

BROCKS HILL PRIMARY SCHOOL PE & SPORT Premium Action Plan 2023-24



Funding: £19,620

Total Spend: £37,982

Overspend: -£18,362




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

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

<p>PRIORITIES ACTION TAKEN</p>	<p>FUNDING</p>	<p>IMPACT</p>	<p>SUSTAINABILITY</p>
<p>PROFESSIONAL SERVICES: £ 3,750</p>			
<p>1.</p> <p>Subscription to the PE Hub</p> <p>The PE Hub is a comprehensive online resource with full PE plans from Foundation Stage to Year 6. It correlates directly to the National Curriculum and provides a library of resources to support lesson delivery.</p>	<p>£525</p>	<ul style="list-style-type: none"> The PE hub is used as a vehicle for an online platform that provides comprehensive planning, resources and video tutorials to support the delivery of high-quality physical education lessons. The PE hub scheme of work has been fully embedded into the school's curriculum. This has had a positive impact on the quality of lessons being taught around the school. In October 2024 Brocks Hill were inspected by Ofsted where PE and Sport went through a Deep Dive. Through rigorous monitoring by the PE lead it has been observed that children are able to confidently articulate what knowledge and skills they have learnt in every year group. Additionally, through a planned sequence of learning, the use of the PE hub has allowed staff to have a better grasp of PE progression in Primary Schools. The knowledge organisers have been effective in outlining key learning for each unit and allowing teachers to focus on the key knowledge and skills involved within a unit- this has ensured continuity across year groups and will allow for better progression through the school. 	<p>1 -Increase confidence, knowledge and skills of all staff teaching PE and Sport.</p> <p>2 -The engagement of all pupils in regular physical activity and sport.</p>
<p>2.</p> <p>Membership to South Leicestershire Sports Partnership:</p> <ul style="list-style-type: none"> Access to PE Co-ordinator subject leader activities. Training and network meetings; access to South Leicestershire sport competitions, festivals, leagues and virtual competitions including the different competition formats: <p>LSLSSP Subscription Fee: £3,225</p>	<p>£ 3,225</p>	<p>Once again, our membership to the South Leicestershire Sports Partnership has continued to provide access to both online and in person sport competitions and wellbeing resources. These have included opportunities for continual professional development and this year the partnership has increased the number of development competitions to increase participation for those most vulnerable.</p> <ul style="list-style-type: none"> VIRTUAL COMPETITIONS: The partnership has provided plenty of opportunities for children to engage and participate in virtual competitions throughout the year. These have been designed to use minimal equipment and to engage a wider audience with built in adaptations for children who may require it. They have provided competitions for both KS1 and KS2 which has enabled all children to have access to competitive sport and given a focus on targeting children who are not normally involved in external competitions and extracurricular activities. Throughout the year, the competitions have provided inclusivity for all children. OCTOBER 2023: The school has continued to promote active travel, once again by signing up for Active travel month. This is to ensure that we are encouraging pupils and parents to take a more active mode of transport to school. The initiative was launched through a whole school assembly ensuring that all pupils had the opportunity to be involved and motivated. The information was also shared with parents and carers to ensure all pupils were actively involved. Throughout this month there was an increased number of pupils who walked, cycled or scootered to school. Pupil voice was used to monitor the impact of this 	<p>The school will continue to promote active travel through school newsletters and social media. The school will work closely with the Leicestershire County Council Officer to promote Active Travel including encouraging parents to park and stride.</p>

