

IMPACT REVIEW 2020-21 Beaconhill Primary School

In 2020-21, Beaconhill Primary School received £17490, £8745 of which is used to fund participation in the Cramlington School Sport Partnership programme and £8790 is used to facilitate the provision of a more appropriate sports floor in the hall.

Sport Premium Spending: School Sports Partnership

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 |
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| Increased physical activity for all pupils | Y3 Hoopstarz Programme – In school delivery of Hoopstarz Festival, personal challenges and inter-school competition | Increased activity in PE, playground and pupils practising hooping at home Hula hooping used as an active break during/between curriculum lessons Progress of skills and improvements in fitness seen as pupils practised, which was evident in other PE activities Wider impact across other year groups from them seeing the Y3s hula hooping in the playground | Staff participated in workshop and confident to lead the children in hula hooping in the future Personal challenge sheets available to use in the future School has class set of hoops available for use |

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| | Y5 Skipping League during summer term. Children provided with skipping ropes from the SSP | Increased physical activity in the playground. Significant improvements seen in personal best scores. Children enjoyed celebrating their own personal successes and those of their classmates. The activity particularly engaged pupils who don't always enjoy PE | School has supply of skipping ropes and continued access to virtual skipping league resources |
| Increased opportunities for daily physical activity during the school day | Class set of clipboards to allow work to be taken around the classroom and outside Promote active travel | Clipboards have been a welcome addition to the classroom and were used for sports day where the children took their teams clipboard to each event allowing the adult at that event to score quickly and effectively. UKS2 used the clipboards in their mindfulness sessions that took place outside where the children were asked to make notes about their thoughts and feelings. Due to restrictions this year and the one way system we have in place, we have been unable to promote any biking/scootering to school. This will be a target next year. | We will continue to use the clipboards to support learning outdoors. I will work alongside Modestars to promote active travel to and from school. |
| Promoting physical activity during Lockdown periods | Sharing and promoting virtual activities | During lockdown we used a range of links and websites to promote physical activity through our class weekly plans. We also used our school facebook page as a way of signposting parents to good quality PE resources. We had a good number of parents viewing the posts. Children were also reminded of the school games values through the facebook posts. We received a positive response to the material that we provided therefore we have continued to use our facebook page as a way of communicating any sporting activities | Continue to use our facebook page as a way of communicating any sporting activities happening in school and in the community with parents and carers. |

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| | | happening in school and in the community with parents and carers. | |
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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 next steps |
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| Celebrate sporting successes to raise self-esteem and aspirations and develop team spirit | <p>Recognition of team and individual success in PE and sport activities</p> <p>Following the delivery of Y3 Hoopstarz Festival, pupils given opportunity to take part in the personal challenges and inter-school challenge and progress and achievements shared and celebrated</p> <p>Celebrating Y4 class representing Cramlington & Seaton Valley in School Games</p> | <p>Individual certificates for achievement provided as part of School Games/SSP competitions/events are presented to pupils and celebrated with school community. Class success for Y4 finished runners up in the cricket challenge was particularly celebrated.</p> <p>Shared with school community via social media/newsletter. This encouraged pupils in other year groups to take an interest and want to take part themselves</p> <p>Children took pride in recognising improvements which motivated them individually and as a class and raised self esteem could be seen in the children. They were</p> | <p>Continue to identify and celebrate any successes in PE and sport. Ensure they are highlighted on school facebook page where appropriate</p> <p>Personal Challenge sheets mean this can be repeated in future years.</p> |

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| | finals for cricket | really excited by taking part in the live county event | |
| Providing pupils with opportunities for leadership and taking on responsibilities | Equipment monitors | Due to Covid, classes have remained in bubbles this year which has made it difficult for us to offer Sports leader roles to our Year 6 children as we would normally have done. In our class bubbles, we have supported the children to take more responsibility for the equipment that they are using. The new storage system that we have in place allows the children to see and find equipment more easily and the children in each class are responsible for helping adults to take out and bring in equipment safely. | Reintroduce Year 6 leaders if restrictions allow. Choose children to be sports representatives and arrange meetings if restrictions allow. Look into doing this virtually between classes if necessary |

