

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

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 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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£29,791
Total amount allocated for 2021/22	£29,360
How much (if any) do you intend to carry over from this total fund into	N/A
Total amount allocated for 2022/23	£19,380
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023	£19,380

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 2022?	51%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	39%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	51%
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:	Date Updated:		
<p>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</p>			Percentage of total allocation: 75%	
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:
<p>Improve swimming ability and water confidence of pupils in KS2.</p> <p>More children in Year 6 will reach the end of year swimming expectation.</p>	<p>All children across Key Stage 2, in years 3 - 6 will have a block of 8 swimming lessons across 2 weeks.</p> <p>Hire qualified ASA swimming teachers to help train up teachers and to lead swimming groups.</p> <p>Track swimming progress across the school with assessments from swimming instructors.</p>		<p>£1500</p> <p>Improved water confidence. More children accessing middle/top swimming group.</p> <p>% of children who can swim 25m unaided:</p> <p>Year 3: 21%</p> <p>Year 4: 31%</p> <p>Year 5: 35%</p> <p>Year 6: 51%</p> <p>There has been a vast improvement in the numbers of children being able to swim 25m unaided since blocking swimming sessions. This has increased by 30% over the last 3 years.</p> <p>Parents have noticed a huge improvement in water confidence when they have taken children swimming following school lessons.</p>	<p>Teachers to continue to support swimming instructors during sessions – CPD.</p> <p>Keep track of swimming progress and attainment using Get Set 4 PE scheme of work.</p> <p>Book in blocked swimming lessons for the next academic year.</p>

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<p>Improve outdoor areas across the school to increase physical activity at break and lunchtimes.</p> <p>Our children will have a range of engaging activities to take part in. Equipment will be timetabled to ensure children have opportunities to use all equipment.</p>	<p>Climbing boulder development – organise a morning of events for the opening of this. Rent climbing equipment and invite professionals in to promote this.</p> <p>Build links with ‘The Tide’ climbing centre.</p> <p>Development of Reception outdoor area – Astro turf will allow for all weather use. Update playground marking in KS1 and KS2 playgrounds to encourage active time.</p> <p>Re launch of the Active Mile to increase participation and encourage more children to actively enjoy and take part in the initiative.</p> <p>Continue to encourage the use of scooters and bikes at break and lunch times.</p> <p>Subject lead to deliver training for support staff – active lunchtimes.</p>	<p>£30,000 (money carried over from last year + money from PP budget)</p>	<p>We will see an increase in active break/lunchtimes and less challenging behaviours during these times.</p> <p>Our climbing boulder will challenge pupils, develop hand-eye coordination and body awareness, increase problem solving and decision-making skills and build confidence and self-esteem.</p> <p>Development of our reception outdoor area will mean that reception can use this space all year round, increasing active time outside.</p> <p>An increase in active time at break and lunch times has meant that behavioural incidents during these times have decreased, with more children engaged in physical activity.</p> <p>(See appendix 1)</p>	<p>Support staff training will ensure active break and lunchtimes are prioritised and staff know activities and games to set up for children to take part in.</p> <p>Timetable year groups to use all playgrounds to ensure children have access to all active areas across the week.</p> <p>Continue with support staff training next year, focusing on active break times.</p> <p>Complete monitoring to ensure all staff are engaged in activities and playground games with children during these times.</p> <p>Consider making use of the hall during break times – possible dance fit opportunities for children who can find being outside during these times difficult.</p>
<p>Participation in extra-curricular activities will increase.</p> <p>Increase in the number of children enjoying school sport.</p>	<p>Using school council platform, ask the children at the start of the academic year for their interest in clubs. This will ensure high levels of participation and engagement.</p> <p>Ensure every year group offers at least one sporting club.</p> <p>Monitor club participation using Get Set 4 PE SOW.</p>	<p>N/A</p>	<p>Participation in sporting clubs will increase active time during the day.</p> <p>Children will learn new skills and develop passion for new hobbies.</p> <p>Children who participate in sporting clubs will have some opportunities to represent the school, leading to improved confidence.</p> <p>Plymouth Argyle Football Club took place during the summer term. 30 children participated in</p>	<p>Staff running extra-curricular activities will promote club before the start of the new term.</p> <p>Continue to monitor club attendance using Get Set 4 PE SOW and support parents if barriers occur.</p> <p>Continue to invite clubs in to support with the running of sports clubs.</p>

