

Brindishe Green School 2024-2025

Physical Education and Sports Grant Funding

Brindishe Green Impact Statement for 2024-2025 July.

Review of expenditure: £21,340				
Previous Academic Year		Sports Premium Analysis		
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				
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>Year 4 cricket coaching</p> <p>Reintroduce Daily Mile for Years 1 – 6 (x 3 times a week)</p> <p>Year 5 to take part in Lewisham live.</p> <p>Physical wellbeing interventions which target SEND and disadvantaged – fun & fitness, gardening, wake and shake.</p> <p>Children will participate in a greater number of sporting tournaments as organised by Brindishe Federation staff.</p>	<p>Year 4 were invited to partake in Cricket training this year which has increased the fitness of these children and cricket skills. A number of children will be identified as being particularly skilled in cricket and invited to the Hither Green Cricket Festival. Children also started outside school club.</p> <p>Children’s fitness levels are discernibly different in KS2 as a direct result of participation in the Daily Mile. Children feel more comfortable to discuss worries with class teacher during this time. Daily mile was more evident in spring and summer, children feel better within themselves. Stickers given to daily mile stars. Reception classes also joined in with daily mile.</p> <p>Sensory circuits continued to impact positively children with sensory needs run by TAs in small groups. Gardening club is up and running in Summer 2 for PP children.</p> <p>Year 5 girls football tournament against other local schools attended in July. Year 5 pupils attended a Cricket tournament</p>	<p>Continue in 2025/2026</p> <p>Promote daily mile throughout the year targeting KS1. Highlight in autumn especially when children are transitioning years. Big push needed.</p> <p>Continue in 2025/2026 – JD to support with identification of children</p>	<p style="background-color: yellow;">Teaching assistants for additional active learning activities, Cover for federation tournaments</p>

	<p>Dedicated training time for these tournaments will be provided and delivered by trained PE team at Brindishe Green School.</p> <p>Sensory circuits to continue for small groups or individuals with SEMH needs or sensory needs.</p> <p>Continue to promote the importance of active learning and involve humanities subjects.</p> <p>P.E lead to support class teachers with SEN provision.</p> <p>Provide more opportunities for federation competitions including different sports to promote the motivation of sports.</p> <p>Add new sports to the curriculum to promote increased P.E opportunities and self-esteem e.g. tri golf, orienteering.</p> <p>Federation Sports Day – Year 4- 6 at Ladywell</p>	<p>against schools across London boroughs. Year 4 students attending cricket tournament against local schools.</p> <p>PE lead available for help with planning. Worked with Reception to see how the lessons are taught and what can be used to help with planning.</p> <p>PE Lead supported teaching planning across the curriculum I.E dance in year 4 science to show sound waves.</p> <p>Teachers planned for active learning at all times throughout the school day. For example, active maths, more drama, physical movement in English lessons etc. GETSET4PE helped with this.</p> <p>Each year group to take on one sporting competition within the school year. All children were able to get the opportunity to take part in a competitive sport event and be able to showcase the skills learnt in their lessons. E.g. sports day for younger years, year 4 end of topic tournaments, in class tournaments.</p> <p>Badminton equipment was found and promoted to be used during summer term alongside tennis. Children learnt new sports and different skills.</p> <p>Sports day cancelled due to the wet weather. Year 4/5 in school sports day together. Year 6 rounders in park day.</p>	<p>Teachers to continue using Getset4PE. PE lead to signpost where to find the different resources.</p> <p>Model should now be used for other Year groups/more sports.</p>	
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Key indicator 2: The profile of PE and sport being 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>Continue to celebrate sports personalities – focusing on equalities and diversity</p> <p>Raise importance of equalities within sport - women’s football, wheelchair basketball. Ensure curriculum planning, resources are inclusive.</p> <p>BBC Super Mover program introduced to all staff to use in the classroom</p> <p>PE leads to lead a marketplace based on different skills within the curriculum (federation event)</p> <p>Sensory Circuits for specific children (SEND and disadvantaged group)</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>An increase in the recognition of the importance of PE and sport through talking about significant figures in sport which will be linked to work on Equalities and Diversity.</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>Winning Arts weekly football sessions for Girls Football - target disadvantaged girls in Years 4-6.</p> <p>Sport Assemblies introduced by PE lead only but 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. PE display in school.</p> <p>Yoga is now taught as part of our curriculum. Children have learnt how to use yoga to help with their mindfulness and zones of regulations.</p> <p>Ms Lisa runs sensory circuits in Years 4 – 5.</p>	<p>Continue in 2025/2026</p> <p>Continue in 2025/2026 – consider yoga, mindfulness sessions and incorporate into staff CDP. – Yoga club?</p> <p>Monthly Sporting Assemblies to be introduced.</p> <p>Consider KS1 girl’s football KS1 Multi sports KS2 will continue for 2025/2026 with an increased participation in tournaments.</p>	<p>Specialist PE trainers, CPD, PE lead support, girls football</p> <p>Total: £3,500</p>

