

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: £ 19,570.00 | | Date Updated: July 2022 | |
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| 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 | | | | | Percentage of total allocation: % |
| Intent | Implementation | | Impact | 10% | |
| 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?: | |
| NEFA to provide additional breakfast and after school clubs. | Children will develop their knowledge and skills around a range of different sporting activities. Children will become more active. More children will take part in sporting competitions. | £ 1965.00 | Children improved and achieved new personal bests. Impact in competitive sport was unable to be measure as there were limited competitions due to Covid 19 restrictions. | Sustainability and suggested next steps: Continue with provision provided. Monitor impact on competitive sport and sporting competitions in academic year 2021/2022. | |
| Ensure all year groups are completing the golden mile and other activities listed on PE passport. | Children will develop their stamina in running. Staff & children will have a broader range of activities to access for their 30 active minutes. All children to be active and increase their heart rates for at least 30 minutes a day. | | Children developed a steady pace with their running. More children were engaged in sporting activities as there was more variety e.g. skipping, dance etc. Increased fitness was noticed. | Continue with Golden Mile. Offer children other alternatives to maintain engagement. | |

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| To use i-wall for 30 active minutes when weather is unsuitable for golden mile. | Children to always be able to access 30 active minutes. Children have a variety of activities to participate in for their 30 active minutes. | | All children were able to access 30 active minutes. Children developed good team skills and communication skills. | Use I-wall more in other curriculum areas (more active learning activities). |
| 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 | 25% |
| 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: |
| Run a sports week. | Expose children to a range of activities not usually seen within the curriculum. Sign post children to other local sports clubs so that they are able to attend sports clubs beyond school. | | Children were excited and engaged with sporting activities. Children were keen to enquire about local clubs and venues where these activities were available to them beyond school. | Continue to run sports weeks with a variety of sporting activities to expose and engage children with. |
| Active playtimes. | A range of PE equipment has been bought for the children to use at playtimes and lunchtimes. Alongside this, activities and games from PE passport have been typed up and laminated for the children to play independently. | £ 4096.00 | Children are developing their confidence in leading their own games on the playground. Children are more active in break times. | Change the games and equipment on offer to the children regularly e.g. every half term to provide more variety. |

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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 | 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 | Sustainability and suggested next steps: |

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| what they need to learn and to consolidate through practice: | | | changed?: | |
| Use of PE passport to upskill PE coach and other members of staff teaching PE. | PE Coach will have access to a wider variety of sporting activities. Other members of staff will develop their confidence in teaching PE and the activities available to them to meet certain objectives. | £ 699.00 | Staff questionnaire shows that their confidence in teaching Physical Education activities has increased. Staff are aware of PE passport and the activities they are able to chose from to cover specific objectives. | Continue to use PE passport to develop staff confidence and knowledge of teaching the PE. More staff to utilise PE passport for extra curricular activities. |
| Sports Week | Staff will accompany children on their sports week activities. From this they will be able to take on board a range of activities that they can run themselves for their own classes or run as after school clubs for a range of children. | | Staff and children were inspired by the activities. Staff picked up a variety of activities they can use as warm up and cool downs during sporting sessions. Staff acknowledged the use of team building challenges to develop resilience and a growth mindset. More staff were keen to run sporting after school clubs. | Continue to encourage members of staff beyond NEFA coach to attend sporting courses. Where possible buddy up staff and NEFA coach to develop skills and teaching practise. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 65% |
| 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: |

