



Beaconside Primary and Nursery School

Sports Premium Plan 2024-2025

Details with regard to funding

Please complete the table below.

Total amount carried over from 2023/24	£0
Total amount allocated for 2024/2025	£16750
How much (if any) do you intend to carry over from this total fund into 2024/25?	£0
Total amount allocated for 2024/25	£16750

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section as best you can. 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 2024. Please see note above	88%



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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	77%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	77%
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?	Not this academic year; next year we are hiring a swimming pool to allow for catch-up sessions.

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: 2023/24	Total fund allocated:	Date Updated:	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport			
Intent	Implementation	Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Teachers' confidence in delivering the new Real PE scheme, and other aspects of the	Monitor the teaching and assessment of PE provision	84% of KS1 achieve the expected standard in PE lessons.	Research equipment- is there any equipment which would be more



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<p>PE curriculum will continue to increase.</p> <p>A high percentage of Key Stage One and Key Stage Two pupils will make accelerated progress.</p> <p>SEN pupils will make expected progress.</p>	<p>(half termly lesson observations).</p> <p>Class teachers' feedback to inform CPD sessions.</p> <p>Half termly pupil voice.</p> <p>Purchase new equipment and used for curriculum delivery and to support and challenge.</p> <p>Introduce quantitative data to support teachers' assessments. e.g. standing jump.</p>	<p>100% of teachers feel confident in teaching all areas of the Real PE curriculum.</p> <p>100% of teachers feel there is good coverage in our PE curriculum and that pupils are exposed to a range of activities, including inclusive and competitive opportunities.</p>	<p>suitable for KS1 for example.</p> <p>Purchase new gym equipment e.g. mats</p> <p>To continue to develop a more robust assessment tool (PE) for application of skills lessons.</p>
<p>Lunchtime supervisors' and playleaders confidence in facilitating play- based activities will continue increase, resulting in increased engagement and improved behaviour at lunchtime.</p> <p>Less incidences at break and lunchtimes.</p>	<p>Lunchtime supervisors and play leaders to attend play leader training (Autumn 2024).</p> <p>Introduce 'Active play' to the whole school to encourage learning through play and increase physical activity pupils at lunch and play times.</p>	<p>'Active play' has had a positive influence on playtimes; levels of learning through play has increased. Less incidences logged at lunchtime.</p> <p>100% of KS2 pupils were able to explain the benefits of 'Active play' and that they enjoyed the range of activities (Pupil Voice).</p>	<p>Continue to introduce and adapt activities on offer a break and lunch times.</p> <p>Vary the types of activities and ensure all pupils have equal opportunity.</p> <p>New playground markings?</p>



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Increased pupils' engagement and enjoyment in play-based activities.	PE coordinator to monitor activity levels of pupils at break and lunch times half termly.		
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Key indicator 2: The engagement of all 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

Intent	Implementation	Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
The number of active lessons, in addition to timetables PE lessons, will be embedded as part of the wider curriculum. Increased pupils' physical activity levels and their awareness of this importance.	PE lead to provide teachers with a bank of resources/ideas to increase activity levels of pupils e.g. Super movers. Colour Run annually to promote running as a lifestyle choice. Monitor the teaching of active lessons (termly).	100% of teachers delivered at least one active activity or lesson per week which was in addition to their 2-hour PE lesson. 100% of teachers felt the PSHE curriculum; multiple wellbeing days and Sports Week increased pupils' awareness of the importance of physical activity.	Monitor the teaching of active lessons/activities. Bike rack/storage for next year?