			<p>the club – 100% disadvantaged. All children’s self confidence and skills improved over the 5 weeks programme.</p> <p>(See appendix 1)</p> <p>43% of our children at Beacon have attended an after-school club this academic year. Children’s surveys showed that 82% of children thought that there have been a good range of clubs on offer this year.</p> <p>Promotion of new clubs in assembly increased participation from the Autumn term.</p> <p>Following sports coaching during PE lessons in KS2, several children have chosen to join clubs outside of school.</p>	
Encourage children to actively travel to and from school.	<p>Take part in Sustrans initiatives throughout the year.</p> <p>Scooter pods installation to encourage use of scooters within the school day.</p> <p>Bikeability sessions will run for year 5 children.</p> <p>Mountain bike track to be open at lunch times and for after school club to encourage children to ride their bikes to school.</p>	N/A	<p>Increased active time during the day.</p> <p>Improved scooting and cycling abilities.</p> <p>Active travel days have taken place half termly. This has resulted in an increase in children bringing in scooters/ bikes.</p> <p>During Active travel weeks, on average 62% of the whole school travelled on foot, scooter or bike. This, in turn increased scooter and bike use during break and lunch times.</p>	<p>Bike ability sessions will improve cycling skills and confidence.</p> <p>Continue to encourage children to bring in scooters and bikes to use during break and lunch times.</p>
<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>5%</p>

Intent	Implementation		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:</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>Ensure high expectations in PE.</p> <p>All children will have correct kit to take part in physical activity including PE lessons, swimming, and extra-curricular activities.</p>	<p>Provide PE kits for every child in the school.</p> <p>Provide swimming kit and towels for children who are without.</p> <p>Customised sports kit for teams representing Beacon Academy</p> <ul style="list-style-type: none"> • T-shirts • Shorts • Windproof jacket • Tracksuit <p>PE jumper/ jacket for staff members</p> <p>Liaise with other schools in the trust to find out which companies they have used for kit and aim to set up some friendly competitions between local schools within our trust.</p>	<p>£500</p>	<p>All children will safely participate in all PE and swimming sessions.</p> <p>100% of KS2 children took part in swimming lessons this year.</p> <p>Children will feel like part of a team when representing the school.</p>	<p>Sports kits have been selected.</p> <p>Plan to buy these in for the following academic year.</p> <p>New PE kits for the next academic year. Ask parents for any kits that children have grown out of as spares.</p> <p>Update swimming kit/goggles/towels for next academic year.</p> <p>Consider buying additional footwear suitable for PE lessons for those struggling with this.</p>
<p>Develop subject leader expertise to ensure all staff are supported in delivering high quality PE lessons.</p>	<p>Attend Kernow Learning subject leadership training in PE – work closely alongside PE team to share ideas and discuss initiatives that are impactful.</p> <p>Attend annual PE conference.</p> <p>Take part in Youth Sport Trust training.</p> <p>Complete action plan, highlighting focus points for this academic year.</p>	<p>£200</p>	<p>More competent and skilled teachers of PE across the school.</p> <p>Children will think positively about their PE lessons.</p> <p>Survey results show that all teachers either mostly enjoy or really enjoy teaching PE lessons. Class teachers enjoy using the scheme and find it easy to use for planning and assessment.</p> <p>All of the children who have had access to teaching from outside agencies have loved having professional clubs in to coach them, alongside their class teachers this year. It has created a</p>	<p>Regular monitoring of teaching and learning in PE from subject lead.</p> <p>New subject leader next year. Arrange a handover meeting to go through next steps.</p> <p>Regular audits for staff and children.</p>

