Bowl Entry Form 2022-23:</p> <p>Subscription to the PE Hub 2023-24:</p> <p>The PE Hub is a comprehensive online resource with full PE plans from Foundation Stage to Year 6. It correlates directly to the National Curriculum and provides a library of resources to support lesson delivery.</p>	<p>£2,700</p> <p>£ 10.00</p> <p>£525.00</p>	<p>Throughout this year Brocks Hill achieved the highest participation scores for competitions and engagement across the whole of the South Leicestershire Schools. Our membership once again to the South Leicestershire sports partnership has allowed us to take part in a variety of enriching activities both in person and virtually. These have included a series of professional development opportunities for staff both in and outside the PE team. Following on from Covid-19 the emphasis on wellbeing and mental health has continued and been more embedded within our school structure, this included a lunchtime wellbeing club, mental health assemblies and the continued focus on the Daily Boost initiative.</p> <p>October 2022: The school continued to promote active travel, once again signing up for Active travel month by encouraging pupils to take a more active mode of transport to school. The initiative was launched through a whole school assembly ensuring that all pupils had the opportunity to be motivated. The information was also shared with parents and carers to ensure all participants are actively involved. Throughout this month there was an increased number of pupils who walked, cycled or scootered to school. Pupil voice was used to monitor the impact of this as well as internal competitions within school. A Year 3 pupil commented that <i>"I really enjoyed using my scooter to get to school in the mornings, it was fun and made me feel less sleepy"</i>. This positive impact was also mirrored in KS1 as a pupil commented <i>"I liked walking to school with my friends and mum and sometimes I went on my bike instead of parking near the school"</i>. This has also impacted on tackling the unsafe dropping off of pupils at the gate- premises staff commented on the mornings being less busy with traffic both during and after the active travel month.</p> <p>October 2022: As part of the active travel month the whole school took part in the 'Design an Active Travel banner' competition. This year we saw an increased number of entries as all classes including our youngest children in the school were given the opportunity to take part. Once again this enabled the children to reflect and engage in the importance of active travel and sustainability for the environment alongside developing and showcasing their creativity. As the banner would be hung at our school gates it promoted local pride within the area and respect for the community. This has further motivated pupils to consider active travel as well as looking forward to the competition next year.</p> <p>March 2023: This year we took part in the Move it March initiative; The programme began with an engaging assembly from the Partnership where the programme was launched with a daily boost led by Active Anita, the programme mascot. This highlighted the importance of daily activity for children. By incorporating friendly competition, it motivated children to be as active as possible, with lots of children asking for a second tracker to monitor their activity. At the end of the month the points were calculated and we received</p>	<p>The school will continue to promote active travel and daily boosts as a tool for keeping healthy and boosting wellbeing.</p>

