

Brockwell Junior School Sports Premium Report 2020 - 2021

A word cloud featuring various terms in different colors and orientations. The words are: Social Excellence, Media, Resilience, Well-Being, Mini-Leaders, Physical-Activity, Fitness, Brockwell-Junior-School, Exercise, Young-Leaders, Honesty, Health, Determination, Passion, Self-Belief, Fun, Emotional, and Teamwork. The words are arranged in a roughly triangular shape, with 'Social Excellence' at the top and 'Teamwork' at the bottom.



Brockwell Junior @brockwelljunior · Mar 11, 2020
 After our intra-school competitions, these children represented #TeamBrockwell in the @ShapeLearning cross-country event. 2x team wins and many individual medals. Most importantly, perfect behaviour. Well done!



Brockwell Junior @brockwelljunior · Mar 13, 2020
 We have had a great time running the @sportrelief mile+. Raising lots of money for charity and earning @ChesterfieldBtS points at the same time! Many thanks to all #teambrockwell



Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Every child receives at least two hours of PE a week. 3 hours when swimming is included in a year group's timetable and 2.5 hours when yoga is included in a year group's timetable.</p>	<p>To continue to promote and provide at least two hours of PE weekly to every child.</p>
<p>All teachers (including newly appointed teacher) have developed their subject knowledge and confidence to provide high quality PE lessons through team teaching with PE coordinator and / or by working with specialist PE teacher (JL, SHAPE Learning Partnership & Chesterfield Tennis).</p>	<p>To further extend the development of teacher's subject knowledge by providing team teaching and coach support across a wider range of fundamental skills. To support all teachers in delivering Outdoor and adventurous PE sessions.</p>
<p>One teacher and one HLTA have received additional training and support in the REAL PE scheme of work for PE.</p>	<p>To monitor the delivery of REAL PE across the key stage and support teachers if needed.</p>
<p>New Midday Supervisors have been trained in playworker activities and a Playworker continues to be employed during lunchtime to provide further opportunities for physical activity for the children.</p>	<p>To work closely with the Playworker to ensure that the activities being provided target the inactive as well as the active. To look for additional training to help with the expected role and to give support in empowering the Young Leaders.</p>
<p>All children have received, in school, PE and physical activities delivered by the SHAPE learning Partnerships. These include bubble competitions, festivals and after school clubs.</p>	<p>To inspire more children to be more active in a wider range of activities. To continue to offer a wider range of sport and physical activity opportunities to all children.</p>
<p>Young Sport and physical activity leaders continue to plan and deliver a wide range of competitions, personal challenges and physical activity opportunities – many of these have been virtual and to complete at home as well as in school or through school holidays..</p>	<p>To continue to promote the Young Leaders and their vital role in school. To maintain the high numbers of leaders in school. To further develop the role of the Mini Leaders in providing opportunities for Personal Challenges and small team games. Mini Leaders to inform, via Seesaw, the new Personal Challenges that are being offered and to keep a more detailed account of provisions (Playworker to assist with this). Bronze Young ambassadors to deliver 10 Intra-school competitions in total, to every child, plus small optional tournaments. Young leaders to promote activities via seesaw during social distancing times. To work with BINS when restrictions allow.</p>
<p>After school clubs run by school staff in bubbles. SHAPE Learning Partnership delivered a club for Year6 as part of the transition programme.</p>	<p>To continue to provide opportunities for every child to take part in after school clubs. Look at ways to implement this with Covid-19 restrictions in</p>

