

### Sport Premium Report

From September 2013, all schools have been provided with funding to support the Olympic legacy and to enable the delivery of effective sports provision. Within the Diocese of Salisbury Academy Trust we aim to provide high quality sport. At Beaminster St Marys Academy, over a number of years we have provided the following:

<i>Ball Skills</i>	<i>Swimming</i>	<i>Dance</i>
<i>Gymnastics</i>	<i>Sailing</i>	<i>Tag Rugby</i>
<i>Football</i>	<i>Cross Country</i>	<i>Futsal</i>
<i>Netball</i>	<i>Kwik Cricket</i>	<i>Rounders</i>
<i>Multi-Skills</i>	<i>Handball</i>	<i>Outdoor Adventure Challenges</i>

*Clubs/sports coaching/attending events and competition.*





Beaminster  
St. Mary's Academy

Where children come first; belonging and building together  
Respect † Trust † Kindness † Friendship † Responsibility



Diocese of Salisbury  
Academy Trust

### Year 6 Swimming competencies

<b>Meeting national curriculum requirements for swimming and water safety</b>	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 meters?	<b>58%</b>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	<b>58%</b>
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	<b>83%</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</b>

## Impact Report for Last Year 2024 / 25

Our Sport Premium Funding for the last academic year was: **£18,800**. This money was used as follows and impacted as detailed below.

Implementation	Impact	Sustainability
<p><b>Improving outdoor play and learning spaces can have a significant impact on children's development, engagement, and overall well-being. Here are some anticipated impacts of improving these spaces:</b></p>		
<ul style="list-style-type: none"> <li>• Audit existing outdoor spaces to identify areas needing enhancement.</li> <li>• Consult with pupils, staff, and families, especially those with PP/SEN children, to ensure inclusivity and accessibility.</li> <li>• Invest in multi-functional play equipment, sensory paths, nature zones, and outdoor classrooms to support a variety of activities and developmental goals.</li> <li>• Train staff on outdoor play facilitation and inclusive physical education approaches.</li> <li>• Create structured outdoor play sessions, clubs, or interventions before/after school targeting low-participation groups.</li> </ul>	<p><b>Activity</b> Participation in active play has significantly increased, especially among PP and SEN children, who now have regular access to inclusive and engaging outdoor activities.</p> <p><b>Cognitive Development</b> Children routinely engage in imaginative and inquiry-based play, fostering noticeable improvements in creativity, problem-solving, and independent thinking.</p> <p><b>Social Skills</b> Outdoor spaces have become hubs for collaboration and social interaction, with children exhibiting stronger communication, teamwork, and conflict resolution abilities.</p> <p><b>Connection with Nature</b> Learners have developed a tangible connection to the natural environment, demonstrated through environmental projects and increased care for outdoor areas.</p> <p><b>Well-being &amp; Mental Health</b> A reduction in anxiety and an uplift in overall mood have been observed, with children regularly using outdoor spaces for calm, restorative play and self-regulation.</p> <p><b>Academic Performance</b> Enhanced engagement and retention of learning have resulted from outdoor experiential activities, contributing to raised attainment across several key subjects.</p> <p><b>Enjoyment &amp; Attitude</b> Pupils now show heightened enthusiasm for school life, with outdoor learning and play being</p>	<p>To ensure long-term success and alignment with Sports Premium guidelines:</p> <ul style="list-style-type: none"> <li>• Incorporate student voice and feedback in ongoing design and use of the space.</li> <li>• Monitor usage and outcomes through wellbeing surveys, physical activity logs, and academic engagement tracking.</li> <li>• Build partnerships with local organisations, sports clubs, and community groups for shared use or support.</li> <li>• Maintain and refresh equipment with routine care to preserve safety and appeal.</li> <li>• Embed outdoor play into school culture, curriculum links, and staff development plans.</li> </ul>
<p>Continuing to offer swimming for all, including Early Years Foundation Stage (EYFS) and Key Stage 1 pupils, can have several anticipated impacts:</p>		