			<p>more gold awards than previous years; these contributed towards the quad cup points and helped secure Oadby and Wigston Wolves a second-place finish in July 2023.</p> <p>June 2022: All children across the school took part in our annual Schools Sports Day which showed progression from KS1 to upper KS2. The events incorporated all areas of athletics and built upon the skills and knowledge learnt in the P.E units taught in Summer 1 and Summer 2. As with all sport in school, British values and sporting behaviours were encouraged and demonstrated throughout, children who showed these were awarded special certificates in our weekly celebration assembly.</p> <p>July 2022: At the South Leicestershire Awards our sporting endeavours were recognised once again as we received Primary School of the year in recognition of our high participation rates and competition success. We were also shortlisted for 'Coach of the Year' for our sports apprentice Mr Moore -who was widely praised for being a highly recommended coach. The impact of these awards strengthens and highlights the opportunities made available to all and the high-quality provision that is provided at our school.</p> <p>VIRTUAL COMPETITIONS: The partnership has provided plenty of opportunities for children to engage and participate in virtual competitions throughout the year. These have been designed to use minimal equipment and to engage a wider audience with built in adaptations for children who may require it. They have provided competitions for both KS1 and KS2 which has enabled all children to have access to competitive sport and given a focus on targeting children who are not normally involved in external competitions and extracurricular activities. Throughout the year, the competitions have provided inclusivity for all children.</p>	
<p>2.</p>	<p>Build on the success of The School Games Platinum Award.</p> <p><i>Re embed and promote competition at every level including internal and external competitions.</i></p> <ul style="list-style-type: none"> ▪ Refocus on children attend physical competitions alongside the virtual delivery. ▪ Ensure all children have access to competitions and competitive sports. ▪ Active links with sports clubs/ organisations. ▪ Continue with the increase of school games competitions (See new competition calendar). ▪ Continue to apply experimental learning opportunities through Competitions, Events and Festivals. ▪ Link clubs and coaching opportunities to school games competitions. Connection between after school clubs and competitions. 	<p>Through School Sports Partnership.</p>	<p>At our school, the staff and children all play a central role in making sport and exercise a profound success. On the back of last years success, we aimed to further promote determination, sportsmanship and hard work within PE lessons, extra-curricular activities and competitions. One of our main goals was to ensure SEND and PP children had the opportunities to take part. Not only were they fully involved in all virtual competitions, we took an increased number of SEND and PP children to partnership competitions. This impacted on all PP, vulnerable and SEND children engaging in an event, maintaining the high participation rates from last year. This inclusive approach has been excellent for pupil's self confidence as well as promoting a life-long love for sport, falling in line with our PE aims and ethos.</p> <p>Furthermore, in terms of participation we have competed in 42 different events this year, with an increase of just under 50% from last year's 30%. This was the highest in Oadby and Wigston and contributed to us being awarded PE Primary school of the year in July 2023. This high level of participation included a range of Level 1, 2 and 3 competitions. Our key focus from last year was to promote entry level competitions (Level 1). This has been highly impactful as through attending a high number of these competitions we have been able to promote and increase interest in a range of sports and activities that we may</p>	<p>We will continue to enter Level 1 and 2 competitions. Through making links with local community clubs we have increased the likelihood of qualifying for further level 3 competitions.</p> <p>Embed a competitive nature to PE lessons in KS2- teachers to consider how competition environments can be created in PE lessons.</p> <p>To continue next year to maintain the standards on achieving the Platinum Award.</p>

