



## **Primary School's Sports Funding**

At Beechcroft Infants School, we recognise the contribution of PE to the health and well-being of the children. We believe that an innovative, varied PE curriculum and extra-curricular opportunities have a positive influence on the concentration, attitude and achievement of all our children.

Our Primary School Sport's Funding will enable us to continue and extend our provision through employing sports professionals to train our staff to deliver in-house quality PE sessions.

### **Primary School's Sports Funding**

Click [here](#) for the Department of Education link to the Primary School's Sports Funding page.

### **What is the Sports Premium?**

The government is providing funding to provide new and substantial primary school sport funding. The funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport, and will see money going directly to primary school to spend on improving the quality of sport and PE for all their children. Each school will receive £16,000 plus an extra £10 per pupil each year - at Beechcroft Infants School that will mean £17,490 for this year. The money can only be spent on sport and PE provision in schools.

### **Purpose of the funding**

Schools will have to spend the sport funding on improving their provision of PE and sport, but they will have the freedom to choose how they do this.

### **Possible uses of the funding include:**

- Hiring specialist PE teachers or qualified sports coaches to work alongside primary teachers when teaching PE
- New or additional Change4Life sport clubs
- Paying for professional development opportunities in PE/sport
- Providing cover to release primary teachers for professional development in PE/sport
- Running sport competitions, or increasing participation in the school games
- Buying quality assured professional development modules or material for PE/sport
- Providing places for pupils on after school sport clubs and residential visits

### **How will the impact be sustained?**

- We have created our very own Forest School area and all members of staff will be trained on using the area on a weekly basis when The Woodland Way finish.

- The school continues to promote physical activity on a daily basis both in class and out. We hope this continues to ensure physical activity will always be part of our children's future.
- Staff are being upskilled on a variety of new sporting activities. The school will have its own set of resources to replicate the Sports Coach and ensure these continue.

In addition to this, we will:

- Continue to commit to providing opportunities of high quality PE clubs after school for all children.
- Provide opportunities to experience new sports through focused PE days / weeks

Money received	
2020/21	£17,590
2021/22	£17,560
2022/23	£17,700
2023/24	£17,650
2024/25	£17,540

### Action Plan 2024/2025

Priority	Action	Cost	Impact
<b>To target and develop team games and competitive sport</b>	To provide 30 minutes of team games for all KS1 children by a Sports Coach. Upskill all staff.	3 x 1 hours weekly £120 per day for 31 days <b><u>£3720</u></b>	See report below for the full impact
<b>Enrichment days</b>	The following enrichment opportunities will be delivered through the year - Chinese new year ribbon dancing, Street dance sessions, African dancing and a Primary Workshop.	<b><u>£450</u></b>	These were wonderful opportunities that enhanced the curriculum for the children
<b>To enable all children to access Forest Schools.</b>	To give children the opportunity to undertake physical activity and learning in a natural, outdoor settings, building confidence, resilience and cooperative skills.	£75 per session x 5 weekly 216 sessions per year <b><u>£13500</u></b>	See report below for the full impact
<b>Equipment</b>	School to purchase own set of equipment used by the Sports Coach to ensure these activities continue to be promoted by the school.	<b><u>£550</u></b>	This has made playtimes more active for all children and they have been able to practice taught skills.
<b>Total spend</b>		<b><u>£18,220</u></b>	

## **Sports Premium Impact Report for SJR Sports 2024-25**

This year at Beechcroft all year 1 and 2 children We have been able to ensure all pupils have access to high quality PE provisions and opportunities to participate in a wide range of sports and physical activities.

Children have taken part in a wide variety of physical activity and sports throughout the year. These have included cricket, hockey, rugby, football, basketball and athletics. We have also introduced a competitive element to this year's delivery. Ensuring children have the chance to compete in a safe and friendly environment as part of a team and individually. This has gone a long way in developing their resilience and respectfulness during games. It has also allowed children to flourish in sports that they may have not have had the opportunity to participate in.

We have included playground games and rules within PE sessions which have had a positive impact during break and lunchtimes. Not only are children more active but they will also be able to access various games and activities with friends during those break times as a result of learning skills in PE.

We have supported Beechcroft in developing and improving their staffs PE knowledge, skills and confidence in PE. Staff have engaged brilliantly with our lessons and apply techniques and skills with their classes.