	<p>Dance showcase for Lewisham Live</p> <p>Children in all year groups to complete survey monkey questions and P.E lead to use data to reflect and adapt sessions.</p> <p>Continue to promote PSHME, mindfulness and yoga for children's well-being.</p> <p>TAs or P.E lead to lead interventions for disadvantaged and SEN children.</p>	<p>PE lead spoke to children across the year groups about their PE lessons.</p> <p>New PE scheme 'Get Set for Education' has enhanced the curriculum and promote further PSHME and Mental Health & Well-Being.</p> <p>Ms. Lisa runs sensory circuits in Years 4 – 5.</p>	<p>PE lead to look at answers from children and adapt PE accordingly.</p> <p>Under resourced KS2 multi sports club to begin in Sept 25.</p>	
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Key indicator 3: 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
Staff are able to teach high quality PE lessons across different sports indoors and outdoors.	<p>Specific TAs deliver high quality PE lessons to support teachers' knowledge and understanding (e.g. gymnastics, dance)</p> <p>Deliver pop up for strategies with teaching SEN children in physical education (PE Lead to run)</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 - Time out needed.</p>	<p>HLTAs were supported in the delivery of PE sessions – evident in Key Stage 2.</p> <p>PE lead created PE survey and therefore targeted CPD this year. However, PE lead has been very accessible to staff at all times and provided 1:1 support when asked by colleagues. Time out needed for PE lead to observe ECTs in PE lessons.</p> <p>PE lead has ensured that the curriculum is adapted to meet needs of all children e.g. KS1 sports adapted to learning more skills. New equipment was bought in order to support high quality lessons.</p>	<p>Pop-ups for staff each half term to answer questions on the current sport being taught.</p> <p>Further work to be continued in 2025/2026 especially around an accessible PE curriculum. - SEN CPD for teachers. Work closely with inclusion team and aviary.</p>	<p>Resources, CPD opportunities, Support for PE lead, resources for new sports, staff INSET</p> <p>Total: £4,500</p>

	<p>Create comprehensive, accessible and concise survey, based on survey, create targeted CPD sessions for each year group.</p> <p>Assessment to be rolled out gradually by lead to class teachers. Show class teachers assessment tool for each area of P.E and listening to feedback. Assessment tool will support termly inter-competitions.</p> <p>Team teaching using different skills e.g. Dance, football.</p> <p>Staff P.E knowledge and confidence audit.</p> <p>Knowledge component is clear and precise in curriculum.</p>	<p>Assessment for PE considered this year and assessment tools trialled by PE lead in getset4PE Pe lead to share this with year groups in Autumn 1 25/26. New PE online package 'Get Set for Education' purchased again. Training and guidance little and often helps to make sure the profile of PE is still strong, and delivery is of high quality. Teachers new to the profession need to be supported in their delivery of the subject.</p> <p>Team teaching took place in year 4. PE lead to roll this out across other year groups in 25/26</p> <p>PE Lead spoke to year groups about confidence. Half termly email sent out regarding planning for that half term.</p>	<p>Assessment tool to be introduced to all staff at the beginning of the year and to be used for each unit.</p> <p>Book/look at CPDs based on staff audit. A lot of talk around the teaching of gymnastics.</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>PE Marketplace Staff INSET – January – Schools from all 3 schools come together and PE leads (and others) offer a carousel of 20min PE sessions (warm up games, cooling down, yoga, passing skills etc). This is to be planned following a staff skills audit</p> <p>CPD is personalised and targeted to ensure skill progression in different sports – Indoor sports.</p> <p>Additional resources provide a varied range of games and sports at lunchtimes continue with sports leaders.</p>	<p>Professional discussions with PE lead have supported the confidence of staff as well as new planning program get set for PE. Marketplace to be booked in for federation/ drop-in sessions with PE leads each half term.</p> <p>PE planning purchased including lunch time game suggestions. This has encouraged children to be active and learn new skills at lunch. Year 5 sport leaders outside during KS1 lunch time playing different games with the younger children.</p>	<p>. Contact specialists to deliver sport opportunities. Gymnastics.</p> <p>Staff training needed at beginning of 25/26 year for different games during lunch. Invest in markings to define</p>	<p>New resources for new sports, training time for lunchtime play leaders, playground equipment.</p>

