

Bromley Beacon Academy Orpington

Primary PE and Sports Premium

2018 - 2019

PE and Sports Premium Funding Report

Background

The Sports Premium, or PE Premium as it is more commonly known, is a Department for Education funding initiative. The DfE committed to over £450 million, initially, on improving physical education (PE) and sport in primary schools from 2013 to 2016. On 6th February 2014 the Prime Minister, David Cameron committed to continue the funding for the Primary PE & Sport Premium until 2020.

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 Bromley Beacon Academy – Orpington Campus the Trust Board, 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.

Allocation of funding for the academic year 2018 to 2019 is calculated using the number of pupils in years 1 to 6, as recorded in the January 2018 census. As Bromley Beacon Academy has 17 or more students we receive a base rate of £16,000 plus £10 per pupil therefore we will receive a total of £16,240 for sports funding. The aim of this funding is to improve both provision and standards in teaching and learning of the subject.

Funding Allocation

| Financial Year | Amount of Sports Premium |
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| 2016 – 2017 | £6,500 |
| 2017 – 2018 | £16,230 |
| 2018 - 2019 | £16,240 |

How we used Sports Premium 2016 - 2017

| FUNDING SPENT ON | COST/STAFF TIME | COST | OBJECTIVE | INTENDED IMPACT | ACTUAL OUTCOME/IMPACT |
|---|--------------------------------|------|--|---|--|
| Physical Education and sports competition kit for all students | Uniform | £350 | All students to have a full PE uniform. In addition, this year we will purchase new competition kit for the students at BBA. | <p>. To enable and encourage students to take responsibility for their own appearance and raise self-esteem. We have improved the school uniform for this year with introduction of PE uniform for all students.</p> <p>. Through this extra funding, our students will compete with pride and represent the school in a positive manner.</p> | All Bromley Beacon Academy, Orpington students were given a physical education kit present in school, increasing participation and aide the sense of belonging with the school and the ethos of the school. |
| Competition packages: Membership of Bromley Sports Games Organisers scheme and South London Special League | Membership cost, travel, staff | £350 | . Access to SGO Organised Borough Primary Inter Competition Activities and South London Special Football League | <p>. To enable students to have the opportunity to take part in a wide range of sports activities.</p> <p>. To enable students to be able to compete in competitions outside of school. This is intended to help students to build resilience and team work.</p> | <p>. This year students have had the opportunity to take part in:</p> <ul style="list-style-type: none"> ○ Cycling ○ Football ○ Athletics ○ Gymnastics ○ Inclusive Sports ○ Tag Rugby <p>. This year through the subscription, our students have been able to go out of school to compete and represent BBA at football. For an SEMH environment, this is a major achievement for the students at BBA.</p> |

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| CPD for subject leader | Course cost | £950 | <p>. PE teacher to complete trampolining course so that this can be offered, regularly, on school premises.</p> <p>. PE teacher to complete gymnastic course to enhance the quality of physical education provision available to students at BBAO.</p> | <p>The impact of this will be judged through the quality of lesson observations, with students being able to perform fundamental skills and routines and a few students being able to produce complex skills and routines.</p> <p>. To enhance students access to a wider range of sporting activities.</p> <p>. To provide opportunities that students may not get elsewhere.</p> | <p>. Students were able to not only learn new skills with both trampolining and gymnastics but also enjoyed these immensely and often requested that they could do these in their reward time.</p> <p>. Additionally, through the funding, we have been able to add some sports coaching theory books to the teaching resources. This is intended to help the teacher and associate staff to understand the theories that underpin sport and how to increase engagement and attainment.</p> |
| Additional sports and play equipment | Equipment | £1500 | <p>. Playground equipment for students to enhance social and emotional development. Elements such as skipping ropes, footballs, basketballs to be offered during lunchtime and playtime to encourage higher levels of participation.</p> | <p>Engagement in physical activity should help to maintain a good level of behaviour and reduce conflict on the playground.</p> <p>. Purchased games equipment is intended to promote positive play, in addition to increasing the gross and fine</p> | <p>. Additional sports equipment purchased has enhanced the quality of sports offered, encouraging more students to take part in physical education and free play.</p> <p>. In addition, student friendly dodgeballs, badminton posts and class friendly games such as Jenga, and sticky dart boards have been purchased to encourage team work and cooperation in the classroom.</p> |

