

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 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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](#).

Details with regard to funding

Please complete the table below.

Total amount allocated for 2022-23	£19,550
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19,550

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 2023. Please see note above	37/60 62%
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	36/60 60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	36/60 60%
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: 2022/23		Total fund allocated: £19,550		Date Updated: 20.07.23	
Key indicator 1: The engagement of all 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:
					20%
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?:
Children will have an increased amount of active minutes.		Employ a coach for 3 hours per week (3 lunchtimes) to deliver multi-skills sessions. This increased to 5 lunchtimes at Easter. 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.		£1500 from Sport Premium funding	All children 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 and continue to support on the KS1 yard. They enjoy delivering games and activities. Each class has a timetabled slot on the running track for once per
				Sustainability and suggested next steps:	
				We will continue with active lunchtimes through external coaches, play leaders and lunchtime supervisors. 	

	EYFS children to have access to outdoor activities throughout the school year. Hire a coach to run a breakfast club one morning a week.		week. Here is also a running after school club where over 40 children attended. There has been an increase in enthusiasm and participation from this and children are independently asking to use the running track. There are many discussions around their increased fitness through, running laps without walking or how much further they can run in a set time.	Additional staff are now employed for breakfast club and each morning a group access the MUGA to participate in active minutes. This will continue next year.
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.	Assessment day included in SLA Movement booster cost included in SLA £2,040 swimming booster	Assessment days clearly showed where children in each year group were working and allowed teachers to plan to next steps and gaps. 15 children attended Year 6 swimming booster with 13 achieving National Curriculum outcomes. 43 children attended Year 5 swimming booster which led to an additional 18 children achieving all KS2 outcomes. 15 children achieved the Amber level and 10 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	HAL charge (£125) included in SLA. £300 Skipping School	Children engaged well with Healthy Active Lifestyle events, and these provided teachers with ideas of simple games they can play to increase active minutes.	Continue to engage with HAL events with the Newcastle PE Service. Run a Health Week in January, looking for additional clubs in

	try something new.		All KS2 children participated in skipping school. They were shown effective skipping techniques as well as games. This has shown an increase in enthusiasm and participation during breaks and lunchtime.	the local area to broaden the range of activities offered.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				16%
Intent	Implementation		Impact	£3067
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. Trial a 'This Girl Can' club to increase engagement in girls.	£0 £152 Breakfast club	'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 Extra-Curricular clubs offered this year were:- Gymnastics, Running, Large apparatus, Multi Skills, Football, Rugby, Dance	Continue to offer a range of staff-led after school clubs. Employ coaches to broaden the offer. Hiring a coach through the SLA to provide a 'This Girl Can' extra-curricular morning sport club was not well attended, in part due to the timings. Consideration will be given to the activities and timings to increase participation.
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. The curriculum was discussed during the summer term progress meeting with the SLA to	Continue to monitor use of knowledge organisers, adapting them where necessary. Badminton has been removed from the curriculum and Net

	organisers and make adaptations where necessary.		ensure we offer a broad and balanced curriculum.	and wall through tennis is taught to years 4 and 6 with Striking and fielding through cricket being taught to years 3 and 5. Next year there will be a greater emphasis on developing fundamental movements and invasion games.
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. Bike4Health to provide cycling lessons for year 5 children who do not attend booster swimming developing alternative skills.	£125 Healthy Active Lifestyle events (as part of SLA) £2,790	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.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25%
Intent	Implementation		Impact	£4878
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 dance.	All staff will use Knowledge Organisers as a basis for planning. Planning is also provided from the PE service. Year 1-6 will have a CPD unit from the PE Service based on Dance. 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 dance. PE Coordinators will monitor overall effectiveness of CPD. Coordinators released to support staff in planning and delivery.	£2,308 Coaching support	Staff confidence in teaching Dance has increased and staff have high quality planning to work from next year. PE Coordinators have spent time with individual teachers to support where needed.	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.
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.	£2570 (£2,995 SLA minus £125 for HAL events and £50 per competition = £300)	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.

Early Career Teachers will receive effective training and mentoring in PE.	ECTS to attend training offered by the PE and School Sport Service. PE Coordinators will support with planning and delivery.	SLA	Our two ECT teachers have given feedback and feel the CPD training; fundamentals, games and athletics training workshops from the SLA was very useful	Continue to offer support and signpost CPD opportunities.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				36%
Intent	Implementation		Impact	£6965
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 of knowledge organisers. All year groups will have a 'Healthy Active Lifestyle' event. Year 5 will participate in the Dance Festival	£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. Children had the opportunity to perform on a stage in front of an audience as well as watching the performances of others.	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 as well as the Dance Festival

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 and 6. Sessions will initially focus on basic skills, building up to a ride outside of school.	£6965 summer term	All year 3 children are now riding a bike, even a child with additional needs where it was thought this may not be the outcome.	A meeting took place between PE coordinators and Bike4Health to look at the programme for next year and how we can ensure the greatest impact for our children. The year 3 provision will be increased and as soon as children are assessed as ready they will engage in bike rides out of the school grounds.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
Intent	Implementation		Impact	£800
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:
All 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.	£500 buses £300 from SLA entry	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. We attended 3 SEND competitions.	Continue to attend Level 2 competitions. Further develop lunchtime coaching timetable to reflect competition calendar. Continue to attend SEND competitions. Build links with local schools to participate in football matches.
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.	£0	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. Further develop the use of the running track and individual progress.

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. KS assemblies are held and there is a celebration display in school for photos	£0	Children developed a sense of pride in their achievements and were motivated to keep working hard. Children have the opportunity to showcase their sport inspiring others to seek a sport that interests them.	Continue to celebrate children's achievements outside of school. Using Class Dojo, assemblies and the school display to promote children's achievements and encourage others to get involved.
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Signed off by	
Head Teacher:	Jess Eatock
Date:	21.07.23
Subject Leader:	Barbara Carter
Date:	18.07.23
Governor:	Lee Rochester
Date:	21.07.23