**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.

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| **Academic Year:** 2023/24 | **Total fund allocated:** | **Date Updated: Jan 2024** | |  |
| **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: |
| % |
| **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: |
| **To continue to promote physical activity on a daily basis across the curriculum that supports their health and fitness.** | PE specialist teacher to continue to teach alongside teachers to ensure CPD and confidence in all staff. This will continue to aid improvement of quality PE lessons throughout the school and to develop higher levels of participation in PE sessions.  All staff to use PE planning (MR P planning) to promote progression and depth of key skills within a variety of different sports; e.g. sending and receiving skills developed through handball sport specific sessions. LTP to be amended accordingly to match the children in all year groups. New medium-term plans devised to help with sequence of lessons knowledge- where skills started to where skills develop to.  Jo Bartlett- Mini Movers Club- PE teacher booked to provide extra-curricular activities in addition to lunchtime support and increase enthusiasm for active times.  Mini Movers specialist teacher to deliver SEND sessions one afternoon a week to offer CPD on adaptive teaching for teaching support staff and to offer inclusive PE access across the school.  In addition, continuity and progression links made with junior school as Mr Partridge supports PE curriculum in KS2 and Mrs Vallins To work 1x pm a week at All Saints whilst PE lead is on maternity leave. | £3300 approx  £1500 Dance specialist approx |  |  |
| **To use physical activity to improve pupil’s health, wellbeing and educational outcomes.** | Meditation, Yoga & movement breaks continued and to be included in long term plan across all year groups.  Purchased Cosmic Kids App to add more creative ideas to support sessions and to increase engagement and positive wellbeing.  Staff given a range of interactive resource links to further support school wellbeing and links made with Zones of Regulation program.  New yoga mats are being used and children can access independently.  Old mats now to be used on field during Reception explore time for the children who would like to choose quiet meditation and peaceful play.  Introduce Wellbeing Ambassadors programme for Yr Two children to be trained on how to promote whole school wellbeing and active lifestyles at Emscote. | Cosmic Kids App annual subscription |  |  |
| **Increase % of children who access high quality play and sport resources during active lunchtime activities.** | Lunchtime specialist PE teacher- Mini movers club bought in to model games and skills therefore increasing participation of active playtimes.  Teacher to offer a broader range of sporting experiences and equipment and new skills to FS and KS1.  Purchase any new playtime PE equipment to allow for a broader range of sports- beanbags, variety of balls, javelins etc.  Continue to offer a designated active area on playground/field to allow children to develop tactical and large gross motor skills and separate from football zone. More cones to be purchased to cordon off area.  Mini Movers to start providing quality active play times 4 days a wk. In addition, same provider to offer extra-curricular club after school.  New pupil surveys carried out to check if playtimes are enjoyable and to help involvement. |  |  |  |
| **To continue to provide daily activities to promote stamina, resilience, perseverance and a readiness to learn.** | All classes, children and staff to participate in Marathon Kids movement break running laps. Now relaunched/changed to Raceways Revolution-Purchase app allowing data to be logged both at home and school to encourage more activity outside school time.  Introduce a weekly/daily skip for all classes with a skipping workshop as a starting point. |  |  |  |
| **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: |
| **To continue to raise profile of PE &Sport for all children across the school.** | Continue to promote active healthy lifestyles through display and website. Evidence of photographs and achievements attained in school, competitions, festivals and tournaments.  To generate even more enthusiasm, start a weekly ‘Active Champion’ award for staff to give out in class and take photos of for display.  Ask Lunchtime Provider-Mini Movers to make a tally of active participants and to give a Mini Mover award out weekly during Achievement assembly. | £500 supply |  |  |
| **Having a GB athlete in to promote sport and growth mindset.** | Sports for Schools visit planned for Autumn 2024. Visit will involve workshops with children and carry out activities to help fundraise. | £300 |  |  |
| **Children make good progress in PE because it is progressive and planned out sequentially within a long-term plan.** | PE lead to timetable termly meetings with KS2 staff, termly CWSSP lead meetings to make better links and progression across the key stages.  Increase opportunities for FS & KS1 to access Junior school facilities and resources.  PE lead to review and update the intent, implementation and impact and share vision with staff.  PE lead to work closely with outside specialist teacher to ensure progression term on term, year on year and on transition from infant to junior school. | £500  supply/non-contact time |  |  |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| % |
| **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: |  |  |  |  |