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	<p>Health and wellbeing day to remind pupils and staff of the importance of maintaining healthy lifestyles.</p> <p>PE lead to liaise with the PSHE lead to discuss the PSHE coverage (changing to My Happy Mind).</p>		
<p>The range and quality of activities on offer will be reintroduced.</p>	<p>Organise a Health and Wellbeing day in the Spring term to remind pupils and staff of the importance of maintaining healthy lifestyles.</p> <p>Introduce 'active play' to the whole school to encourage learning through play and increase physical activity pupils at lunch and play times.</p>	<p>'Active play' delivered to KS1 and KS2; levels of learning through play increased.</p> <p>The number of pupils attending after-school clubs (dance and gymnastics) increased from the autumn to the summer term.</p> <p>100% of pupils were introduced to at least 2 new activities during sports week. All pupils (Year 1-6) offered at least 6 different sports club opportunities. 60% of year 6 represented the school in a netball team.</p>	<p>After-school club provision to be assessed – do they meet the needs of our children?</p> <p>Could we offer more activities at lunchtime to increase participation?</p>



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	<p>Tried and tested coaches, along with trained staff in school, will continue to deliver high quality sessions to pupils.</p> <p>Introduce two new activities to pupils through the school year.</p> <p>Pupil voice (half termly).</p> <p>PE leader to meet with House Captains half termly.</p>	<p>66% of KS2 boys represented the boys' football team this year. They attended weekly training and half-termly matches.</p> <p>34% of KS2 girls attending football training and competed in two matches.</p>	
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Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement

Intent	Implementation	Impact	
<p>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</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>The percentages of children assessing the extracurricular provision and those joining</p>	<p>Pupil voice (half termly).</p> <p>Introduce 'Active play' to the whole school to encourage</p>	<p>'Active play' delivered to KS1 and KS2; levels of learning through play increased.</p>	<p>Target disengaged/ inactive pupils by signposting them to clubs.</p>



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<p>outside clubs as a result will increase.</p>	<p>learning through play and increase physical activity pupils at lunch and play times.</p> <p>Tried and tested coaches, along with trained staff in school, will continue to deliver high quality sessions to pupils.</p> <p>Target disengaged/ inactive pupils by signposting them to clubs.</p> <p>Monitor activity at break and lunchtime half termly.</p>	<p>The number of pupils attending after-school clubs (dance and gymnastics) increased from the autumn to the summer term.</p> <p>Girls' and boys' football teams were introduced increasing levels of participation.</p> <p>All pupils in KS1 and KS2 took part in at least one inter-school festival.</p>	<p>Create a tool to track the pupils engaging in the physical activities delivered at play time.</p>
<p>Teachers will make explicit the importance of physical activity for lifelong mental health and wellbeing.</p>	<p>Organise a Health and Wellbeing day in the Spring term to remind pupils and staff of the importance of maintaining healthy lifestyles.</p> <p>PE lead to liaise with the PSHE lead to discuss the PSHE coverage (changing to My Happy Mind).</p>	<p>100% of teachers felt the PSHE curriculum; multiple wellbeing days and Sports Week increased pupils' awareness of the importance of physical activity.</p>	



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	<p>Introduce quantitative data to ensure assessments are accurate. e.g. standing jump.</p>		
<p>Increased competitive opportunities to improve whole school resilience.</p> <p>Increased opportunities for talented pupils.</p>	<p>Purchase new equipment introduced and used for curriculum delivery and to support and challenge.</p> <p>Liaise with The Grove Partnership to organise events.</p> <p>Use the school house system as a platform to showcase school sport and competition.</p> <p>PE lead to meet with Sports Captains and Play Leaders half termly.</p> <p>Teachers to organise house competitions at the end of each PE unit.</p>	<p>16 pupils attended a dance festival.</p> <p>All pupils took part in at least one competitive event during Sports Week (2025).</p> <p>All Beaconside pupils took part in a Beaconside Colour Run. The Year 6 netball team were undefeated in their 8 matches.</p> <p>The KS2 football teams competed in 6 matches over the school year.</p>	<p>Increase the number and quality of inter-school festivals delivered.</p> <p>Introduce a tag-rugby team.</p>