<ul style="list-style-type: none"> ▪ Embed Competitive sport throughout the school ensuring all children have a chance to compete at competitive level. ▪ Embed and develop a bigger sporting workforce. ▪ Ensure that after school clubs are monitored and are delivering a variety of sports at a high level. 		<p>not currently offer in school. Pupils have commented saying “I enjoyed going to another school to play dodgeball, it was really fun!” Through focusing on narrowing gender gaps, a greater range of pupils have taken part in competitions having a positive impact on wellbeing and self-esteem. Additionally, Brocks Hill qualified for 4, Level 3 Competitions last year, another increase from 2021-2022. We were able to attend the County finals for Basketball at the Leicester Rider’s Morningside Arena and the Cricket finals at Leicestershire Upton Steel County Ground. Playing at these professional stadiums was truly inspiring for the pupils involved as they got to experience sport at a high, competitive level promoting capital culture. We were able to celebrate these successes in school assemblies, finishing third in the County in Hockey and second in the County for Basketball; both of which were mixed gender competitions and involved a widespread range of children.</p> <p>Throughout the academic year we have made links with several sports clubs and programmes on offer. This year both classes in KS1 and KS2 have received some external coaching. We have been lucky enough to have workshops, assemblies and coaching from Leicester City, Leicester Tigers, Leicester Riders and the Leicestershire County Cricket programme. This has had a positive impact on children as they have received high quality coaching which has improved children’s skillsets across a range of sports as well as motivation for participation outside of school. Furthermore, prior to our Level 3 hockey competition, we were able to reach out to Leicester Hockey club to offer us some free coaching sessions. The team were able to attend a series of sessions at Leicester Grammar High School, contributing to us finishing 3rd in the whole county for Hockey. We were also able to make links to this club and have had other children not in the hockey team attend these sessions and continue to do so.</p> <p>This year we have offered Girls football, tennis, pickleball, mixed football, multi-sports, gymnastics, dance, Performing arts and gardening after school clubs. This has enabled children to be immersed in a wide range of sports and physical activity- funding was offered to PP children to ensure that participation was consistent and encouraged. Through closely monitoring these clubs, we have been able to see how all feedback from all clubs was positive- In pupil voice surveys, in every club we offer all children rated them as excellent, good or the occasional satisfactory. Additionally, 100% of pupils said they would go back to KS1 gardening and Tennis clubs. One significant new club this year was the inclusive football club- this was a sensory based club where SEND, vulnerable and PP children were encouraged to attend. The club has had huge benefits on the children’s confidence, self-esteem and belief as they were able to try a variety of games and sports in a nurtured, familiar environment that met their needs. In the pupil survey 100% of pupils who attended the club gave it a score of excellent, as well as 100% of pupils said they would return again. Some examples of pupil voice for this club were: <i>“I liked that we got to play dodgeball and football because they were really fun. The group was small so we got to have lots of turns and the teachers helped when we needed it”</i>.</p>	
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VIRTUAL INTERNAL	EXTERNAL COMPETITIONS LEAGUES	ENRICHMENT IN SCHOOL OR EXTERNAL
<p>Virtual World Cup</p> <p>Active Travel</p> <p>Virtual Basketball</p> <p>Move it March</p> <p>KS1 Beanbag challenge</p> <p>KS2 Virtual 5K</p> <p>Virtual Athletics</p>	<p>KS2 Cross country League</p> <p>YEAR 5&6 Girls Football League YEAR 5&6 Boys Football League Football Pokémon Cup</p> <p>Year 5&6 Indoor Athletics 2B YEAR 5&6 LEVEL 3 FINAL</p> <p>Year 5&6 Table Tennis Year 5&6 Gymnastics</p> <p>5/6 Basketball Level 2B YEAR 5&6 Basketball Final YEAR 5&6 LEVEL 3 FINAL</p> <p>YEAR 5&6 Dodgeball Level 2B YEAR 5&6 Dodgeball Final</p> <p>YEAR 3&4 Hockey Level 2B YEAR 5&6 Hockey Level 2B YEAR 5&6 LEVEL 3 FINAL</p> <p>YEAR 3&4 Tennis YEAR 5&6 Tennis</p> <p>YEAR 3&4 TRI-GOLF YEAR 5&6 TRI-GOLF</p> <p>YEAR 5&6 Swimming Level 2</p> <p>YEAR 5&6 Cricket (Mixed and Girls) YEAR 5&6 LEVEL 3 FINAL KS2</p> <p>Saffron Lane Athletics</p> <p>YEAR 3&4 Inspire Celebration Festival</p> <p>YEAR 3&4 Tag Rugby Festival YEAR 3&4 Dodgeball Festival YEAR 3&4 Girls Football Festival KS1 Multi-Skills Competition</p>	<p>Leicestershire Cricket (YEAR 2, 3 and 4)</p> <p>Leicester Tigers (YEAR 3 and 4)</p> <p>Character Award (YEAR 2, 3 and 4)</p> <p>Sports Ambassador Training</p> <p>Wellbeing Ambassador Training</p> <p>Year 3 Play Leader training</p> <p>Foundation Stage Bike ability YEAR 5/6 Inspire Event</p>
<p>Whole School Participation</p>	<p>141 individual children have participated in external competitions this year.</p>	<p>Whole School Participation</p>

LEAGUES: We have had another exceptional turn out for the cross-county league this year. The children have developed their fitness alongside their running technique and many if not all have achieved personal bests. Several of our children were also chosen to represent Oadby and Wigston at Prestworld Hall for the cross-country county championships. The impact of this has allowed the children to develop skills such as determination, resilience and competition. Through the leagues this year in football and netball gender equality has been promoted by a renewed focus on participation of girls in competitive sports.

CROSS COUNTRY DATA: 2022-23					
YEAR GROUP	CLASS	BOYS	GIRLS	TOTAL	Total BOTH CLASSES
YEAR 3	5	7	9	16	20
	6	2	2	4	
YEAR 4	7	1	1	2	11
	8	5	4	9	
YEAR 3&4		15	16	31	35
YEAR 5	9	5	4	9	20
	10	7	4	11	
YEAR 6	11	5	1	6	15
	12	4	5	9	
YEAR 5&6		21	14	35	35

3.

To promote Gender Equality. Build on the Success of the England Lionesses to promote and embed female participation in sport and physical activity.

Through School Sports Partnership.

