

REVIEW 2023-24 Beaconhill Primary School

In 2023-24, 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: Increasing all staff's confidence, knowledge and skills in teaching PE and sport

Intent	Implementation	Impact	Sustainability and next steps
<p>Increase staff skills, knowledge and confidence in different areas of the PE curriculum</p>	<p>Continue to embed use of Get Set 4 PE curriculum resource</p> <p>PE lead attended Dance CPD course</p>	<p>IMPACT on increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>All staff have continued to engage with GetSet4PE resources throughout the year (Including Early Years). Staff members are confident with how to adapt lessons to engage their classes and how these skills will be progressed in the next year. Y2 Staff member commenting on Y1 PE on how it linked in with their unit.</p> <p>Y1 staff member attended dance CPD to upskill understanding of how the dance curriculum could be taught. Ideas shared with staff during staff meeting time and how pupils can develop ideas through 'themes' such as books and music. Links provided with GetSet4PE scheme (Reception unit based on Jack and the beanstalk). The use of feedback used more frequently within taught session by staff members</p>	<p>Continue to monitor the progression of GetSet4PE curriculum.</p> <p>Staff meeting time during the Aut 2/Spri 1 to be used to assess areas of strength/development of teaching (pupils development).</p>

	<p>PE Lead attend Partnership planning day and Northumberland conference</p>	<p>to comment on WAGOLL's in dance routines. Pupils are also more positive about dance and have greater creativity in their own learning.</p> <p>Liaising with other sports partnership members has given me opportunities to target specific things within our school such as playtimes and lunchtimes. Hearing new ideas to further engage children in physical activity and to boost staff confidence with promoting active lifestyles.</p>	
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Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sport

Intent	Implementation	Impact	Sustainability and next steps
<p>Increased regular physical activity for all pupils</p>	<p>Y3 Hoopstarz Programme – In school delivery of Hoopstarz workshop, personal challenges and inter-school competition for Y3</p> <p>Y5 Skipping Programme – in</p>	<p>IMPACT on the engagement of all pupils in regular physical activity</p> <p>Pupils actively engaging with hula-hooping during playtimes and lunchtimes. Pupils in Year 3 and Year 4 (previous children who took part in the event) are sharing skills with other children in KS1 and coaching.</p> <p>All pupils in Year 5 could confidently skip by the end of the skipping workshop and in a range of different forms and speeds. Pupils were engaged and enthusiastic about the</p>	<p>Hula-hoops and skipping ropes to be purchased ahead of the 24/25 year to increase the participation of children in all year groups during playtimes and lunchtimes.</p>

	<p>school delivery of Skipping Workshop, personal challenges and virtual inter-school class competition. Face-to-face team competition. Children provided with individual skipping ropes</p>	<p>skipping competition. Teachers commented on the increased ability of pupils being able to skip and their confidence in other taught PE lessons. Pupils commented on using skipping ropes at home and increasing their physical activity.</p>	
<p>Increased opportunities for daily physical activity during the school day</p>	<p>Trial use of Moki bands in KS2, including intra- and inter-school competitions</p> <p>Encourage all staff to deliver active lessons when appropriate. Encourage staff to use active breaks during/between lessons (link to Y3 hooping and Y5 skipping projects and School Games Active 60 calendar)</p>	<p>IMPACT on the engagement of all pupils in regular physical activity</p> <p>Pupils enjoyed using MOKI bands all year and were intrinsically motivated to beat their personal targets from the previous day. Inter-school and intra-school competitions highlighted areas of need within current provision (playtimes and lunchtimes). This data also helped to identify trends such as 'inactive' girls during break times.</p> <p>Year 4 and 5 have used active lessons during the spring term with positive effects. Class teacher's comment on a much calmer atmosphere during the second lesson of the afternoon with pupils being more engaged. Pupils also enjoy having additional time to move during the school day. MOKI data has also supported this.</p>	<p>Playtime and lunchtime resources to be purchased ahead of 24/25 year to increase pupil's physical activity throughout the day. A greater emphasis on 'Active 60' calendar provided by SSP.</p> <p>HS and JR to discuss active breaks for classes to increase physical activity and preparation for learning during the afternoon.</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 and add new activities to extra-curricular programme</p>	<p>IMPACT on the engagement of all pupils in regular physical activity</p> <p>During MOKI data weeks, we identified Y5, Y4 and girls as key target groups. We have then made changes to the current basketball and smoooga timetable in order to increase physical activity and opportunities for these groups.</p> <p>School council have had their say on ideas for changes to extra-curricular activity. Pupils had ideas of new sports to engage with that they have accessed throughout the year such as handball (Y6) and roundnet (Y4).</p>	<p>Further changes will be made and monitoring of the uptake of these changes before during the MOKI trial next year. Baseline assessments to target new groups during Aut 1.</p> <p>A greater number of clubs are due to be run during the 24/25 year to encourage supporting achievement. Personal target for PE lead.</p>
<p>Use Sports Leaders to increase physical activity levels in the playground</p>	<p>Train and deploy Sports Leaders to engage less active children in playground activity.</p>	<p>IMPACT on the engagement of all pupils in regular physical activity</p> <p>Sports leaders have delivered many activities with the support of Gill Smith during in-school events. Pupils were engaged with the activities and created a social bond with their older peers. Y5 children also developed their skills of managing small groups and how to deliver instructions to younger children.</p>	<p>Sports leaders to receive training again during Aut term. They will then host a session for Y1 children once a week to increase physical activity. Reward scheme to be put in place.</p>

