

It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>gov.uk</u> for the revised DfE guidance including the5keyindicatorsacrosswhichschoolsshoulddemonstrate an improvement. This document will helpyoutoreviewyourprovisionandtoreportyourspend. DfEencouragesschools 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.

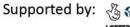
Schools are required to <u>publish details</u> of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. The funding **should** be spent by 31<sup>st</sup> July but the DfE has stated that there will be <u>no clawback</u> of any unspent money so this can be carried forward into 2023/24.

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 2023. To see an example of how to complete the table please click HERE.















## **Details with regard to funding**

Please complete the table below.

Total amount carried over from 2021/22	£O
Total amount allocated for 2021/22	£O
How much (if any) do you intend to carry over from this total fund into 2022/23?	£O
Total amount allocated for 2022/23	£ 19,490
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 19,490

## **Swimming Data**

Please report on your Swimming Data below.

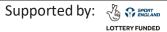
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  Due to exceptional circumstances 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 2023.  Please see note above	92%
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	78%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Year 6 land based self-rescue
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No















## **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:£19,480	Date Updated:	June 2023	
Key indicator 1: The engagement of a	<u>Ill</u> pupils in regular physical activity – (	Chief Medical Off	icers guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at le	ast 30 minutes of physical activity a c	ay in school		47%
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:
Promote physical activity and engage all pupils in achieving 30 mins of physical activity each day.	Year 6 to be trained as Young Leaders and deployed on KS1 playground at lunchtimes to deliver active playground games for all KS1 pupils to access.	No cost as delivered by PE Lead.	60 year 6's completed training. (Oct 22). Rota of leaders deliver active lunchtime games throughout Jan-May.	Train year 6 Sept 24 and set up rota immediately after completion of training to support lunchtime activities on KS1 playground. Use pupil voice to select games/activities.
	Assist with lunchtime sports clubs in KS1- multi sports, cricket, active games.		Leaders have ran year 3 cricket club (15 pupils), Skipping Club (years 3/4)	Look at sporting calendar/challenges for next academic year and highlight clubs that Leaders can support and lead.
	Premier Sports instructed to set up daily Active zones and deliver organised lunchtime physical games and activities overseen by MSA'S Target groups encouraged to attend		sports. Used pupil voice to select	Sept 24 meeting with Premier Sports to review and plan for new academic year. Use pupil voice to set up some new games and activities.











lunchtime clubs- Least Active, Girls, behaviour and happier pupils during Boys, Pupil Premium children. lunchtimes. An extensive programme of extra Look at HWSSP competition Autumn curricular clubs(lunchtime/afterschool) Table tennis-16 pupils (2 PPG) calendar and plan clubs for year organised by specialist pe teacher Running Club-40 PPG (4 PPG) accordingly. throughout the year for all pupils to Tag Rugby-20 PPG (2 PPG) attend. Focus on Least Active, SEND, Netball- 10 PPG and Girls. Premium used to set up Football-22 (3 PPG) Yr 6 (2PPG) KI 4 and support some of these clubs. Badminton 46 KS2 (1 PPG) Spring Sportshall Athletics-30 (2 PPG) Running Club-54 (4 PPG) Netball/Football-30 (2PPG) Girls Football-20 (1 PPG) Hockey-22 (2 PPG) Summer Use Pupil Voice/School Council to Tennis-50 yr 3-6 (4 PPG) Athletics-40 (3 PPG) set up new clubs and activities. Cricket-Girls/Boys-30 (2 PPG) Paid afterschool clubs support physical 35 PPG pupils attended extra activity for PPG pupils throughout the curricular activities throughout the academic year. year. Through membership of the HWSSP, Whole school took part in the PE Lead, Sports Ambassadors, engage whole school in termly Physical skipping challenge (Autumn), active School Council to set up termly Challenges, to be completed during the £2,200 Physical Challenges that whole skipping clubs/competitions at school day or at home. Record scores school can easily participate in. lunchtimes, organised by Sports and submit. Leaders. Level 1 competition and Level 2 virtual competition. District winners at various age groups. Speedstacking Challenge-year 4.













Daily Mile and Active Blasts during the school day.	Classes continue to use the Daily Mile to support 30 mins of daily exercise. All classes encouraged to use Active Blasts eg during Mental Health week (Feb)			completing Daily Mile runs on
<b>Key indicator 2:</b> The profile of PESSPA	being raised across the school as a to	ol for whole scho	ol improvement	Percentage of total allocation:
				2%
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:













To continue supporting the School Action				
Plan:				
Promoting diversity within the PE curriculum.	Dance teacher to deliver a range of dance styles to both KS1 pupils and teachers.	£360	lessons, looking at different styles	To review and plan how sport can support the School Action plan for the next academic year.
	Set up a bank of diverse sports people athletes from different cultures to support the delivery of PE lessons.		Focus on diverse range of sporting athletes to use during wet weather lessons. Pupils and teachers found these sessions to be informative and the children become more aware of diverse backgrounds within sport.	
To involve the whole school plus the wider school community in PE and Sport at Bengeo School.	Weekly Celebration assemblies to share Sporting events, festivals and competitions. Pupils report on sporting activities also included in a fortnight newsletter to parents.  Continue to liaise with local sports clubs, inviting coaches to deliver activity days at the school and promote their clubs to ensure a future pathway.		Pupils and wider community are more aware of all the sporting opportunities at the School.	

