

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: 2021/22		Total fund allocated: £21000		Date Updated: 08/07/22	
<p>Key indicator 1: 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>					Percentage of total allocation:
					%
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:
Provide all pupils with opportunities to access free sporting and physical activities, (including interventions during school time, active lunchtimes and extra-curricular clubs), in addition to their PE lessons.	<ul style="list-style-type: none"> - Broad range of extra-curricular clubs offered 4 days per week. - Big Moves Fundamental Movement intervention offered to EYFS to identify pupils needs and provide early support and interventions. - Pupils identified as least active/low confidence/SEND are offered an active break/lunch club. These are held in addition to after school clubs. - External club links created. Sports ambassadors and sports leaders engaged and effectively deployed. Selected children (Sports Ambassadors and play leaders) are given training and regular support to take up leadership roles. Children are trained on how to effectively arrange and deliver interesting an engaging break/lunch time activities. -Pupils are used in the promotion and implementation of 'active lunchtimes. - LSL SSP virtual competitions led by 		<ul style="list-style-type: none"> After school clubs £5400 Lunchtime clubs £4680 Breaktime clubs £1080 Morning before school clubs £1080 Big Moves and other PE interventions £3760 Playground equipment £400 - allocated 	<ul style="list-style-type: none"> After school club opportunity to any children in year 1-6, four days a week. Break and lunch time sports opportunity to engage all children to be active for at least 30 min a day. Big moves program delivered to EYFS children. It had positive impact on both fine and gross motor skills Children provided with lots of 	<ul style="list-style-type: none"> 25,7% - To continue to provide wide range of after school clubs to all in KS1 and KS2 children. 22,3% - To continue to offer active break and lunch time, to promote active 30min a day and more. 5,14% - To continue developing break time sports offer to increase participation in competitive sports 5,14% - Breakfast club provided to targeted children 17,9% - Big moves timetabled as a weekly activity for EYFS children. 4,3% - Provide children with

	sports ambassadors. Children to work within their year group only. -Purchase of traditional games additional equipment for KS1 and KS2 playgrounds.	(£905.95 spent)	sport equipment during break and lunch time to encourage active play.	playground equipment to encourage active play.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Percentage of total allocation:
%

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:
PESSPA used as a tool to improve behaviour, build relationships and raise aspirations.	<ul style="list-style-type: none"> - Individual PE reward system ‘Sports Cards’ which rewards pupils for specific behaviours demonstrated, (passion, determination, self-belief, respect, teamwork and honesty), or improved effort/behaviour over a series of lessons. -Prize draws at end of each week for all ‘Sports Stars’ are entered into for chance to win a sport prizes (small sports equipment to enable children for independent practice and further improvement of their skills) - Pupils rewarded for showing positive behaviours/improvement in overall learning behaviours. -Large numbers of Sports Ambassadors (to work within their own year group only to reduce risk of covid spreading) . -Opportunities for all pupils to become leaders, leading parts of lessons -Playground Leaders used to make lunch time more active. Sports and wellbeing week to promote 	<ul style="list-style-type: none"> Sports Ambassadors fund £150 (£155,47) Pupils awards (sport raffle prizes) £600 (£621,79) 	<ul style="list-style-type: none"> Leadership opportunity provided to children who wanted to be engaged in Sports Ambassadors program. 4 children selected in each year group (KS2 only) to support active play. Weekly sports raffle – was a great success. Children trying best to demonstrate sports values. Children were provided with lots 	<ul style="list-style-type: none"> 0,74% - To make a calendar of regular intra school sporting events engaging large number of students. 2,7% - To continue promoting sports values and award children for their sportsmanship.

	<p>healthy and active life style. Healthy mind & healthy body.</p>	<p>WBW £500 (not spent – wellbeing week was funded from different source)</p> <p>Sports Week £800 (£1020)</p>	<p>of opportunities to try new sports and find pathway to local sports clubs.</p>	<p>4,86% - To organize sports week yearly to provide opportunities to experience variety of sports.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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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:
Continue to improve quality of teaching and learning in PE for all staff. Develop staff confidence and understanding of assessment in PE through continuing CPD, training and support	<ul style="list-style-type: none"> - Skills audit completed by PE team and all non-specialist staff teaching PE - And appropriate training arranged (unable to do this last year due to covid) - PE specialist teacher to work alongside sports coaches and HLTAs to develop knowledge and individual needs of staff. -To implement new PE assessments- insight tracking -Key skills review for EYFS, KS1, KS2 	£1500 Not spent Free resources used only	Staff members entered free courses and access free resources to upskills themselves.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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:

<p>Additional achievements: Provide all pupils with a broad and balanced PESSPA curriculum, which includes alternatives to traditional sport.</p>	<ul style="list-style-type: none"> -To introducing wrist band monitors for S.A.Q + health&fitness lessons to wide PE provision (to perform pupils survey to identify what sport children would like to see in PE offer) - Purchase of sport-specific Moki wrist band monitors. -Team building unit taught to all pupils in KS2 and inclusive sports taught to KS1 pupils. -Health and fitness unit taught. - Break/lunch club offer for disadvantaged children. Big Moves (physical skills intervention), - Club links in community (local football, cricket, tennis, and other clubs) - Sign posting pupils and their families to local clubs, community groups providing more information of where they can access (or broadening the variety of) extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sport organisations. 	<p>Moki equipment to broaden and enhance S.A.Q and Health&Fitness experience within PE offer £672</p> <p>Purchase of additional specific equipment to be used by disadvantaged children £400</p> <p>(£408,53)</p>	<p>Introduced Moki – physical activity tracking system. Unable to complete full program due to long term illness of trained staff member. Hoping to restart Moki in next academic year.</p>	<p>3,2% - To restart Moki tracking system.</p> <p>1,95% - Continue to provide specialised equipment make school sports accessible to children of all abilities.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
Continue to enter a range of sporting competitions, events and festivals applicable to pupils of all abilities: To rebuild leagues and out of school competitions.	-Subscription to LSL SSP provides opportunities for high ability, lower ability, SEND and less active pupils. - Range of Virtual competitions offered by LSL SSP allowing more children to take part in competitive sport -Organisation of intra school competitions and sports tournament, -Continuing successful records within girl's participation in competitive sports	LSL SSP £1050	Large number of children entered into both intra and interschool competitions.	5% - To increase number of participants in competitive sports. This year we entered limited number of events due to covid-19 restrictions.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Lukasz Kostecki
Date:	08/07/22
Governor:	
Date:	