

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 to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they 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.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages 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:



Supported 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
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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 th June 2022	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				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:		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.

			with unstructured lunchtimes himself throughout school, but has now become a strong role model for the younger children while being recognised himself for the right reasons.	
Less able children will be supported to improve fundamental movement skills.	Teachers/Coordinators to assess all children in fundamental movement skills alongside coaches from the PE service. Less able children to be identified and teachers to plan in support during PE lessons or gross motor intervention groups. Children not achieving National Curriculum standards for swimming will attend booster sessions to work towards targets.	£285 additional assessment day Movement booster cost included in SLA £3,080 swimming booster	Assessment days clearly showed where children in each year group were working and allowed teachers to plan to next steps and gaps. 10 Year 3 children, identified as working below average in terms of fundamental movement skills, accessed a booster in the Spring term. Year 6 swimming booster led to an additional 24 children achieving all National Curriculum outcomes. Year 5 swimming booster led to an additional 7 children achieving all KS2 outcomes. 1 additional child achieved 25m, while 15 children achieved the Amber level and 11 children achieved Red level.	Continue to purchase 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 the autumn term of Year 5.
Children will have the opportunity to try a range sports and games, enabling them to find out what they enjoy and want to develop.	All children to participate a Healthy Active Lifestyle event in school. Engage in Schools 500. Run a Health Week in January, giving children the opportunity to try something new.	HAL charge (£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.

			Healthy Active Lifestyle events, and these provided teachers with ideas of simple games they can play to increase active minutes.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £1,095 5%
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 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.	£0	'Poverty of experience' in terms of physical activity and sport has been greatly reduced, with children who would not otherwise be able to access clubs elsewhere able to attend gymnastics, football and multi-skills clubs. 71 children attended multi-skills club for at least one term. 92 children attended gymnastics club for at least one term. 39 children attended football club for at least one term.	Continue to offer a range of staff-led after school clubs. Employ coaches to broaden the offer.
Children will consolidate knowledge and skills in PE throughout school and make good progress.	Knowledge Organisers will clearly map out progression in all sports. All staff will use Knowledge Organisers as a basis for planning. PE Coordinators will continue to address any feedback on knowledge	£0	Curriculum walks show good 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.	Engage in Healthy Active Lifestyle events and Activ5 week. Promote School Games values throughout PE and School Sport at Beech Hill. Promote hard work and determination through motivational workshops and visits to local sports stadiums.	£125 Healthy Active Lifestyle events £670 football workshop £300 Newcastle Thunder programme	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. 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 teaching PE and sport				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.	All staff will use Knowledge Organisers as a basis for planning. Year 1-6 will have a CPD unit from the PE Service based on Gymnastics. This will take place on a Thursday morning so it is unaffected by PPA. A whole staff training session will be ran by the PE Service, focussing on gymnastics. PE Coordinators will monitor	£3,250 Coaching support £130.45 Skills 2 Play resource	Staff confidence in teaching gymnastics has increased and staff have high quality planning to work from next year. Gymnastics knowledge organisers have been updated to ensure that activities are well matched to age and stage and encourage progression from one year group to the next. PE Coordinators have spent time with individual teachers to	Complete a staff survey to identify CPD needs for next year. Purchase PE support from the Newcastle PE service based on staff CPD needs. Continue to monitor the use of knowledge organisers and support staff in their planning and delivery.

	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 of a range of sports and activities offered to all pupils				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 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 access a range of sports and activities as part of the curriculum.	PE Coordinators will map out the PE curriculum to ensure a broad range of skills and sports are taught. PE Coordinators to monitor the use of Knowledge Organisers, ensuring that staff are teaching a range of skills and sports. All staff to feedback to PE Coordinators on the effectiveness	£0	Children have accessed a range of sports by the time they leave Beech Hill. These include hockey, netball, cricket, cycling, swimming, Badminton and tennis. Pupils are developing a range of skills as part of their PE lessons and are beginning to apply these to different sports.	PE Coordinators will continue to map out the PE curriculum and monitor delivery. We will continue to attend Healthy Active Lifestyles events across the year.

	of knowledge organisers. All year groups will have a 'Healthy Active Lifestyle' event.			
All children will learn to confidently ride a bike and will experience riding outside of school before they leave Beech Hill.	Bike4Health to provide cycling lessons for all children in Years 3-6. Initially focus on basic skills, building up to a ride outside of school.	£7,560 Cycling	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 participation 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	Children worked hard during lunchtime and after school clubs to train for competitions. One child said "it made me work harder to get better for the competition". Children experienced success, which in turn built their confidence.	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	Children were able to apply skills that they had learned to a match at the end of their PE unit, developing their understanding of tactics and teamwork. Children talked about how they have become much better at working as a team as a result.	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	Children developed their sense of determination as well as becoming better at skills such as hopping, catching and balancing.	Lunchtime Activator to continue to set personal challenges. Continue to engage in daily challenges during Activ5 week.

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