			buzz around school sport and ignited interest for children to join clubs outside of school.	
Continue to work on evidencing Healthy Schools status during the next academic year	<p>Offer fruit for KS2 children at breaktimes.</p> <p>Have a healthy eating display in lunchtime spaces to promote healthy eating and a living a healthy lifestyle across the school.</p> <p>Breakfast club initiative available for all children.</p> <p>Use the health and wellbeing survey to inform future planning for PE and PSHE.</p> <p>Jigsaw PSHE scheme of work in place – this includes a whole school assembly each half term.</p> <p>Initiatives: a vegetable a week, weekly well-being/mindfulness sessions, regular cooking opportunities, class yoga.</p> <p>Support families with sleep through school nurse, The Sleep Charity, parent workshops and sharing techniques and tips on newsletter.</p>	N/A	<p>Fruit provided at break times will energise children and improve focus during morning lessons.</p> <p>Breakfast club for all children will ensure children who attend have a healthy start to the day.</p> <p>100 children (23% of the school) now attend breakfast club. This has had a positive impact on attendance and children being ready to learn as soon as the school day begins. Children have access to a healthy, balanced breakfast every day.</p>	<p>Regular monitoring and feedback of PSHE across the school will ensure consistencies and quality teaching and learning.</p> <p>Newsletter will have top tips for improving sleep and will signpost parents in the correct direction for support.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 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:
<p>Continue to embed 'Get Set 4 PE' scheme of work to ensure a balanced, broad, and progressive PE curriculum is being taught.</p> <p>All children will make good progress in PE through receiving 2 hours of high-quality physical activity per week.</p>	<p>Complete Kernow Learning staff audit for knowledge and confidence in teaching various aspects of the PE curriculum.</p> <p>Subject lead to deliver a teaching and learning meeting at the beginning of the academic year to go through the Get Set 4 PE scheme of work and assessment tool to ensure all new staff can use and implement planning effectively.</p> <p>Subject leader to use release time to monitor the teaching of PE across the school. Plan skills based CPD following this.</p>	£300 for membership	<p>All pupils will access a broad and balanced PE curriculum, inspiring and motivating them to lead healthy active lifestyles.</p> <p>On average, 80% of pupils have achieved ARE in PE this year, with 5% working beyond year group expectation.</p> <p>Teachers record PE units in Personal Development floor books. Expectations have been shared and monitoring has shown that these are of a high standard across the school. The teaching of vocabulary in PE is strong and evident in comments made by the children.</p> <p>(See appendix 7)</p>	<p>Regular monitoring of PE lessons and use of assessment tool in PE will ensure teachers are teaching effectively and whole school progress can be monitored.</p> <p>Continue to monitor floor books next year, evidencing the progress in PE, building on successes this year.</p> <p>Plan in fun fit style interventions to support children working significantly below ARE in PE.</p>
Make use of Get Set 4 PE training opportunities each term to improve staff confidence when teaching PE.	Regularly send out Get Set 4 PE online training sessions for staff to use to support their own practice.	N/A	Training will be specific to individual need.	Plan in to school calendar for the next academic year.

Develop expertise of teaching staff	<p>Arrange for professional clubs to come in a work with our children during PE lessons/ run after school clubs.</p> <p>Contact other schools in the trust to find out what is on offer/ who they have found to be successful.</p>	£500	<p>Teachers will work alongside coaches to develop their own skills and improve confidence.</p> <p>Teachers have hugely benefited from working alongside sports coaches this year in football, swimming, rugby, and tennis. They feel that this CPD has upskilled them in the teaching of these units and have learnt skills that can be applied across the teaching of PE generally.</p>	Plan in to school calendar for the next academic year to ensure coverage of a range of sports and year groups accessing coaching opportunities.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 10%