This year at Brocks Hill, **40%** of all competition attendees were girls- whilst this isn't at the equal rate that we would aspire to, it is at a huge increase from last year and is well above the national primary school average (National women in sport, media stats pack 2021).

Throughout the year, several assemblies have been completed outlining the role models of women in sport. This has been impactful in providing positive role models for female pupils acting as an inspirational tool- through working cross-curricular, female role models also intertwines with our PSHE curriculum giving children more opportunities to be inspired. In May we took part in the 'this girl can' football festival.

We will continue to encourage girls to attend competitions across all areas of the south Leicestershire partnership as well as having female sports and wellbeing ambassadors.

We will use sports and wellbeing week, as well as other assembly slots to promote female and BAME role models for our

			<p>We were chosen to take part as a representative for Brazil- the Year 3&4 girls involved took an active part in designing banners and all showed great values at the competition. This resulted in us winning the 'Spirit of the Games Award' for the tournament. All the girls involved were new to football and had not tried it before- this led to them expressing an interest in joining the girls football team next year.</p> <p>This year we have continued carried with our Sports Ambassador and Play Leader programmes, ensuring that we had an equal represntives of girl members on the team. This year 75% of our wellbeing ambassadors were girls, 50% of our sports ambassadors were girls and 87.5% of play leaders were girls. This has been beneficial as it has allowed younger children in the school to see positive female role models to aspire to as well as improving the confidence of all those involved.</p>	<p>children to aspire to. Following the success of Women's football and participation of sport we will continue to promote gender equality and diversity.</p>
<p>RESOURCES & EQUIPMENT:</p>		<p>£ 875.88</p>		
<p>4.</p>	<ul style="list-style-type: none"> ▪ Purchase new Brocks Hill Team Kits for external competitions. ▪ Research into the best possible resources and active play equipment to promote physical activity at playtimes and lunchtimes. ▪ Increase fitness and gross and fine motor skills. <p>PE & SPORT resources & equipment.</p> <ul style="list-style-type: none"> ▪ Allocate new outdoor equipment to continue to develop active playtimes and lunchtimes. <p>New Brocks Hill Kit T-Shirts:</p> <p>Basketball Kit:</p> <p>New Logo Flag plus stand:</p>	<p>£422.50</p> <p>£ 246.80</p> <p>£157.08</p> <p>£49.50</p>	<p>This year we have purchased two sets of kit; a basketball kit and t-shirts for a range of competitions. After liaising with staff across our PE network, we purchased a basketball kit to be used in the Level 3 competition at the Leicester Riders stadium.</p> <p>The purchase of our new Green t-shirts has enabled us to look smart and competitive at our competitions this year. Pupils have responded positively to the new kit and parents have commented on how the new kit as promoted an additional sense of pride and encouragement in representing the school. In addition, with support with the Premier League Stars we have just ordered a new Girls Football Kit which will promote girls' football further.</p> <p>This year, we allocated the budget of new resources based on the current cohorts we have in school. Through monitoring, we have identified the need for more inclusive equipment to make sure that all children have access to being physically active. We have creative a sensory circuit trolley, making use of new and old equipment to be used as part of this daily intervention programme. This has been impactful as it has allowed the development of gross motor skills for SEND pupils as well as improving spatial awareness. This new equipment is to make sure children are having opportunities to develop their physical education skills and knowledge. Through looking at the PE long term plan and incorporating the PE HUB knowledge organisers, we have introduced new sports to widen the children's knowledge and understanding of different disciplines. These include orienteering and golf, which have worked on improving children's hand-eye co-ordination and problem-solving skills.</p> <p>At lunchtimes, our new PE apprentice coach has used his expertise and training to involve all children in a wide range of activities. Each day a different sporting activity is available for the children to take part; towards the end of the summer it has been beneficial for the older KS2 children to run these games and officiate without the need for an adult, demonstrating an increased maturity, understanding of rules and</p>	<p>Make use of the new basketball kit in future upcoming competitions</p> <p>Continue to enter the girls football competitions to make use of the new kit.</p> <p>Use social media as a tool to drive the success of our children when wearing their green competition shirts.</p> <p>Continue to embed sports activities at lunchtime facilitated by the play leaders, wellbeing ambassadors, sports ambassadors and sports apprentice. These will work collaboratively to aid with wellbeing and promoting positive mental health.</p> <p>The school will continue to train pupil ambassadors to ensure a pupil voice is represented in the school and activities that are on offer are tailored to the cohort's interests.</p>

conflict resolution skills. New equipment has been purchased based upon the interests of the children and what they have expressed an enjoyment in. This will continue to happen next year.



