BRAMLEY OAK ACADEMY

Primary PE and Sports Premium

2024 - 2025

London South East Academies Trust

Responsible post holder	Headteacher
Approved by / on	September 2024
Next Review	September 2025
Date shared with Governors	September 2024
Date shared with staff	September 2024

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PE and Sports Premium Funding Report

Principles

Schools are free to choose how they use the funding in order to improve physical education and the way in which the funding is spent may therefore vary from school to school according to context. Some examples of the ways in which funding might be spent are:

- to hire specialist PE teachers or qualified sports coaches to work with primary teachers during PE lessons and to provide resources and training courses in PE and sport for teachers
- to support and involve the least active children by running after-school sports clubs and holiday clubs, e.g. the Change4Life clubs
- to run sport competitions or increase pupils' participation in the School Games
- to run sports activities with other schools

In deciding how to use the Sports Premium funding, the school will:

- ensure that Sports Premium funding allocated to our school is used solely for its intended purpose.
- ensure that teaching and learning opportunities in PE meet the needs of all the pupils.
- use the latest evidence-based research on best practice to ensure that the school's provision is of the highest quality and that expenditure represents value for money.
- regularly audit curriculum and staff training to ensure that areas for development are appropriately addressed.

Reporting and Accountability

Since September 2013, Ofsted inspections report on PE and sport provision and on how schools spend their additional funding. The DfE also holds schools accountable by requiring them to publish on their websites, details of how they spend (or will spend) their PE and sport grant. Schools must also include detail about the impact this funding has on pupils' PE and sport participation and attainment. At Bramley Oak Academy, the LSEAT via the Pupils, School and other key stakeholders, will ensure that there is an annual statement to parents on the impact of Sports Premium expenditure on physical education provision. This statement can be seen below.

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Funding Allocation

Financial Year	Amount of Sports Premium
2024-2025	**£16,600.00**

Here are 5 key indicators that schools should expect to see improvement across:

- 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
- The profile of PE and sport is raised across the school as a tool for whole-school improvement
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Broader experience of a range of sports and activities offered to all pupils
- Increased participation in competitive sport

PROJECT	Key Indicator	COST*	OBJECTIVE	INTENDED IMPACT	SUSTAINABILITY	ACTUAL OUTCOME/IMPACT
Additional sports and play equipment	**1, 2, 4**	£5000	Playground equipment for students to enhance social and emotional development. Elements such as climbing equipment, trim trails, ropes, and exercise equipment.	Engagement in physical activity should help to maintain a good level of behaviour and reduce conflict on the playground. . Purchased games equipment is intended to promote positive play, in addition to increasing the gross and fine motor skills of the children.	Monitoring of equipment use and care to ensure that resources do not fall into a state of disrepair Adequate supervision of the equipment. Appropriate storage of the equipment. Students to be given responsibility, in rota, of cleaning and packing away equipment which will also encourage responsibility and ownership.	This equipment has been fully planned and ordered; however, implementation has been delayed due to the ongoing school building project. The area designated for the installation is currently unavailable, meaning the intended timeline for use has had to be postponed. The funding for this project remains secure. The allocated money is ring-fenced under a specific project code, and the deposit for the equipment has already been paid. This ensures that, once the building work is completed and the space becomes accessible, the equipment can be installed without further delay and the project can move forward as intended.
Additional PE/Play equipment	**12345**	£2000	To continue the development of weekly sports clubs. To expand the number of clubs available. To give students the opportunity to take part in clubs and activities during the school day.	To increase student's physical activity and to broaden the number of experiences students are able to access. To build skills within specific sports and activities.	Monitoring of equipment use and care to ensure that resources do not fall into a state of disrepair Adequate supervision of the equipment. Appropriate storage of the equipment. Students to be given responsibility, in rota, of cleaning and packing away	A wide range of PE equipment has been purchased, including gym apparatus, outdoor sports resources, and ongoing replacement items to ensure there is consistently high-quality equipment available to support PE learning. This investment has been complemented by training undertaken by our PE leads,

					equipment which will also encourage responsibility and ownership.	ensuring that staff feel confident and well-equipped to deliver the curriculum effectively. As a result, PE provision has improved significantly. Lessons are now delivered to a high standard and are no longer limited or disrupted by poor-quality or insufficient equipment. This has contributed to better-structured sessions, increased pupil engagement, and overall improvements in the quality of PE teaching and learning.
Sports club equipment	**12345**	£500	To continue the development of weekly sports clubs. To expand the number of clubs available. To give students the opportunity to take part in clubs and activities during the school day.	To increase student's physical activity and to broaden the number of experiences students are able to access. To build skills within specific sports and activities. To support SEMH needs of students through physical activity, social impact of sport and developing individual confidence.	Monitoring of equipment use and care to ensure that resources do not fall into a state of disrepair. Adequate supervision of the equipment. Appropriate storage of the equipment. Club coaches to be supported by Trust Leads. Protected time for Club leads to be able to facilitate these clubs.	We have increased the number of clubs offered as part of our extra-curricular activities programme. Pupil uptake across the range of clubs has been very positive, with many children showing enthusiasm and enjoyment in taking part. The majority of pupils have engaged well with the clubs, and this increased participation has contributed to improved engagement across the school in a variety of areas. The wider offer has enabled pupils to develop new interests, build confidence, and form positive relationships beyond the classroom.

