

It is important that your grant is used effectively and based on school need. The Education Inspection Framework 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 judgement. 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 offers
- 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 https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools for the revised DfE guidance, including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools 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 publish details of how they spend this funding, including any underspend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment.

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 31 July 2023.









Details with regard to funding Please complete the table below.

Total amount carried over from 2021/22	£ 0.00
Total amount allocated for 2022/23	£ 17,340
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0.00
Total amount allocated for 2022/23	£ 17,340
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 17,340

Swimming Data

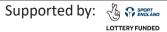
Please report on your Swimming Data below.

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?	63%
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	
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	63%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	63%
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/ <mark>No</mark>













Action Plan and Budget Tracking

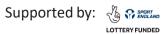
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated: 17,340	Date Updated: 01.07.23		
Key indicator 1: Increase confidence,	Percentage of total allocation: 33% (£5722.20)			
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:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
1a Commitment for all children who have missed out on swimming lessons to access quality swimming instruction	Two classes to attend weekly swimming lessons Non-swimmers in Y5 & Y6 offered additional swimming lessons to address this	None as PTA subsidise lessons	Children who have missed out on swimming lessons due to COVID have been able to have lessons – both Y3 & Y4 had swim lessons. Swim survey to identify children who couldn't swim 25 metres. All were offered chance to attend swim lessons - no take up on this. There are less non swimmers than historically	offered additional lessons – investigate when this could happen & cost Investigate – could children use













1b	Measure baseline time for all		Pupils improve their fitness and	Maintain calendar of running
Commitment to the daily mile for all	children at the start of the year and	Sports leader	l	events
children to increase daily physical	every half term to monitor impact	time	success.	events
activity and enjoyment of sport.	Teacher CPD from sports coach to	PE Coach		Parental engagement
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	enable all to coach children to		Pupils' stamina is increased	
	develop fitness and stamina.	Class teachers	•	Continue to promote the Daily
	·		-	Mile
	Monday after school cross country		Teachers are more aware of	
	Friday after school athletics	(See 3a)	initiatives and how to implement	Develop recognition and
	•		them	reward systems for personal
	Updates and support for teachers			achievements in the daily mile
	in staff meetings (Minutes)			
				Help to provide sports kit for
	Class teachers have records of daily			children
	mile improvements to support and			
	encourage classes			
1c	Identify KS2 children not			Termly review of participation
	participating		curricular clubs is increased.	in extra-curricular clubs identify
Develop offering of extra-curricular	D : (f ,	Sports leader		children not attending any
	Review our offer to engage all	time	New clubs to engage pupil have	clubs, investigate what they will
groups and non	children	PE Coach	been identified.	participate in.
Participant	Engage external clubs in offering	. 2 0000		
	opportunities		Quality mark achieved.	Continue to review extra-
Children have the opportunity to develop skills in their chosen sports	opportunities	(see 3a)	Mara inclusive representation of	curricular club provision for
or activities and they learn and	Reflect on barriers to participation		More inclusive representation of the school	lower KS2 and KS1 and to
benefit from being part of a team	and take action		Life School	investigate training and
benefit from being part of a team			EG PP (SEND) chn attended Sport	resources and opportunities for
			carousel at Beaumont Secondary	clubs to encourage non
			School – St Albans	participants
			Periodi – St Albails	
			PP (SEND) Tennis taster sessions	













Intent	Implementation		Impact	
primary school pupils undertake at leas	st 30 minutes of physical activity a day in	n school		12% (£2080.80)
Key indicator 2: The engagement of al	Percentage of total allocation:			
			MSAs to have bank of games to refer to.	
			Playtime issues will diminish as children will have more options of activities	Continue to train MSAs and hold meetings to disseminate good practice.
			Behaviour during play lunch times has significantly improved in KS1	Y6 play leaders to lead on respectful use of equipment.
	for play equipment use		recognition end of year in sharing assembly,	Continue to instil culture of responsibility and respect of equipment.
	on vulnerable groups Sports coach to write timetable rota		improved training in September from St Albans Partnership, record of involvement books,	equipment they would like – via pupil voice & assemblies
	Monitor physical activity during break times with particular focus		Met with Tanya Angus 10.10.23 Re opportunities for BH children and re play-leader training Rebranding of Y6 play leaders,	were appropriate. Involve children in decision making process of what
Children are supported to learn new physical fun games, older children	activitiesleading on play timeactivities	PE Coach (see 3a)	in 2023), activity ideas and leadership from sports coach.	Continue to monitor use of play equipment usage and replenish
1d Development of active play at break and lunchtimes	Part of sports coaches timetabled day to include • organising play time	Sports leader time	Children's playtimes are enhanced with new resources (additional resources purchased in 2022), a stirituidade and	Continue to give quality play leader training in September to new play-leaders