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>Develop cultural capital.</p> <p>Ensure all children are given a rich diet of experiences and opportunities during their time at Beacon as they progress through the school.</p>	<p>Cultural capital will be developed through 'Ignite, Wonder' days/weeks across the school year. These will be carefully planned in to support learning in other areas of the curriculum.</p> <p>This will include the following: World of Work Week, Carnival Week, Healthy Lifestyle Week and Adventure Week.</p> <p>KS1 and KS2 residential will offer sporting opportunities and provide links across the curriculum.</p> <p>Aim to attend community events such as Bodmin Bike Lights.</p>	£1500	<p>Adventure Week opportunities include the following: EYFS – library and police station Year 1-Hurlers, Bodmin Moor Year 2-Badger Forest School and Cardinham Woods walk Year 3-Lusty Glaze beach Year 4-Rough Tor Year 5-Coastal walk to Trevone Bay Year 6-Tobogganing at Plymouth Snow Centre</p> <p>All trips and residential pushed children out of their comfort zones, building confidence and perseverance skills within a safe environment. Children have had a range of life experiences continue</p>	Next academic year – plan in progression of skills for developing cultural capital and make continuous links with the whole curriculum for 'Ignite Wonder' weeks and residential activities.

	<p>Aim to build links with local primary schools.</p>		<p>to be more resilient following these experiences.</p> <p>(See appendix 4 & 5)</p> <p>KS2 residential has all included a sporting element: Year 3 – Ninja Warrior Year 4 – mini golf experience Year 5 – visit to Old Trafford Year 6 – Kidzania – career experience</p> <p>Healthy lifestyle week celebrated sports days and included the teaching of first aid across the school. These were a huge success; the children learnt about sportsmanship, healthy competition and working as part of a team to achieve an end goal. Every child across the school took part in a range of field and track events earning points for their teams and celebrating school sport.</p>	
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation: 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?:
Increase participation in competitive sport through Cornwall School Games.	<p>Provide an increased number of sports clubs at lunch time and after school.</p> <p>Ensure competitions provided are both competitive and inclusive. Children are selected based on skill or encouragement to participate in more physical activities. Cornwall School Games has a strong focus this year on inclusion within their competitions.</p> <p>Make links with local primary schools to set up matches in the summer term.</p>	£500	<p>Children will have the opportunity to engage with a range of sports and activities across the year in EYFS, KS1 and KS2.</p> <p>Use assemblies to engage children and promote after school clubs.</p> <p>Continue to focus on a plan in opportunities for children to represent the school during the next academic year.</p> <p>Use school minibuses to transport children to events.</p>

Signed off by	
Head Teacher:	Kaye Haywood
Date:	January 2023
Subject Leader:	Grace Carpenter
Date:	November 2022
Governor:	Rob Blackhall
Date:	January 2023

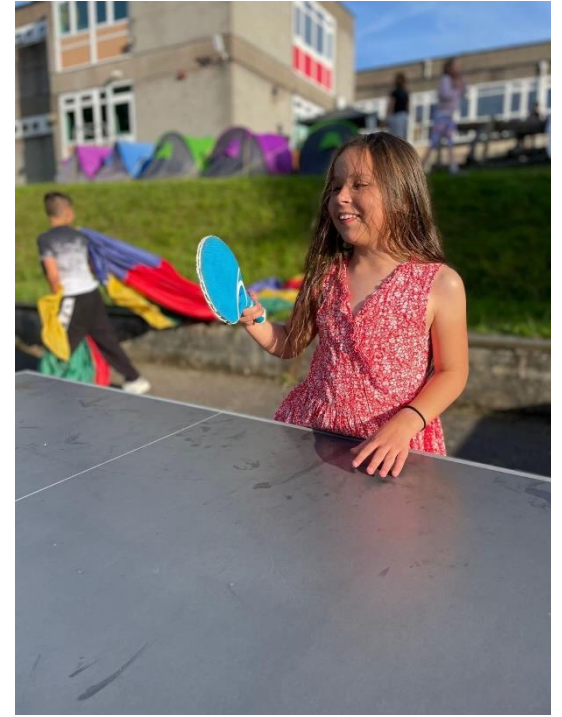
Appendix 1 – extra- curricular activities