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| | | | | <p>motor skills of the children.</p> <p>. The additional gymnastic equipment will encourage students to be able to break down moves on the trampoline using the trampoline appropriate mats, potentially reducing the risk of trampoline related incidents/injuries.</p> | <p>. Outdoor football goals have also been ordered to due to football being a popular sport in the school, through this investment, we are hoping to raise the number of children playing football competitively for the school.</p> <p>. Gymnastic apparatus such as safety mats, and floor mats has also been invested in to support the introduction of the sport to the students.</p> |
| Dance teacher | Funding of outside agency | £750 | A dance teacher has been invested in for a term to engage the KS2 students | . Engagement of KS2 students who are finding engagement with physical education difficult. | Students, especially girls, who have previously not been engaged with PE at school took part in the dance lessons, weekly. As this has worked so well we are looking to re-engage this person next year. |
| Swimming equipment | Equipment | £250 | To vary the curriculum, we have used a proportion of budget to purchase extra swimming equipment for our students. | The aim is to encourage maximum participation by investing in trunks, costumes, floats and goggles to ensure our students can take full advantage of the curriculum. | This funding has meant that all students in KS2 were able to access swimming lessons and feel safe and secure in doing so. |
| Sporting rewards | Excursions, staff | £500 | To encourage and praise our students for their sustained effort and attainment in physical education this year, we have decided to invest in sporting | We have selected excursions which are related to the curriculum we have promoted this year, | Several sports excursions took place last year including paintballing, trampolining and quad biking. This has encouraged mores students to take part in physical activity as they wish to go on the trips |

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| | | | excursions such as trampoline parks, water park days, foot golf. | through rewards, we will encourage more of our students to actively take part in physical education on a consistent basis. | and also in activities that they may not normally access. |
| Archery equipment | Equipment | £650 | One of the activities that we provide the students with is archery. We have purchased more child-friendly bow and arrows including left handed bows. | Due to being a SEMH school with a nurture focus, our activities are varied and holistic. This equipment will help to engage students with different types of sports that they may not experience elsewhere | Students regularly took part in archery, led by our outdoor activities coordinator. This activity helped to develop students risk taking and understanding of risks as they were working with sharp objects and they had to learn to operate safely. Students also develop their understanding of following rules and systems which helped with making good behaviour choices. |
| Outdoor Education equipment/Forest School | Equipment, uniform | £1000 | . The funding will help to purchase boots, raincoats, and other necessary equipment which our students require . Weather-proof coats will also enable outdoor PE to be accessed during light showers. | To encourage students take part in outdoor, physical activities. This will also To enable and encourage students to take responsibility for their own appearance and raise self-esteem. | Over the year the outdoor coordinator has developed the forest school offer to students. A lot of our students find it difficult to adapt to new situations and to take risks. By giving them waterproof items of clothing they felt more able to take part in the outdoor education on offer. |
| Sports day trophies, medal and KS2 apparatus | Trophies and medals | £200 | To celebrate the success of physical education at BBA this year, we have decided to invest a small amount of our allocation into our sports day and medals etc for the event. | To provide recognition for consistent and improved effort, performance and behaviour in PE. This links with our reward system to promote a | These awards had a positive impact on the uptake of events in sports day. Students were aware that there would be prizes, trophies and medals for not only winning but also for taking part/effort. |

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| | | | | positive behaviour approach to impact on whole school behaviour. | |
| Tri-Golf | Funding of outside agency | £200 | This budget will enable half a term of quality coaching and resources for our students. | To encourage a wider group of our students into physical activity, we have allocated part of the budget to Tri-Golf. | Along with other sporting offer we included golf. This wide range of sports meant that all students were able to access at least one sports that they enjoyed meaning that they became more willing to try other activities. |
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| Meeting national curriculum requirements for swimming and water safety 2016 - 2017 | |
| What percentage of the Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 6/10 60% |
| What percentage of the Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 4/10 40% |
| What percentage of the Year 6 cohort perform safe self-rescue in different water-based situations? | 0/10 0% |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way? | Yes – swimming equipment, costumes etc. |