<p>To run the Race For Life event (without parents this year) to promote using physical activity to help / think about others and to be a part of the wider community.</p> <p>Brockwell Junior took part in the Beat the Street initiative. All children and many parents and wider family members, embraced the challenge fully.</p> <p>The Primary Dance Festival continues to attract high levels of interest. All children in Y3 have received dance lessons leading to a filmed performance, which will be included in the SHAPE Learning Partnership video. Intra-school competitions have been completed within bubbles and by competing against others bubbles. Personal challenges have been promoted and implemented by the Young Leaders from each bubble and include; running, football, tennis, basketball and skipping challenges.</p> <p>Implemented other national initiatives such as the BBC Sport Supermovers to encourage more physical activity during Maths and English lessons.</p> <p>Engage parental support with the #ActiveEaster and #ActiveTravel competitions.</p> <p>Seesaw activity files are being produced for each of the main areas of PE. These will include children's responses to their PE sessions and personal assessment opportunities. Seesaw files to be stored in the Seesaw school hub and posted to each year group at the beginning of each new strand of PE.</p> <p>PE Lead is working with SHAPE and MODESHIFTstars to regain silver in the MODESHIFTstars initiative. PE Lead is promoting active travel to school by providing all year groups and all children with the opportunity to participate in level 1, 2 or 3 Bikeability training. The national BIG PEDAL initiative has also been implemented to encourage children to be active before and after school.</p>	<p>place.</p> <p>To continue to support local or national strategies through sport and physical activities, which enable the children to think of others.</p> <p>To make these events a regular in the diary; alternating, yearly, between the Race for Life and Sports Relief. (To raise the profile of these events further, encourage the parents to run a virtual Race for Life at the same time as their child.)</p> <p>Continue to promote physical activity and sport in new and imaginative ways during these 2021 times.</p> <p>To continue to promote Active Maths and English lessons via the Active Maths and Active English training that staff have competed.</p> <p>Promote keeping healthy and active through holiday times with #ActiveEaster and #ActiveTravel</p> <p>Staff to start using the Seesaw activity files for each PE strand and to promote them as a tool for assessment.</p> <p>To continue to develop a positive ethos to active travel and to encourage children to participate in activity before and after school as part of their daily physical activity and healthy.</p>
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Yearly pupil questionnaires used to generate physical activity data. 2020 data shows that participation has seen a decline in physical activity. This is due to children being at home for a sustained period of time and most grass roots sports being closed.	To continue, through the children's voice, to understand the physical, social and emotional impact of physical activity at Brockwell Junior School
PE Lead to support other schools as well as Brockwell. PE Lead has supported SHAPE Learning Partnerships by providing training for Young Leaders. PE Lead continues to be an active member of SHAPE Learning partnership.	P.E Lead continues to work with SHAPE Learning Partnership.
YSG Gold award on hold due to restrictions – continue to work with YSG to maintain high quality provision is delivered/offered. Achieved ModeshiftSTARS – Silver	To continue to work towards the Platinum Award by implementing the new initiatives that School Games bring in. To maintain the silver award and aim for the gold award.
Twice yearly meeting with PE Governor / Chair of Governor to scrutinise Sport Premium spending and Physical Activity provision across the school.	Meet with Governors in July to discuss latest data and statistics, progress towards targets and action plan for 2012/22

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?	89%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	32%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94%
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?	Within our swimming sessions, additional swimming sessions have been allocated to all children in Y6 and Y5 who have not met the national requirements in full.

Academic Year: 2020/21	Total fund allocated: £18,000	Date Updated: March 2021		
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: 50%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
All children to participate in new and familiar sports through Intra-School competitions.	Young Leaders to plan and deliver at least 10 Intra-School competitions. Promote these through assembly and staff to assist in every child joining a team.	£3000 – (20-21) (New sports equipment for PE so that all children have safe, clean equipment to participate in all PE sessions.	To date, every child has had the opportunity to participate in intra-school competitions. Through these competitions children have learnt new sports and have gained new skills within these sports. They have learned to play in a team and have experienced winning and losing. (Twitter, Record book, children's voice)	The children are motivated to learn new sports and are keen for the new competitions to start. More children are playing dodgeball at lunchtime and are running their own mini tournaments. Children are showing more resilience to trying something new and showing a greater determination to overcome difficulties.
PE and after school clubs – Sessions to emulate a more realistic approach to sports. To encourage and engage children in small games during PE with high quality equipment. 30:30 and Young Leaders - All children to have access to the goals so that football, netball, basketball, cricket opportunities can be promoted, planned and sustained throughout the year, regardless of weather – by both teachers and Young leaders. General fitness - To keep physical activity levels high during the three terms where the field cannot be	To provide Junior goal – cricket, football, basketball posts	£5831	All children are able gain a more realistic sporting experience, but especially those children who do not play grass roots sports. Teaching is more relevant to the activity's aims and learning is to a higher level of understanding. Children's physical literacy is developing through more representative experiences. Children are developing a greater understanding time, time differences and competition. Children are experiencing winning and losing in equal measures and are beginning to	A highly sustainable resource that contributes significantly to every child's physical wellbeing. To promote the use of the goals throughout the year by all classes for free and structured activity and personal challenges. To promote personal challenges, such as goals scored, wickets taken. To use the goals during after school clubs and to host (when restrictions allow) inter-school competitions with local schools.

