It is important that your grant is used effectively and based on school need. The Education Inspection Framework makes clear there will be a focus on 'whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school'.

Under the Quality of Education Ofsted inspectors consider: **Intent** - Curriculum design, coverage and appropriateness Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment **Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding make additional and sustainable improvementsto the quality of Physical Education, School (PESSPA) they Sport and Physical Activity offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects: the school's budget should fund these.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5kevindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to publish details of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. All funding must be spent by 31st July 2022.

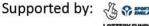
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click **HERE**.

Created by:















## **Details with regard to funding** Please complete the table below.

Total amount carried over from 2019/20	£3,633
Total amount allocated for 2020/21	£19,550
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3,949.79
Total amount allocated for 2021/22	£19,550
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£23,499.79

## **Swimming Data**

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.  Please see note above	35/61 57%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	35/61 57%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	35/61 57%













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













## **Action Plan and Budget Tracking**

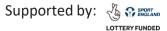
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021/22	Total fund allocated: £19,550	Date Updated:	30 <sup>th</sup> June 2022	
<b>Key indicator 1:</b> The engagement of primary school pupils undertake at I	Percentage of total allocation: £8,037.40 34%			
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children will have an increased amount of active minutes.	Employ a coach for 4 hours per week (2 lunchtimes) to deliver multi-skills sessions. Continue to support and refresh lunchtime staff in delivering games and activities for children. Provide Play Leader training for Year 6 children and timetable Play Leaders to run activities on the KS1 yard. Encourage regular use of running track by all year groups. Continue to promote active lessons and support staff in using resources. EYFS children to have access to outdoor activities throughout the school year.	£3,705 Allstars multi-skills coaching £872 Lunchtime Activator £112.40 EYFS waterproofs	160 children per week access multi-skills sessions over lunchtimes. Children engage well with the sessions, which have helped them to develop physical skills as well as values such as resilience and team work. Children said:  It's made me fitter.  I had lots of fun.  I learned new skills. Play Leaders are well established on the KS1 yard and have really developed their confidence and leadership skills. They really engaged well with the training from the Newcastle PE Service and have enjoyed delivering the games and activities. One Year 6 child in particular has struggled	Fitness is still something that children struggle with more than they did pre-covid. We will continue with active lunchtimes and brain breaks and look to re-introduce running track and fitness challenges to address this. Employ a coach one morning a week to deliver physical activity during breakfast club.













skills.	and teachers to plan in support during PE lessons or gross motor intervention groups.	£285 additional assessment day Movement booster cost included in SLA £3,080 swimming	working below average in terms of fundamental movement skills, accessed a booster in the Spring	assessment days from the Newcastle PE Service, the results of which will feed in to planning of PE lessons and boosters. Identify children who have not met National Curriculum standards in swimming in Year 4 to attend booster sessions in
enabling them to find out what they enjoy and want to develop.	Active Lifestyle event in school. Engage in Schools 500. Run a Health Week in January, giving children the opportunity to	(£125) included in SLA. £1,398.34 Health Week	Children attended the following taster sessions in Health Week: Nursery/Reception – Dance Year 1/2 - Gymnastics Year 3/4 – Badminton Year 5 – Kickboxing Year 6 – Basketball Children engaged well with	Run a Health Week in January, looking for additional clubs in the local area to broaden the range of activities offered. Continue to engage with HAL events with the Newcastle PE Service.













<b>Key indicator 2:</b> The profile of PESSPA	A being raised across the school as a to		Healthy Active Lifestyle events, and these provided teachers with ideas of simple games they can play to increase active minutes.  ool improvement  Impact	Percentage of total allocation: £1,095 5%
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
consolidate through practice:  Children will be able to access a range of sports clubs as part of extra-curricular provision.	Offer a range of after school clubs. Celebrate children's achievements both in and out of school, with the aim of encouraging others to have a go. Advertise clubs and opportunities both in and out of school through display, letters to parents, facebook, school website, leaflets. One member of staff to attend Disney Inspired Shooting Stars training.		'Poverty of experience' in terms of physical activity and sport has been greatly reduced, with	Continue to offer a range of staff-led after school clubs. Employ coaches to broaden the offer.
and skills in PE throughout school and make good progress.	,		progression through year groups.	Continue to monitor use of knowledge organisers, adapting them where necessary.













	organisers and make adaptations where necessary.			
Children will develop resilience and determination through a range of sporting experiences.	events and Activ5 week. Promote School Games values throughout PE and School Sport at Beech Hill.	Active Lifestyle events £670 football workshop	Children and staff have had positive feedback about HAL events and children have been excited to earn stickers for resilience, determination, passion, teamwork, honesty and respect.	
	workshops and visits to local sports stadiums.	Thunder programme	The football workshop really inspired children, they said "it made us think about working hard and having goals".	

Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	eaching PE and sp	port	Percentage of total allocation:
				£5,505 23%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Improve teachers' confidence and competence in teaching gymnastics.	Organisers as a basis for planning. Year 1-6 will have a CPD unit from	support £130.45 Skills 2 Play resource	knowledge organisers have been updated to ensure that activities are well matched to age and stage and encourage progression from	year. Purchase PE support from the Newcastle PE service based on staff CPD needs.













	overall effectiveness of CPD. Coordinators released to support staff in planning and delivery.		support planning of dance and cricket, increasing their confidence and leading to higher quality sessions.	
PE Coordinators remain up to date with best practice and monitor PE effectively.	PE Coordinators to purchase Gold level SLA from the Newcastle PE and School Sport Service PE Coordinators to attend PE & School Sport Conference in July. PE Coordinators to access release time.	£2,125 SLA	Termly meetings ensured that PE coordinators were up to date with best practise and updates in the subject area, as well as opportunities in the local area. Monitoring time allowed PE coordinators to identify areas of strength and next steps. It led to changes in lunchtime provision, support for individual teachers.	Timetable non-contact time to monitor PE across school. Continue to complete curriculum walks and pupil voice surveys.
Key indicator 4: Broader experience o	Percentage of total allocation:			
				£7,560 32%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
what they need to learn and to consolidate through practice:				





	of knowledge organisers. All year groups will have a 'Healthy Active Lifestyle' event.		
ride a bike and will experience riding		The vast majority of children in Key Stage 2 are now able to ride a bike confidently. Children in Year 6 have had the opportunity to cycle on roads, future proofing them as active travellers.	Provide cycling lessons for children in Year 3.













Key indicator 5: Increased participati	on in competitive sport			Percentage of total allocation:
				£907.49 4%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children will have opportunities to attend Level 2 competitions throughout the school year.	Provide clubs linked to competitions e.g. gymnastics. Use the School Games calendar to plan lunchtime provision and select more able children to compete. Enter Schools 500 Games, virtually if restrictions dictate.	£425 buses: Balance bike derby Hockey Netball Running £360 coaching	lunchtime and after school clubs to train for competitions. One child said "it made me work	Continue to attend Level 2 competitions. Further develop lunchtime coaching timetable to reflect competition calendar.
All children have the opportunity to compete in Level 1 competitions.	All PE units to include a Level 1 competition. All children to take part in competitive events during Sports Day. Engage in Activ5 Week.	Juice £122.49 Sweets	that they had learned to a match at the end of their PE unit, developing their understanding of tactics and teamwork. Children	Continue to use knowledge organisers to ensure that children build up skills while working towards a level 1 competition. Engage in Activ5 week.
Develop resilience through use of Personal Challenges.	Personal challenges to be introduced each half term. PE Coordinators to assess fundamental movement skills with class teachers and coaching staff. Children to know their FUNs level and how to get to the next level.	£0	catching and balancing.	













Promote and celebrate sporting	Children will be encouraged to	£0	Children developed a sense of	Continue to celebrate
achievements both in and outside of	post pictures of their engagement		pride in their achievements and	children's achievements
school.	in sporting activities and		were motivated to keep working	outside of school.
	achievements on Class Dojo.		hard.	Use Class Dojo to promote
	Children will be encouraged to			children's achievements and
	bring medals and trophies into			encourage others to get
	school to show off to their class.			involved.

Signed off by	
Head Teacher:	Jess Eatock
Date:	1.7.22
Subject Leader:	Paula Dickenson
Date:	30.6.22
Governor:	Lee Rochester
Date:	6.7.22