Five Key Indicators

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

PROPOSED SPENDING 2017 – 2018

| PROJECT | Key Indicator | COST* | OBJECTIVE | INTENDED IMPACT | SUSTAINABILITY | ACTUAL OUTCOME/IMPACT |
|--|---------------|---------|--|--|--|--|
| Physical Education and sports competition kit for all students | 1, 2, 5 | £750.00 | <ul style="list-style-type: none"> • All students to have a PE kit • All students to have winter PE kit - sweatshirts and jogging-bottoms • Football kits have been donated by various charities for offsite fixtures | <ul style="list-style-type: none"> • To enable and encourage students to take responsibility for their own appearance and raise self-esteem. • Through this extra funding, our students will compete with pride and represent the school in a positive manner. • To encourage outdoor PE all year round | <ul style="list-style-type: none"> • All class teachers/tutors to make sure that uniform is inscribed with student's name. • For some students uniforms will need to be washed on site so that they are kept in a good state of cleanliness meaning that it will last longer | <ul style="list-style-type: none"> • Higher percentage of students (62% to 86%) were able to take part in PE lessons in correct and appropriate clothing for the activity. • 12 students took part in various competitions including athletics, cricket and football. |
| Forest School | 1, 4 | £600.00 | <ul style="list-style-type: none"> • Wellington boots • Jackets • Trousers | <ul style="list-style-type: none"> • The funding will help to purchase boots, raincoats, and other necessary equipment which our students require. • Weather-proof coats will also enable outdoor PE to be accessed during light showers. | <ul style="list-style-type: none"> • Area to be set up in covered/outside area so that boots and coats can be kept, giving them a chance to dry. Boots to be cleaned by students after using • All class teachers/tutors to make sure that uniform is inscribed with students name | <ul style="list-style-type: none"> • Students have been more eager to take part and venture into the woods to explore in all types of weather. Increase of participation of students from 71% to 95%. • This has supported student development in risk taking with the SEMH strand 'To be able to take |

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| | | | | | | <p>on new tasks' increasing 21% over the year.</p> <ul style="list-style-type: none"> Covered area has been set up to keep equipment dry and in a good state of repair. |
| <p>Competition packages: Membership of Bromley Sports Games Organisers scheme and South London Special League</p> | 2, 5 | £480 | <p>This year through the SGO subscription, our students will be able to go out of school to compete and represent BBAO at football, netball and other sports. For an SEMH environment, this is a major achievement for the KS2 students at BBAO.</p> | <ul style="list-style-type: none"> To enable students to have the opportunity to take part in a wide range of sports activities. To enable students to be able to compete in competitions outside of school. This is intended to help students to build resilience and team work. | <ul style="list-style-type: none"> Increased number of children participating in intra & inter school sports competitions; Increased range of competitions involved in. Increased number of children participating in intra & inter school sports competitions. | <ul style="list-style-type: none"> 12 students were able to take part in offsite competitions which enabled them to represent the Academy and feel pride in doing so. It has also helped to develop their awareness of sportsmanship and teamwork. Verbal feedback from students has been positive and the eagerness and commitment of students to take part has increased. |
| <p>Bike Equipment</p> <ul style="list-style-type: none"> Balance bikes BMX bikes Mountain bikes Scooters | 1, 2, 4 | £4200.00 | <ul style="list-style-type: none"> X 5 balance bikes for students to progress onto pedal bikes. Package includes one days training for teacher or support staff plus session plans. BMX bikes & mountain bikes to be used on the proposed cycle track. | <ul style="list-style-type: none"> To enable all students to access some type of biking equipment, no matter their age, individual need or physical requirement. To improve co-ordination and balance. To support learning of lifelong skills. To enable all students to access road safety awareness so that they | <ul style="list-style-type: none"> Monitoring of equipment use and care to ensure that resources do not fall into a state of disrepair | <ul style="list-style-type: none"> All students have had the opportunity to take part in biking/scooters with 100% participation. They are all able to ride a bike and gain in confidence and ability. Once new equipment had been purchased the group 'Bikeability' were brought in for two separate sessions to |

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| | | | PE lessons may incorporate road safety awareness in Goddington Park & the local area dependant on risk assessment | become more independent and safe as a road user. | | teach those students who could not ride how to ride. The second course taught students about bike maintenance and road safety. 4 students (67% of those who took part) received road proficiency certificates. |
| Additional sports and play equipment | 1, 2, 4 | £2000 | <ul style="list-style-type: none"> • Additional sports equipment such as football/netball/rugby/basketballs to suit KS2 students • Netball posts. Netball being an activity for KS2 students to progress onto basketball and serves as a good outdoor activity when all indoor spaces are not available. • Skipping ropes for lesson and playtime usage. Hoops ordered to encourage teambuilding activities. • Giant games e.g. chess, connect four. • Activities to engage reluctant female | <ul style="list-style-type: none"> • Engagement in physical activity should help to maintain a good level of behaviour and reduce conflict on the playground. • To encourage physical movement throughout the school day not just within the students' PE lessons. • Engaging reluctant groups of students | <ul style="list-style-type: none"> • Monitoring of equipment use and care to ensure that resources do not fall into a state of disrepair • Students to be given responsibility, in rota, of cleaning and packing away equipment which will also encourage responsibility and ownership. | <ul style="list-style-type: none"> • This has enabled the students to gain a knowledge and understanding in a variety of different sports and improved their sporting ability with end of year data showing 86% of students are on track or achieving expected progress. This has also improved and developed their sportsmanship and fair play which was seen in lesson observations and also through the SEMH tracker where there was a 30% increase in the relationships strand. • Students have been able to develop in basketball and football as they had additional equipment and do not have to wait to take turns. By the end of |