<p>used.</p>			<p>build a resilience to these occurrences. A greater determination is being shown towards personal best. Children have access to a greater area of hard surface for free and structured physical activity. The Young Leaders are developing girl's football and basketball clubs to encourage girls to participate in these, traditionally, boy heavy sports. Physical activity levels are maintained to a good level throughout the year. (Twitter, children's voice, achievements in competitions)</p>	
<p>Provide a wider range of all-inclusive PE sessions, Wellbeing, Yoga and Active virtual sessions, for children during lockdown.</p>	<p>SHAPE Learning Partnership to introduce deliver virtual PE sessions during lockdown or for children self-isolating.</p>	<p>AS part of the SHAPE affiliation</p>	<p>Children are enthusiastically participating in physical activities whilst learning at home.</p>	<p>Children have experienced a great range of sports, physical activity and wellbeing sessions, delivered by experts.</p>
<p>To employ a Playworker to instigate physical activity at lunch times.</p>	<p>Playworker to instigate and coordinate physical activity opportunities for all children. To work with the Young Leaders and Mini Leaders in assisting them in providing Intra-school competitions and Personal Challenge opportunities.</p>	<p>£2000 (Equipment for use at lunch, playtime in bubbles)</p>	<p>The Mini Leaders are gaining experience and confidence in delivering activities and Personal Challenges and are working towards their gold badge. Young Leader board, Playworker records)</p>	<p>Children are learning rules to new games, showing a greater respect to their peers and learning the importance of working in a team. They are, independently, learning how to resolve conflict and are developing their leadership skills. Playworker is continuing to evidence the uptake of these activities.</p>

To engage the inactive.	Bubbles able to provide high level physical activity during playtimes or as part of a PE session for warm-ups or mental wellbeing.	£200 (Sign up to Jump Start Jonny)	Children continue to be enthusiastic about participating in Jump Start Jonny sessions, with sessions always attracting good feedback.	With vigor and enthusiasm, children are eagerly participating.
To promote Active Travel to school.	Travel Ambassadors to deliver Active Travel Weeks, including the Golden Padlock initiative and Travel Smart Week.	£50 – sports equipment) Bicycle light sets for Golden Padlock awards)	Children traveling smartly to school increases significantly during these weeks. The last Golden Padlock week saw children travelling by car drop to just 6%.	To continue promoting active travel. Look at working more closely with the ModeshiftSTARS for further accreditations.
To promote active holidays.	Young Leaders to promote keeping active through holidays by running #ActiveEaster and #ActiveTravel competitions.	£50 (sports equipment) Two Go-pro style cameras for prizes.	Children, parents and the wider family all get involved in this promotion.	To continue this promotion during the Easter holidays as it has been proven that children’s physical activity drops during holidays.
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: 0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Keep main Physical Activity display up-to-date.	Large PE display is prominent in school. Display gives information on Intra-school tournaments, after school clubs, clubs lead by the young leaders and data and	None	The PE display is used as a working PE wall. Children track the results of the intra-school competitions and are able to see and plan for which clubs they	Young Leaders take most of the responsibility for the working PE display which gives them ownership and responsibilities above the expectations of

<p>Display - Mini Leaders</p>	<p>statistics for physical activity within Brockwell.</p> <p>Provide display of Y4 Mini Leaders so that children know who they are and to give a sense of pride and responsibility to the younger leaders in school. Display to include tick list for when children have delivered a task for others to encourage them to work towards their bronze, silver and gold awards.</p>	<p>None</p>	<p>would like to join. They use the board to find next competitions or festivals being hosted by SHAPE. All this raises the profile of PE and sport, which is now seen as an important and central part of Brockwell school life. (Display)</p> <p>An increase in children wanting to be trained and be a Mini Leader has risen from 32 (17/18) to 59 (18/19). (Display)</p>	<p>Young Leaders. The Young Leaders are leading by example and are setting high standards for younger children to adopt and follow.</p> <p>More children, from a younger age are practising their leadership skills and are being rewarded for their efforts. This in turn is building their confidence and self-esteem.</p>
<p>Promote physical activity through green screen reporting, social media and Seesaw.</p>	<p>Children to write, record, edit and produce green screen reports for all major sporting events in school. To use Twitter as a medium for promoting physical activity in school and to engage with parents.</p>	<p>SHAPE Affiliation</p>	<p>All year 5 and 6 children are able to use IT skills to produce green screen reports. Often using these skills to support other school, children and adults Children are inspired to play new sports and take part in Intra-school tournaments from the reports. Brockwell Junior School is very active on social media and report of tournaments, personal challenges, competitions and festivals – in fact, all things physical. (Twitter, Newsletters)</p>	<p>Parents and children are aware of all that is happening in school and are encouraging and supportive. Brockwell continues, successfully, to engage with and use social media to promote physical activity and sport.</p>
<p>To Race for Life (various distances depending on age and ability of children).</p>	<p>Children to develop their social and emotional literacy through the power of physical activity. Home /</p>	<p>Free (Running posts included in</p>	<p>All children have learnt about how others can be helped through physical activity.</p>	<p>To continue promoting the children's social and emotional literacy through sport and work</p>

