**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:** 2022/23 | **Total fund allocated:17,090** | **Date Updated:** | |  |
| **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) bought in which carefully plans for progression and depth of key skills within a variety of different sports; e.g. sending and receiving skills developed through handball sport specific sessions.  Pe curriculum folders put together by PE lead to help teachers have ideas, resources and quality practice more easily accessible which in turn increases confidence with delivery. | £3300  £1500 Dance specialist | Specialist teacher feedback to PE lead and photo evidence shows quality PE lessons and increased child engagement.  Staff more confident and knowledgeable to deliver a broader range of different sports.  Team teaching increased from last year with staff now supporting/delivering warm up sections and some applying skills sections in addition to observing quality practice. | Mr Partridge booked to support our PE curriculum for 2023-24.  Additional/new support with 2 different specialist teachers from Warwick School delivering the curriculum in 23-24.  In addition, continuity and progression links made with junior school as Mr Partridge supports PE curriculum in KS2 too.  Specialist teacher also booked to provide extra-curricular club activities which will extend progression and increase enthusiasm- carried forward for 2023-24 academic year too.  LTP amended yearly so that specialist coach will teach different sports to different staff at different times of year. |
| **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.  Purchase 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.  Purchase new yoga mats to allow whole class yoga sessions for up to 30 children.  Timetabled sessions for hall use to increase frequency of sessions and weekly wellbeing routines established. | Cosmic Kids App  Bear Yoga  New Yoga mats  £2000 spent in total | Weekly wellbeing yoga and meditation sessions now delivered in all year groups.  Cosmic Kids App easy to use for teachers and children very engaged and knowledgeable in many poses and strategies to help them be calm and happy.  Hall sessions timetabled to allow more accessibility and increased frequency.  Quality yoga mats bought and available for whole class sessions. Easily accessible for children to get out and put away independently. | Wellbeing and children’s mental health extremely important at Emscote.  More time needs to be allocated for yoga and meditation movement breaks during learning time.  Next steps- older mats and Bear Yoga resources to be made available at playtimes. Offered to children who prefer a quieter and calmer break/lunch time.  Introduce Wellbeing Ambassadors programme for Yr Two children to be trained on how to promote whole school wellbeing at Emscote. |
| **Increase % of children who access high quality play and sport resources during active lunchtime activities.** | Lunchtime coach bought in to model games and skills therefore increasing participation of active playtimes.  Coach to offer a broader range of sporting experiences and new skills to FS and KS1.  Purchase any new playtime PE equipment to allow for a broader range of sports.  Continue to offer a designated active area on playground/field to allow children to develop tactical and large gross motor skills. | £6000  £2000 in total  Markers/spots | Photo evidence of lunchtime active sessions by PE lead.  PE lead to liaise with coaches, midday supervisors to assess successfulness of particular games etc.  A clear reduction in number of behavioural referrals during playtimes and lunchtimes noted.  Increased participation levels when area is clearly marked off, children wear bibs and coach is more visible. | Lunchtime coach provider to be changed for 23-24. More creativity and interaction needed after previous provider observed.  Mini Movers trialled during summer 2 half term and to start providing quality active play times 4 days a wk. In addition, same provider to offer extra-curricular club after school.  Ask/give responsibility to a midday supervisor, coach or sport ambassador to take photos. Evidence then to shared on website/hall display and or active lunchtime portfolio for 23-24.  More cones to be bought to help area to be cordoned off/clearly marked out.  Take pupil surveys to see if playtimes are enjoyable and to involve them in choice of activities for future sessions. |
| **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.  Timetabled opportunities at lunchtimes too.  Purchase app allowing data to be logged both at home and school to encourage more activity outside school time. | £155 | Data tracking system set up much earlier this year and an increased participation is evident- Out of 176 runners, 174 are active with overall attendance at 94.7%.  Certificates for 10 km and half marathons presented to active runners in all year groups from the spring term during Monday achievement assemblies emphasizing and celebrating the importance of being active.  Promotion of Marathon Kids benefits evident through highly visible and engaging displays.  Some children using the app to log family runs outside school. | Unfortunately, Marathon Kids Charity folded in June but a recent announcement has been made informing us the Digital Tracking System & Scanning App are getting re-vamped and will continue throughout the 2023/24 academic year and **beyond.**  After the relaunch intention is to get logged on early in September therefore allowing the children the best chance of achieving many milestones throughout 23-24.  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. | £500 supply | PE and sport profile raised with increased knowledge and understanding of importance of being healthy and active from whole school community.  Increased participation in after school clubs.  Increased engagement in Marathon Kids.  More sharing of sporting achievements completed outside school. | 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. |