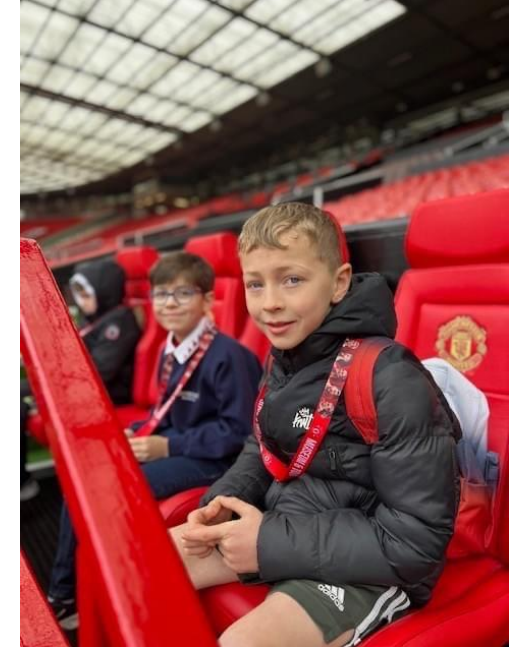
Appendix 2 – coaching opportunities



Appendix 3 – growth mindset camps




Appendix 4 – residential opportunities



Appendix 5 – Ignite Wonder Weeks





What are we learning in Year 2:
P.E

Term: Spring
Focus: Invasion Games

- 1 To understand what being in possession means and support a teammate to do this.
- 2 To understand that scoring goals is an attacking skill and to explore ways to do this.
- 3 To understand that stopping goals is a defending skill and explore ways to do this.
- 4 To explore how to gain possession.
- 5 To mark an opponent and understand that this is a defending skill.
- 6 To learn to apply simple tactics for attacking and defending.

It's easier to keep possession if I dribble slower.

I'm a good attacker I can dribble and hit it hard to score.

I don't like defending, it's hard to steal the ball.

Being the defender is fun, I can get in the way.

I can dribble the ball past the defender.

Key Skills

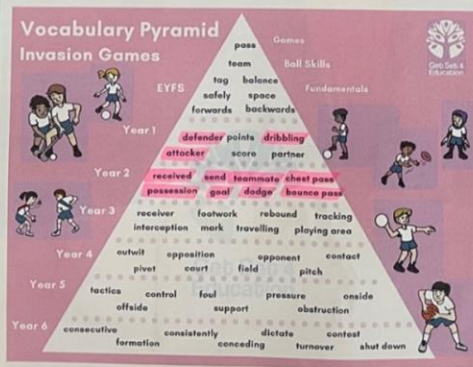
- Physical: throwing and catching, kicking, dribbling with hands and feet, dodging, finding space
- Social: communication, respect, co-operation, kindness
- Emotional: empathy, integrity, independence, determination
- Persistence
- Thinking: creativity, reflection, decision making, comprehension

I caught the bounce pass.

Chest passes are hard to catch.

Vocabulary Pyramid

Invasion Games



Games: pass, team, Ball Skills

Fundamentals: tag, balance, space, forwards, backwards

Year 1: defender, points, dribbling, attacker, score, partner

Year 2: received, send, teammate, chest pass, possession, goal, dodge, bounce pass

Year 3: receiver, footwork, rebound, tracking, interception, mark, travelling, playing area

Year 4: outwit, opposition, pivot, court, field, opponent, contact, pitch

Year 5: tactics, control, foul, support, pressure, outside, offside

Year 6: consecutive, formation, consistently, dictate, contest, conceding, turnover, shut down

Knowledge Organiser: Invasion Games Year 2

Links to the PE National Curriculum

Examples of Invasion Games: Basketball, Football, Hockey, Netball, Lacrosse, Rugby, Handball

Key Vocabulary: possession, send, teammate, chest pass, received, goal, dodge, bounce pass

Teacher Glossary: Interception, Possession, Marking, Goalkeeping



Beacon 
Climbing Boulder
Grand Opening