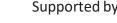
Key indicator 3: Increased confidence	Percentage of total allocation:			
				41%
Intent	Implementation	n	Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

















consolidate through practice:	1			
To support staff in teaching PE by increasing their confidence and knowledge, resulting in the delivery of high quality pe lessons.	Staff audit resulted in KS1 Dance CPD for all teachers. Four sessions of dance delivery, observed by all year 1/2 teachers, included team teaching of dance.	See KI 2	Feedback from KS1 teachers was good, "useful to see how a specialist dance teacher incorporates technique into lesson planning."	Further Staff audit to highlight possible future CPD delivery. This could be led by PE specialist during a staff meeting and linked to the Getset teaching resource.
	Continue membership of Getset4PE, devise a curriculum map, SOW, lesson plans and assessment platform. Encourage staff to follow online CPD courses.	£365	All teachers report increased confidence in delivering high quality pe lessons supported by the Getset resource.	
	Use of specialist PE teacher to liaise with all staff, to share good practice and offer CPD to NQT'S and staff requiring support. Specialist PE teacher to design PE curriculum, deliver lessons, oversee assessment and responsibility for Subject Lead.	£6885		
	Purchase specialised equipment to support lessons and develop pupils learning and skills.	£756.85		











<b>Key indicator 4:</b> Broader experience of	r a range of sports and activities offe	red to all pupils		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:
To introduce new activities and sports to the PE curriculum and through extracurricular activities. To make provision so all pupils can access these opportunities.	A range of coaches and adults employed to deliver and support both curriculum and extra curriculuar activities – Orienteering, football, athletics, Badminton.	£200	A wide range of sports offered to all pupils to attend. Received weekly coaching sessions and attended festivals and competitions. Register of pupils taking part in these activities.	Plan for a Sports week to incorporate Sports Days. Pupils to experience a new sporting activity each day eg Boxercise, Ultimate Frisbee, Rebound Ball, Tri Golf. Dodge Ball and Archery. Liaise with the Sports Partnership to deliver some on these activities.
	Membership of HWSSP ensures pupils attend Development days, Activity Days, Wodson games and Inclusive Festivals. (years 2-6). Pupils participate in new sports and activities.		Evidence of pupils taking part in a wide range of physical activities.	Continue to engage in majority of opportunities offered by the partnership.









KS1 pupils to all receive Balanceability training as a prelude to Bikeability. Improves motor skills, balance and basic road awareness.	£360	120 Reception children received Balanceability training. Teachers and children really enjoyed these sessions and all were competent on their balance bike.	I'
Arrange an Athlete visit to inspire and motivate all pupils to participate in sport. (April)		School decided not to include this activity but may revisit next year.	
Following on from an extra curriculuar Badminton club, pupils participate in a Herts day of coaching and matchplay.	£90	15 pupils attended the Herts Day of Badminton. Received coaching in the morning and participated in competitions in the afternoon. Bengeo won gold and silver medals in Girls, Boys and Mixed events.	

on in competitive sport			Percentage of total allocation
			5%
Implementation		Impact	
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:
opportunity and participation. All pupils participate in Level 1 Virtual		Challenge and Dailly Mile activities.	Continue to maximise all opportunities offered by the HWSSP. Ensure all teachers are made aware of the sporting calendar and take ownership of their age related events.
	Implementation  Make sure your actions to achieve are linked to your intentions:  Membership to the HWSSP provides a wealth of opportunities for all pupils to engage in competitive sport.  PE specialist teacher organises the sporting calander to ensure maximum opportunity and participation. All pupils participate in Level 1 Virtual Physical Challenges Years 1-6 Skipping	Implementation  Make sure your actions to achieve are linked to your intentions:  Membership to the HWSSP provides a wealth of opportunities for all pupils to engage in competitive sport. PE specialist teacher organises the sporting calander to ensure maximum opportunity and participation. All pupils participate in Level 1 Virtual Physical Challenges Years 1-6 Skipping	ImplementationImpactMake 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?:Membership to the HWSSP provides a wealth of opportunities for all pupils to engage in competitive sport. PE specialist teacher organises the sporting calander to ensure maximum opportunity and participation. All pupils participate in Level 1 Virtual Physical Challenges Years 1-6 SkippingSee KI 1 Impact Evidence of impact: what do pupils now know and what can they now do? What has changed?: All KS1/2 pupils completed Skipping Challenge and Dailly Mile activities.

Speedstacking. (Jan) Whole school Daily Mile challenge (April-July)	_		
Targeted groups selected to participated in inclusive festivals – Every1in and Boccia		10 PPG/SEND pupils attended this festival. Feedback was excellent.	
Staff cover to attend sporting competitions and ensure both A ar teams participate. (Netball, Footba Table Tennis ,Badminton, Cricket, Hockey, Rugby, Cross Country, Athletics).			
Specialist PE teacher to ensure opportunities for all pupils to engain competitive sport by running A,E and C teams in many sports.			
Providing transport to attend sport opportunities via hiring of coaches.	f150		

Signed off by	
Head Teacher:	Justine Page
Date:	18.7.2023
Subject Leader:	C Holman
Date:	18.7.2023
Governor:	C. Baynham
Date:	18.7.2023











