

## P.E & Sport Premium Impact Statement 2024-2025

### School Context

Bude Primary Academy is a combination of Junior and Infant schools, each with an Additional Resource Base (ARB) and their own separately funded PE and Sport Premium plans. This document outlines the Infant PE and Sport Premium Impact Statement for 2024-2025.

At Bude Primary Academy Infants, we place a strong emphasis on the importance of PE and sport in fostering children’s physical, mental, and emotional well-being. We are committed to delivering 30 minutes of physical activity within the school day while promoting an additional 30 minutes of activity outside school.

Aligned with the Department for Education’s vision, we aim to equip all pupils with the knowledge, skills, and motivation to lead healthy, active lives and engage in lifelong physical activity. Our goal is to ensure sustainable, high-quality PE and sports provision that offers a balanced, holistic curriculum with outstanding breadth and varied experiences.

We provide diverse after-school programs, opportunities for inclusive participation in intra- and inter-school competitions, and continuous professional development for staff.

Additionally, as part of the Aspire Academy Trust, we benefit from strong links to the Youth Sport Trust, ensuring we remain aligned with national strategies and policies to enhance our provision.

### Review of last year’s spend and key achievements (2023/2024)

| Activity/Action   | Impact  | Comments   |
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| <ul style="list-style-type: none"> <li>Lunch time play leaders</li> <li>Sport, PE and CPD coaches</li> <li>Increase Participation through more intra festivals and events in the wider community</li> <li>Focus on our PE and school sport mission statement of open mindedness, independence, respect, creativity, with unity and empathy at the centre – linking every PE lesson to this.</li> <li>Introduction of ‘Being the Best I can Be’ explicitly thought the curriculum, interventions and clubs</li> </ul> <p>Highlight and discuss Sporting achievements and events to raise aspirations</p> | <p>The Sport Premium actions at Bude Primary Academy Infants have had a profound impact on both students and the school community.</p> <p><b>1. Lunch Time Play Leaders</b></p> <ul style="list-style-type: none"> <li><b>Impact on Students:</b> Appointing lunch time play leaders has fostered leadership and responsibility among the selected students. They have served as role models for their peers, facilitating positive play experiences and improving social interaction. This initiative has enhanced physical activity during lunch times, promoting healthier lifestyles and reducing sedentary behaviour.</li> <li><b>Impact on School Culture:</b> Play leaders have helped create a more inclusive and structured playtime environment, reducing conflicts and encouraging collaborative play. This has lead to</li> </ul> | <p>Some data from 2023/2024 around the impact of our CPD support and impact of coaches</p> <ul style="list-style-type: none"> <li>96% of the school achieving all fundamental movements with fluency by the start of the summer term (walk, run, jump 2:2 feet - 1:2 feet - 2:1 foot, hop - 5 hops minimum on each foot, side step - leading with left foot - leading with right foot, Skipping).</li> <li>We had 99.2% participating in PE at all times they were in school, with 92% having their PE kits for every PE lesson.</li> <li>There were 271 bookings/attendees for LJD Coaching clubs throughout the year, meaning an up take of 97.2% of places available.</li> </ul> <p>Overall Impact<br/>The Sports Premium actions have contributed to the development of the school culture that promotes physical activity, personal growth, and</p> |

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|  | <p>improved behaviour and greater enjoyment of school life overall.</p> <p><b>2. Sport, PE, and CPD Coaches</b></p> <ul style="list-style-type: none"> <li>• <b>Impact on Students:</b> The partnership of professional coaches through LJD Coaching Limited has raised the standard of physical education, exposing students to expert knowledge and varied sporting experiences. Students have gained enhanced skills and confidence, motivating them to participate in physical activities both in and out of school.</li> <li>• <b>Impact on Staff:</b> CPD (Continuing Professional Development) from LJD Coaching Limited coaches provided teachers with professional growth opportunities, equipping them with new teaching strategies and deeper knowledge of PE. This not only improved the quality of PE lessons but also supported the staff confidence in delivering high-quality PE curriculum lessons and planning.</li> </ul> <p><b>3. Increase Participation through Intra-Festivals and Events in the Wider Community</b></p> <ul style="list-style-type: none"> <li>• <b>Impact on Students:</b> Intra-school festivals and community events boosted self-esteem and provided students with the opportunity to showcase their talents. Exposure to a wider community also fostered a sense of belonging and school pride.</li> <li>• <b>Impact on the Community:</b> These events strengthen ties between the school and the</li> </ul> | <p>community involvement, while ensuring that values-based education remains at the heart of PE and sport. The result has seen a holistic and inclusive approach that nurtures not only physical development but also emotional, social, and oral growth in students.</p> |
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wider community, encouraging parental and community involvement.

