

## REVIEW 2021-22 Beaconhill Primary School

**In 2021-22, Beaconhill Primary School received £17690, £8845 of which is used to fund participation in the Cramlington School Sport Partnership programme.**

PE and Sport Premium funding is being used to secure improvements in the following areas:

### Key Indicator 1: The engagement of all pupils in regular physical activity

Intent	Implementation	Impact	Sustainability and next steps
<p>Increased physical activity for all pupils.</p>	<p>Y3 Hoopstarz Programme (Autumn 2021) – In school delivery of Hoopstarz Festival, personal challenges and inter-school competition.</p> <p>Y5 Skipping Programme (Spring 2022) – in school delivery of Skipping Workshop, personal challenges and inter-school competition. Children provided with individual skipping ropes.</p>	<p>IMPACT on the engagement of all pupils in regular physical activity.</p> <p>Increased activity in PE, playground and pupils practising hooping at home.</p> <p>Hula hooping used as an active break during/between curriculum lessons.</p> <p>Progress of skills and improvements in fitness seen as pupils practised, which was evident in other PE activities</p> <p>Children beating personal bests.</p> <p>Wider impact across other year groups from them seeing the Y3s hula hooping in the playground.</p> <p>Increased physical activity in the playground.</p> <p>Significant improvements seen in personal best scores.</p> <p>Children enjoyed celebrating their own personal successes and those of their classmates. The activity particularly engaged pupils who don't always enjoy PE.</p>	<p>School has class set of hoops and skipping ropes and provides equipment in the playground to allow these activities to continue. Staff feel more confident to introduce some of the skills to their class and personal challenge sheets can be used again in the future.</p>

<p>Increased opportunities for daily physical activity during the school day.</p>	<p>Promote active travel.</p> <p>Santa Dash / Daily Mile (or equivalent.)</p> <p>Encourage all staff to deliver active lessons when appropriate.</p> <p>Encourage staff to use active breaks during/between lessons.</p> <p>Take part in #everychildskips.</p>	<p>Children are regularly reminded about active travel through the hands up survey.</p> <p>School recently obtained a grant from NCC to promote active travel. School will buy scooters and helmets for our younger children to support them in learning how to scoot safely which will in turn encourage the children to bring their scooters to school.</p> <p>KS2 children have been trialling the daily mile in school. Children have enjoyed trying to beat their daily mile lap times. It has supported lots of children to develop a good running style and sensible pace when running. All children enjoyed completing the Santa dash at Christmas.</p> <p>Staff encourage use of activity during or between lessons to maintain concentration. Go Noodle, brain breaks and times tables supermovers are just some of the ways that staff encourage movement breaks.</p> <p>KS2 children completed #everychildskips. Children had practised in order to complete the world record attempt but this was cancelled so the children went ahead and completed the skip anyway with other schools across the county.</p>	<p>Continue to work with our SGO to find out about and share with the children as many opportunities as we can that will support the children to increase their physical activity during the day.</p>

<p>Engage more children, particularly less active children in extra-curricular activities.</p>	<p>Identify children who don't already take part in extra-curricular activities.</p> <p>Consult with pupils via School Council re extra-curricular activities.</p>	<p>Each Key stage has been offered exciting extra-curricular activities after school ranging from healthy eating with Tiny Tasters club to our sporting offer that has included Little Movers, Cricket/rounders/football.</p> <p>Clubs have supported the children to further develop skills taught in the classroom and also supported their wellbeing.</p> <p>School council have met with AR and SS to discuss what extra-curricular activities they would like to see on offer at school.</p>	<p>Continue to listen to the student voice about what extra-curricular activities the children would like and work with SGO to implement as many as we can over the year.</p>
<p>Use Sports Leaders to increase physical activity levels in the playground.</p>	<p>Playground buddies from the school council and assemblies have been used to promote the new equipment that we have purchased for playtimes.</p>	<p>IMPACT on the engagement of all pupils in regular physical activity.</p> <p>Playtimes are now much more active with the majority of children in school choosing equipment to play with or making teams to play basketball and football.</p>	<p>Ensure that the Year 6 children are trained to be Sports Leaders next year. This worked well pre covid.</p>

**Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole school improvement**

Intent	Implementation	Impact	Sustainability and
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			<b>next steps</b>
<p>Celebrate sporting successes to raise self-esteem and aspirations and develop team spirit.</p>	<p>Recognition of team and individual success in PE and sport activities.</p> <p>Following the delivery of Y3 Hoopstarz Festival/Y5 Skipping workshop, pupils given opportunity to take part in the personal challenges and inter-school challenge and progress and achievements shared and celebrated.</p>	<p>IMPACT on raising the profile of PE and sport across the school as a tool for whole school improvement.</p> <p>Individual certificates for achievement provided as part of School Games/SSP competitions/events are presented to pupils and celebrated with school community.</p> <p>Sporting achievements celebrated with parents via the school Facebook page.</p> <p>Celebrated the success of all teams on Sports Day with winning team receiving medals.</p>	<p>We have a regular celebration assembly and sporting experiences are a high priority to share with the school.</p>
<p>Providing pupils with opportunities for leadership and taking on responsibilities.</p>	<p>Equipment monitors.</p>	<p>IMPACT on raising the profile of PE and sport across the school as a tool for whole school improvement.</p> <p>All staff ensure that children are taught to collect and return equipment safely.</p>	<p>Introduce the role of the sports leaders again next year.</p>

<p>Make school community aware of PE, sport and physical activity within school.</p>	<p>Share activities on school social media.</p> <p>Share SSP Newsletter each term via school website.</p>	<p>IMPACT on raising the profile of PE and sport across the school as a tool for whole school improvement.</p> <p>FAST sporting week activities shared on our school Facebook page allowed the school community to see what activities the children had been taking part in as part of the FAST week.</p> <p>The SSP newsletter helps the school community to see the sporting successes that we have had alongside other schools in the community.</p>	<p>Continue to use our school social media as a platform to celebrate PE in school.</p>
<p>Engage parents and wider school community in PE, sport and physical activities.</p>	<p>Took part in "Sport Library" pilot programme.</p>	<p>IMPACT on raising the profile of PE and sport across the school as a tool for whole school improvement.</p> <p>The Sport Library pilot programme has been very successful in our first few weeks of trialling it. The children have been really keen to take a piece of equipment home to share with their families. The children have shown excellent respect and responsibility for their piece of equipment ensuring that they sign it out each week and then back in when they return it. Children have been excited to talk about what they did with their chosen equipment.</p>	<p>Continue to have the sport Library in operation next year.</p>

**Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	<b>Sustainability and next steps</b>
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<p>Support staff in the delivery of dance across the school</p>	<p>Targeted dance support in KS2 (Y3/Y6) during Autumn term.</p> <p>Purchase new PE resource for EYFS, KS1 &amp; KS2 (in reference to supporting dance...)</p>	<p>IMPACT on increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>After the targeted dance support, staff felt more confident about future delivery. Staff commented that they had taken lots from the dance support that they could incorporate into their own planning.</p> <p>In response to the need for some CPD for staff in delivery of dance lessons, I liaised with Gill Smith SGO and she helped us to find a scheme that gave teachers the support they needed to be able to deliver high quality PE lessons with great progression across the year groups.</p>	<p>New resource will continue to be embedded in dance lessons across the school in 2022-23.</p>
<p>Increase staff skills, knowledge and confidence in different areas of the PE curriculum</p>	<p>Purchase new PE resource for EYFS, KS1 &amp; KS2 (in reference to other areas of PE curriculum.)</p>	<p>IMPACT on increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>As a staff we have been really impressed with the quality of the Get set for PE resource as it has enabled us to teach very well structured lessons broken down into small achievable steps for the children that show clear progression from year group to year group.</p> <p>The small steps have ensured that the children are mastering key skills in each area being taught before the lessons move on.</p>	<p>New resource will continue to be embedded in PE lessons across the school in 2022-23.</p>

**Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils**

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	<b>Sustainability and next steps</b>
<p>All pupils experience a range of sports and activities to increase activity levels, particularly in the least active pupils</p>	<p>Participate in whole year group festivals and workshops. -Y3 Hoopstarz -Y5 Skipping  #everychildskips</p>	<p>IMPACT on broader experience of a range of sports and activities offered to all pupils.</p> <p>Following on from the skipping and hula hoop festivals that we took part in, the children have continued to hula hoop and skip during playtimes. During the Fun and Active Summer Term (FAST) activity week that we took part in recently, the hula hoop coach commented on the hula hooping ability of the children.</p>	<p>Following on from the enthusiasm of staff and pupils this year, we are keen to take part in the School Games World Record skipping attempt in 2022-23.</p>
<p>Allow pupils to experience new activities to encourage more pupils to be active</p>	<p>Participate in SSP FAST! Activities (Fun and Active Summer Term.)  -skipping -hula hooping -dance -basketball -Little Movers -"All about me" workshop</p>	<p>IMPACT on broader experience of a range of sports and activities offered to all pupils.</p> <p>All children from Nursery through to Year 6 had the chance to take part in the activities offered during FAST week. The children were keen to join in and build on skills that they had been taught in lessons throughout the year. Mrs Carrick ran a hula hooping after school club which was full in the Summer Term.</p>	<p>Continue to access FAST activities provided by SSP.</p>
<p>Use "United by Birmingham 2022" Commonwealth Games legacy to engage pupils</p>	<p>12 Y5 pupils selected to attend Northumberland School Games LIVE! event at Alwick Castle and The Alwick Garden.</p>	<p>IMPACT on broader experience of a range of sports and activities offered to all pupils. Group selected targeting 12 children from across KS2 to attend this county-wide event. Unfortunately we were unable to attend due to OFSTED.</p>	<p>Look for similar opportunities to attend with the children next year.</p>

in physical activity			
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**Key Indicator 5: Increased participation in competitive sport**

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	<b>Sustainability and next steps</b>
Y3 children experience benefits of appropriate competition	<p>Y3 Hoopstarz Festival, personal challenge and inter-school competition.</p> <p>School Games Multiskills Challenge.</p>	<p>IMPACT on increased participation in competitive sport.</p> <p>The competition encouraged team spirit and the children were keen to better their scores in the challenge and were eager to be most improved. All children improved their scores. Children learnt to be resilient and competitive during the competition.</p>	<p>Children keen to take part in more class challenges and festivals. We will take part in opportunities provided by the SSP.</p>
Y4 children experience benefits of appropriate competition	<p>School Games Multiskills Challenge.</p>	<p>IMPACT on increased participation in competitive sport.</p> <p>Y4 children enjoyed using their PE lessons to practise the skills needed for the competition. The children were keen to continue improving their scores. The children were proud of their achievement in the competition.</p>	<p>Skills challenges to be used in future Multiskills lessons.</p> <p>Y4 to take part in future School Games</p>

			opportunities.
Y5 children experience benefits of appropriate competition	Y5 Skipping Workshop, personal challenges and inter-school competition.	<p>IMPACT on increased participation in competitive sport.</p> <p>Individual improvements noted as a result of the competition. A love of skipping has been developed throughout school with the Y5 children keen to help younger children to develop their skipping skills.</p> <p>Y5 showing leadership skills in supporting younger children and all children developing teamwork skills when using long skipping rope.</p>	Y5 teacher would like to enter the competition again next year.

### Meeting national curriculum requirements for swimming and water safety

Percentage of current Y6 cohort that can swim competently, confidently and proficiently over a distance of at least 25m	<b>38 %</b>
Percentage of current Y6 cohort that can use a range of strokes effectively [for example front crawl, backstroke and breaststroke]	<b>38 %</b>
Percentage of current Y6 cohort that can perform safe self-rescue in different water based situations (Y6 took part in a paddle boarding activity where they had to fall back from the board and get themselves upright independently)	<b>72 %</b>
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?	<b>Yes / No</b>



## School Games Mark

CRAMLINGTON School Sport Partnership

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
-	<b>Bronze</b>	<b>Silver</b>	<b>Gold</b>	<b>Gold</b>	<b>Gold</b>	<b>Gold</b>	<i>Aut/Spr Recognition  Summer Virtual</i>	School Games Mark Framework completed	<b>Gold</b>