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<p>The house system will be used more effectively to increase the number of intra- school competition opportunities.</p>	<p>Teachers to organise house competitions at the end of each PE unit.</p> <p>Continue to use school assemblies to make explicit the links with learning values and to celebrate achievements.</p> <p>Continue to organise a whole school Sports Week and Colour Run.</p>	<p>All pupils in KS1 and KS2 took part in at least one inter-school festival.</p> <p>All pupils engaged in at least 3 competitive opportunities during Sports Week.</p> <p>100% of pupils, including EYFS, took part in the Beaconside Colour Run.</p>	<p>Continue with provision offered.</p> <p>Increase the number and quality of inter-school festivals delivered.</p> <p>Introduce a lunchtime sports club for SEN pupils. E.g. golf?</p>
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Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils

Intent	Implementation	Impact	
<p>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</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>Beaconside will offer a range of quality clubs and activities to all pupils at different times in the school day.</p>	<p>‘Active play’ to the whole school to encourage learning through play and increase physical activity pupils at lunch and play times.</p>	<p>All pupils engaged in at least 3 competitive opportunities through the year.</p> <p>All pupils visited Forest School, competed in a Sports Day, ran in a Colour Run, competed in team-building activities and engaged in</p>	<p>To engage more UKS2 girls in more physical activities at lunchtime.</p> <p>Track the impact of ‘play leader lead’ activities.</p>



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	<p>Tried and tested coaches, along with trained staff in school, will continue to deliver high quality sessions to pupils.</p> <p>Introduce two new activities to pupils through the school year.</p> <p>Use the house captains and play leaders to lead activities at break and lunchtimes.</p> <p>Continue to organise a whole school Sports Week and Colour Run.</p>	<p>Outdoor Adventurous Activities during sports week.</p>	<p>New playground markings?</p>
<p>Pupils will be actively involved in choosing the focus of activities and events.</p>	<p>PE lead to carry out half termly observations.</p> <p>Pupil voice half termly.</p>	<p>School Council communicated with pupils to see which sports and activities they would like to have on offer to them.</p>	<p>Ensure sure pupil voice is completed half-termly.</p>

Key indicator 5: Increased participation in competitive sport

Intent	Implementation	Impact	
<p>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn</p>	<p>Make sure your actions to achieve are linked to your intentions:</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>



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<p>and to consolidate through practice?</p>			
<p>All pupils to have at least one inter school event opportunity.</p>	<p>Liaise with The Grove Partnership to and the local SGO organise events.</p> <p>Continue to run a Year 6 netball team.</p> <p>Introduce a KS2 football team – girls and boys split.</p>	<p>All pupils in KS1 and KS2 took part in at least one inter-school festival.</p> <p>The Year 6 netball team were undefeated in their 8 matches.</p> <p>The KS2 football teams competed in 6 matches over the school year.</p>	<p>Introduce a tag-rugby team.</p>
<p>The percentages of children accessing the extracurricular provision and those joining outside clubs as a result will increase.</p>	<p>Pupil voice (half termly) to inform the clubs on offer to pupils.</p> <p>PE leader to meet with House Captains half termly.</p> <p>Support SEN pupils to increase their engagement in extracurricular activities.</p>	<p>The number of pupils attending after-school clubs (dance and gymnastics) increased from the autumn to the summer term.</p> <p>16 different clubs offered to pupils (Reception to Year 6).</p>	<p>Monitor the number of pupils who go on to join clubs outside of school.</p> <p>Create a tool to track the pupils engaging in the physical activities delivered at play time.</p> <p>To engage more UKS2 girls in more physical activities at lunchtime.</p>



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			Track the impact of 'play leader lead' activities.
The house system will be used more effectively to increase the number of intra- school competition opportunities.	Use the house captains and play leaders to lead activities at break and lunchtimes. Pupil voice (half termly). PE leader to meet with House Captains half termly. Organise a Sports Week and Colour Run in the summer term. Teachers to organise house competitions at the end of each PE unit.	All pupils engaged in at least 3 competitive opportunities during Sports Week. 100% of pupils, including EYFS, took part in the Beaconside Colour Run.	Introduce a lunchtime sports club for SEN pupils. E.g. golf? Introduce a tag-rugby team. Possibly split the netball team into boys and girls?

Signed off by	
Head Teacher:	
Date:	



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Subject Leader:	Katy Waterhouse
Date:	
Governor:	
Date:	



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