



**Brockhampton Primary School
2024/2025 Sports Premium Strategic Plan**

Number of children	
Allocation for September 2024 - July 2025	
Rationale	
<p>At Brockhampton Primary school we are fully aware of the importance of Sport and PE. We are committed to providing our children with the opportunities to get to participate in a variety of different sports and games in a competitive environment; to foster a love of sport that remains with them for life and opens opportunities beyond what we offer at school. We provide opportunities to develop healthy, active lifestyles through:</p> <ol style="list-style-type: none"> 1. the engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school 2. the profile of PE and sport is raised across the school as a tool for whole-school improvement 3. increased confidence, knowledge and skills of all staff in teaching PE and sport 4. broader experience of a range of sports and activities offered to all pupils 5. increased participation in competitive sport 6. The importance of Forest School to support children with their mental health and wellbeing <p>The DfE vision is that “all pupils leaving primary school to be physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.”</p> <p>The Primary School Physical Literacy Framework, developed by Youth Sports Trust, Sport England, County Sport Partnership Network, Association of Physical Education and Sports Coach UK describe Physical Literacy as, “the motivation, confidence, physical competence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity. Enabling them to be physically literate supports their development as competent, confident and healthy movers.”</p> <p>The improvements in school will provide additional, sustainable improvements to the provision of PE and sport for all pupils and to encourage healthy, active lifestyles as:</p> <ul style="list-style-type: none"> • Staff members will have increased their knowledge, skills and confidence teaching Physical Education • Children will be educated about the positives of a healthy active lifestyle • Children will be provided with a broader experience of sports <p>Forest School</p> <p>Forest School at Brockhampton Primary continues to provide a rich, child-led, outdoor learning experience that enhances children's physical, emotional, social, and cognitive development. Sessions take place in our dedicated Forest School area and are delivered weekly to pupils across the school.</p>	

Aims of Forest School

- To build resilience, confidence, independence, and creativity.
- To support physical and mental wellbeing through regular time in nature.
- To promote environmental awareness and responsibility.
- To develop teamwork, communication, and problem-solving skills.
- To provide a safe environment for supported risk-taking and exploration.

Category	Specific area		Autumn	Spring	Summer	Yearly
CPD	External training course	Inspired Forest school CPD			£1150	
	Upskilling staff to deliver swimming lessons					
	Internal learning and development (cover)	PE subject leader leadership at Trust level	£348	£348	£348	

	Inter-school development sessions(cover)	PE leadership coaching to colleagues	£348	£348	£348	
	Online training/resource development					
	External coaches supporting confidence and competence	Tennis coaching		£1000	£1000	
		Cricket Coaching		£750	£750	
		Table tennis coaching		£750	£750	
	Total CPD spend		£ 696	£ 3196	£ 4346	£8238
Internal Activities	School based extra-curricular clubs	Tennis specialist		£494.37	£494.37	
		Cricket specialist		£437.50	£437.50	
		Table tennis specialist		£375	£375	
	Internal sports competitions					

	Top-up swimming/broadening aquatic opportunities					
	Active travel initiatives					
	Equipment and resources	Resources - teaching of the curriculum	£1726.06			
		Forest School			£1000	
		Transport for swimming	£577.50	£577.50		
		Transport for external competition		£250	£250	
	Membership fees					
	Educational platforms and resources					
	Total internal spend		£2303.56	£2134.37	£ 2556.87	£6994.80

External activities	Organised by SGOs					
	Other inter-school sports competitions	Sports Day - medals (healthy competition)			£100	
	External coaching staff	Tennis coaching		£494.38	£494.38	
		Cricket Coaching		£437.50	£437.50	
		Table tennis coaching		£350	£350	
	Total external spend			£1281.88	£1381.88	£2663.76
Overall Totals	Total funding received	£17510				
	Total PE & Sports Premium Spend	£17,896.56 (Overspend of £386.56)				
	Total remaining	£0				

IMPACT LOG

Category	Specific area		
CPD	External training course	Inspired Forest school CPD	<ul style="list-style-type: none"> ➤ Staff are more aware of the benefits of outdoor learning and have begun incorporating outdoor elements into their own teaching or at least thinking of adaptations for specific children who may have difficulties. ➤ Forest School principles have influenced wider school culture, promoting wellbeing, resilience, and experiential learning. ➤ The school has developed stronger links with the local community and environment groups. ➤ The Forest School area is now a valued and integral part of school life, contributing to the school's vision and ethos. <p>1. Personal and Social Development</p> <ul style="list-style-type: none"> ➤ Children display increased confidence, particularly those who are quieter in the classroom setting. ➤ Strong evidence of teamwork and leadership, especially in mixed-age or group problem-solving tasks. ➤ Children show improved emotional regulation, supported by the calming effect of natural surroundings. <p>2. Behaviour and Wellbeing</p> <ul style="list-style-type: none"> ➤ Reduction in behaviour incidents during and after Forest School sessions. ➤ Children report feeling "calm," "happy," and "free" during Forest School. ➤ Those with SEMH needs have particularly benefited from the nurturing, unpressured environment. <p>3. Engagement in Learning</p>