<ul style="list-style-type: none"> <li>Partnerships with local pools and instructors ensure age-appropriate sessions with qualified professionals.</li> <li>Timetabled swimming slots for EYFS and KS1 across the academic year, allowing early exposure and progressive learning.</li> <li>Transport arrangements provided, ensuring access for PP and SEN pupils.</li> <li>Staff CPL and supervision training for accompanying teachers and support staff.</li> <li>Parental engagement through briefings, newsletters, and permission forms to encourage home reinforcement and family involvement.</li> <li>Sensory-friendly and adaptive provision ensures all pupils, regardless of need, feel comfortable and supported in water environments.</li> </ul>	<p><b>Water Safety</b> Pupils demonstrate increased awareness of water risks and confidently apply basic safety practices during swimming sessions.</p> <p><b>Confidence in Water</b> EYFS and KS1 pupils now show notable comfort and enjoyment in water environments, with many mastering foundational swimming techniques.</p> <p><b>Physical Development</b> Regular swimming has improved muscle tone, coordination, and stamina in younger pupils, supporting wider motor skill development.</p> <p><b>Health and Well-being</b> Pupils report feeling relaxed and happy after swimming; staff observe improved mood and engagement in learning post-swim.</p> <p><b>Lifelong Skill</b> Children articulate pride in their progress, and families have expressed increased interest in continuing swimming beyond school.</p> <p><b>Inclusivity</b> All children—including those with limited prior exposure—now have equal access to swimming, with adaptive measures enabling full participation.</p> <p><b>Confidence &amp; Resilience</b> Pupils celebrate milestones like floating and swimming short distances, reinforcing resilience and perseverance.</p> <p><b>Community Engagement</b> Families whose children have never swum before are now actively involved, with some beginning lessons outside of school as a direct result.</p>	<p>To keep this initiative thriving:</p> <ul style="list-style-type: none"> <li>Secure long-term funding via Sports Premium planning and additional school budgeting for transport and access.</li> <li>Regular evaluation and pupil voice ensure the programme meets evolving needs and maintains high satisfaction.</li> <li>Build a swimming progression pathway, extending opportunities into KS2 and supporting continued skill development.</li> <li>Develop family engagement resources, encouraging swimming as a shared experience beyond the classroom.</li> <li>Celebrate success with swimming awards, parent showcases and termly progress updates to reinforce value and maintain momentum.</li> </ul>
<p>Continuing to offer a wide range of after-school sporting activities can have several anticipated impacts:</p>		
<ul style="list-style-type: none"> <li>Programme mapping across the academic year to ensure diverse sports offerings (e.g. football, netball, athletics, gymnastics, martial arts).</li> <li>Use Sports Premium to fund coaching staff, equipment, and targeted provision for PP pupils where cost may be a barrier.</li> <li>Timetable clubs strategically to encourage participation from different year groups and demographics.</li> </ul>	<p><b>Increased Participation</b> A marked rise in pupil involvement in after-school sports—particularly from PP and those previously inactive.</p> <p><b>Skill Development</b> Pupils show improved technique, understanding, and progression in multiple sports, with increased confidence in trying new activities.</p> <p><b>Physical Fitness</b> Children meet recommended activity levels consistently, with observable</p>	<p>To keep this provision thriving long-term:</p> <ul style="list-style-type: none"> <li>Ring-fence Sports Premium funding annually to secure staff/coaches and ensure accessibility.</li> <li>Develop pupil leadership programmes, such as Sports Ambassadors, to support peer-led sessions.</li> <li>Survey pupils regularly to refresh club offerings and meet evolving interests.</li> </ul>



<ul style="list-style-type: none"> <li>• Collaborate with external providers (sports clubs, community coaches) to enrich provision and expand opportunities.</li> <li>• Track and monitor attendance, especially for PP and SEN pupils, to identify gaps and adjust outreach.</li> <li>• Celebrate participation and achievement through certificates, displays, or showcases to motivate uptake.</li> </ul>	<p>gains in stamina, strength, and coordination.</p> <p><b>Social Interaction &amp; Teamwork</b> Clubs now serve as key spaces for peer bonding and collaboration; pupils demonstrate improved leadership and communication skills.</p> <p><b>Confidence &amp; Self-Esteem</b> Success in activities has fostered personal pride and resilience, with pupils more willing to take risks and support others.</p> <p><b>Personal Growth &amp; Well-being</b> Teachers report happier, more engaged pupils, with anecdotal evidence of reduced stress and increased focus post-club.</p> <p><b>Talent Pathways</b> Talented pupils have been signposted to competitive opportunities and local clubs—with PP pupils receiving funded support where needed.</p>	<ul style="list-style-type: none"> <li>• Build partnerships with sports organisations that offer outreach programmes or discounted pathways beyond school.</li> <li>• Embed clubs into school culture, linking them to curriculum topics, values, and school-wide wellbeing initiatives.</li> <li>• Seek external funding or sponsorships for specialist clubs or equipment, particularly for higher-level pathways.</li> </ul>
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### Action Plan for Current Year

Our Sport Premium Funding for the current academic year is: **£16,900** The following plan details how we plan to use the money to maintain and improve provision.