	<p>school links to be promoted through parental involvement.</p>	<p>'equipment' bought.)</p>	<p>Children demonstrated determination to complete the distances set and all helped raised money for charity. Parental involvement is increasing for these events and feedback has been very positive from both children and parents. (Twitter, newsletters)</p>	<p>with both the Sport Relief and Race for Life charities.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				22%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Use PE Lead to team teach with teachers over a range of year groups and fundamental skills.	To develop the confidence, subject knowledge and skills of teachers which will ultimately increase the children's skills and knowledge.	Costs absorbed through staff budget	Newly appointed teacher and 2x HLTA have all received Attacking and Defending and Net / wall support. Teachers who have been involved in this team teaching and support say that they feel much more confident and empowered to deliver high quality PE lessons. (PE coordinator, Action plan. CPD files)	High quality PE sessions are being delivered by all that teach PE. Staff are using these skills to support teaching and learning outside of PE lessons as well as in them so having a bigger impact on the school as a whole. Trained staff to support teaching staff to transfer the knowledge.
To up-skill and train members of staff in teaching PE and sport.	Book members of staff on to the training sessions offered by SHAPE Learning Partnership.	SHAPE Affiliation	PE Lead has attended the SHAPE Learning Partnership virtual training sessions and 2x teachers have attended the virtual tennis CPD training.	All staff are gaining in confidence at delivering high quality PE sessions.
REAL PE affiliation to improve the enjoyment and achievement of all children through high quality teaching.	REAL PE as part of the PE curriculum.	£2500	Teachers are confident at delivering REAL PE and feel that their sessions are structured, progressive and well delivered.	The philosophy behind the scheme still fits with Brockwell's child centered approach to learning and is helping with the 'catch-up' after lockdown.
Subject Leader release time.	Attend relevant meetings to ensure that every aspect of physical education is up-to-date. Write letters, risk assessments and book coaches. Attend festivals and competitions.	Cost absorbed through staffing budget	Members of staff are aware of new ideas and strategies being introduced. Government guidelines are adhered to throughout planning and implementation. New initiatives	To continue working closely with SHAPE Learning Partnership. To be aware of and work with, new government initiative and guidelines.

<p>PE Coordinator to continue to introduce Personal Challenges into PE lessons and school activities. Including daily run.</p>	<p>PE coordinator to observe teaching and learning, giving constructive feedback to improve skills, knowledge and confidence of teaching staff.</p> <p>Through staff meetings and team teaching, Personal Challenges and Spirit of the Games 'spies' to become an integral part of all PE lessons.</p>	<p>SHAPE Learning partnership affiliation (Equipment purchased un sports equipment</p> <p>SHAPE Learning Partnership affiliation</p>	<p>and training is delivered to teachers. More children are able to attend a wider variety of festivals and tournaments.</p> <p>PE lessons include opportunities for children to work to their own personal best through personal challenges. These have included the high jump, long jump, basketball hoops etc. Children are nominating their peers when they witness a Spirit of the Games Value being shown. This has increased the profile of the Spirit of the Games across the school and the values are now a fundamental part of Brockwell's whole school ethos. (twitter, planning, Children's voice)</p>	<p>All staff feel able to transfer these skills to other areas of PE and sport teaching. The values are starting to be promoted through REAL PE teaching and learning. Children and staff are transferring the Spirit of the Games Values into everyday school life not just for physical activity. The children are identifying the values in themselves and are able to explain what they do well and areas for development. All children are continuing to work towards their personal best and teachers are more confident in helping them achieve their aims.</p>
<p>=Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 12%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<p>To offer the best possible opportunities for all children in school.</p>	<p>Affiliation to SHAPE Learning Partnership</p>	<p>£2736 SHAPE</p>	<p>See below.</p>	<p>To continue working closely with SHAPE Learning Partnership.</p>
<p>To give opportunities for every child to attend at least one festival per year.</p>	<p>Due to restrictions this year, festivals and physical activity sessions delivered by SHAPE at Brockwell Junior School.</p>	<p>SHAPE affiliation</p>	<p>All children have participated in festivals and physical activity sessions delivered by SHAPE Learning Partnership.</p>	<p>Children are keen to bring the activities that they have tried back in to school playtimes by running Intra-school competition. For instance, Dodgeball and tennis games. To book early to ensure Brockwell children always have these opportunities. To continue to build relationships with community clubs. Continue to encourage the inactive to attend festivals.</p>
<p>To provide opportunities for every child to take their Bikeability Level 1,2 and 3.</p>	<p>Work with Bikeability to offer Level 1 training for Y3 and Y4 (COVID catch-up) Level 2 training for Y5 and in the summer term Level 3 training for Y6.</p>	<p>SHAPE Learning Partnership affiliation</p>	<p>60 Y3 children have either passed their Level 1 Bikeability or received 'Learn to Ride' assistance. 61 Y5 children have passed their Level 2 Bikeability or have received additional cycling training. Y6 will be offered Level 3 bikeability in July. From last year's training every child had the confidence and was able to ride a bike, off road, on their residential to White Hall. (Class records/Twitter)</p>	<p>Children continue to be keen cyclists and many cycle to school in the drier weather. Children wear their badges around school, which demonstrates the pride they have in their achievements. Still too many children not able to meet the expectations for cycling – discuss with head teacher / governors the possibility of purchasing cycles and giving extra coaching to those wanting it. (PE Coordinator is Cycling Proficiency trained)</p>