**STAFF CPD:
COURSE FEES & TRAINING £160**

5.

Develop and embed ALL staff confidence & Knowledge of PE teaching through high quality face to face CPD.

- Support new staff to the school
- Develop metacognition and vocabulary development within the subject.
- Embed Assessment Framework within the curriculum.
- Continual staff CPD through virtual and face to face training.
- Coaching opportunities for the children through Leicester Riders, Leicestershire Hockey and Chance to Shine Cricket.

Part of the LSLSSP Partnership

PE Hub: Through a planned sequence of learning, the use of the PE hub has allowed staff to have a better grasp of PE progression in Primary Schools. The knowledge organisers have been effective in outlining key learning for each unit and allowing teachers to focus on the key knowledge and skills involved within a unit- this has ensured continuity across year groups and will allow for better progression through the school.

Staff across the school have attended external CPD in Big Moves, Dance, Bike ability and NFL Flagship. This then has been shared across staff and information has been disseminated.

CPD has also been achieved through high quality cricket, basketball and rugby coaching sessions. Staff have been able to observe and gain a better understanding of PE practice. Teachers participated in the sessions and were given valuable CPD on how to effectively teach the sports and activities. This resulted in a set of lessons plans to accompany each session as well as the subject knowledge and confidence on how to competently teach cricket, rugby and basketball. Coaches through the partnership have been used effectively to support teachers and develop CPD.

Use development of staff confidence to embed an assessment criteria for **summative and formative** assessment- make use of the PE hub resources to reduce teacher workload.

Continue to send staff across the school on external CPD.

		<p>PE conference Additional Places: £160</p>	<p>Throughout the academic year, each year group has experienced some coaching from an outside agency. Coaches used were from a mixed background and gender which promoted cultural diversity and gender equality. All Year groups were given opportunities to try a range of new sports within PE lessons- some sessions were one off coaching lessons focusing on resilience where as other sessions were over a series of weeks with skill being the main focus:</p> <p>JUNE 2023: PE leads and Headteacher attended 'PE, Activity, Health & Well-being Conference Creating Active and Healthy Futures'. This provided professional development opportunities through a range of key note speakers, workshops and N networking opportunities amongst other PE leads across the county: both secondary and primary. Opportunities and initiatives for academic year 2023-24. In particular through re-embedding the 'Daily Boost' programme.</p> <p>Virtual and face-to-face CPD through the Sports Partnership and the National College has been disseminated to the whole school. There has been a range of webinars available branching across different areas of PE and wellbeing. Free CPD has enabled staff to develop and consolidate knowledge across all areas of PE and allowed teachers to gain confidence in delivering high quality PE sessions.</p>	
<p>6.</p>	<p><i>Continue to embed Physical Literacy interventions across the school: Interventions linked to Health, Mental health and wellbeing. Ensuring equal opportunities to clubs for vulnerable pupils.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue with Interventions: <input type="checkbox"/> Big Moves (YEAR 1 & FS) <input type="checkbox"/> Energise Club (KS2) <input type="checkbox"/> Mini GALS project (Active Girls Lifestyle) <input type="checkbox"/> Primary Lads Project (KS2) <input type="checkbox"/> Inclusive Sports (KS1) <ul style="list-style-type: none"> ■ Funding used to provide opportunities and support for vulnerable pupils. ■ Funding used to support staff CPD to impact on supporting emotional wellbeing of pupils ■ Funding to be used to enable PP children to attend after school clubs, trips, curriculum events etc. 	<p>Part of the LSLSSP Partnership</p>	<p>Alongside last year, the school have a committed drive to improve the wellbeing and mental health of all of its pupils. The interventions and clubs that have taken place have been detrimental in improving the wellbeing of pupils involved as well as keeping them physically active; at Brocks Hill we aim to promote lifelong physical activity and these interventions have been successful in encouraging children to take part in their 60 minutes of physical activity each day. Through targeting specific individuals and groups we have been able to monitor the physical and emotional wellbeing of the groups involved.</p> <p>Wellbeing club: Wellbeing club has been supported by the LSLSSP trained wellbeing ambassadors and has ran since December 2022. Over 100 different children have attended the club, each week focusing on a different pillar of wellbeing. Activities have included learning how to give hand massages, charity fundraisers, cooking activities, creative art projects and board game sessions. This has been impactful on the children's positive wellbeing as it has acted as a safe space for children to reflect on their week, talk to a trusted adult and have a relaxing break from what could be a busy lunchtime. Many of the students that attended were PP or SEND- this again had a positive impact on their wellbeing and allowed them to form new connections and friendships with other's they may not have interacted with.</p> <p>CURRICULUM: Our curriculum is designed so that it is progressive and supports vulnerable children. All lessons have inclusivity at heart; this is mirrored in the PE hub planning that we have invested in. All PE lessons include an element of physical literacy within them, whether it's retrieving a fundamental motor skill from KS1 or</p>	<p>The school will continue to have a focus on developing mental health and positive wellbeing across the school. Alongside the partnership and the Lionheart Educational Trust we will continue to run and embed programs and initiatives to develop awareness and interventions linked to Health, Mental health and wellbeing. Ensuring equal opportunities to clubs for vulnerable pupils.</p> <p>Continue to run wellbeing club at lunchtime for children to attend who may need a boost that week- to be ran by ELSA staff and supported by wellbeing ambassadors.</p>