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

| Intent | Implementation | Impact | Sustainability and next steps |
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| Audit staff confidence, knowledge and skills in PE and Sport | Discussions with staff took place during staff meeting. | Dance identified as a focus area. Different resources to support the teaching of dance investigated and will be shared with staff to choose the best method of supporting dance across the curriculum next year | Share possible dance resources with staff and decide which to trial in 2021-22 |
| Increase staff skills, knowledge and confidence in different areas of the PE | Visiting specialists: Soccercise Little Movers Dance Blast Hoopstarz | The whole school were involved in the delivery of Dance Blast which was a real success. Teaching staff and children found the sessions great fun and the skills development for each class was clearly seen. All staff | Staff were keen to use money next year from Sport Premium to have Dance Blast back in |

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| <p>curriculum</p> | | <p>agreed that the visits from each of the coaches had been beneficial in providing them with ideas for their own classes.</p> <p>Years 1, 4 and 6 enjoyed Soccercise and it gave staff ideas for developing individual football skills in different ways</p> <p>Little movers engaged the youngest children in school and provided an energetic movement experience as well as some new ideas for staff to include in their own lessons.</p> <p>Hoopstarz as always provided the children with some excellent skills development. The children practised keeping the hoop moving, trying to keep the hoop from falling and trying to beat their previous scores. The workshop gave the Y3 staff activity ideas to use in PE, both for progressing hula hooping skills but also other fun games and activities which can be done using a hoop.</p> | <p>school to do further coaching/CPD sessions.</p> |
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Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils

| Intent | Implementation | Impact | Sustainability and next steps |
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| <p>Have suitable resources for new and different</p> | <p>Class set of yoga mats Skipping ropes</p> | <p>We value the importance of Yoga in our PE curriculum as we feel that it is vital in supporting our children with basic core stability. With several classes teaching Yoga,</p> | <p>Liaise with GS from SSP to discuss how Sports Premium funding could</p> |

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| <p>sports and activities</p> | | <p>it was important that we had the correct equipment available to us. The new yoga mats have meant that children are safe and comfortable in our regular, timetabled sessions.</p> <p>The skipping ropes meant that Y5 were easily able to practise for the SSP skipping challenges.</p> | <p>be used next year to offer children new opportunities.</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)</p> <ul style="list-style-type: none"> -Soccercise Y4/5/6 -Dance Blast N-Y6 -Little Movers N-Y3 -Mindfulness Y5/6 <p>Northumberland School Games Week – each year group chose an activity to take part in and reward pupils demonstrating the School Games Values</p> <ul style="list-style-type: none"> Y1 Tri-Golf Y2 Quadkids Athletics Y3/Y6 Teamwork Challenge Y4 Tennis Y5 Skipping | <p>Children engaged in all of the activities that were offered over school games week and with the FAST activities. The whole school were involved in the delivery of Dance Blast which was a real success. Teaching staff and children found the sessions great fun and the skills development for each class was clearly seen.</p> <p>Years 1, 4 and 6 enjoyed Soccercise, it engaged all children including those who already love playing football and the individual activities allowed those who were less confident to give it a good go!</p> <p>Little movers engaged the youngest children in school and provided an energetic movement experience.</p> <p>Hoopstarz as always provided the children with some excellent skills development. The children practised keeping the hoop moving, trying to keep the hoop from falling and trying to beat their previous scores.</p> | <p>Year 6 keen to use the Teamwork challenge activities in their OAA sessions next year.</p> <p>Monitor Covid regulations to get after school clubs back up and running when it is safe to do so.</p> |