			<p>as well as internal competitions within school. This has also impacted on tackling the unsafe dropping off of pupils at the school gates- premises staff commented on the mornings being less busy with traffic both during and after the active travel month.</p> <ul style="list-style-type: none"> ▪ MARCH 2024: Once again, we took part in the 'Move it March' initiative; The programme began with an engaging assembly from the Partnership where the programme was launched with a daily boost led by Active Anita, the programme mascot. This highlighted the importance of daily activity for children. By incorporating friendly competition, it motivated children to be as active as possible, with lots of children asking for a second tracker to monitor their activity. At the end of the month the points were calculated and we received more gold and platinum awards than previous years; these contributed towards the quad cup points. ▪ JUNE 2024: All children across the school took part in our annual Schools Sports Day which showed progression from FS to upper KS2. The events incorporated all areas of athletics and built upon the skills and knowledge learnt in the P.E units taught in Summer 1 and Summer 2. As with all sport in school, British values and sporting behaviours were encouraged and demonstrated throughout, children who showed these were awarded special certificates in our weekly celebration assembly. ▪ JULY 2024: At the South Leicestershire Awards our sporting endeavours were recognised once again as we were shortlisted for 'Young Leaders of the Year'. The impact of these awards strengthens and highlights the opportunities made available to all and the importance of pupil leadership. Our Wellbeing Ambassadors were highly recommended for the excellent contributions to wellbeing throughout the year. <p>PLAY LEADERS: 20 Year 5 children received 'Play Leader training' delivered by Jo Rowe. This impacted on a timetable of activities that promote physical activity at playtimes and lunchtimes for KS1 children. Year 5 Play Leaders and Year 5&6 Sports Ambassadors have a timetable of activities that they are daily delivering to children in the school. This not only encourages active playtimes but has impacted on the leader's confidence and developed their roles as positive role models for the younger children.</p> <p>SPORTS AMBASSADORS: 4 children were trained to become Sports Ambassadors. The role is an identifiable role as the children were able to take on leadership roles and develop a skill set and confidence to lead and deliver physical activity and sport during lunchtimes and playtimes to KS1 children. This year's Sporting Ambassadors have had an active role in whole school and key stage assemblies and leading PE initiatives across the school. PE lead has had regular meeting with the ambassadors to develop their role as young leaders leading and promoting sport across the school. They have also conducted pupil interviews, audited the PE resources and helped upload scores for competitions.</p>	
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<p>3.</p>	<p>To achieve School Games Platinum Award for the second consecutive year. To continue to promote Gender Equality and to promote and embed female participation in sport and physical activity.</p> <p><i>Promote competition at every level including internal and external competitions.</i></p> <ul style="list-style-type: none"> ▪ Refocus on children attend physical competitions alongside the virtual delivery. ▪ Ensure all children have access to competitions and competitive sports. ▪ Active links with sports clubs/ organisations. ▪ Continue with the increase of school games competitions (See new competition calendar). ▪ Continue to apply experimental learning opportunities through Competitions, Events and Festivals. ▪ Link clubs and coaching opportunities to school games competitions. Connection between after school clubs and competitions. ▪ Embed Competitive sport throughout the school ensuring all children have a chance to compete at competitive level. ▪ Embed and develop a bigger sporting workforce. 	<p>Through School Sports Partnership</p>	<ul style="list-style-type: none"> ▪ In July 2024 Brocks Hill earned the School Games Platinum Award for the second consecutive year. This is because at our school, the staff and children all play a central role in making sport and exercise a profound success. On the back of the last two years of success, we aimed to further promote determination, sportsmanship and respect for all within PE lessons, extra-curricular activities and competitions. One of our main goals was to ensure SEND and PP children had the opportunities to take part. Not only were they fully involved in all whole school events, but we also took an increased number of SEND and PP children to partnership competitions. This impacted on where possible all PP, vulnerable and SEND children engaging in an event, maintaining the high participation rates from last year. This inclusive approach has been excellent for pupil's self-confidence as well as promoting a life-long love for sport in line with our PE aims, ambitions and ethos. ▪ Brocks Hill have competed in the vast majority of sporting competitions in the school games calendar. Most Level 2 competitions have progressed to the Level 2 finals and in one case the Level 3 Final. This has impacted on the children's confidence, positive mental health and developed their competitive nature. This year there has been a greater emphasis on inclusive competitions and bridging the gender gap. Where possible, different groups of children have been chosen to represent the school. This has given children the opportunity to compete in a range of disciplines allowing them to find strengths in their own abilities and develop their self-esteem. This year alone we have competed in over 35 individual external events not to count the countless in school competitions we offer. 	<p>Brocks Hill have achieved the award will maintain Platinum for the next 2 years. Next year, the school needs to continue implementing and developing current and new provisions for children, increasing ways to increase physical activity and increase pathways for lifelong learning ensuring we are achieving 60 minutes of physical activity.</p> <p>The school will continue to take part in competitions next academic year. The SLSSP will develop a calendar of competitions/festivals designed to INSPIRE pupils, DEVELOP physical/sports skill and enable students to EXCEL. The school is committed to taking part in the local competitions.</p>

- Ensure that after school clubs are monitored and are delivering a variety of sports at a high level.

