

# Brockwell Junior School Sports Premium Report 2022/23









Total amount carried over from 2019/20	£
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

Key achievements to date:	Areas for further improvement and baseline evidence of need:
Established Complete PE across the school, in all year groups. This is to replace Real PE. Complete PE is now used by all year groups to support the delivery of key skills through specific sports, including gymnastics, dance, OAA and swimming.	To continue to monitor (through lesson observations, children's voice and teacher feedback) the PE curriculum and the schemes of work being implemented. To employ a PE specialist to work with ECT in the delivery of the PE curriculum.
Every child receives at least two hours of PE a week. This will increase when a year group is swimming or participating in Forest Schools.	To continue to promote and provide at least two hours of PE weekly to every child.
2 ECT's have completed their ECT program, which includes PE. They have developed their subject knowledge and confidence to provide high quality PE lessons through team teaching with PE Lead.	To further extend the development of teacher's subject knowledge by providing team teaching and coach support across a wider range of fundamental skills.
PE Coordinator, plus all teachers have explored and experienced teaching the new Complete PE scheme of work.	To monitor the delivery of Complete PE across the key stage and support teachers if needed.
All teachers have work with SHAPE Learning Partnership to develop their skills and knowledge in delivering a wide variety of inclusive physical activity games.	To actively research and implement new idea and initiatives cross the curriculum for the physical and active support of all, including SEND, girls and the inactive.
Teaching Assistants have been trained in playworker activities and continue to provide further opportunities for physical activity for the children.	To work closely with the Teaching assistants to ensure that the activities being provided target the inactive as well as the active. To look for additional training (through SHAPE) to help with the expected role and to give support in empowering the Young Leaders.
The sport of cricket (all year groups), tennis (years 5) have been experienced	To inspire more children to join sports clubs by continuing to provide taster

by the children during PE sessions as a pathway to after school clubs. From these sports several children have joined community clubs. Year 3 and year 4 staff have also received CPD for crickets from Chance to Shine cricket.

All year groups have had the opportunity to participate in after school clubs delivered by Premier Sport.

The Bronze Young Ambassadors, Health Ambassadors, Media and Travel Smart ambassadors continue to be high profile around the school. All Young Leaders positively promote physical activity and lead and run Intra-school competitions and personal challenges. This year the Bronze Young Ambassadors have worked with the SHAPE Learning Partnership to deliver activities for children from other schools. Feedback from this suggests that the children of Brockwell Junior School are highly trained, responsible, confident and professional in their attitude to physical activity and in their delivery of the activities.

All year groups and children within those year groups (including SEND) have had the opportunity to attend festivals hosted by SHAPE Learning Partnership. More children than previously have attended festivals that have included; football festivals, tennis festival, multi-sport festival, Sportshall and Athletics. Several children have joined community clubs from these festivals and all children that attended have tried a new sport.

Every child, in all year groups have participated in 3 SHAPE Learning Partnership's activity days. During these sessions, teaching staff have been present to help them gain new ideas for activities and to support them with

sessions during PE lessons.

To develop a community relationship with Chesterfield Community Trust to build on our engagement with community sport, to offer a wider range of after school clubs and to provide sport specific CPD for staff.

To continue to source opportunities for all children to participate in a wide range of sports on a more regular basis.

To continue to promote and support 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, in assembly, 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. The Football Ambassadors have worked hard at refereeing the younger year groups' matches to ensure that game play is fun, fair and in line with our school rules. This has enabled the year groups to continue to play football at free times.

Media Leaders to continue to report on physical activities and to help train next year's Media Leaders ready for the handover.

To continue to participate and work to a high level that would enable us to be considered worthy of being considered for awards.

Bronze Young Ambassadors to continue to support SHAPE Learning Partnership, where and when possible.

To continue to provide opportunities for every child to take part in festivals.

To enter numbers early so that even more opportunities, covering a wider range of sports, can be given.

Look to other agencies to provide a wider range of after school clubs, such as tennis.

To keep working with SHAPE Learning Partnership to provide a wide range of physical activity experiences for all children.

organization of classes during PE.

