

## 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 students today and for the future.

Academic Year: 2019/20	Total fund allocated: £17,810	Date Updated: 13/09/2019		
<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</p>				
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Reduce obesity and increase levels of physical activity.</p> <p>Being physically active is linked to mental health and well-being – it releases endorphins and can boost the immune system.</p> <p>Not all children have access to appropriate clothing for sport and P.E. lessons.</p>	<p>Daily Wake up Shake up sessions 8.35 – 8.45 a.m.</p> <p>After school clubs – sporting activities</p> <p>Provide P.E. kits (indoor and outdoor) for all children.</p>	<p>£823</p> <p>£5,500</p> <p>£526.50</p>	<p>Review date March 2020 July 2020</p>	<p>Wake up shake up tbc after full return to school as children will be having playtime in bubbles.</p>
<p>Review March 2020</p> <p>More children physically involved at break time with Wake Up Shake Up - moving the time to break enabled every child to access this and increased participation. Y6 children led the activity, giving them experience of leadership within sport and developed their confidence further.</p> <p>Children are able to participate in a range of different activities that they would not normally be able to access. Opportunities to enjoy sport, develop teamwork skills and have sportsmanship reinforced. High level of participation, retention and engagement in all sessions for all age groups.</p> <p>Children only miss PE if they are injured as kit is always available, so there is a very high level of participation. The provision of kit removes the risk of financial barriers for children participating in sport – they have access to high quality indoor and outdoor kit which fits and keeps them warm.</p> <p>Multiple lunchtime clubs run by staff e.g. dance club, active club and Wake Up Shake Up which were very well attended and enjoyed by children.</p>				

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Being physically active is linked to mental health and well-being – it releases endorphins and can boost the immune system.	Wake up Shake up	As above	Review date March 2020 July 2020	As above - tbc after full return to school.

More children physically involved at break time with Wake Up Shake Up - moving the time to break enabled every child to access this and increased participation. Y6 children led the activity, giving them experience of leadership within sport and developed their confidence further.

Profile of sport raised by having a PE notice board of all activities going on involving sports e.g. wake up shake up, reindeer run, competitions, sports leaders. This is displayed in the dining hall and children still refer to it and discuss events they or friends have been involved in.

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ensure that children access high quality teaching across the P.E. curriculum.	Professional Development for staff.	£4,200	Review date March 2020 July 2020	Training for staff through Stockton School Sports Partnership.

Sports leader attended sports conference in January to support subject leadership.  
Began work on School Games Mark with the support of Stockton Schools Partnership – this has now been postponed until next year.  
Access to a range of CPD webinars online to develop the PE curriculum including resources.  
Staff audit completed at the beginning of the year. Responses indicated that confidence, knowledge and skills need development in dance and gymnastics.

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Many children within school have limited opportunities to participate in a range of sports through community clubs. We will provide children with these opportunities through school. These opportunities improve confidence and self-esteem.</p> <p>Many children do not have the opportunity to go swimming within the community and for most, swimming lessons in school are their first experience. We will provide opportunities for all children in KS2 who achieve the national curriculum requirements to further improve and develop their competence.</p>	<p>Membership of Stockton School Sports Partnership, so that children attend festivals and events which give them a broader experience of sports and physical activities.</p> <p>Sports clubs.</p> <p>Further opportunities to improve swimming skills once NC requirements have been met.</p>	<p>£2,138 total SSP funding.</p> <p>As above</p> <p>£1,182</p>	<p>Review date March 2020 July 2020</p>	<p>Opportunities to participate in festivals and events to be confirmed once full return to school has begun.</p> <p>Sports clubs to restart for bubbles from November 2020.</p>

Many children have access to a range of festivals and competitions from September to March. Y3/4 rugby skills, Y4/5/6 cross country, Y6 tag rugby, KS1 multi-sport festival, Y3/5 sports hall athletics, Y5/6 football tournament, Y3/4/5 SEND festival, KS2 dance festival.

Swimming – Y4 only year group to attend due to impact of COVID-19 lockdown restrictions.

Children respond well to coaches at lunchtime to develop their skills in a range of sports including tri-golf.

Sports leaders – fun activities with KS1 children at lunchtime to get them active.

OAA visit was planned for Y5 children in the summer term to engage in a range of different activities but could not go ahead due to impact of COVID-19 lockdown restrictions.

**Key indicator 5: Increased participation in competitive sport**

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Many children within school have limited opportunities to participate in competitive sport through community clubs. We will provide children with these opportunities through school.</p> <p>Children to have access to sports activities at lunchtime.</p>	<p>Membership of Stockton School Sports Partnership, giving opportunities for competitive sport where children play in teams in competition with teams from other schools.</p> <p>Children can access high quality coaching and participate in a range of sports at lunchtimes.</p>	<p>As above</p> <p>£3,441</p>	<p>Review date March 2020 July 2020</p>	

Many children have at access to a range of festivals and competitions from September to March. Y3/4 rugby skills, Y4/5/6 cross country, Y6 tag rugby, KS1 multi-sport festival, Y3/5 sports hall athletics, Y5/6 football tournament, Y3/4/5 SEND festival, KS2 dance festival.

Children respond well to coaches over lunchtime to develop their skills in sports and there is a high level of participation.

Vulnerable children in school over lockdown (14-16 attended daily) had daily access to physical activity and sport through Schools out Sports In e.g. bike riding, scooters, physical challenges. This developed confidence, new skills and ensured that they had access to physical activity in a safe space throughout the time they attended.