						We have also been able to provide a broad mix of indoor and outdoor clubs, giving pupils the opportunity to experience a wider range of sports and physical activities than before. This variety has supported the development of different skills and encouraged more pupils to find activities that interest and motivate them.
Additional Swimming Lessons	**1, 3, 4**	£2240	To support non-access of swimming 1:1. For water confidence lessons to take place at a suitable location close to the student's homes. To support with additional swimming lessons for all those year 6 students who have not been able to meet the required threshold within the schools swimming offer.	To ensure that all students meet the required national curriculum level beyond the core offer and if and when they have not been able to access school led swimming lessons.	Increasing water confidence so children are able to access this. To work with parents in ensuring that children have correct permissions and kit. To utilise swimming kits owned by the school to ensure that sessions are not missed.	We have been able to offer most pupils additional lessons and targeted support to help them access swimming. For many of our pupils, the main barrier has been anxiety about visiting the leisure centre or entering the water. By increasing the number of opportunities available, we have been able to build their confidence gradually and support them in feeling safe and comfortable in the swimming environment. This increased exposure has given pupils a stronger foundation for engaging successfully with formal swimming lessons and working towards the expected standard by the end of Year Six. By providing lessons beyond the statutory minimum, we have ensured that pupils who require extra time,

						reassurance, or practice are better equipped to meet these expectations. This approach has also supported pupils' emotional wellbeing by reducing fears and helping them approach swimming with greater confidence and independence.
Sensory equipment and circuit. **Corresponding training in the use of this equipment.**	**1, 2, 3,4**	£1700	To be able to have a set of sensory equipment for the school. To have a sensory circuit that can be used as a whole class resource or for individual students who need this. To provide training for staff in the use of sensory and circuit equipment.	To help students to develop and engage their senses To support them in exploring and interacting without risk. Improve Balance, Movement and Spatial Orientation and to help develop fine and gross motor skills, It is intended that it will also help with student's behaviour problems as it will be absorbing, comforting and calming for students who are distressed.	Monitoring of equipment use and care to ensure that resources do not fall into a state of disrepair Adequate supervision of the equipment. Appropriate storage of the equipment. Sustained through staff CPD as well as follow up CPD led by co-ordinator following CPD for lead.	A range of sensory equipment has been purchased for use in designated safe spaces. This equipment is central to supporting our sensory circuits, which focus on movement and gross motor activities to help pupils regulate and re-engage with learning. These resources allow staff to create structured sensory experiences that help pupils manage their emotions, improve attention, and prepare more effectively for classroom tasks. The impact has been positive, with pupils showing increased levels of engagement through the use of physical and sensory-based play. The combination of movement, sensory input, and structured routines has supported improved regulation and

						contributed to calmer, more settled behaviour across the school.
Outdoor Education equipment/Forest School	**1, 2**	£2000	The funding will help to purchase equipment and uniform including boots, raincoats, and other necessary items which our students require. Weather-proof coats will also enable outdoor PE to be accessed during light showers. To develop the staff in the delivery of Forest schools through the completion of relevant courses.	To encourage students to take part in outdoor, physical activities. This will also enable and encourage students to take responsibility for their own appearance and raise self-esteem.	Monitoring of equipment use and care to ensure that resources do not fall into a state of disrepair Adequate supervision of the equipment. Appropriate storage of the equipment. Students to be given responsibility, in rota, of cleaning and packing away equipment which will also encourage responsibility and ownership.	Forest School continues to be a key element of our curriculum and plays an important role in supporting our school vision around attendance, engagement, and active learning. The approach provides pupils with meaningful outdoor experiences that help develop resilience, teamwork, and confidence. The equipment purchased through this allocation has enabled pupils to use outdoor spaces more effectively and safely throughout a wider range of weather conditions. Previously, many pupils were unable to participate fully because they did not have suitable clothing or resources to meet their needs in this environment. The new equipment has removed this barrier, allowing pupils to be active, explore nature, and engage in physical learning experiences regardless of the weather. This has strengthened our Forest School provision and ensured more pupils can benefit consistently from outdoor learning.

CPD for subject leader and staff	**1, 3, 4**	**£3140**	To provide level 5 training for staff and PE lead in the delivery of the PE curriculum.	To support staff in the teaching of PE To ensure teaching staff have a strong understanding of the curriculum To ensure that high quality teaching is delivered across the school Improved access for students to physical activity.	Sustained through staff CPD as well as follow up CPD led by co-ordinator following CPD for lead. Monitoring of delivery of PE and impact upon behaviour.	All staff involved in delivering PE have now completed the Level 5 training. This has significantly strengthened the quality of PE provision across the school. Staff are now more confident in delivering lessons that meet the diverse needs of our pupils and are better equipped to make appropriate adaptations to the curriculum for our cohort. As a result, teaching is more responsive, inclusive, and aligned with the varying physical, emotional, and developmental needs of our children.
TOTAL		**£16,600**				