SJR

## **Sports Premium Impact Report for Forest School 2024-25**

**Priority:** To enable all children to access Forest School

It was planned that every child at Beechcroft Infants School would have access to 10 weeks of 1 hour Forest School sessions, during the 2024/2025 academic year.

**Action:** To give children the opportunity to undertake physical activity and learning in a natural outdoor setting, building strength, developing gross and fine motor skills, balance, confidence, resilience, co-operative skills as well as learning to take risks, both physical and emotionally.

**Impact:** Forest School took place in the purpose-built Forest School area on the school field. There is no indoor site, a gazebo was used to provide an area of shelter when it rained. This enabled children the opportunity to engage with an outdoor and natural environment over the course of a year, which promoted movement and positive engagement with the world around them. It also gave the children the chance to fully engage their bodies and minds together in their sessions, building connections between the two. Tasks varied each week, incorporating both fine and gross motor skills, building strength, stamina, flexibility, perseverance, resilience and co-operation.

The Forest School area is a combination of laid bark and a small area of dirt. There is ample space for physical activity, a variety of trees, a natural den as well as the school field for further exploration or games when more space for physical activity was needed.

Forest School took place in all weathers and was never cancelled due to weather conditions. The opportunity to play in hot, cold, frosty, wet and windy weather allowed children to build resilience and experience, which in turn developed their understanding of how to manage the effects that weather conditions can have on their bodies. Discussions often took place on how they felt in the various weather conditions, and it enabled them to reflect on whether they were too warm or too cold, the actions they needed to take to make themselves feel more comfortable and planned the clothing they would need to bring into school for the following week.

As part of the Forest School programme big construction materials were offered. These are open ended resources which allow the children to create something big from their own imaginations. Examples of the resources we used are pallets, tyres, cable reel, 1.8 metre planks, long branches, logs, crates, bricks, tarpaulins, bungee cords and rope. The children have learned how to safely lift, carry and manoeuvre these resources, either by themselves or with others, over distance and within a smaller space. Physically this requires strength and flexibility as well as problem solving skills and teamwork. These resources were available every session and the physical impact of these activities developed gross motor skills, core muscles, spatial awareness and balance.

Children also had access, every session, to a full-sized wheelbarrow, shovels, house bricks, trowels and rakes. These tools and an area of bare dirt and trees meant the children were able to dig, move things around and create games of their own choosing. Digging deep holes was a favourite activity of every group this year, this required strength and effort with the spades, they frequently used the water pump to fill buckets and carried them over to the hole to fill it, they repeated this, often many times. Not only did it provide the children with a huge opportunity to build on their core and arm strength and co-ordination but it was always an exceptional team effort, always with a common goal in mind and the children worked together to achieve it whether it was shovelling mud, passing planks, bricks and tools or transporting water into the hole. Whatever job or game was chosen was entirely their idea and as such had more meaning to them and so their learning was focused and often for extended periods of time as well as being full of excitement and challenges that they were happy to overcome, enjoying the sense of purposefulness and feeling of strength it gave them. All of these activities exercised muscles children may not ordinarily have the chance to use.

Amongst some of the many constructions built this year were bridges, obstacle courses, houses, vehicles, brick walls and a cafe which was constructed by the whole group working together! Many children enjoyed using the bricks to create large scale insect habitats and generally worked in the same area, requiring them to move their resources from one end of the area to another. They used the house bricks and often used mixed mud and water as cement to build a wall, this was often 4 or 5 bricks in height and required transporting and positioning of the bricks. The obstacle courses built were often complicated in construction and children spent lots of time working out how to navigate their way across, often doing this numerous times until they were able to master the course or adjusted the course to suit their ability or to make it feel safer. These courses meant children were balancing along planks, stepping and taking big strides over gaps, turning and jumping and pushing themselves to do things they didn't think they would be able to do and as a result there was a feeling of real pride in their achievements. Children explored jumping into puddles and the very wet winter and spring meant there were often 3 big puddles on the site, the groups knew their own

abilities and while some jumped from a standing position into puddles, others took run ups, and some jumped from raised surfaces such as pallets and crates. Children worked out that the force they put into their jump created a different splash and so they experimented with their jumping techniques. Children were encouraged by their friends, so those who were only able to jump from standing pushed themselves to jump from the raised surface. As always, wet weather and mud added complexity with slippery surfaces to negotiate. Some children used the construction materials to create bridges over the puddles and balanced their way across.