	<p>Offer a range of after-school clubs provided by staff e.g. boys street dance, tri-golf, and athletics.</p> <p>More external sport specialists to deliver sport opportunities – cricket, girls’ football, dance specialist.</p> <p>Contact platform cricket over the summer before September start.</p> <p>Promote different sports such as Salsa dance all year groups to try maypole dancing – federation performance.</p> <p>Year groups to offer a sport trip throughout the year e.g. leisure centres, gymnastics, Ladywell track.</p>	<p>Platform cricket offered cricket training this year, swimming lessons were offered to year 5 and years 3/5 went to Sutcliffe Park for gymnastic trips.</p> <p>Year 4 were invited to partake in Cricket training this year which was successful and increased the fitness of these children and cricket skills. Several children were identified as being particularly skilled in cricket and invited to the Hither Green Cricket Festival. School came first in cricket tournament in Lewisham/Catford. Will partake in London finals in September.</p> <p>New sports including badminton have been promoted this year leading to children accessing new sports and skills. May pole dancing has been introduced with a Maypole being donated to the school. Line dancing introduced in years 3/5. Federation dance learnt across the 3 schools and all year groups at BG.</p> <p>The girls football team were able to experience two competitions against other local schools. More connections will be made next year.</p> <p>Year 3 & 5 went to Sutcliffe Park for gymnastics coaching. Year 4,5,6 attending sports day at Ladywell Arena. Year 5 went swimming.</p> <p>Year 2 participated in a circus workshop in spring term.</p>	<p>areas in MUGAs/new equipment for playtimes.</p> <p>Continue to work with local community and signpost. Grow links with local schools.</p> <p>Resubscribe to get set 4 pe and continue this in 25/26</p> <p>Continue to promote different sports such as ballroom dance etc.</p> <p>Look at further tri school competitions. – Year 3 sports day.</p> <p>Sportacus to lead on competitions and tournaments developing teams</p>	<p>Total: £3,500</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>Additional after-school clubs are offered to children, which are varied and inclusive.</p> <p>All year groups from 1- 6 to plan a federation tournament in 24/25 – JUST 1 and can be a chosen unit by class teachers. Class teachers to manage and treated as a local visit. PE leads will support with logistics.</p> <p>Staff to use assessment tool and questioning from curriculum.</p> <p>Challenge for MAMA – offering children ways to apply skills learnt to a lesson or create a game of their own to show understanding – more tournaments in place with local schools.</p>	<p>Gardening, Japanese, Warhammer, homework, art, Sportacus clubs are all offered. Children have enriched opportunities. More clubs need to be offered in September due to a high demand and long waiting lists.</p> <p>PE lead to organise this is September 2025. Tournaments have been taking place but in school only not across federation.</p> <p>PE lead trailing this part of get4pe. Children have been able to answer questions in PE more confidently as well as staff being more confident when teaching a range of different sports/skills.</p> <p>Year 4 & 5 all offered tournaments e.g. cricket and girl's football. Targeted towards Dis Adv children. This is giving them a range of opportunities as well as building of their confidence.</p>	<p>Clubs to continue in 25/26. More clubs to be offered by staff is possible.</p> <p>Use the model for next year. Keep sports days earlier in the year to avoid hotter weather. Wet day backup plan needed.</p> <p>Model to be used across the year and for different sports.</p> <p>Continue with same format next year.</p> <p>Training to be delivered to lunchtime staff regarding activities/games they could play/</p> <p>Increase the range of clubs available e.g. gymnastics. Girls Football training to continue.</p>	<p>Kit, inter-school competitions</p> <p>Total: £1717</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 Autumn.</p>	<p>All year 5 children offered swimming lessons.</p>	<p>Shorter courses more successful. Book as soon as available for following years. – Already booked for school year 25/26</p>	