<p>Young Leaders (Bronze Young Ambassadors, Health Ambassadors, Travel Smart) to provide a wide range of physical activity opportunities for every child.</p>	<p>Children have received training to gain the knowledge and skills needed to plan and deliver a wide range of sporting and physical activities.</p>	<p>SHAPE Learning Partnership affiliation</p>	<p>To date, children have taken part in 2 intra-school competitions and 1 festival, delivered by SHAPE. All children are experiencing new games and physical activity in a safe environment. They are learning to win and lose in equal quantities and are applying the Spirit of the Games to their play. (Twitter, pupil's voice)</p>	<p>Other events to take place this year include, Race for Life, bubble sports day and various intra-school competitions. Inter-school competitions will resume, if restrictions allow. This year's Young Leaders will help train next year's Young Leaders so that they can start their role as soon as possible.</p>
<p>To provide a wide range of after school clubs.</p>	<p>Staff to offer rounders, basketball, Quad-Kids, football, dance, netball, cross-country or cricket clubs to different year groups / bubbles.</p>	<p>None</p>	<p>Every child, within the year groups targeted, has been able to attend every club that they wish to attend, regardless of ability or SEND.</p>	<p>All clubs continue to attract large numbers; this needs to be maintained.</p>
<p>To provide a high quality teaching and learning at authentic sporting venues.</p>	<p>Year 5 children to attend coaching sessions at Chesterfield Lawn Tennis Club for a 6 week block of 1 hour long sessions)</p>	<p>£450</p>	<p>Year 5 children participated in high quality tennis lessons. This had a positive impact on the children's key tennis skills, provided teachers with a model of high level tennis teaching to use within their own lessons and established links with the local tennis club. G&T children were identified and invited to the club for 3 free tennis lessons on full size courts. All children had the opportunity to play tennis and develop skills through high quality professional teaching on full size courts.</p>	<p>To continue working with and promoting the CLTA as a r</p>

<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation:</p>
	<p>16%</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To increase participation in competitive sport - in school due to COVID-19 restrictions.</p> <p>To enter a several dances in the SHAPE dance festival.</p>	<p>To encourage bubbles to include competitive small team games during PE sessions.</p> <p>Y3 to enter the SHAPE Dance Festival. Both classes, all children, to participate in the event. Book the venues that enable the teams to use sustainable transport like walking but book transport if unavoidable.</p> <p>All year 3 and children from the dance club to attend the dance platform and to showcase their work.</p>	<p>£300 £600 coach</p>	<p>All year groups have experienced competitive session involving running, tennis, basketball, football, netball and cricket.</p> <p>All children were able to experience performing on a large stage, in a professional environment. At least 80% of the children had never had this experience before and 48% were boys. Which has helped to positively demonstrate that dance is just as much for boys. Children with SEND were also highly represented 18% as were Pupil Premium.</p>	<p>Links to community clubs being maintained ready for restrictions lifting.</p> <p>From the positive experience provided through the dance platform, many children from year 3 are now attending the Health Ambassadors sessions. Children said that they felt proud of their achievements and would do it again next year.</p>