| **PE Lead - To ensure all staff are well equipped to deliver high quality PE lessons which are sequenced and progressive.**  **To offer additional CPD courses to staff in any areas of sport they feel they would like to improve their knowledge and skills in.** | Carried out an updated audit of teacher’s confidence and knowledge in the key curriculum areas (gym, dance, athletics and games).  Improve assessment standards through the implementation of a new tracking system of children’s physical education progress throughout Key Stage 1. Otrack moved to Sonar. All teaching staff be trained in new assessment procedures.  Identify local CPD courses for staff to attend.  Focus is on sharing ideas for  inclusive approaches to PE and effective differentiation due to high SEND cohort. | Non-contact time  For PE Lead  £500  Supply rate for staff on courses  £500  Cost of Courses  £400 | Completed an audit, planned use of specialist teacher time accordingly  As above, O-Track assessment materials introduced termly to better judge impact of the curriculum. | opportunities to observe and team teach in 23-24 linked to results of questionnaire.  Ongoing- embedding assessment procedures across school. |
| **To utilise PE programs, planning and ideas available online to further increase staff’s confidence and CPD.** | PE lead to identify Apps and online tools to aid the delivery of high quality PE. |  |  |  |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
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| **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: |  |  |  |  |
| **A wider range of activities both within and outside the curriculum are carefully planned in throughout the 3 terms.**  **Increased number of clubs on offer to in turn increase participation.** | Purchase new equipment for PE lessons  External club providers employed to offer a range of inclusive opportunities in and outside of school, e.g. Tennis  Staff (PE Lead) employed and known coaches to re-establish and offer extra  Curricular activities, e.g. circuits, yoga, hockey. | Overtime paid to staff £500 |  |  |
| **Particular focus given to pupils who do not have the opportunity outside school or choose not to take up the additional PE on offer particularly PP children.** | Clubs kept to an affordable charge or are free of charge where school staff, including teachers run clubs.  PP children are offered places on all extra-curricular activities free of charge and are guaranteed a place. | Overtime paid to staff £500  PP free places offered £ |  |  |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| % |
| **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: |  |  |  |  |
| **Increase the % of children who have the opportunity to participate in competitive sport.**  **Ensure that all “groups” of children have the opportunity to participate to their ability/level** | Promote in-school competition through CWSSP level one participation in school leading into level 2 events remotely or externally at venues  Promote external competition e.g. Park Run in Warwick, Leamington and Stratford. Pancake races etc  Signpost families to local clubs / opportunities after a block of sport is offered via email. | Transport/event costs | CWSSP events not attended this year. Very few events offered for KS1.  Some evidence through achievement celebrations of Increased % of children in KS1 participating in local competitions and sporting events e.g. Park Run.  Increased % of children in KS1 accessing external local clubs e.g. Leamington Athletics Academy, Fiery Feet Dance Studio. | Complete CWSSP form ready for September and inform staff in advance.  In addition,  Sign up for :  KS1 Festival of Fun Day  Well Being Festival.  Ran by CWSSP. |
| **Engage more girls in competitive sporting events linked to FA girls Football Partnership- connected to CWSSP and a national campaign- ‘We can play’!** | Open up after school football club for girls and encourage friends to partake.  Attend any girl only football tournaments ran by CWSSP.  Discuss at assemblies and classroom news time the Ladies Euros and Women’s World Cup international tournaments. |  | Two girls attended extra-curricular football club throughout the year and showed real enthusiasm, enjoyment and promise.  Unfortunately, no KS1 CWSSP events on offer.  Lots of highlighting women’s skills and equal opportunities with football competitions- emphasised female success!!! | Next steps- Organise mini football games at break times- girls only timetabled weekly so both boys and girls have same opportunities.  Discuss with football club provider offering a girl only club? |
| **Continue to promote both competitive and fun elements to the annual sports morning event by adapting the field and track events allowing more inclusion and promotion of sporting values.** | Annual sports day format changed to incorporate more team work sporting value. Teams to stay as classes to help inclusion and organisation. Also, to help increase staff enjoyment and participation.  More fun activities planned for stations.  More competitive races planned to gain balance of competitive and fun events. | New equipment  Beanbags & skipping ropes etc  £2000 in total  Sports Day reward stickers  £150 | Extremely successful sports morning. Lots of positive feedback from staff, parents and most importantly the children. | Ongoing- keep format similar for 23-24 event. |

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| Signed off by | |
| Head Teacher: |  |
| Date: |  |
| Subject Leader: |  |
| Date: |  |
| Governor: |  |
| Date: |  |