- To ensure we embedded those positive experiences competitions are varied and teams are mixed with participants. The end goal is often awarded for a school games value rather than a winner. The environment is safe and creates opportunities to learn and maximise social development. Running competitions throughout the year in a wide range of sports has ensured we have had maximum participation. Where possible we ensure we take at least 2 teams to any external event and within school we ensure that no child is missed out and that there is whole school engagement.

- **WHAT OUR PUPILS THINK:**

- Pupil A attended Year 3&4 DEVELOP Tennis: *'I learnt to hit the ball with the middle of the racquet. I am also more confident now!'*
- Pupil B attended several DEVELOP events: *'If you are a person who dislikes losing you don't care because you have had fun with your friends, so it does not matter if you lose. I had courage and I was happy to be chosen and it is the best feeling you could ever have inside and outside of school'*
- Pupil C represented Brocks Hill in the Area Sports and in Cross Country: *'It was fun and very rewarding to win and be the fastest.'* He had the opportunity to race against students that he knew that attended other schools and really enjoyed it. He said this will encourage him to compete more and improve his speed.
- **LEAGUES:** We have had another exceptional turn out for the cross-county league this year. The children have developed their fitness alongside their running technique and many if not all have achieved personal bests. Several of our children were also chosen to represent Oadby and Wigston at Prestwold Hall for the cross-country county championships. The impact of this has allowed the children to develop skills such as determination, resilience and competition. Through the leagues this year in football and netball gender equality has been promoted by a renewed focus on participation of girls in competitive sports.

CROSS COUNTRY DATA: 2023-24					
YEAR GROUP	CLASS	BOYS	GIRLS	TOTAL	Total BOTH CLASSES
YEAR 3	5	7	9	16	30
	6	8	6	14	
YEAR 4	7	7	5	12	21
	8	5	4	9	
YEAR 3&4		27	24	51	51
YEAR 5	9	5	6	11	25
	10	6	8	14	
YEAR 6	11	4	1	5	10
	12	3	2	5	
YEAR 5&6		18	17	35	35

EXTERNAL COMPETITIONS LEAGUES	ENRICHMENT IN SCHOOL OR EXTERNAL
<p>KS2 Cross country League</p> <p>YEAR 5&6 Girls Football League YEAR 5&6 Boys Football League Football Pokémon Cup</p> <p>Year 5&6 Indoor Athletics 2B</p> <p>Year 5&6 Table Tennis LEVEL 3 Year 5&6 Table Tennis Final</p> <p>5/6 Basketball Level 2B</p> <p>YEAR 5&6 Dodgeball Level 2B</p> <p>YEAR 3&4 Hockey Level 2B YEAR 5&6 Hockey Level 2B</p> <p>YEAR 3&4 Tennis YEAR 5&6 Tennis</p> <p>YEAR 5&6 Cricket (Mixed and Girls)</p> <p>Saffron Lane Athletics</p> <p>YEAR 5&6 Inspire Celebration Festival</p> <p>YEAR 3&4 Tag Rugby Festival</p> <p>YEAR 3&4 Dodgeball Festival</p> <p>YEAR 3&4 Girls Football Festival</p> <p>KS1 multi-skills Competition</p>	<p>Leicestershire Cricket (YEAR 2 and 4)</p> <p>Leicester Tigers (YEAR 3 and 4)</p> <p>Character Award (YEAR 2, 3, 4 and 5)</p> <p>Sports Ambassador Training</p> <p>Wellbeing Ambassador Training Wellbeing Event</p> <p>Year 5 Play Leader training</p> <p>YEAR 5/6 Inspire Event</p>
<p>124 Individual children have participated in external competitions this year.</p>	<p>Whole School Participation</p>



- Extra-curricular sporting opportunities have impacted on Pupil confidence, learning and an enjoyment of sport and physical activity.