Key Indicator 5: Increased participation in competitive sport

| Intent | Implementation | Impact | Sustainability and next steps |
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| <p>Y3 children experience benefits of appropriate competition</p> | <p>All Y3 pupils took part in: Y3 Hoopstarz Festival to include fun inter-school competition element</p> <p>Y3 class took part in School Games Gymnastics festival</p> | <p>The fun competition fostered a sense of team spirit, children were keen to find out the results and supported each other to improve on their score over the course of the challenge. The class enjoyed celebrating their own improvements and the number of pupils who could hoop for a minute increased by 30%</p> <p>In learning the routine for the Gymnastics festival, the whole class made good progress on the necessary skills, including every child being able to do a forward roll by the end of the block of gymnastics in PE lessons.</p> | <p>Children keen to take part in other class challenges so will enjoy opportunities provided by the SSP and School Games programme</p> |
| <p>Y4 children experience benefits of appropriate competition</p> | <p>All Y4 pupils took part in: School Games virtual inter-school Cricket Challenge and county final</p> | <p>Y4 enjoyed practising the skills in their PE lessons and were keen to improve their own personal bests to count towards the class total. Y4 came runners up in the competition out of 11 classes who took part and enjoyed celebrating their collective success. They were proud of their achievements and it boosted self-esteem in the classroom. As runners up they got to progress to the Northumberland Virtual Live event which was very exciting – the children loved taking part and it was great that the whole class could participate and not just a selected team.</p> | <p>Y4 Teacher can use the skills challenge again in future years. Following their success the Y4 class are keen to take part in any further School Games opportunities</p> |
| <p>Y5 children experience benefits of appropriate competition</p> | <p>All Y5 pupils took part in: Y5 Skipping virtual league and</p> | <p>Y5 children completed the first and last challenges in the virtual skipping league. This encouraged the children to take the skipping ropes out on the yard to try and improve their personal best scores. Children were</p> | <p>Year 5 teacher would like to complete more challenges in the</p> |

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| | challenges | keen to practise and some impressive individual improvements were seen. | league next year. |
| Y6 children experience benefits of appropriate competition | Participate in School Games inter-school Quadkids Athletics competition | Y6 worked in PE lessons to improve their own personal scores. They helped each other to improve and embraced doing their best for the class totals, developing teamwork, team identity and determination to improve. | Quadkids resources are available for this activity to be used again in the future |

Meeting national curriculum requirements for swimming and water safety

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| Percentage of current Y6 cohort that can swim competently, confidently and proficiently over a distance of at least 25m Due to the Covid pandemic, the last time that this cohort of children went swimming with school was in Y4 so this is the data from then. | 14 % |
| Percentage of current Y6 cohort that can use a range of strokes effectively [for example front crawl, backstroke and breaststroke] | 14 % |
| Percentage of current Y6 cohort that can perform safe self-rescue in different water based situations Y6 visited the beach at Cullercoats in the Summer term to paddleboard and Kayak. As part of their experience the children had to perform a self-rescue by falling backwards into the water from the paddleboard and then treading water with their life jackets on. | 79 % |
| 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 / No |



School Games Mark

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

Sport Premium Spending: Resources

£8790 to facilitate the provision of a more appropriate sports floor in the hall.

Physical education is so important in schools. It gives children confidence, relieves stress and anxiety, helps them to concentrate and maintain focus and most importantly is vital in the fight against childhood obesity.

PE and sport premium funding is being used to secure improvements in the following areas.



Key indicator 1: Engagement of all pupils in regular physical activity.

Our Sport premium money this year went towards replacing the hall floor. This was obviously an investment for us this year but we will benefit from this for the foreseeable future.

When we completed our resources audit this year, we removed some of the old apparatus that we no longer used. We were left with holes in the floor where the apparatus used to attach to and the floor was also starting to wear down in places.

We chose the new flooring with PE in mind as we knew we needed flooring that would support our PE lessons. With perform and evaluate being such an important part of PE, we chose a floor that was marked with a square in the centre as we felt that this was an area where children could showcase dance and gymnastics. The flooring is made of a material that allows the children to grip if they are in bare feet but that also provides a slight spring under their feet.

With Yoga also being taught in the hall, the new flooring provides a more comfortable base for the yoga mats and a more comfortable yoga session for the children.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.

We felt that once the covid regulations become more relaxed and we can start inviting coaches back into school, the hall will provide a perfect environment for the children to try new activities during after school clubs.

Key indicator 5: Increased participation in competitive sport.

As above, the new flooring provides a safe surface for the children to continue to develop skills needed for forthcoming competitions during lessons and after school clubs.