A black and white logo with a bird

Description automatically generated

**Diptford Primary School**

***Evidencing the Impact of PE and Sport Premium***

***2023-24***

**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: 16,580** | **Date Updated: 22/07/2023** | |  |
| **Key indicator 1:** 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 | | | | 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: |
| Increase daily physical activity by engaging all students in daily active playtimes and during the school day.  Increase PA through extracurricular opportunities for KS1 | Specialist equipment has been purchased so students of all ages have access to a range of different physical activities during these times.  We have increased the clubs available to students in KS1. These have been led by external providers as well as class teachers. | £300  £0 parent funded | Students have become more engaged during lunch times, with more variety of activity available.  After school clubs have been well attended this year, with students from every age group attending.  Particularly popular clubs have been:   * Handball * Cricket * Multi-sports KS1 * tennis | This is going to be continued in September, with the school creating a new play-time programme now we have acquired the necessary equipment.  Clubs will continue next year from Premier sport and school staff. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 3% |
| **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: |
| Increase students’ excitement of PE lessons through specialist resources.  PE seen as an important part of school life  Regular competitions to raise profile of the subject | Top up PE curriculum resources to use within lessons.  Purchase PE kit for festivals and support staff on PE days/events.  Every class will represent their school in a festival/competition. | £223  £300  £200 towards central venue hire. | Students use specialist equipment for activities within PE lessons, improving the profile of lessons and the students enthusiasm for PE and sport.  The school has purchased sports kit to proudly represent the school at sporting events. This has increased excitement when competing and made school sport important to the students.  Every student has taken part in a festival/sporting opportunity this year. The venue hire allowed the student to be inspired at an amazing venue.   * Basketball * Hockey * Cross country | School has looked after the equipment, so can be used for next academic year’s PE lessons.  Staff training in more curriculum areas using this equipment going forward.  Kit will be used next year and the school will look to fund kit for KS1 next year.  PE lead and Academy Trust PE lead planning next year’s competitions. Links made with local clubs from this year will make these venues more accessible to the school. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 64% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Regular professional development for all teaching staff, promoting higher quality teaching of PE. | Employed school PE teacher to deliver regular training for staff.  Class teachers work with PE specialist to assess students and have regular feedback about their own delivery of PE. | £10,621 | Staff are more confident delivering the activities on our bespoke PE programme.   * Volleyball * Health & Fitness * Hockey * Striking & fielding * Invasion Games * Basketball | Academy Trust PE lead in post next year and will continue to provide CPD based on staff needs. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 16% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Diverse PE curriculum offering students a range of sports and activities.       Give all students the opportunity to experience outdoor and adventurous activities  Arrange 4-week of a totally new sport to inspire the students. | Our PE curriculum is designed by specialist PE teacher. This gives students the chance to learn 12 sports and activities over a 2-year cycle.      EYFS: River Dart Adventure Day  KS1: Climbing, bouldering trip.  KS2:   * Whole school climbing & adventure day at River Dart * Year 5 & 6 – surfing * Year 3 & 4 – residential.   Taekwondo lessons booked with peripatetic teacher. | Included in KI3 cost (£10,621).  £2200    £400 | PE curriculum is now in it’s 2nd year of the new programme and staff are much more confident with the topics. It has been embedded across the school well this year.  **All students** have taken part in an exciting, inspiring adventurous activity.   * Climbing * Surfing * High & low ropes * Caving   Mr Kelly came to the school for 4 weeks to deliver martial arts lessons. The students loved these and it was something totally different to the sports on our PE curriculum. | Curriculum in place for 2024-25  Links made with local providers for these activities. We will book more exciting opportunities in 2024/25, but this is reliant on the sports funding remaining in place.  The school will look at other teachers who can come into school to deliver more unusual activities. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 14% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Offer students trust-wide competitions to ***every student in the school*** from EYFS-year 6. | Students have competed in the following events:   * KS2 basketball * KS2 cross country * EYFS & KS1 multi-skills * Year 5 & 6 hockey * KS2 Football * Year 3 & 4 Invasion Games * SEND/Disadvantaged activity days. * Whole-school Olympics Day | £2350 - transport | All students have proudly represented their school at an event this year with many ks2 students taking part in lots. | Events planned next year to increase opportunities. Run by the trust PE team.  *Note: coach travel continues to be incredibly expensive, but a crucial part of getting children to experience competitions. Funding needs to be sustained for these opportunities to continue.* |

**Total spend: £16,571**

|  |  |
| --- | --- |
| Signed off by | |
| Head Teacher: |  |
| Date: |  |
| Subject Leader: | Matt Tanner |
| Date: | 2/07/2024 |
| Governor: |  |
| Date: |  |