After school clubs run by school staff have included, Sporthall Athletics, Cricket, Basketball and Cross-Country. Every child (within the year groups) has been given the opportunity to attend clubs and no child has been turned away, regardless of ability or high numbers.

Parental involvement in physical activity has been promoted through 'Family Cycling' with bikeability. These sessions have involved a parent, with their child/ren, cycling together along some of the many cycle paths around school.

From the clubs and Intra-school competitions many teams have attended competitions and tournaments held by the SHAPE Learning Partnership. To date, every child that has attended a club has gone on to the competition. Brockwell has taken A-C teams for tournaments, thus giving many more children the opportunity to experience sport at competitive level. For Sportshall Athletics, Basketball and the cricket competitions, the teams have gone on to represent Chesterfield in the Derbyshire County Finals. The Primary Dance Festival saw an increase in boy participation, with every boy and girl in year 3 taking part.

Brockwell junior school continue implement other national initiatives such as the BBC Sport Supermovers to encourage more physical activity during Maths and English lessons.

22 Young Leaders completed their 'Young Tennis Leader' award with the SHAPE Learning Partnership at the Chesterfield Lawn Tennis Club. The children then went on to plan, organize and lead a tennis festival with SHAPE Learning Partnership for 100 children.

8 Young Leaders have supported Brockwell Nursery and infants School with their sports day.

For our twice-yearly pupil questionnaires, we use the app Koboca. This is used to generate physical activity data. Children are given the opportunity to say

To continue to provide clubs for children so that they are able to enter the competitions, hosted by SHAPE, with the knowledge, skills and understanding that they need to make the competitions pleasurable.

To further engage parents in physical events through school activities. Next year's focus will be Sports Relief 2024.

To continue to promote Active Maths and English lessons via the Active Maths and Active English training that staff have competed.

Continue to support and promote our Young Leaders both in school and in the wider community.

To complete Koboca on a regular basis and use these to complete the yearly Pupil questionnaire.

<p>what physical activities they would like to do in the coming year and to generate data of their participation on the previous year. 2022/3 data shows that participation has stabilised since the previous year.</p> <p>PE Coordinator to support other schools as well as Brockwell. Coordinator has supported the SHAPE Learning Partnership in providing training for Young Leaders in primary schools.</p> <p>Achieved the Sports Mark - Platinum</p> <p>Achieved ModeshiftSTARS – Silver</p> <p>Twice yearly meeting with PE Governor / Chair of Governor to scrutinise Sport Premium spending and Physical Activity provision across the school.</p>	<p>To conduct questionnaires in September to generate the physical activity data for 2023/24. After implementing 23/24 initiatives, complete survey again to see the impact of the initiatives on the children’s physical engagement. Display on PE notice board and in Newsletter to parents. Collate information for governors.</p> <p>Coordinator continues to work with SHAPE Learning Partnership.</p> <p>To continue to work on the standards and requirements for the Gold Mark to enable us to go for the Platinum award again next year.</p> <p>Meet with Governors in July to discuss latest data and statistics, progress towards targets and action plan for 2019/2020.</p>
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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?	96%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	92%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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: 2022/23	Total fund allocated: £18,000	Date Updated: July 2023		
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: 80%
School focus with clarity on intended <b>impact on pupils</b> :	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.	SHAPE Learning Partnership Equipment for the year 1201.36	This year, every child has participated in the New Age Kurling, Boccia, Cross-Country, Table Tennis, dodgeball and Sprinting 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, Koboca questionnaire)	The children are motivated to learn new sports and are keen for the new competitions to start. More children are playing Young leader led sports 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.
<b>General fitness</b> - To keep physical activity levels high during the three terms where the field cannot be used. <b>30:30 and Young Leaders</b> - All children to have access to ‘all weather’ equipment that can be used to encourage and support 30:30 sessions and personal challenges set by the Bronze Young Ambassadors. <b>PE and after school clubs</b> - Sessions to emulate a more realistic approach to fitness; including strength, stamina and agility.	Our aim was to provide 6 new fitness stations but due to physical restraints we have had to bring this back to 4 To provide 4 new fitness stations to extend the trim trail. To encourage and promote the use of the running track in conjunction with fitness stations during free time as well as planned sessions. Bronze Young Ambassadors to set personal challenges involving the new stations – for instance ‘how many pull ups in 1m’. To focus on the PSHE qualities of resilience and	£18,735,30	Children have access to a greater area of hard surface and physical equipment for free and structured physical activity. The Young Leaders are developing running clubs, relay events and personal challenges for the children to complete. Physical activity levels are maintained to a good level throughout the year. All children are able gain a more realistic physical ‘workout’ experience that develops and targets a wider range of	A highly sustainable resource that contributes significantly to every child’s physical wellbeing. To promote the use of the track throughout the year by all classes for free and structured activity and personal challenges. To use track for Race for Life and Sport Relief events (or other events to encourage parental involvement). To support the Young Leaders to implement a running club for the younger children.