<p>4.</p>	<p>Continue to embed Physical Literacy interventions across the school: Interventions linked to Health, Mental health and wellbeing. Ensuring equal opportunities to clubs for vulnerable pupils.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Big Moves (FS) <input type="checkbox"/> Sensory Circuits (FS, Year 1,2 and 3) <input type="checkbox"/> SPARKX (Year 2) <input type="checkbox"/> Active Inspire Event: Boxercise (Year 6) <input type="checkbox"/> Inclusive Sports (KS2) <ul style="list-style-type: none"> ■ Funding used to provide opportunities and support for vulnerable pupils. ■ Funding used to support staff CPD to impact on supporting emotional wellbeing of pupils ■ Funding to be used to enable PP children to attend after school clubs, trips, curriculum events etc. 	<p><i>Part of the LSLSSP Partnership</i></p>	<ul style="list-style-type: none"> ■ The school have continued to embed a drive to improve the wellbeing and mental health of all of all our pupils. The interventions and clubs that have taken place have been detrimental in improving the wellbeing of pupils involved as well as keeping them physically active; at Brocks Hill we aim to promote lifelong physical activity and these interventions have been successful in encouraging children to take part in their 60 minutes of physical activity each day. Through targeting specific individuals and groups, we have been able to monitor the physical and emotional wellbeing of the groups involved. ■ CURRICULUM: Our curriculum is designed so that it is progressive and supports vulnerable children. All lessons have inclusivity at heart; this is mirrored in the PE hub planning that we have invested in. All PE lessons include an element of physical literacy within them, whether it's retrieving a fundamental motor skill from KS1 or building upon core strength in gymnastics. This has been impactful as it has allowed children to be able to retrieve and store knowledge which benefits progression. Funding has been used to buy specialist equipment such as catching nets to enable children with SEND to take part in all lessons and feel involved. This funding has also been used to allow PP children to attend clubs; this has been particularly prevalent for the inclusive football club where several SEND children have been able to attend. ■ ASSEMBLIES: Have also taken place throughout the year to put a greater emphasis and awareness on feelings, mental health, anxiety and physical health. Children have been signposted throughout the assemblies and given opportunities to reflect and talk. The assemblies have impacted on a greater understanding of the importance of mental health awareness. This was particularly evident during Mental Health week which offered resources which were accessible to all. ■ WELLBEING CLUB: Wellbeing club has been supported by the LSLSSP trained wellbeing ambassadors and has run throughout the year. A vast majority of different children across KS2 have attended the club, each week focusing on a different pillar of wellbeing. Activities have included learning how to give hand massages, charity fundraisers, cooking activities, creative art projects and board game sessions. This has been impactful on the children's positive wellbeing as it has acted as a safe space for children to reflect on their week, talk to a trusted adult and have a relaxing break from what could be considered a busy lunchtime. Many of the pupils that attended were PP or SEND- this again had a positive impact on their wellbeing and allowed them to form new connections and friendships with other's they may not have interacted with. ■ FOUNDATION STAGE BIG MOVES: Big Moves is a Fundamental 	<p>The school will continue to have a focus on developing mental health and positive wellbeing across the school. Alongside the partnership and the Lionheart Educational Trust we will continue to run and embed programs and initiatives to develop awareness and interventions linked to Health, Mental health and wellbeing. Ensuring equal opportunities to clubs for vulnerable pupils.</p> <p>Continue to run wellbeing club at lunchtime for children to attend who may need a boost that week- to be run by ELSA staff and supported by wellbeing ambassadors.</p>
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			<p>Movement intervention programme works with children with poorer movement skills. Children were identified through an initial assessment. Then a 6-week block of weekly sessions were delivered by a specialist Movement Coach, supported by school staff who reinforced the programme through regular activities with targeted pupils throughout the duration of the project. The assessment was repeated at the end of the block of activities to ascertain the impact on the children involved. The Big moves initiative has once again been a great success in increasing the motor skills of our young learners. 15 children across FS have taken part in this initiative. It has had a positive impact on their development of motor skills, increased self-confidence and willingness to try new things. 10 of the children involved were on the SEND register.</p> <ul style="list-style-type: none"> ▪ IMPACT: After completing the Initial Assessment, 57% of students scored less than 5 in Week 1 of the Project, therefore not meeting the requirements to pass the Assessment. However, on week 6, 100% of children were able to do 5 or more movements and meeting the requirement to pass the Assessment. This is an improvement of 57% compared to week 1. Which led to 100% of children made an improvement of movements by week 6, with an average increased on 4 moves compared to week 1. ▪ SPARX CLUB: 15 Year 2 students took part in the early morning SPARX Club- this was focused around encouraging a love for PE, getting children active and revisiting key fundamental skills. Over 50% of the children involved were either SEND or PP and this early morning group has had a huge contribution to the development of motor skills and self-esteem. Teachers have also commented on the increased confidence and focus of these children in lessons. ▪ Pupil voice included: <i>'I really liked the club because it was fun, and Mr Dandolo showed us new games that we all loved'. 'My favourite part was collecting the cards as I could show my family how to be healthy too'.</i> ▪ SENSORY CIRCUITS: Sensory circuits has been used across the school it focused on the needs of SEND children, especially our high-need non-verbal children. More staff are now confident with leading sessions meaning that more children can attend the sessions. Focus and attention has improved for this group of children and has contributed to more readiness to learn. ▪ INCLUSIVE SPORTS: The Inclusive sports coach has provided tailored sessions and games to encourage all SEND and vulnerable pupils across Key Stage 2 to participate in physical activity. Sessions were highly attended and engaging for all pupils and staff. 	
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			<ul style="list-style-type: none"> ▪ ACTIVE INSPIRE- BOXERCISE: The initiative has ensured that all Year 6 children participated in 6 weeks of boxercise delivered by an external coach. Each session was delivered by a fully qualified instructor. It was another opportunity to incorporate more alternative sport provision into our already comprehensive curriculum. The delivery of Boxercise was inclusive and was adapted for all needs and abilities. The sessions promoted physical activity and an enjoyment of a new sport. Also, it supported the development of the children's hand-eye co-ordination. It led to many of our children wanting to continue this sport after school. 	
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SALARIES £ 34,232