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| | | | students e.g. ribbon rhythm gymnastic batons, gymnastic equipment | | | <p>the year 86% of students were making expected or more progress with 19% of these making exceptional progress</p> <ul style="list-style-type: none"> • Outdoor games were bought such as connect four which has encouraged students who were reluctant to come outside at play time, to do so. It has also encouraged movement around the board games and turn taking. At least 13 out of 21 students (62%) used these facilities. • Gymnastics was put in place for all students but with a particular aim at reluctant female students. This encouraged participation in sports and female students engaged more often than before. By the end of the year all of the girls in KS2 made expected progress. |
| Dance teacher | 1, 2, 4 | £800 | <ul style="list-style-type: none"> • A dance teacher was booked to start in November | <ul style="list-style-type: none"> • To support KS2 students who are finding engagement with physical education difficult. | <ul style="list-style-type: none"> • School teaching staff to be involved with lessons so that they are able to gain/enhance knowledge and skills that are able to | <ul style="list-style-type: none"> • The students were able to gain new experience and developed their ability to move their bodies developing |

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| | | | | | be used in other PE lessons. | balance and coordination. Out of 7 students identified with increased difficulties around balance and coordination 6 (86%) made expected or better progress. |
| CPD for subject leader and other staff | 1, 3, 4 | £3240 | <ul style="list-style-type: none"> • Due to new PE teacher CPD for a trampoline course was needed • Training on yoga • Training on mindfulness (which can be used in form/lesson time as well as in PE lessons) | <ul style="list-style-type: none"> • The impact of this was judged through the quality of lesson observations, with students being able to perform fundamental skills and routines and a few students being able to produce complex skills and routines. • To enhance students access to a wider range of sporting activities. • To provide opportunities that students may not get elsewhere. | <ul style="list-style-type: none"> • Teaching staff to utilise knowledge, skills and understanding to deliver trampolining and yoga lessons with increased confidence and ability. • Training on mindfulness to be cascaded to class teachers so this can be used in different situations and over the following year. | <ul style="list-style-type: none"> • One member of staff trained in trampolining which has had a good impact on student engagement as this is one of the most popular sports offered. Strong engagement was seen in lesson observations and learning walks with all students being on task as well as supporting with safety of others. • Mindfulness training was offered to all staff which ran over 8 weeks. This course gave staff a deeper understanding of how to help students be mindful and reflective which was evident across KS2 with each class offering mindfulness/meditation daily and at least 76% of students actively engaged. |

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| | | | | | | <ul style="list-style-type: none"> • Afternoon time started to be given to students to work on this area and has now been formalised with each class in KS2 having a slot for mindfulness /yoga/meditation. |
| Swimming equipment | 1 | £700 | <ul style="list-style-type: none"> • Lessons booked for 2018 • Goggles, swimwear to encourage all students to enhance their water confidence & encourage them to get involved in summer OAs | <ul style="list-style-type: none"> • The aim is to encourage maximum participation by investing in trunks, costumes, floats and goggles to ensure our students can take full advantage of the curriculum. | <ul style="list-style-type: none"> • Evaluate swimming programme to establish marked increase of pupil numbers who are able to swim 25m independently within the allotted number of curricular swimming lessons. • All class teachers/tutors to make sure that uniform is inscribed with students name. | <ul style="list-style-type: none"> • Students have developed their swimming ability and water confidence with 83% of year 6 meeting national curriculum requirements. |
| Sensory equipment and circuit | 1, 2, 3, 4 | £3500 | <ul style="list-style-type: none"> • To be able to have a set of sensory equipment for each classroom • To have a sensory circuit that can be used as a whole class resource or for individual students who need this. | <ul style="list-style-type: none"> • 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, | <ul style="list-style-type: none"> • Continuation of the programme and use of the equipment in KS2 to build up this motor skills, balance, movement and behaviour | <ul style="list-style-type: none"> • The sensory tents have given students the opportunity to have their own space when they become anxious. The lack of sensory impact is reduced in this space giving the students the opportunity to calm. Students, who find this helpful, are often seen opting to use the tent when they are in an anxious state and this has had a positive effect on |