	determination.		disciplines, which adds to the enjoyment of the sport. 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 build a resilience to these occurrences. A greater determination is being shown towards personal best. (Twitter, children's voice, achievements in competitions)	
Provide a wider range of all-inclusive taster sessions.	Look for and bring into school outside agencies to give children a wider experience of activities. Look for those with pathways to outside clubs.	Free	Chance to Shine cricket have delivered taster sessions across the school. (Twitter, children's voice, participation at clubs)	Children have experienced different sports, delivered by experts. Children are aware of different sports available in the community that they can use to help them be physical activity. Clubs report that uptake from the children has been high.
To engage positive free time experiences for all by engaging children in cooperative group games.	MDS to instigate and coordinate physical activity opportunities for all children. To work with the Bronze Young Ambassadors and Young Leaders in assisting them in setting up and leading cooperative group games.	School based funding	Children are enthusiastic to join in the group games and some are now starting to set up their own games to play, which is giving them positive, early leadership skills. Children are learning to turn take, win and lose in equal	To seek MDS training from SHAPE Learning Partnership to support new MDS in delivering and supporting physical activities during free time. To continue to build up a bank of games for the MDS to employ



<p>To encourage positive, active wet play activities.</p> <p>To support staff with the delivery of alternative warm-up, cool down, workout session and mindfulness sessions with music and activities.</p> <p>To introduce teaching staff to dance styles in a fun and relaxed way.</p>	<p>Health Ambassadors to provide different opportunities during play-time that target the inactive and 30:30 initiatives. To develop boy's confidence in traditionally female activities.</p> <p>Staff to use a range of sessions within their indoor PE slots.</p>	<p>£239</p>	<p>quantities (with grace) and have a bank</p> <p>To provide Jump Start Jonny sessions for all children during times when it is too wet to play outside. To encourage rhythm, movement and sustained activity in a fun environment.</p> <p>Staff to use the warm-up, cool down and mindfulness activities with Jump Start Jonny to support the delivery of dance and gymnastic sessions.</p>	<p>with the children. To target the new intake of year 3 children in the autumn term so that expectations and standards are set early in their junior school experience.</p> <p>To continue providing and maintaining high levels of physical activity during times when it is not appropriate to go outdoors.</p> <p>To continue to support staff in delivering fun and exciting PE sessions that are engaging and varied.</p>
<p><b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation: 1.5%</p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<p>Keep main Physical Activity display up-to-date.</p>	<p>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 statistics for physical activity within Brockwell.</p>	<p>None</p>	<p>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 would like to join. They use the board to find next competitions or festivals being hosted by SHAPE Learning Partnership. All this raised the profile of PE and sport, which is now seen as an important and central part of Brockwell school life. (Display)</p>	<p>Young Leaders take most of the responsibility for the working PE display which gives them ownership and responsibilities above the expectations of Young Leaders. The Young Leaders are leading by example and are setting high standards for younger children to adopt and follow.</p>
<p>Promote physical activity through multi-media reporting and social media.</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>N/A</p>	<p>All year 5 and 6 children are able to use IT skills to produce green screen reports and iMovie. 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, assemblies)</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 host Sport Relief mile and Race for Life 3.5 mile. (alternate years) <b>Sport Relief for 2024</b></p>	<p>Children to develop their social and emotional literacy through the power of physical activity. Home / school links to be promoted through parental involvement.</p>	<p>N/A</p>	<p>All children have learnt about how others can be helped through physical activity. Children demonstrated determination to complete the distances set and all helped raised money for charity. Parental involvement is increasing for these events and</p>	<p>To continue working promoting the children’s social and emotional literacy through sport and work with both the Sport Relief and Race for Life charities.</p>