Key Indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement

Intent	Implementation	Impact	Sustainability and next steps
<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>As part of the Y3 Hoopstarz and Y5 Skipping projects, pupils are given opportunity to take part in personal challenges as well as whole class challenge. Progress and achievements are 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>Pupils spoke positively about their success in learning new skills – particularly in skipping. Successful skills were shared with peers during playtimes and lunchtimes.</p> <p>Moki data was celebrated within classrooms as well as intrinsic/extrinsic motivational factors for individuals in each year group.</p>	<p>Celebration assemblies to incorporate sporting achievement as well as in school sporting achievement.</p> <p>Pictures of active 60 and sporting achievement to be hosted within school displays.</p>

<p>Engage parents and wider school community in PE, sport and physical activities</p>	<p>Thunder in the valley</p> <p>Sharing School Games holiday activity challenges</p>	<p>IMPACT on raising the profile of PE and sport across the school as a tool for whole school improvement</p> <p>Parents were invited to join children for a basketball competition. Parents were encouraging to the overall development of their children and other during the event and enjoyed the experience.</p> <p>Holiday activities have been shared with parents to highlight the importance of physical activity even during the holidays.</p>	<p>We will partake in this event again this year to encourage positive outcomes for school, pupils and parents.</p>
<p>Pupils take part in range of wider activities using PE, sport and physical activity to engage learning</p>	<p>Y6 First Aid training</p> <p>Y6 Visit to Newcastle United Foundation for tour of St James' Park and healthy lifestyles session.</p> <p>Y6 "All About Me" workshop as part of FAST! Programme</p> <p>EYFS/KS1 Makaton and movement programme</p>	<p>IMPACT on raising the profile of PE and sport across the school as a tool for whole school improvement</p> <p>Pupils learned how to support injuries and have since been able to support younger children during 'first aid' on the playground. This has also been supportive in highlighting dangers and how to keep them safe outside of school.</p> <p>Pupils responded positively to the healthy lifestyles sessions provided by NUF and the incentive promoted good behaviour in school. Pupils were engaged with the sessions and it has impacted the respect and collaboration between their peers in school.</p> <p>Staff and pupils responded positively about this session during FAST week. Pupils were using lots of positive language about self-esteem and support for each other.</p> <p>Pupils could understand the use of Makaton and how it was useful to those with communication needs. Staff in early years are beginning to use some Makaton signs more consistently within teaching to support SEND children.</p>	<p>Continue to provide this session as part of the PE curriculum.</p> <p>Continue to provide NUF as part of the Y6/Y4 curriculum next year.</p> <p>Continue to provide more expressive arts/dance next year.</p>

Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils

Intent	Implementation	Impact	Sustainability and next steps
<p>New activities included in PE curriculum to provide additional experience for pupils</p>	<p>Handball (Y6) Round net (Y4)</p>	<p>IMPACT on broader experience of a range of sports and activities offered to all pupils</p> <p>This year we have successfully implemented handball into the Year 6 curriculum and round net into the Year 4 curriculum. Teachers have spoken positively about teaching experiences and children have been more engaged with external coaches for round net. These sports are both very new to the children but have also enjoyed looking at 'professional' level – Olympic handball.</p> <p>Children can also further adapt their learning into a range of different game formats.</p>	<p>Continue to implement into the curriculum with different year groups as they experience a range of sports.</p>
<p>All pupils experience a range of sports and activities and new experiences to increase activity levels, particularly in the least active pupils</p>	<p>Participate in whole year group festivals and workshops -Y3 Hoopstarz -Y5 Skipping</p> <p>Sports leaders led whole year group festivals</p>	<p>IMPACT on broader experience of a range of sports and activities offered to all pupils</p> <p>Pupils are able to talk about the progression of their improvement as well as their peers – linking into intrinsic motivational factors. Activity levels were increase with all children who engaged with the skipping/hula-hoop festival.</p> <p>Year 5 children grew in confidence when running events for lower KS1 during the multiskills festival. These sessions were</p>	<p>Continue to implement a range of different events for pupils to try.</p>

	<p>-KS1 Playground Games -KS1 Multiskills Festival</p> <p>Fun and Active Summer Term (FAST!) Programme:</p> <ul style="list-style-type: none"> - Cheerleading - Breaking - Little Movers - All About Me (street dance workshop) - Mini Athletics - Acrobatics - Basketball 	<p>delivered in a clear and engaging way for all children to access learning and activities.</p> <p>A range of new sports have been delivered to children in school this year during FAST week.</p> <ul style="list-style-type: none"> - Cheerleading was new for KS1 and all pupils responded positively to the session. - Breaking – with it being new to the Olympics 2024 – New sports for all children. ALL pupils and staff responded positively to Jaron's teaching. He engaged all pupils in learning and made teaching accessible. - Mini-Athletics – new to school this year. Nursery responded positively to the session and all children were engaged in movement and tasks. - Acrobatics taster – Pupils had time to experience a range of different skills that are not available during the current PE curriculum (removal of physical high apparatus in the hall). 	<p>Engage with SEND events provide by SSP and target pupils in needs of access events.</p>
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Key Indicator 5: Increase participation in competitive sport

Intent	Implementation	Impact	Sustainability and next steps
<p>Y3 children experience benefits of appropriate competition</p>	<p>Y3 Hoopstarz Festival, personal challenge and virtual inter-school competition</p>	<p>IMPACT on increased participation in competitive sport</p> <p>Pupils spoke positively about their esteem and ability to hula-hoop for periods of time. They have learnt a skill which they can apply into other teaching and share with peers outside of</p>	<p>Continue to engage with compete events next year.</p>

	School Games Y3 Multiskills Challenge	school. One child expressed their excitement of using hooping skills in a gymnastics routine outside of school.	
Y5 children experience benefits of appropriate competition	Y5 Skipping whole class challenge and team competition Thunder In The Valley Basketball competition	IMPACT on increased participation in competitive sport The Year 5 class were able to track their performance throughout the competition. They had intrinsic motivation factors to support with the engagement of competition and were developing a skill individually and as part of a whole team. Our team, were able to develop their understanding of competing in this event. After the first game they could identify areas of improvement and how they were going to improve. All children were engaged and participating in the competition and spoke positively about their experiences after the event.	Continue to engage with compete events next year.
Y6 children experience benefits of appropriate competition	Girls football league – competitive	IMPACT on increased participation in competitive sport During our league games, the team were motivated to achieve by scoring a goal. Although we were unsuccessful, the team enjoys the competitive element of the league and showed good sportsmanship throughout. Further developing skills for team games.	Continue to engage with compete events.



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	13%
Percentage of current Y6 cohort that can use a range of strokes effectively [for example front crawl, backstroke and breaststroke]	13%
Percentage of current Y6 cohort that can perform safe self-rescue in different water based situations	13%
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

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Bronze	Silver	Gold	Gold	Gold	Gold	<i>Aut/Spr Recognition Summer Virtual</i>	School Games Mark Framework completed	Gold	Platinum	Platinum