#### 4. PE and School Sport Mission Statement

- **Impact on Students:** Linking every PE lesson to core values such as open-mindedness, independence, respect, creativity, unity, and empathy reinforces character education through sport. Students are encouraged to think beyond physical activity, understanding how these values apply both in and out of sports contexts.
- **Impact on School Environment:** Embedding these values into every lesson has created a cohesive and positive school ethos. It encourages students to apply these principles across all areas of school life, enhancing social and emotional well-being.

#### 5. Introduction of 'Being the Best I can Be' Across Curriculum, Interventions, and Clubs

- **Impact on Students:** "Being the Best I can Be" focuses on individual improvement and goal-setting, teaching students to strive for personal development rather than only competing against others. This initiative has encouraged students to take ownership of their learning and progress, leading to improved self-motivation and resilience.
- **Impact on School Culture:** By emphasising personal progress, the school fosters a growth mindset culture. Teachers, through interventions and clubs, can support each child's individual learning journey, ensuring that

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|  | <p>students feel valued for their unique achievements.</p> <p><b>6. Highlight and Discuss Sporting Achievements and Events to Raise Aspirations</b></p> <ul style="list-style-type: none"> <li>• <b>Impact on Students:</b> Celebrating sporting achievements within the school and through external events has raised aspirations and built confidence. Recognising a wide range of achievements, from participation to excellence, has encouraged students to set personal goals and envision success in sports and beyond.</li> <li>• <b>Impact on School Spirit:</b> Publicly acknowledging sporting and community achievements has created a positive feedback loop, motivating others to participate and strive for success. It has also nurtured a sense of school pride and collective celebration of effort, talent, and perseverance.</li> </ul> |  |
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**Spending Overview**

| Code | Area                     | Details  | Amount   |
|------|--------------------------|--|----------|
| A    | Aspire Membership        | Contribution to Aspire Sport Network, including Youth Sport Trust Membership to <i>increase staff confidence, raise the profile of PESSPA, increase participation in competitive sport and broaden</i>           | £1000.00 |
| B    | Other cluster membership | Contribution to area membership to <i>increase staff confidence, broaden experience of sports &amp; increase participation in competitive sport.</i>   | £200.00  |
| C    | Staff Training           | Both attending courses and supply costs to <i>increase staff confidence and raise the profile of PESSPA.</i>   | £2000.00 |
| D    | Resources                | Purchasing new equipment and resources to support the delivery of P.E and School Sport to <i>engage pupils in regular physical activity, broaden the experience of sports &amp; raise the profile of PESSPA.</i> | £1500.00 |
| E    | Staffing                 | Regular staffing costs to <i>increase engagement in physical activity, increase staff confidence and broaden the experience of sports.</i>   | £2000.00 |

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| <b>F</b>     | Transport         | Transporting children to off-site sports activities to <i>increase participation in competitive sport and broaden the experience of sports.</i>   | £3000.00                          |
| <b>G</b>     | After School Club | Continuous improvement and enhancement of clubs to <i>increase participation in competitive sport, broaden the experience of sports and increase engagement in regular physical activity.</i> | £2456.00 (includes before school) |
| <b>H</b>     | Top up swimming   | The funding of extra sessions across KS1 and KS2 to meet end of KS2 targets to <i>increase engagement in physical activity and broaden experience of sports.</i>                              | £1000.00                          |
| <b>Total</b> |                   |   | £13156.00                         |

### Key Indicators

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
2. The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5-18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.
3. The profile of PE and sport is raised across the school as a tool for whole-school improvement.
4. Broaden experience of a range of sports and activities offered to all pupils.
5. Increased participation in competitive sport.

## Key priorities and Planning

| Action – what are you planning to do   | Who does this action impact?  | Key indicator to meet   | Impacts and how sustainability will be achieved?  | Cost linked to the action                                      |
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| <p><i>Maintain lunchtime sport sessions/activities for pupils/sports leaders</i></p> | <p><i>Lunchtime supervisors / teaching staff - as they need to lead the activity/supporting sports leaders</i></p> <p><i>pupils – as they will take part.</i></p> | <p><i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> | <p><i>More pupils meet their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities beyond their curriculum. Sports leaders gain confidence, responsibilities and sense of value.</i></p> | <p><i>£1000 costs for lunchtime play leaders sessions.</i></p> |