<p>All children to participate in a day of dance.</p>	<p>Children to learn and experience difference dance style and routines from across the decades. Children to come together to showcase their dances ad perform them for their parents/carers.</p>	<p>£600</p>	<p>feedback has been very positive from both children and parents. (Twitter, newsletters)</p> <p>Children were extremely excited to learn the dances and enjoyed showcasing their routines. This activity brought dance to life and gave learning dance a deeper meaning.</p>	<p>To use this day to promote dance across the school. To look for other ways to involve parents to continue to build school/home relationships.</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:
				3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To use Complete PE scheme of work to build on fundamental skills.  REAL PE to no longer to be used.	Keep up-to-date with training availability for staff. Monitor effectiveness of the scheme of work and its relevance to the development of the children.	£150  £139 to date of cancellation	All children enjoy the sessions, staff feel confident in teaching the scheme and children are developing their skills well and can apply these skills to team games and traditional sports.	Monitor the scheme and its effectiveness through children's voice, staff feedback and observations of sessions.
Use specialist teachers 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.	N/A	Year 4 and Year 5 have all received striking and fielding 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)	From the Year 4/5 sessions more children (70 children) attended the cricket club. 2 mixed and 2 girl's teams entered the tournaments and both the A team mixed and A team girls teams earned a 1 <sup>st</sup> place at the Chesterfield Finals. This has helped to raise the profile of competitive sport in school.
To give a greater experience to children that goes above the National Curriculum requirements.	Children to attend Chesterfield Tennis Club for Net/Wall lessons led by a qualified coach in a sporting environment.	£436	63 children were able to experience a high level of learning in a professional environment. Children were inspired to play tennis and 12 year 5 children went on to participate in the half term tennis festival. (Twitter, Sport data)	Children have learnt new skills and experienced playing in a club. 5 children have joined the tennis club and now play regularly. Children feel more confident playing tennis as part of their active lunchtime and are helping others with their skills.
To improve the achievement of all children through high quality	PE Lead or coach to give constructive feedback to improve	N/A (HLTA cover for PE Lead)	Members of staff have responded well to feedback and are	All staff feel able to transfer these skills to other areas of PE

teaching.	skills, knowledge and confidence of teaching staff.		implementing the new ideas and learning into their teaching. Staff feel more confident with organization of PE lessons, behavior management and skills to be taught. Children are learning to a high level through the teaching of fundamental skills and small team games. (CPD files)	and sport teaching. To employ a professional subject specific PE teacher to work with a ECT and newly qualified teacher to establish good working practice and to improve subject knowledge.
PE Coordinator to support a ECT teachers in implementing the Spirit of the Games and Personal Challenges into all PE lessons.	Through staff meetings and team teaching, Personal Challenges and Spirit of the Games 'spies' to become an integral part of all PE lessons.	SHAPE affiliation	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)	All 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.
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>To offer the best possible opportunities for all children in school.</p>	<p>Affiliation to Chesterfield School Sport Partnership (CSSP).</p>	<p>£2,736 Affiliation to SHAPE Learning Partnership</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 out of school.</p>	<p>Look through the SHAPE Learning Partnership calendar of events and select the festivals that target the different year groups.</p>	<p>SHAPE affiliation HLTA cover for coordinator to attend festivals</p>	<p>All Children (or everyone that wished to) have attended each of the festivals (tennis, dance festival, yoga and multisport) Many of these festivals involve children trying new sport. Twitter, Koboca</p>	<p>Children are keen to bring the new sports that they have tried back to school to run as an Intra-school competition. To book early to ensure more festivals can be attended.</p>
<p>To give opportunities for every child to attend at least one festival per year in school.</p>	<p>SHAPE Learning Partnership to come into school to work with each class on a given activity. Staff to attend the festivals for CPD training.</p>	<p>SHAPE affiliation</p>	<p>All children have participated in the in-school festivals. Feedback indicates that the children have thoroughly enjoyed the festivals and excited for a 'SHAPE festival day'.</p>	<p>Children are enthusiastic to engage in new, fun and competitive activities.</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, Level 2 training for Y5 and in the summer term Level 3 training for Y6.</p>	<p>SHAPE affiliation</p>	<p>60 Y3 children have either passed their Level 1 Bikeability or received 'Learn to Ride' assistance. 58 Y5 children have participated in level 2 bikeability. 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) 40 Y6 children attempted their level 3 training.</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.</p>
<p>Bikeability to lead 3 x family bike rides starting from Brockwell Junior School to Holmebrook Valley, using the (and</p>	<p>Children and their adult to participate in 3 bike rides to promote cycling and families</p>	<p>SHAPE affiliation</p>	<p>15 families attended the cycling sessions. Some families expressed how much they had enjoyed</p>	<p>To enquire if this club could continue next year too. Maybe look to extend it to include the</p>