building upon core strength in gymnastics. This has been impactful as it has allowed children to be able to retrieve and store knowledge which benefits progression. Funding has been used to buy specialist equipment such as catching nets to enable children with SEND to take part in all lessons and feel involved. This funding has also been used to allow PP children to attend clubs; this has been particularly prevalent for the inclusive football club where several SEND children have been able to attend.

YEAR 1 BIG MOVES: The Big moves initiative has been a great success in increasing the motor skills of our young learners. 15 children across Year 1 have taken part in this initiative. It has had a positive impact on their development of motor skills, increased self confidence and willingness to try new things. 10 of the children involved were on the SEND register.



ENERGISE CLUB: 18 Year 3 students took part in the early morning Energise Club- this was focused around encouraging a love for PE, getting children active and revisiting key skills from KS1. Over 50% of the children involved were either SEND or PP and this early morning group has had a huge contribution to the development of motor skills and self-esteem. Teachers have also commented on the increased confidence and focus of these children in lessons. Pupil voice included: *'I really liked the club because it was fun'*. *'My favourite part was playing games'*. *'We learnt how to get along better with our friends'*. *'I feel readier to learn after Energize, I have more energy'*. As a result of their effort, the LSLSSP chose Brocks Hill to attend a Level 3 Multi Sports Competition at Loughborough University.



SENSORY CIRCUITS: Sensory circuits has been used across Foundation Stage and Year 1 Further staff are now confident with leading sessions meaning that more children can attend the sessions. Focus and attention has improved for this group of children and has contributed to more readiness to learn.

ASSEMBLIES: Have also taken place to put a greater emphasis and awareness on feelings, mental health, anxiety and physical health. Children have been signposted throughout the assemblies and given opportunities to reflect and talk. The assemblies have impacted on a greater understanding of the importance of mental health awareness. This was particularly evident during Mental Health week with producing resources which were accessible to all.

