

ommissioned by



Beam County Primary School – 22/23



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised September 2023



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 PE SSPA 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 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:    YOUTH SPORT TRUST

Supported by:   LOTTERY FUNDED



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£20,800
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£20,670
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£20,670

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practiced 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</p>	
<p>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 2022. Please see note above</p>	58%
<p>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</p>	60%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	% N/A

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 in Year 3 & Residential activities

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: £20,670	Date Updated: 06.09.22 – Reviewed for N/S: 06.09.23		
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: 26%
Intent	Implementation	Funding	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:
Subject Leader and 2 assistant sport leads take Reception through to Year 6; they take one class a week for an hour, the class teachers take the other hour, so in total, pupils get a minimum of two hours per week of physical activity. Additional lunchtime, morning and after school clubs are available. Pupils will be able to self-motivate themselves enough and gain the discipline to partake and make an effort.	Children attend classes. Each child is observed, and after each half term, pupils are assessed, which counts towards their final assessment grade at the end of the school year. Children are measured on ability, knowledge, participation, improvement.	Approximately £4134 (one fifth) to cover cost of courses and delivery.	Pupils have developed a healthy lifestyle, and mental health benefits which impacts on their overall wellbeing. Additionally, pupils now have access to resources for weight management, flexibility etc.	To identify more options to ensure more children can partake irrespective of their ability or gender. Ensuring equipment and resources are sufficient, safe, and up to standard. Using modern technology where possible to monitor and track progress .E.g. purchase of a reaction monitor to identify nonparticipants. Create synergies with other departments e.g. Secondary schools and other primary schools to enhance the overall outcomes.

<p>School committed to supporting every pupil to be physically active in addition to core PE and school sport provision and increasing awareness of the issues that affect their health.</p>	<ul style="list-style-type: none"> • Engage pupils not meeting CMO guidelines by providing activities they have requested • Outdoor learning promoted • Timetabled lunchtime activities • Cross curricular Science lessons • Promote participation and competitiveness 	<p>£1200</p>	<p>Pupils to become more intrinsically motivated</p>	
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>23%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Funding</p>	<p>Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>PE will be taught through;</p> <ul style="list-style-type: none"> • Exposition (demonstration, explanation and instruction) by the teacher/video WAGOLL (Real PE) to the class, groups or individuals • Practical activity and related discussion • Co-operative group work • Consolidation and practice of fundamental skills • Opportunity to discuss and reflect on their work through a plenary 	<p>Enhance curriculum further – Values Led</p> <p>Developing curriculum Map from starting points - Early Years Pupils should be taught:</p> <p>Games • Spatial awareness • Basic motor skills • Co-ordination and control</p> <p>• Aiming, predicting and estimating Dance • Using their imagination in art, design, music, dance, imaginative roleplay and stories Gymnastics • Travel around, under, over and through balancing and climbing apparatus</p> <p>Games (KS1 and KS2) Pupils should be taught:</p> <ul style="list-style-type: none"> • Simple competitive games • A variety of ways to send, receive, strike and travel with/without a ball • Games which include running, chasing, dodging, avoiding and awareness of space and other players • To develop core skills in attacking, defending, invasion, striking and fielding • To play small-sided and simplified versions of net/wall and target games <p>Gymnastics (KS1 and KS2) Pupils should be taught:</p> <ul style="list-style-type: none"> • To use technical vocabulary • To perform basic actions of travelling (turning, rolling, jumping, balancing, climbing) • To link movements on the floor and apparatus • To repeat movements / develop sequences • To develop complex movements <p>Dance (KS1 and KS2) Pupils should be taught:</p> <ul style="list-style-type: none"> To compose and control movements by varying shape, size, direction, level, speed, tension and continuity • Investigate different genres of dance • To express feelings moods and ideas • To respond to various stimuli including music <p>Athletics (KS1 and</p>	<p>£4745</p>	<p>Demonstrate the impact</p> <p>High-quality lessons should include: - A statement of the learning objective –</p> <ul style="list-style-type: none"> A whole class risk assessment - Teaching the children to warm up safely - The teaching of skills and techniques - The application and adaptation of learnt skills in games activities - Modelling of correct technique - Use of correct and specific technical vocabulary - Performance and evaluation of each other's work - Work which reflects the learning objective <p>Teaching the children to cool down safely - Teaching the children the impact PE has on their bodies</p> <p>Monitoring and Evaluation</p> <p>Summative and formative assessment in PE is carried out by class teachers and subject leaders:</p> <ul style="list-style-type: none"> • Informally during the course of teaching through observation • Children to complete a self-assessment at the start and end of each unit of work. This self-assessment tool to be used to support children in being reflective in their lessons and with their achievements • At the end of each unit of work teachers to complete pupil 	<p>The subject leader will be allocated ongoing staff meeting time once every week (Friday) to communicate specialist PE & Games teaching; together with slots in professional development days to ensure all changes are up to date and that new pupils are brought up to speed.</p>
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	<p>KS2) Pupils should be taught: • To develop and refine basic running, jumping and throwing techniques using a variety of equipment • To measure, compare and improve their own performance Swimming (KS2) Pupils should be taught: • To swim unaided, competently and safely for at least 25m • To develop confidence in water and • To develop floating skills and support positions • To develop an effective and efficient swimming strokes on the front and back • To understand and follow basic water safety and survival skills Outdoor Activities (KS2) Pupils should be taught: • To perform outdoor and adventurous activities in a variety of environments • To face physical and problem solving challenges individually and collaboratively</p>		<p>assessments in order to update the children's attainment and progress in that area of PE.</p>	
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>			<p>Percentage of total allocation:</p>
			<p>29%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>	