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| <p><i>*Sport, PE and CPD coaches</i></p> <p><i>*Increase Participation through more intra festivals and events in the wider community</i></p> <p><i>*Focus on our PE and school sport mission statement of open mindedness, independence, respect, creativity, with unity and empathy at the centre – linking every PE lesson to this.</i></p> <p><i>*Introduction of 'Being the Best I can Be' explicitly taught through the curriculum, interventions and clubs</i></p> <p><i>*Highlight and discuss Sporting achievements and events to raise aspirations</i></p> | <p><i>Teaching staff, TA's/HLTA's coaches</i></p> <p><i>*LJD coaching</i></p> <p><i>*Shooting stars Disney Girls Football Training</i></p> <p><i>*LTA Tennis coaching</i></p> <p><i>*Aspire PE Network meetings</i></p> | <p><i>2. The profile of PE and sport is raised across the school as a tool for whole-school improvement.</i></p> <p><i>1. Increase confidence, knowledge and skills of all staff in teaching PE and sport.</i></p> <p><i>3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.</i></p> | <p><i>Increase in participation through creating a culture, providing greater opportunities. My P.B has created a positive culture for both children and staff and a connection between PE/PA, school sport and the classroom, a continuation of this. Children will share 'sports Hero's' they have come across. The up skilling of teaching staff and support staff in all areas of sport and PE.</i></p> <ul style="list-style-type: none"> <li><i>- Attend courses</i></li> <li><i>- monitor, order, replace resources</i></li> <li><i>- Update sport and PE documents to ensure meeting local and national requirements</i></li> <li><i>- monitor progress of pupils</i></li> <li><i>- Arrange interventions as needed</i></li> <li><i>- Increase participation</i></li> <li><i>- provide provisions for extracurricular activities</i></li> </ul> | <p><i>£6324 costs for CPD</i></p> <p><i>£500 additional training</i></p> |
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| <p><i>*FA Girls Football- a programme that inspires girls to be more physically active and equality in football.</i></p> <p><i>*PE and Sports coaches</i></p> <p><i>*Transport costs for events and festivals</i></p> <p><i>*Memberships</i></p> <p><i>*In-house festivals and competitions</i></p> <p><i>*Introduction of Outdoor adventurous activities allowing children to feed into local clubs.</i></p> <p><i>*Cornwall School Games competitions</i></p> <p><i>*FA Schools competitions</i></p> <p><i>*Aspire sports festivals and competitions</i></p> | <p><i>Greater opportunities for pupils through staff training and the ability to take children to external competitions.</i></p> | <p><i>5. Increased participation in competitive sport.</i></p> | <p><i>Compete in regular competitive and friendly fixtures, intra school, community events and within the trust.</i></p> <p><i>Equipment updated, to ensure high quality provision for all children throughout the year.</i></p> | <p><i>£2000 extracurricular, £1200 transport £1000 memberships</i></p> |
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| <p><i>Introducing lunchtime sport sessions/activities for pupils/sports leaders</i></p> <p><i>After school provision at the golf club (Bude North Cornwall Golf club)</i></p> | <p><i>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity/supporting sports leaders</i></p> <p><i>pupils – as they will take part.</i></p> | <p><i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> | <p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Sports leaders gaining confidence, responsibilities and sense of value.</i></p> | <p><i>£1000 costs for additional coaches to support lunchtime sessions.</i></p> |
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This planning template will allow schools to accurately plan their spending and regularly update it as a working document.

## Key achievements 2024-2025

This template will be completed at the end of the academic year and will showcase the key achievements school's have made with their Primary PE and Sport Premium spend.

| Activity/Action | Impact | Comments |
|-----------------|--------|----------|
|                 |        |          |

## Swimming

Meeting National Curriculum requirements for swimming and water safety.

*Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study*

| Cohort    | No. of Y6 children | Number of children achieving end of year expectations. | % of Y6 pupils who could use a range of strokes effectively when they left primary school? | % of Y6 pupils who could perform safe self-rescue in different water-based situations when they left your primary school? | Have you used the PE&SP to provide additional provision for swimming, <b>over and above</b> the | Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? |
|-----------|--------------------|--|--|---|---|---|
| 2020-2021 | N/A                | N/A  | N/A  | N/A   | N/A   | N/A   |
| 2021-2022 | N/A                | N/A  | N/A  | N/A   | N/A   | N/A   |
| 2022-2023 | N/A                | N/A  | N/A  | N/A   | N/A   | N/A   |
| 2023-2024 | N/A                | N/A  | N/A  | N/A   | N/A   | N/A   |
| 2024-2025 | N/A                | N/A  | N/A  | N/A   | N/A   | N/A   |

Signed off by:

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|--|---------------------|
| Head Teacher:  | <i>Vanessa Holt</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Roo Shepard</i>  |
| Hub Councillor:  | <i>Sue Cox</i>      |
| Date:  |                     |