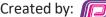








Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
	Sports ambassador training and ongoing support from sports coach and records of ongoing meetings and planned actions Publication of sports news shared in newsletter. Weekly sharing assembly to share Beech Hyde sporting participation and achievement as well as achievements outside school.	Sports leader time PE Coach (see 3a)	Children are enthused by the promotion of sport and fitness to do their best More extra-curricular clubs have been offered	Continue to promote opportunities for sports
Children understand the links	Include mental and physical wellbeing on SIP Positive minds drivers to be focus in PE / sport activities Mental and physical wellbeing with links to PSHE scheme- Jigsaw Updates to school development plan	Sports leader time PE Coach (see 3a)	scheme with regards to mental health and wellbeing. Active maths sessions from the Sports' coach ensured physicality through the maths curriculum and ensured all pupils engagement with maths	Continue to champion inclusion of mental and physical wellbeing with links to PSHE scheme- Jigsaw Measure impact of actions taken and review next steps To continue with Active Maths sessions where timetables allow
Include use of Beech Hyde Drivers – challenge / inclusion and positive minds in all PE and sport related plans	PE/ sport leader consider how to include drivers in lessons and extracurricular activities Photos of teams / events include positive mind animals	Sports leader time PE Coach (see 3a)	pupils' minds.	l -















of drivers in all aspects of PE at Beech Hyde	Evidenced when submitting for the quality mark Assemblies; twitter; newsletter promotions		
2d, replace and update equipment PE/ Sport seen as important investment by children and the school community	Audit and replace equipment. Track purchased of equipment	PE Coach	Continue to monitor & update equipment
Nothing spent on sports equipment this year. But we have through the Herts Sport Partnership received funding for the purchased 3 table tennis tables			

Key indicator 3: The profile of PE and	Percentage of total allocation: 29% (£5028.60)			
Intent	Implementation		Impact	29% (£5028.60)
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:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:













3a, Subject leader for PE to develop our	Dedicated time to make DE/		The consideration and codes	Canatia va ta davidan the sala
	Dedicated time to manage PE/	Sports leader	The curricular and extra-	Continue to develop the role
offer and manage sports premium, sports coach and our curricular and extra-	Sport - PPA	ltime	curricular offer continues to be of	, ·
coach and our curricular and extra- curricular offer			a broad range and high standard,	leader.
curricular offer	Sports premium document			
1: CDE CC :	Increased participation			Sports coach to provide CPD to
Improve quality of PE offering			CPD of sports coach	all staff on specific areas
curricular and extra-curricular	Subject leader action plans and		·	identified in 'staff audit' –
	reports		PE co-ordinators meeting –	'team work' and a more
	'		October Hemel Hotel	adventurous daily mile
	Support from PE partners – see 3i			approach.
	Training and conference		Harpenden Consortium Meetings	
			Transperiden Consortium Meetings	Sports coach to identify
	Dogular ravious with link governor		DE conformed language 2022	
	Regular reviews with link governor		PE conference January 2023.	appropriate subject leader
				training to build understanding
	Nominate for local awards – St		Bronze ambassador training	of the role.
	Albans schools and St Albans and			
	District Sports Awards		First Aid	
3b, Sports coach role to continue to focus		I Charte Iaadar	1 .	Continue to embed broad
on developing sport and fitness at Beech	and knowledge to teach PE – All	·	& fitness throughout the school	participation particularly in
Hyde School.	teachers have access to 'Complete	time	improving participation and	extracurricular clubs
	PE'	PE Coach	enthusiasm for all sports. – more	
			PPG (SEND) attending extra-	Continue to offer a broad
	Break time and lunchtime -	1/000 201	curricular clubs	range of extra-curricular clubs
	facilitate opportunities for physical			and extend in response to
	activity		More Friendlies played this year	pupil survey – EG girls Y3 & Y4
			EG – Football & netball with	girls football, Netball club
	Active maths sessions to support		Kimpton and St Helen's	extend into Summer term for
	interventions – Y5 & Y3		Kimpton and 3t neights	Y4 & Y5
				14 & 15
	e i a constanti di			
	Extra-curricular clubs			Continue to support
			Confidence and engagement	interventions with active