<p>5.</p>	<p><i>To integrate and develop the role of the Sport Apprentice.</i></p> <ul style="list-style-type: none"> ▪ Mentor Programme ▪ Physical Education support within school hours. ▪ Delivering physical activity at playtimes and lunchtimes. 	<p>£28,398</p>	<ul style="list-style-type: none"> ▪ This year once again, a majority of the proportion of the funding has been allocated to embedding the development of a Sport Apprentice. ▪ Through the year Our Sports Apprentice through Loughborough College has completed his Sports Level coaching qualification. This CPD has been passed onto staff as they have supported and observed lessons taught after training. This has impacted on the teaching of PE, adding a wider variety of content, learning and progression across all key stages; this progression has particularly benefitted our curriculum as through CPD sessions in college our sports apprentice has been able to assist with the delivery of a curriculum that builds upon skills and knowledge in KS1, moving onto game and sport-based activities in KS2. Furthermore, CPD sessions on inclusive sports and including SEND needs in lessons has allowed our sports coach to deliver daily boost, sensory circuits and active lunchtimes for all of our pupils with a strong focus on SEND and PP children- this has impacted on their physical development, particularly focusing on fine and gross motor skills as well as having a benefit on developing positive wellbeing. Pupil voice from these sessions have said that 'We enjoy PE with Mr Moore, he makes the lessons exciting and fun we never want to stop!' Through an effective mentor programme, the sports coach apprentice has been able to receive tailored and reflective feedback on their practice; this had led to the apprentice being well on track to pass the 	<p>Use this development of staff confidence to embed an assessment-criteria for summative and formative assessment- make use of the PE hub resources to reduce teacher workload.</p> <p>Continue to send staff across the school on external CPD and to ensure that any external adults are used to enhance the provision and provide vital CPD.</p>
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	<p>To continue to develop and embed <u>ALL</u> staff confidence & Knowledge of PE teaching through high quality face to face CPD.</p> <ul style="list-style-type: none"> ▪ Support new staff to the school ▪ Develop metacognition and vocabulary development within the subject. ▪ Embed Assessment Framework within the curriculum. ▪ Continual staff CPD through virtual and face to face training. ▪ Coaching opportunities for the children through Leicester Riders, Leicestershire Hockey and Chance to Shine Cricket. 		<p>course with distinction. Through adopting the Lionheart Pupil centred approach (as mentioned in an observation during a PP review) the sports apprentice has had a huge impact on the learning and wellbeing of the children within our care. Lunchtimes: Lunchtime behaviour and enjoyment has improved through the introduction of focused sports sessions each day. At the beginning of the year these were heavily adult led but are now led by the children themselves, incorporating the sports leader programme into this. This has impacted positively as the children have been able to enjoy a wider range of sports and activities, contributing to increased wellbeing and motivation to try new things; it has combated some conflict resolution issues at lunchtime as more children are getting physically involved and active.</p> <ul style="list-style-type: none"> ▪ Staff confidence in delivery high quality and an ambitious curriculum for PE has been developed this year. This was highlighted during our Ofsted visit earlier in the year. We have had a large focus on upskilling our staff and ensuring our teaching and learning is to the highest standard to ensure pathways for healthy and active lifestyles. Staff across the school have also attended external CPD, this then has been shared across staff and information has been disseminated. ▪ CPD has also been achieved through high quality cricket and rugby coaching sessions. Staff have been able to observe and gain a better understanding of PE practice. Teachers participated in the sessions and were given valuable CPD on how to effectively teach the sports and activities. This resulted in a set of lessons plans to accompany each session as well as the subject knowledge and confidence on how to competently teach these sports. Coaches through the partnership have been used effectively to support teachers and develop CPD. ▪ Throughout the academic year, each year group has experienced some coaching from an outside agency. Coaches used were from a mixed ethnic background and gender which promoted cultural diversity