A cast iron hand pump continued to be used this year for children to use to access water and was a very popular piece of equipment. The pump action required some strong-arm muscles and a specific technique. It was also positioned so that children had to fill and transport their water. The pump would often become blocked with leaves or mud and so the children became involved in fixing it, which required undoing a nut and bolt with a spanner, this took skill and strength in their wrists. The pulley system continued to be used this year and gave the children the opportunity to move a bucket from one location to another. It required them to use their hands to pull the rope which in turn moved the bucket, something that didn't come naturally at first but with repetition and the pulley being available every session meant they soon mastered the technique.

Development of fine motor skills have been an equally important focus during the session, building finger, wrist, hand strength as well as hand eye co-ordination. These are skills that enhance the children's learning in the classroom, particularly in learning to write. This was developed through the mud kitchen and use of tools such as the hammer, axe, hand drill and flint and steel. The mud kitchen is equipped with mud, water, kitchen utensils, jugs, funnels, teapots, whisks, saucepans and bowls. These allow the children to mix, pour and whisk, as well as using their hands to mould mud into a malleable material. A pestle and mortar also allowed children to grind natural materials to create their own paint which they then used to paint at an easel. A bucket of paintbrushes and rollers were available, and children enjoyed mud painting on a large scale on a tarpaulin hung from the fence, first they needed to dig soil and mix with water in a bucket, the mixing of mud and painting enabled the children to make big movements and used muscles in the hands, wrists, arms and shoulders. Some children extended this activity and painted tree trunks with water or mud.

One of the benefits of Forest School is that the leaders are trained to use real hand tools with the children. During the course of this year the groups have used, hammers and nails, a hand drill, an axe and a flint and steel. Children need strength to use the hammer to be able to drive the nail into wood, as well as hand eye co-ordination to hold the nail steady and hit the nail. Strength was also required to remove nails using the claw part of the hammer. The hand drill requires two different actions from each hand, to hold and add pressure with one whilst the other is turning the handle. Year One children spent a block of sessions working on a woodwork project, designing their model and using the tools to join on additional pieces. The flint and steel required the children to work out the specific movement needed to create the spark, again it was necessary to be controlled and apply the right amount of strength and motion at the right time. The axe needed a strong, controlled swing in order for it to imbed into the wood while remembering safe body positioning at the same time. The year two children, under the supervision of the Forest School leader, had the opportunity to build and light their own fire, this was a physically challenging activity which required the children to

persevere with the flint and steel to make a spark that would ignite their fire, in many cases this took time. They needed to position their bodies in such a way to give them stability when working on making their spark and this often meant adjusting their position and finding a way that made them feel stable.

The slackline was an amazing test of children's strength, balance and co-ordination. A wobbly slackline, 1 metre off the ground, with a higher guide line to hold, gave children the opportunity to really see what they could do. Each child started off with different ability levels and many with fears but they all found that by continually trying they all were able to experiment with risk taking and do things they physically and mentally didn't think they could. The slackline needed arm, leg and core strength, pulling themselves up to the line, balance and focus to navigate the wobbly line and not wobble themselves and concentration to walk the whole length. Children gained in confidence after repeatedly using the slackline and began to test themselves physically by hanging upside down from it, standing on one leg and other experimental movements.

At the end of each session the whole group are involved in the tidying away of equipment, children needed to call on their friends to move heavy pieces of construction and carry bricks back and those who may not have been involved in the initial moving of these resources were called on to help put them back, so every child had opportunity to lift and carry. Throughout every session of Forest School there have been countless opportunities for sharing, turn taking, problem solving, conflict resolution, negotiating and compromising. Children have needed each other to build, support and to move equipment. They have shared ideas and at times provided inspiration for each other, those who were less keen to be active have been encouraged by their peers and found a new enjoyment in activities they wouldn't have previously chosen to do. For the children, Forest School is all about freedom and movement outdoors and they thrive on the activity. Children have felt the physical effects of movement, noticing when limbs felt tired, when they were out of breath and when they could feel their hearts beating fast. All the strength, skills, confidence and abilities they have developed in Forest School have impacted the children's ability to positively take part in activities in the classroom and more formal sports.