	T T		
Supporting participation at events		maths has improved where active	maths sessions
		maths supports interventions.	
Developing the role of sports			Develop the roles of sports
ambassadors and MSAs			ambassadors and play leaders
		Broad range of extra-curricular	and MSA to support 'proper'
Developing the role of TAs as a		clubs offered	play at lunch times and to
support for inclusive and challenge			reduce aggressive play and
groups during PE sessions.		Broader range of events offered	incidents of 'fighting' –
Subject leader action plans and		More MSA interaction with	Continue to support Sport
reports			coach to embed the cyclical responsibilities of the role of
Sports premium document		•	subject leader such as: SPG
		supporting / engaging children in	
Increased participation			spending on PE, subject leader
			action plan and EOY report.
		Sport coach more confident with	
		administration of subject leader	
		role and responsibilities	
		Sports leaders have shown	
		particularly great involvement	
		and commitment this year. They	
		have initiated own ideas and	
		been proactive in setting up	
		planned activities	
<u>l</u>			<u>l</u>













3c, Sports coach / PE lead to undertake training to develop role All staff up to date with curriculum requirements and can assess children against age related statements	Audit knowledge and understanding of curriculum content and assessment and identify training requirements Review offers of CPD Book training Cover supply	Sports leader time PE Coach (see 3a)	staff are assessed and training is appropriate. All staff will be confident in the delivery of PE teaching. Sports coach is the subject leader	Carry out staff audit in autumn term to identify areas staff would like training in Continue to review training opportunities via St Albans Sports Partnership regularly See 3a
3d, For all staff to appreciate the role of the daily mile in improving children's mental and physical wellbeing Children are supported to enjoy, improve and develop.	PE lead / coach to provide training tips on how to engage, motivate and develop children when taking part in the daily mile. Daily mile data Class posters of participation Feedback from teachers about support given and confidence to support their children	Sports leader time PE Coach (see 3a)	Recorded fitness levels improve from child's own starting point. Participated World Record attempt for the Daily Mile.	School to register on Daily Mile website to receive resources and support. To continue to promote the daily mile and aim for all classes to complete daily. Ongoing contact with Hertfordshire School games Daily Mile partner
3e, Sports coach / PE Lead to develop robust assessment in PE/Sports and use this to challenge greater depth children and support those working below age related. Assessment ensures continued focus on those working below age related to develop their skills and abilities	Review assessment opportunities which are part of the PE scheme Ensure assessment data is robust	Sports leader time PE Coach (see 3a)	develop their skills and abilities further.	Sustainable assessment processes for PE / Sports In September, carryout another pupil survey to identify areas of interest with a particular focus in Y3 and KS1













nd those working at greater depth give opportunities to develop lents.			'baskets' used at break & lunch	Sports Coach to provide open sessions to provide a range of activities to see where interests lie, especially for those vulnerable pupils and/or those who are not fully
			Sport clubs tracked – children attending clubs Y6 22 out of 23 children Y5 25 out of 26 children Y4 24 out of 24 children Y3 16 out of 19 children This is a significant improvement on last year Only 5 PP children in KS2, didn't attend a club or event in KS2 This is a significant improvement on last year	engaged with physical fitness.
I involved with teaching it/sport and extra-curricular tivities have a focus on vulnerable upils with a view to improving articipation and enjoyment for these ildren.	Elessons to work collaboratively identify barriers to learning and	Sapport	clubs (open sessions to identify interest in a range of different sports) See above participation	_
I involved with teaching f/sport and extra-curricular tivities have a focus on vulnerable upils with a view to improving articipation and enjoyment for these ildren.	on-participants an to improve PE offering for ese children A to support sports coach during Elessons to work collaboratively	time PE Coach (see 3a) TA during PE sessions to	are less likely to engage in physical activities to join extra-curricular clubs (open sessions to identify interest in a range of different sports) See above participation	year to operation of the provision of the provise o