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| | | | | comforting and calming for students who are distressed. | | <p>their behaviour and reactions to difficult situations.</p> <ul style="list-style-type: none"> Sensory boxes have catered to individual needs using different equipment aimed at different sensory needs such as soft materials, lights etc. |
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| Meeting national curriculum requirements for swimming and water safety 2017 - 2018 | |
| What percentage of the Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 5/6 83% |
| What percentage of the Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 1/6 17% |
| What percentage of the Year 6 cohort perform safe self-rescue in different water-based situations? | 0/6 0% |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way? | Yes – swimming equipment, costumes etc. |

Five Key Indicators

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

PROPOSED SPENDING 2018 – 2019

| PROJECT | Key Indicator | COST* | OBJECTIVE | INTENDED IMPACT | SUSTAINABILITY |
|--|---------------|---------|---|---|--|
| Physical Education kit for all students | 1, 2, 5 | £800.00 | <ul style="list-style-type: none"> • All new and existing students to have new/updated PE kit. • All students to have winter PE kit - sweatshirts and jogging-bottoms | <ul style="list-style-type: none"> • To enable and encourage students to take responsibility for their own appearance and raise self-esteem. • Through this extra funding, our students will compete with pride and represent the school in a positive manner. • To encourage outdoor PE all year round. | <ul style="list-style-type: none"> • All class teachers/tutors to make sure that uniform is inscribed with student's name. • For some students uniforms will need to be washed on site so that they are kept in a good state of cleanliness meaning that it will last longer |
| Biking improvements - new equipment and maintenance of bikes and track | 1,2,4,5 | £4700 | <ul style="list-style-type: none"> • Improve the dirt tack • Ensure maintenance of bikes so they are safe to use • 4x new mountain bikes | <ul style="list-style-type: none"> • To enable all students to access some type of biking equipment, no matter their age, individual need or physical requirement. • To improve co-ordination and balance. • To support learning of lifelong skills. • To enable all students to access road safety | <ul style="list-style-type: none"> • Monitoring of equipment use and care to ensure that resources do not fall into a state of disrepair. |

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| | | | | awareness so that they become more independent and safe as a road user. | |
| Swimming teaching course | 1,2,3,4,5 | £650 | <ul style="list-style-type: none"> • Staff development to be able to teach the students how to swim and be safe in water. • Lessons booked for 2018. • Goggles, swimwear to encourage all students to enhance their water confidence & encourage them to get involved in summer OAs. | <ul style="list-style-type: none"> • Enable BBAO staff to lead swimming lesson which are safe and engaging for students. • The aim is to encourage maximum participation by investing in trunks, costumes, floats and goggles to ensure our students can take full advantage of the curriculum. | <ul style="list-style-type: none"> • Each year students will be taught by PE staff. • Evaluate swimming programme to establish marked increase of pupil numbers who are able to swim 25m independently within the allotted number of curricular swimming lessons. |
| Equipping new sports hall and outdoor development | 1,2,4,5 | £9500 | <ul style="list-style-type: none"> • Ensure new sports hall is equipped with all necessary equipment to ensure students development and progress. • New gymnastic mats. • Wall mounted basketball hoops. • Netball posts and bibs. • New gym equipment (cross trainer and bike). <p>External agencies to run enrichment timetable</p> | <ul style="list-style-type: none"> • Engagement in physical activity should help to maintain a good level of behaviour and reduce conflict on the playground. • To encourage physical movement throughout the school day not just within the students PE lessons. • Engaging reluctant groups of students through different sports activities. | <ul style="list-style-type: none"> • Monitoring of equipment use and care to ensure that resources do not fall into a state of disrepair. • Students to be given responsibility, in rota, of cleaning and packing away equipment which will also encourage responsibility and ownership. |
| Young leaders award | 1,2,4,5 | £600 | <ul style="list-style-type: none"> • To introduce a young sports leaders award for PE which will aim to develop leadership, teamwork, | <ul style="list-style-type: none"> • To develop students confidence to lead and organise others. | <ul style="list-style-type: none"> • The skills learnt and developed are life skills which the students will continually use throughout life. |

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| | | | <p>cooperation skills and encourage the students to become young leaders.</p> | <ul style="list-style-type: none"> • Develop their communication skills. • Develop leadership and teamwork with each other to support in increased PE skills but also towards SEMH outcomes. | <ul style="list-style-type: none"> • The skills should also have an impact in other lessons as the life skills will transfer across curriculums as well as an impact on both the SEMH tracker results and EHCP outcomes. • PE curriculum at BBAB will be supported by this award at BBAO. |
| Total: £16,250 | | | | | |