| **Having a GB athlete in to promote sport and growth mindset.** | Sports for Schools visit planned for 2023. Visit will involve workshops with children and carry out activities to help fundraise. | £300 | Visit postponed due to timetabling issues and lack of time for fundraising. | Reorganise and book Sports for schools visit in Autumn/Spring term 23-24. |
| **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 PE lead to make better links and progression across the key stages.  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 | Much improved links and continuity between the two schools in the federation.  Both leads have accessed CPD coursed together to establish a shared vision of quality practice.  PE lead to meet termly with specialist teacher to improve progression of skills and a more cohesive LTP. | Continue to improve links within the federation.  Increase opportunities for FS & KS1 to access Junior school facilities and resources.  Start to implement UKS2 ambassadors to support the infant children during playtimes or enrichment sessions… |

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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.** | Carry out an 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.  Identify local CPD courses for staff to attend | 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.  Improved subject knowledge and confidence. Staff to share at staff mtgs good practice and information gained at courses. | opportunities to observe and team teach in 23-24 linked to results of questionnaire.  Ongoing- embedding assessment procedures across school.  All ongoing – continue to increase staff confidence by finding courses specific for our curriculum.  Focus for 23-24 sharing ideas for  inclusive approaches to PE and effective differentiation due to high SEND cohort. |
| **To utilise PE programs, planning and ideas available online to further increase staff’s confidence and CPD.** | Annual subscription to PE Hub and any other recommended resources.  PE lead to identify Apps and online tools to aid the delivery of high quality PE. | £800 | PE lead and FS accessed ideas from PE Hub throughout the year.  PE lead to sign up free trial of <https://primarypeplanning.com/>  For Sept.  Discussion with JH re: YST membership. | Re-introduce App to all staff especially 1:1 assistants to aid active learning with our SEND children.  If useful, PE lead to subscribe to new online resources. |
| **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 | 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.  Staff (PE Lead) employed and known coaches to re-establish and offer extra  Curricular activities, e.g. circuits, yoga, hockey. | Cricket Resources  Yellow handballs  Large tennis balls  £2000 in total  Overtime paid to staff £500 | Purchased resources have allowed for a more interesting and broader curriculum. Whole class game active sessions- enough resources available for all children to partake at once.  Excellent after school club provision this year allowing increased participation and more choice.  Circuits club, football club and running club oversubscribed each term! | More cricket balls to be purchased and blue ball rests for 23-24.  All outside providers pre-booked for 23-24. FS chn can access after school clubs from January. |
| **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 £ | Parents appreciation - children being offered opportunity to partake in active extra-curricular sessions. | Continue in 23-24 to offer free places for specific cohorts of children. |
| **Purchase of a new playground gross motor skill trail and replacement of playground markings to expand ‘ get active’ opportunities and increase enthusiasm for adventure!** | Upgrading and extending trim trail to enable further activity during break and lunch-time.  Playground markings replenished to help increase engaged active learning- 100 square and hopscotch grids for active maths sessions. | £7000 from other donations  £3000 from PE Budget  £1,200 | JH received quotes and designs from a number of companies. Design and trim trail structure chosen. Awaiting work to commence.  Markings now replenished-summer term and already being used more during playtimes and active maths sessions. | New trim trail timetable to be implemented allowing all yr groups fair access and fun! Lots of photos to be taken and questionnaires completed to find out if participation and active playtimes have increased. |

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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: |  |