		groups (cost covered by school budget)	responded positively in questionnaire Children have responded positively to pupil questionnaire. EG 98% children enjoy PE, 98% feel safe in PE.	sports ambassadors &/or play leaders during lunchtimes (social and physical games) Sports Coach to consider open sessions to provide a range of activities to see where interests lie, especially for those vulnerable pupils and/or those who are not fully engaged with physical fitness.
Memberships of professional support for our PE offering Children benefit from up to date information and resources to engage them in physical learning	Membership of St Albans & Harpenden Schools Sports Partnership subs £1300 Free membership – Daily mile group Subscription for complete PE £126	£1405	Membership enables up to date information and practice to be at the heart of all pupils' engagement in physical learning. Continue to engage in Games Awards – securing gold level Inter school competitions are rewarding and beneficial to pupils. Enables all staff to access quality resources and ideas for teaching PE. Assessment is more.	Continue subscribing to district sports groups PE lead to review information and forward to staff, pupils, parents to promote sports and physical activity Create sports page on school website to promote engagement of all school community Use these tools as resources to develop our provision
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils			Percentage of total allocation: 21% (3641.40)	
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	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	Sustainability and suggested next steps:













need to learn and to consolidate through practice:			changed?	
4a, develop program of extracurricular activities Children have a chance to try different activities in school	Request parent volunteers Encourage all staff to run an active club and support with training and resources PE coach to facilitate active play and games outside at break and lunch times Replacing outdoor games equipment for each class as appropriate Calendar of extra-curricular clubs	time PE Coach (see 3a)	Take up is good and children are more active	curricular activities to broaden PE experiences and increase engagement Sports coach to monitor weekly attendance of clubs – record of running & attendees at all clubs to be handed to Sport coach half termly
4b, widen participation in all extracurricular clubs Children are recognised for participation and achievement in varied activities	Audit participation Encourage vulnerable groups and non participants Monitor participation & early/any drop outs	Sports leader time	Clubs offered always take place Record of children attending kept and handed to Sports coach half termly	Improve participation of children who have been non-participants 100% attendance at a club to be acknowledge in sharing assembly













4c summer term athletics club for infant children Younger children have a chance to try new skills and develop talents		time PE Coach	Establish positive culture of being active and engaged in sports	clubs for younger children
	Invite children Extra-curricular timetable		KS1 participated in intra school sports competition Summer 1 as part of BH's active school project.	
Cycle training for year 5 children	Review provision	CT & TA to support vulnerable groups Funded by PTA	supported by Sports coach/TA Nearly all children taking part and	Continue to provide bikeability for all Y5 children. Continue to make children more aware of Cycle clubs in the local area.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5% (867.00)
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:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:













5a, Sports leads to facilitate links with two local schools to develop an annual program of local events. Local competition, particularly for KS1	Meet with Kimpton and St Helens Decide a program of activities Ensure that KS1 opportunities are a focus. (summer sports activities) Ask for parent support Manage the event days	Sports leader time PE Coach (see 3a)	Friendly games have taken place with 2 local primary schools giving more children the opportunity to represent the school in a team game.	Continue to add events to events calendar between schools 2 other local schools Start with football friendlies Possibility of extending to include further schools
5b, Improved outcomes at all events including annual district sports event	All year athletics and running clubs Daily mile	Sports leader time	' ' '	Annual events calendar between schools
Whole school recognises our performance at a big local event.	Sports coach training on specific athletics disciplines	PE Coach (see 3a)		Possibility of extending to include further schools
			Inclusive participation has increased – EG multisports at Beaumont in the autumn term Tennis taster at Batchwood Summer term	

Signed off by	
Head Teacher:	Karen Thomas
Date:	July 2023
Subject Leader:	Paul Drake (Tracey Berry)
Date:	04.07.23
Governor:	
Date:	