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 staff confidence to provide the PE curriculum and know how to develop children's core skills from the early years right up to year 6 –Real PE	<ul style="list-style-type: none"> ● PE lead to provide training opportunities for staff on Real PE (scheme) ● External specialists where applicable to provide whole staff PE training ● ECT additional training provided ● EYFS Lead to provide forest school training for whole school 	£1000	<p>To be reported on in July 22</p> <ul style="list-style-type: none"> ● New scheme embedded across the school ● Audit carried out ensures that resources are effectively supporting health and fitness ● Whole school participation in Forest School ● Teachers receive high quality sports training ● PE to be supported by sports coach 	<p>Further embedding to ensure that every child develops their physical literacy, knowledge, emotional and thinking skills to achieve in PE, sport and life.</p> <p>Beam Sports review was to provide our children with further opportunities to critique their performances using their journalistic and digital media skills to inform the wider school of their achievements.</p> <p>Pupil voice Beam's 'Sports Reviews' Extra-curricular clubs</p>
Implementation of OPAL (Outdoor Play and Learning for Schools), to blend elements of strategic school improvement practice, action planning, self-evaluation, playwork skills and knowledge and twenty years of action-research.	<ul style="list-style-type: none"> ● To implement active play during play and lunch times. ● Middays trained as Play Leaders 	£4975	<ul style="list-style-type: none"> ● Training for Play Leaders ● Play is treated as if it were a curricular area. ● Children are happy and engrossed in their play, which is more creative, collaborative, imaginative and social. 	Teachers during break time apply the skills of 'free play', modelling, vocabulary, application of play-work skills
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 15%

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:
<p>To further increase our offer of sports and afterschool clubs</p> <p>To offer enrichment clubs</p> <p>Residential trip</p> <ul style="list-style-type: none"> ● Achieve Gold Arts Mark 	<ul style="list-style-type: none"> ● Targeted recruitment of pupils to access school clubs (in particular those from disadvantaged backgrounds) ● Monitoring of clubs and analysis of uptake to adjust offer ● Use of specialists to provide broader offer to all pupils ● Weekly enrichment opportunities that will expose pupils to a variety of less mainstream sports e.g. fencing, Fencing 	£ 200	<ul style="list-style-type: none"> ● Sports Leaders from across the year groups to lead on PE for their peers ● All pupils are given the opportunity to participate in a range of sports activities ● Whole school participation in achieving Gold Arts Mark award 	<p>Additional whole school achievements to be achieved:</p> <ul style="list-style-type: none"> ● Healthy School Bronze Award ● Healthy Early Years Accreditation - EYFS accreditation to reduce health inequalities by supporting a healthy start to life across themes that include healthy eating, oral and physical health and early cognitive development.

<p>To initiate participation in new and novel sports and activities</p>	<p>Introduced a new range of sports and physical activities (such as dance, Fencing and dodgeball) to encourage more pupils to take up sport and physical activities; partnering with other schools to run sports and physical activities and clubs</p>	<p>£416</p>	<p>Introduction of badminton and Wall Ball. Anyone can play, irrespective of physicality.</p> <p>40 – 50 children partook. For the more reserved and quieter pupils they became more confident over time. Attendance also increased.</p>	
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<p>To create synergies with other schools.</p>	<p>Partnered with other schools to run sports and physical activities and clubs</p>	<p>£2500</p>	<p>Friendships, especially in Year 6, where some of the children were leaving to rejoin these new friends in secondary school. (Inspire Festival)</p>	<p>Continuing the relationships and more hosting and participating in events</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
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:
Increase the number and types of pupils participating (more girls, more younger pupils etc)	<ul style="list-style-type: none"> Continue to participate in B&D's interschool sports team providing a range of access to different sport competitions throughout the year Teachers to teach all sports in line with local competitions Increasing and actively encouraging pupil participation in the school games. 	£500	<ul style="list-style-type: none"> Children to participate in local sporting events Children to engage with in school sporting opportunities After school clubs will enhance children's sporting opportunities Pupils indicated that they enjoyed participating in these events; they developed friendships and met new people. More girls now wish to play football, including those from different ethnicities . Pupils became more determined and demonstrated resilience. 	Continue to teach pupils; the importance of practice and preparation. Sportsmanship. How to set realistic goals and work towards achieving them

<p>To increase the variety of activities and expose pupils to more experiences.</p>	<ul style="list-style-type: none"> ● Organising, co-ordinating and entering sport competitions and tournaments within the school and across the local area, including those run by sporting organisations ● Continued participation with Panathlon for our complex SEND pupils. 	<p>£1000</p>	<ul style="list-style-type: none"> ● The pupils also demonstrated the importance of respect for others. They learned self-control and how to manage emotions. They experienced being part of a team. Learn sportsmanship and how to win and lose gracefully. 	<p>Teach pupils how to improve and challenge themselves. Access resources from organisations similar to Change 4 life and Youth Sports Trust etc.</p>
	<ul style="list-style-type: none"> ● 		<ul style="list-style-type: none"> ● 	

Signed off by	
Head Teacher:	Miss Whittington
Date:	06..09.23 (amended after review)
Subject Leader:	Mr. Hoyte
Date:	06.09.23
Governor:	Simon Cole
Date:	07..09.23 (amended after review)