<p>promoting) the cycle paths.</p>	<p>participating in physical activity together.</p>		<p>cycling together and other commented that they haven't ridden a bike in many years. More children are now cycling to school.</p>	<p>infants or other schools.</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 to attend SHAPE Young Leaders Conference at the English Institute of Sport to gain the knowledge and skills needed to plan and deliver a wide range of sporting and physical activities – including intra-school competitions.</p>	<p>SHAPE affiliation HLTA cover for coordinator</p>	<p>To date, children have taken part in the Basketball, Boccia, New Age Kurling, Table Tennis, sitting Volleyball, Archery, Cross-Country, Wall Climbing and Sprinting tournaments. All children are experiencing new sports in a safe environment. They are learning to win and lose with grace and applying the Spirit of the Games to their play. (Twitter, Koboca)</p>	<p>Other tournaments to take place this academic year include, Mini Tennis 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 Basketball, Dance, Sportshall Athletics, Cross-Country and Cricket clubs to different year groups.</p>	<p>N/A</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. From these clubs children have gone on to represent the school in competitions. (Twitter, Newsletter, Club records)</p>	<p>To increase the number of clubs on offer using outside agencies; Chesterfield Community Trust.</p>
<p>To extend the number of clubs on offer.</p>	<p>We have used Premier Sport to supplement the number and range of clubs on offer.</p>	<p>Parent pay</p>	<p>Premier sport have provided clubs for LKS and UKS each week. Clubs have included: dodgeball, basketball. Athletics and tennis.</p>	<p>Children are enjoying these clubs and say that they are able to play with their friends and bring their new skills to PE sessions.</p>

<p><b>Key indicator 5: Increased participation in competitive sport</b></p>	<p>Percentage of total allocation:</p>
<p style="text-align: right;">3.5%</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>
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<p>To increase participation in competitive sport.</p>	<p>To enter at least 2 teams in every tournament (or the highest number of teams that participation at clubs will allow).</p> <p>Book the venues that enable the teams to use sustainable transport like walking but book transport if unavoidable.</p>	<p>SHAPE affiliation</p> <p>HLTA cover for coordinator</p> <p>£770 for transport to venues out of walking distance.</p>	<p>3 teams have attended the athletics and Basketball tournaments and two teams were entered int every other tournament. SHAPE Learning Partnership tournaments continue to be well represented by the children of Brockwell Junior School. Brockwell have consistently reached the finals of the tournaments, which suggests the high level of teaching and learning with physical activity in the school. Trophy Cabinet, Twitter, Newsletters)</p>	<p>As direct results of these tournaments children have gone on to join the Chesterfield Athletics Club (5 x children) and Chesterfield Athletics Club have thanked Brockwell for highly promoting their club and athletics in general.</p>
<p>To participate in the dance platform.</p>	<p>All year 3 children to attend the dance platform and to showcase their work. (64 children)</p>	<p>N/A Children walked to venue</p>	<p>All children were able to experience preforming on a large stage, in a professional environment. At least 80% of the children had never had this experience before and 50% were boys. Which has helped to positively demonstrate that dance is just as much for boys. Children with send were also highly represented 15% as were Pupil Premium. (Twitter, Class records, club records)</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>