			<ul style="list-style-type: none"> ➤ Forest School promotes hands-on, experiential learning that enhances curiosity and motivation. ➤ Vocabulary and communication have improved through rich, real-world discussions. ➤ Cross-curricular links (e.g., science, geography, art, and literacy) are strengthened. Further development required. <p>4. Physical Development</p> <ul style="list-style-type: none"> ➤ Gross and fine motor skills are developed through climbing, tool use, den building, and craft. ➤ Improved stamina, balance, and coordination noted in pupils over time.
	Internal learning and development (cover)	PE subject leader leadership at Trust level	<ul style="list-style-type: none"> ➤ Will gain confidence in monitoring, coaching, and leading staff. ➤ Developed an understanding of curriculum progression, assessment, and inclusive practice. ➤ Led the development of a sequenced, engaging, and ambitious PE curriculum. ➤ Organised inter- and intra-school competitions and active school events.
	Inter-school development sessions(cover)	PE leadership coaching to colleagues	<ul style="list-style-type: none"> ➤ Pupils benefit from more structured, active, and engaging PE lessons. ➤ Clear progression in fundamental movement skills, coordination, and teamwork. ➤ Pupils show greater enthusiasm and positive attitudes towards physical activity. ➤ Improved participation and behaviour during PE, especially in classes previously led by less confident teachers. ➤ More opportunities for leadership, challenge, and reflection in PE sessions.
	External coaches supporting confidence and competence	Tennis coaching	<ul style="list-style-type: none"> ➤ Teachers reported increased subject knowledge in key skill areas (e.g. movement, game strategies, warm-up/cool-down routines). ➤ Staff became more confident in demonstrating and explaining techniques effectively.

Internal/External Activities		Cricket Coaching Table tennis coaching	<ul style="list-style-type: none"> ➤ Co-teaching model allowed staff to observe high-quality delivery, improving their classroom practice. ➤ Follow-up discussions and shared planning supported knowledge of sequencing and progression in PE.
	School based extra-curricular clubs	Tennis specialist Cricket specialist Table tennis specialist Register available for teacher led clubs	<p>Increased Participation in Physical Activity</p> <ul style="list-style-type: none"> ➤ Over 80% of pupils in KS2 and 70% in KS1 have attended at least one after-school club. ➤ Many children who are less engaged in curriculum PE are choosing to join clubs due to the informal, fun, and inclusive nature of the sessions. <p>2. Skill Development and Confidence</p> <ul style="list-style-type: none"> ➤ Pupils have developed technical skills in sports and physical literacy (balance, coordination, agility). ➤ Children demonstrate greater self-confidence, particularly in teamwork, communication, and performance. <p>3. Inclusion and Equity</p> <ul style="list-style-type: none"> ➤ Clubs are offered at minimal cost to ensure access for all. ➤ Specific outreach has helped increase participation among SEND pupils (70%) and those eligible for Pupil Premium. ➤ Mixed-age clubs have promoted mentorship and peer support.
	Equipment and resources	Resources - teaching of	1.Improved Access and Inclusion

		the curriculum	<ul style="list-style-type: none"> ➤ Equipment now caters to a range of needs, allowing SEND pupils and less confident learners to take part more fully. ➤ EYFS and KS1 pupils benefit from soft, lightweight materials that build coordination and confidence safely.
		Forest School	2. Greater Engagement and Enjoyment <ul style="list-style-type: none"> ➤ Pupils are more motivated and enthusiastic in lessons when using new and exciting equipment. ➤ Higher participation in lunchtime and after-school activities due to easily accessible playground equipment.
		Transport for swimming	
		Transport for external competition	3. Enhanced Skill Development <ul style="list-style-type: none"> ➤ Access to sport-specific resources has improved the quality of skill progression in games, athletics, and gymnastics. ➤ Pupils can now experience authentic gameplay, aiding understanding of tactics and rules.
			Impact on Staff and Curriculum Delivery <ul style="list-style-type: none"> ➤ Teachers report increased confidence in delivering a wider range of activities due to having appropriate, well-maintained resources. ➤ Equipment sets now support effective lesson sequencing and group differentiation. ➤ Less time is lost in transitions, as resources are well organised and readily available.
	Other inter-school sports competitions	Sports Day - medals	1. Improved Motivation and Engagement <ul style="list-style-type: none"> ➤ Children show greater enthusiasm and focus in PE lessons when preparing for competitive events.

		(healthy competition)	<ul style="list-style-type: none"> ➤ Healthy competition gives pupils a clear goal to strive towards, increasing participation. <p>2. Personal Development and Resilience</p> <ul style="list-style-type: none"> ➤ Children learn to cope with success and failure, showing growth in resilience and emotional control. ➤ Increased use of positive language, encouragement, and team celebration. ➤ Greater focus on effort, respect, and self-improvement in competitive settings. <p>3. Inclusion and Confidence</p> <ul style="list-style-type: none"> ➤ All pupils, regardless of ability, are given opportunities to represent their house or school. ➤ Personal best challenges ensure everyone can succeed on their own terms. ➤ Children with SEND or low self-esteem have taken part in adapted, supported competitions with pride. <p>4. Leadership and Responsibility</p> <ul style="list-style-type: none"> ➤ Sports Leaders and House Captains have grown in confidence, taking on roles in organising and leading events. ➤ Children demonstrate increased responsibility, communication, and teamwork.
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