SALARIES

£ 16,786.79

SPORTS APPRENTICE & LIONHEART CHARACTER AWARD

<p>7.</p>	<p><i>Embed and develop the role of the Sport Apprentice.</i></p> <ul style="list-style-type: none"> ▪ Mentor Programme ▪ Physical Education support within school hours. ▪ Delivering physical activity at playtimes and lunchtimes. 	<p>£12,157.15</p>	<p>A huge proportion of the funding this year has been allocated the development of mentoring a Sport Apprentice.</p> <p>Our Sports Apprentice through Loughborough College has completed a Level 4 School Sports coaching qualification. This CPD has been passed onto staff as they have supported and observed lessons taught after training. This has impacted on the teaching of PE, adding a wider variety of content, learning and progression across all key stages; this progression has particularly benefitted our curriculum as through CPD sessions in college our sports apprentice has been able to assist with the delivery of a curriculum that builds upon skills and knowledge in KS1, moving onto game and sport-based activities in KS2. Furthermore, CPD sessions on inclusive sports and including SEND needs in lessons has allowed our sports coach to deliver daily boost, sensory circuits and active lunchtimes for all of our pupils with a strong focus on SEND and PP children- this has impacted on their physical development, particularly focusing on fine and gross motor skills as well as having a benefit on developing positive wellbeing. Pupil voice from these sessions have said that '<i>We enjoy PE with Mr Moore, he makes the lessons exciting and fun we never want to stop!</i>'</p> <p>Through an effective mentor programme, the sports coach apprentice has been able to receive tailored and reflective feedback on their practice; this had led to the apprentice being well on track to pass the course with distinction. Through adopting the Lionheart Pupil centred approach (as mentioned in an observation during a PP review) the sports apprentice has had a huge impact on the learning and wellbeing of the children within our care.</p> <p>Lunchtimes: Lunchtime behaviour and enjoyment has improved through the introduction of focused sports sessions each day. At the beginning of the year these were heavily sports coach led but are now are led by the children themselves, incorporating the sports leader programme into this. This has impacted positively as the children have been able to enjoy a wider range of sports and activities, contributing to increased wellbeing and motivation to try new things; it has combated some conflict resolution issues at lunchtime as more children are getting physically involved and active.</p>	<p>Continue to monitor and support the development of the sports coach apprentice through the mentor programme.</p>
<p>8.</p>	<p><i>Embed character education through the Lionheart Character Award:</i></p> <p>Implement the key themes that enable young people to develop an understanding of their individual character, their character within a team and develop leadership skills alongside responsibility.</p> <ul style="list-style-type: none"> ▪ Leadership & Learning ▪ Changing Mindset ▪ Adventure and Exploration 	<p>£ 4,629.64</p>	<p>Again, the Lionheart Character Award has continued to provide the children with extra opportunities to develop their individual character and teamwork skills. By focusing on the 3 main areas: Leadership and Learning, Changing Mindset and Adventure and Exploration. This award allows them to learn new skills and develop others which will help them to grow as an individual and carry with them throughout their lives. This follows alongside the 6Rs and the schools learning dispositions. During the award, children work on the development of key character qualities, that promote problem solving through communication and compromise which is a big aspect of teamwork.</p> <p>The award helps the children to develop their resilience as it encourages them to find ways to carry on when things seem challenging in order for them to be successful.</p>	<p>We will continue to deliver this award throughout our school next academic year. It has had a huge impact on the children's character education alongside the physical skills.</p>

Throughout the year, all Year 3 and 4 children have participated in the award. This award is designed to consolidate learning by demonstrating how certain character qualities can be applied to different situations. It teaches them the impact that individuals have on group performance, how groups can influence decisionmaking and how character values can contribute to the quality of the outcome.

Additionally, throughout the award all of Year 2 and Year 5 children engaged in 5 weeks of character learning. Children were challenged throughout the sessions all the while keeping physically active. It focused primarily on communication, teamwork and resourcefulness. This had a huge impact on all the children in the year group; it empowered them to make decisions and choices confidently alongside developing their courage in a supportive and safe environment.

The Character Award has had a particular impact on three of the DFE's key indicators:
1. Amount of physical activity – the weekly sessions are highly active, with learning structured through physical challenges. This has significantly increased the amount of physical activity that children participating in the award receive at school.

2. It has introduced many new physical activities to the school, many of which have been taken up by classes in other year groups during both P.E. lessons and our 'Daily Boost' sessions (15 minutes of activity per day). These include 'short-burst' activities such as 'Human Pinball' and team games such as grounders.

3. It has had a direct impact on the children's confidence leading to significantly more children wanting to take part in competitive events.



BROCKS HILL SWIMMING DATA 2022-23:

NATIONAL SWIMMING	
<i>61 CHILDREN IN THE COHORT</i>	
Meeting National Curriculum Requirements for Swimming and Water Safety:	NUMBER OF CHILDREN %
Percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	84 % 51 CHILDREN
Percentage of your current Year 6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	72 % 44 CHILDREN
Percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70 % 43 CHILDREN