

# Evidencing the use of the PE and Sport Premium funding: Action plan 23/24 and Impact Review 23/24 (due 31 July 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.



ETONBURY  
ACADEMY

Academic Year: 2023/24	Total fund allocated:	Date Updated:		
<p><b>Key indicator 1:</b> The engagement of <u>all</u> 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</p>				
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?:
Provide appropriate outdoor sports equipment, including football goals and basketball hoops.	To engage students in sporting activities during their social times at school, including before school, break and lunch.	£3,000	Healthy active lifestyle for pupils with added opportunity due to pupils now starting to use equipment during their social times.	Sustainability and suggested next steps:
High quality teaching and learning and extra-curricular activities. Two timetabled lessons with specialist staff a week and interform competitions each half term.  To upskill all staff to deliver High quality PE lessons	To use specialist PE teachers from the Secondary school.  Hire a sports apprentice to help support students with additional needs in PE lessons.	£12,600	Delivery of high quality PE lessons for year 5 and 6, two timetabled lessons a week.  Small target groups (SEN/PP/Low abilities/disengaged) aimed at developing skills and positive experiences. Progress tracked and shown.  Apprentice is a dance specialist.  To ensure all members of the PE department are able to teach all	Increased engagement by 30% in extra-curricular sport. Over 85% of students participated, meeting Sportsmark Gold criteria.  Increased pupil engagement in lessons due to use of additional support staff in the department.  Progress in students under SEND and pupil premium has significantly improved.  More opportunities for dance.

			aspects of the curriculum confidently and competently, maximising student potential and progress.	
To purchase sporting and dance equipment to increase participation time in KS2 lessons.	To increase the amount of KS2 sports and dance equipment to give students greater opportunities to participate in PE lessons.	£1200	Ensuring students have a greater amount of sporting equipment in lessons will allow them to spend more time in lessons participating in physical activity that is relevant to the subject criteria.	Increased engagement in KS2 dance clubs, 40% increase in attendance.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 leaders/Ambassadors run events for KS2. KS3 and 4 staff used to run these competitions Multiple events run at Etonbury Academy throughout the year for Year 3.4.5 and 6.	Continue to run inter-house AND intra school competitions that take place through PE and extra-curricular sport, use of KS3/4 staff to supervise.  Staff cover costs, medals, equipment, training of sports leaders are required for this.	£3800	Higher participation rates because of sports running for all target groups. Pupils being active over lunch and after-school. SportsMark Gold criteria met 85% of students involved in inter-house competitions.	Sustainable for 12 months whilst the Apprentice is under employment.
Support the house system across the school.  Implement interhouse sports events throughout the year.	Improved and we use support staff and KS3 Sports ambassadors to help deliver these, e.g. table tennis, dodgeball, handball etc  Medals and trophies, cover needed.	£300	Sports leaders have helped run inter-house competitions in PE lessons and during extra-curricular activities. Students have also helped run clubs and officiate in fixtures including; netball, basketball, table tennis and football.	100% sustainable whilst Secondary School

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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? What has changed?:	Sustainability and suggested next steps:
To enable the PE leaders and others in the school and department to develop their subject leadership skills and share practice.	To run CPD sessions within the department, sharing best practice and pedagogy. PE subject leader to attend subject specific PSG's To support other staff within the school to gain subject knowledge to then share with others. To allow staff to have opportunities to partake in CPD courses throughout the year based on new findings and needs.	£450	Mini CPD sessions in house to share best practice based on findings from learning walks and staff feedback. PE staff have delivered CPD training sessions for their specialist sport areas.  Dance and Tennis CPD completed.	Continued % rise on the number of fixtures entered. Reaching Sportsmark Gold criteria.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:

<p>consolidate through practice: Broaden the experience of a range of sports</p> <p>Engage pupils in regular physical activity by allowing them a chance to experience new activities (Sports Support Group)</p>	<p>Provide opportunities for pupils to watch high level/professional sports (Netball Trip, Dance, Twickenham, Ice hockey etc.) to engage them in activities and new sports.</p> <p>This helps to promote an inclusive and safe setting for pupils to develop their confidence and self-esteem through engagement in new sports activities.</p>	<p>£100 - funding for tickets</p> <p>£1,100</p>	<p>Inspire new KS2 pupils to be engaged in a variety of sports. Dance added to the KS2 PE curriculum</p> <p>Develop the confidence and self-esteem of new KS2 pupils through engagement in new sports activities. Increase engagement in PE and extra-curricular activities.</p>	<p>New sports have been added to the curriculum to broaden opportunities.</p>
<p>To deliver an inter-school competition calendar to give students opportunities to take part in competitive sport</p>	<p>To deliver an inter-house programme both in PE lessons and for extra-curricular opportunities. These will be delivered to students each half term, sports that students participate in will change throughout the academic year.</p>	<p>Costings above.</p>	<p>To give students opportunities to participate in competitive sport and be educated about the positive impact this can have on their well-being. Provide opportunities in a range of sports that students may not be able to access outside of school.</p>	<p>To promote healthy and active lifestyles that student's will continue outside of school. To promote a love of sport, giving students a range of opportunities.</p>
<p>To continue to purchase sporting equipment to increase opportunities for students participating in a range of sporting activities.</p>	<p>To build on the range of activities delivered in both the curriculum and extra-curricular activities.</p>	<p>Costings above</p>	<p>Curriculum is developed</p>	<p>To allow for all students to make good or better progress across the academic year. To promote enjoyment of sport so that students live healthier and more active lifestyles. To build confidence in students and promote sporting activity outside of school as well as extra-curricular activities, building on club links in the community.</p>

To enable the PE leaders and others in the school and department to develop their subject leadership skills and share practice.	To deliver a leadership unit to students in Year 6, allowing them to develop their leadership skills.	Costings above	To deliver a leadership unit of work through PE, building students confidence and ability to lead. This will lead to students having opportunities to be sports leaders throughout their time in education.	To embed the importance of developing leadership qualities through PE, develop students' understanding of how these skills can have an important impact on their education and working lives.
To virtually promote an active lifestyle to families in the community through use of social media and online competitions.	To create an online platform that gives students the opportunity to access sport virtually, through the use of Twitter and Google Classroom.	No cost	To create an environment that puts sport and exercise at the core of building healthy and active lifestyles for students.	To look for CPD opportunities for staff to develop their confidence and ability to virtually deliver sporting opportunities.

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Pupils given the opportunity to compete in a wider range of Level 2 School games and dance events.	Continue to enter L2 competitions and allocate funding for transport.	£150  (and cover costs for staff to attend)	Opportunities for a wide range of competitive physical activity for all pupils to take part in.	Increase in opportunities at extra-curricular, including dynamo cricket, dodgeball and rugby.
More pupils given the opportunity to compete in a range of Level 1 competitive opportunities.  Football National Cups entry fees.	Establish timetable for L1 competitions with minimum termly festival Development of house competitions.	£150	Competitive physical activity for all.	Over 40% of students in KS2 have participated in a school team.
Investment in sport team kits.	To invest in sports kits to promote engagement in competitive sport.	£300	Larger percentage of students participating in competitive sport across the academic year.	Impact on the school image in the community.

<b>Financial Year</b>	<b>Budget</b>	<b>Actual Spend</b>
2019-2020	£19, 320	£16, 563
2020-2021	£10, 822	£11,200
2022-2023	£17850	£22,550

Signed off by	
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Date:	07/07/2023
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