Activity	Budget	Anticipated Impact
To employ a Sports Leader to deliver structured lunchtime physical activity sessions across different year groups, aimed at increasing physical activity, promoting social engagement, and fostering positive behaviour during unstructured times.	£8,000	<p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Recruit a qualified Sports Leader (part-time) with experience in leading inclusive and engaging activities.</li> <li>Design a weekly timetable of rotating activities tailored for different year groups, including sports, games, challenges, and fitness circuits.</li> <li>Integrate behaviour and participation incentives, such as recognition boards, achievement tokens, or pupil roles (mini leaders).</li> <li>Create designated play zones to ensure safe and organised activity areas during lunchtimes.</li> <li>Ensure provision is inclusive, allowing PP, SEN, and less active pupils to engage with differentiated activities.</li> </ul> <p><b>Intended Impact</b></p> <p><b>Physical Activity</b> Pupils consistently engage in purposeful movement during lunch, increasing daily activity levels.</p> <p><b>Behaviour &amp; Well-being</b> Structured sessions reduce playground incidents, support emotional regulation, and provide a positive outlet for energy.</p> <p><b>Social Inclusion</b> Pupils interact across year groups, building friendships and teamwork through shared activity.</p> <p><b>Skill Development</b> Children develop core movement and sport-specific skills through playful repetition and guided instruction.</p> <p><b>Confidence &amp; Engagement</b> Pupils take pride in participation, with many previously inactive students expressing newfound enjoyment in physical activity.</p>
To continue offering swimming provision for all pupils, including those in EYFS and Key Stage 1, ensuring early access to essential water safety, skill development, and positive wellbeing outcomes.	£6,000	<p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Maintain regular swimming sessions for EYFS and KS1 pupils in partnership with local swimming facilities.</li> <li>Ensure trained supervision and instruction, with qualified coaches and trained school staff.</li> <li>Provide transport if required, to remove barriers to access—especially for PP and SEN children.</li> <li>Use Sports Premium funding to subsidise participation and equipment costs, ensuring affordability.</li> <li>Introduce pre-swim preparation activities in school, such as water safety briefings or dry land skill builders.</li> <li>Track attendance and progress, using assessment frameworks to monitor skill acquisition.</li> </ul> <p><b>Intended Impact</b></p>

Activity	Budget	Anticipated Impact
		<p><b>Water Safety</b> Children build strong foundations in understanding water risks and self-rescue strategies.</p> <p><b>Skill Development</b> Early exposure leads to improved swimming techniques, confidence, and motor skills.</p> <p><b>Physical Fitness</b> Swimming enhances cardiovascular endurance, flexibility, and muscular strength.</p> <p><b>Mental Health &amp; Well-being</b> Participation encourages relaxation and emotional regulation, boosting mood and engagement.</p> <p><b>Confidence &amp; Resilience</b> Children overcome initial anxieties, fostering persistence, pride, and personal growth.</p> <p><b>Inclusivity</b> Provision reaches all pupils, especially those who may not have external swimming opportunities.</p> <p><b>Family &amp; Community Engagement</b> Swimming acts as a catalyst for family participation, with many parents engaging more actively as a result.</p>
<p>To continue providing a broad and inclusive offer of after-school sporting activities, supporting physical health, skill development, social growth, and long-term engagement in sport and physical activity.</p>	<p>£2,900</p>	<p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>• Offer a diverse range of sports (e.g. football, netball, gymnastics, yoga, dance, basketball, cricket) suited to various interests and skill levels.</li> <li>• Ensure accessibility for PP and SEN pupils, using Sports Premium funding to subsidise participation costs or provide necessary equipment/support.</li> <li>• Schedule clubs to target different phases, ensuring age-appropriate delivery across EYFS, KS1 and KS2.</li> <li>• Use external coaches and school staff, trained to provide engaging, safe, and developmentally appropriate sessions.</li> <li>• Track pupil attendance and engagement, especially among less active or vulnerable groups.</li> <li>• Promote the activities enthusiastically, through assemblies, newsletters, and pupil ambassadors.</li> </ul> <p><b>Intended Impact:</b></p> <p><b>Increased Participation</b> More pupils engage in sport outside curriculum time, especially among PP and non-active groups.</p> <p><b>Skill Development</b> Pupils refine sport-specific skills and discover new interests and strengths.</p> <p><b>Physical Fitness</b> Improved cardiovascular endurance, strength, and agility among regular participants.</p> <p><b>Social Interaction &amp; Teamwork</b> Stronger friendships, improved teamwork, and peer collaboration in sporting contexts.</p> <p><b>Confidence &amp; Self-Esteem</b> Children grow in confidence through mastery, achievement, and recognition.</p>



Activity	Budget	Anticipated Impact
		<p><b>Mental Well-being</b> Positive impact on mood, engagement, and stress reduction observed after sessions.</p> <p><b>Talent Pathways</b> Pupils showing talent are supported into external sports clubs or competitions.</p>
<b>Total Budget</b>	£16,900	

### Monitoring and Evaluation

This report will be updated at the end of the academic year to identify the success of the above initiatives and the impact that they have had.

- Delivery will be monitored by the PE Leader in the first instance. This will be overseen and managed at senior level by the HT.
- We will monitor the take-up of activities, including by children entitled to Pupil Premium funding.
- Monitoring will include observations of teaching, drop-ins to clubs run by school staff, volunteers and outside agencies to ensure that provision is of high quality. We will review progress against this plan and to identify next steps, on a termly basis.