and gender equality. All Year groups were given opportunities to try a range of new sports within PE lessons- some sessions were one off coaching lessons focusing on resilience whereas other sessions were over a series of weeks with skill being the focus. ▪ JUNE 2024: PE leads and Headteacher attended '<u>Inspiring, Developing and Excelling through PE, School Sport and Well-being Conference</u>'. This provided professional development opportunities through a range of keynote speakers, workshops and networking opportunities amongst other PE leads across the county: both secondary and primary with opportunities and initiatives for academic year 2024-25. ▪ Virtual and face-to-face CPD through the Sports Partnership and the National College has been disseminated to the whole school. There has been a range of webinars available branching across different areas of PE and wellbeing. Free CPD has enabled staff to develop and consolidate 	
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			<p>knowledge across all areas of PE and allowed teachers to gain confidence in delivering high quality PE sessions.</p> 	
<p>6.</p>	<p>Embed Character education through the Lionheart Character Award:</p> <p>Implement the key themes that enable young people to develop an understanding of their individual character, their character within a team and develop leadership skills alongside responsibility.</p> <ul style="list-style-type: none"> ▪ Leadership & Learning ▪ Changing Mindset ▪ Adventure and Exploration 	<p>£5,834</p>	<ul style="list-style-type: none"> ▪ Once again, the Lionheart Character Award has continued to provide the children with additional opportunities to develop their individual character and teamwork skills. By focusing on the 3 main areas: Leadership and Learning, Changing Mindset and Adventure and Exploration. This award continues to allow them to learn new skills and develop others which will in turn help them to grow as individuals and continue with them throughout their lives. This follows alongside the 6Rs and the schools' learning dispositions. During the award, children work on the development of key character qualities, that promote problem solving through communication and compromise which is a big aspect of teamwork. ▪ The award helps the children to develop their resilience as it encourages them to find ways to carry on when things seem challenging in order for them to be successful. Throughout the year, all Year 3 and 4 children have participated in the award. This award is designed to consolidate learning by demonstrating how certain character qualities can be applied to different situations. It teaches them the impact that individuals have on group performance, how groups can influence decision making and how character values can contribute to the quality of the outcome. ▪ Additionally, throughout the award all of Year 2 and Year 5 children also engaged in several weeks of character learning. Children were challenged throughout the sessions all the while keeping physically active. It focused primarily on communication, teamwork and resourcefulness. This had a huge impact on all the children in the year group; it empowered them to make decisions and choices confidently alongside developing their courage in a supportive and safe environment. <p>The Character Award has had a particular impact on three of the DFE's key indicators:</p> <ol style="list-style-type: none"> 1. Amount of physical activity – the weekly sessions are highly active, with learning structured through physical challenges. This has significantly increased the amount of physical activity that children participating in the award receive at school. 	<p>We will continue to deliver this award throughout our school next academic year. It has had a huge impact on the children's character education alongside the physical skills.</p>

			<p>2. It has introduced many new physical activities to the school, many of which have been taken up by classes in other year groups during both P.E. lessons and our 'Daily Boost' sessions (15 minutes of activity per day). These include 'short-burst' activities such as 'Human Pinball' and team games such as grounders.</p> <p>3. It has had a direct impact on the children's confidence leading to significantly more children wanting to take part in competitive events.</p>	
				

BROCKS HILL SWIMMING DATA 2023-24:

NATIONAL SWIMMING

60 CHILDREN IN THE COHORT

Meeting National Curriculum Requirements for Swimming and Water Safety:	NUMBER OF CHILDREN %
Percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	87 % 52 CHILDREN
Percentage of your current Year 6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	78 % 47 CHILDREN
Percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	71 % 43 CHILDREN