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| Run Sports Week | <p>School to invite external agencies in to school to work with children on a wide variety of different sporting activities.</p> <p>Where possible children will go out to different sporting settings e.g. Tees barrage to participate in a wider variety of sporting experiences.</p> | £ 6797.00 | <p>Children were keen and excited to participate in a variety of different sporting activities.</p> <p>Children learnt about the importance of looking after both our physical and mental health.</p> <p>Children learnt about different sporting activities that they are able to participate in to improve their fitness and well being.</p> <p>Children developed a passion for sport and physical activities.</p> <p>Children are keen to develop healthy lifestyles.</p> | <p>Continue to run sports weeks with different sporting events.</p> <p>Look to take children to a wider variety of offsite sporting settings with a more diverse range of sporting activities.</p> <p>Focus on those children identified as reluctant to engage in physical education activities and look for possible activities to engage specific groups of children.</p> |
| Y6 Residential trip to Marrick Priory | Y6 children will go to Marrick Priory for a residential to take part in a variety of outdoor activities. | | Children develop independence and experience a broader range of sporting activities provided by specialists. These activities include things such as canoeing, high rope and low rope climbing and beck scrambling. | Continue to run trips to Marrick to develops children's independence. Continue to run trips to develop children's experiences of sporting activities. |
| Street Dance Sessions | <p>Continue to run Street Dance sessions to engage children in active life styles.</p> <p>Street Dance was extremely popular last year therefore we have decided to continue to run after school street dance sessions.</p> | | Children have engaged with and enjoyed street dance sessions. Children have increased their fitness. Children have developed a good sense of rhythm. | <p>Continue to run street dance sessions.</p> <p>Think about splitting into KS1 and KS2 groups next year.</p> |

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| Netball Sessions | KS2 children have shown a particular interest in netball over the last year, particularly with those girls least willing to engage in physical activity. Netball sessions will run weekly for girls in KS2. | | Children that are usually reluctant in PE sessions chose to engage with this after school club. They have improved their physical fitness and have become more willing to join in with other sporting activities. | Continue to run netball after school clubs. Look to see if this can be mirrored with other groups of children e.g. SEND/Boys/ PP with other sports e.g. basketball/ Tennis etc. |
| NEFA Morning and Afterschool Clubs | Sports coach will run both morning and after school clubs with KS2 children to increase their fitness and prepare them for sporting competitions. | | Children have increased their fitness. Teams for competitions have become more prepared and united as a team. Children have become more disciplined in their sporting abilities. | Continue to run morning and after school sporting clubs. |
| Continued provision of Wheelchair basketball | Years 3-6 will participate in wheelchair basketball for a half term a year. This will be carried out on a rolling programme. Some year groups will experience wheelchair basketball for more than one half term a year. | £ 1350.00 | Children develop a sense of empathy and understanding for those with a disability. Children participate in competitive sporting activities and learn the appropriate etiquette for sports competitions. | Continue to run wheelchair basketball club. |

| 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: |
| Children will attend a variety of inter school competitions | Children will take part in a variety of competitive sporting events throughout the school year. | £ 2616.00 | Children participated in a variety of sporting events throughout the school year. Children learnt how to behave like sportspeople at events both in celebrating their successes and acknowledging their losses. Children developed their resilience and growth mindset through attending these events. | Continue to provide more children with more opportunities to attend sporting events. |
| More teams to attend sporting events. | Where possible send both A and B teams out to sporting events. If possible send both girls and boys teams out. | | More children have had the opportunity to attend sporting events. More children have developed their resilience and growth mindset. More children have enjoyed participating in sport and have felt that their contributions have been more pertinent and purposeful. | Continue to send out more groups of children out to sporting events. |
| Attend more events in Acklam Partnership | For those children who do not enjoy very competitive events, send them to Acklam partnership events. Children will have the opportunity to attend less competitive and more inclusive sporting events. | £ 2047.00 | Children enjoyed attending these sporting events. They were able to achieve and compete on a more level playing field. Children had the opportunity to participate in sporting competitions. More children have developed their resilience and growth mindset. | Continue to attend partnership competitions. Request partnership competitions to mirror Middlesbrough Partnership activities. |

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| <p>Arrange more friendly matches with other local schools in a variety of sports.</p> | <p>Arrange more friendly sporting matches for Netball and Tag Rugby to develop children's confidence in these sports.</p> <p>Children will have the opportunity to play competitively against other schools.</p> | <p>Netball friendlies gave purpose and excitement to the afterschool netball group that have enjoyed playing this year.</p> <p>This also allowed the children to experience what a competitive netball competition would look like.</p> <p>Children had the opportunity to play in a competitive tag rugby match prior to attended Middlesbrough Competition.</p> <p>Children were able to experience competitive games before attending Middlesbrough Partnership events.</p> <p>These friendly matches allowed the team and coach to look at areas for development and the positioning of players.</p> <p>Children have become more confident in their abilities and playing competitively.</p> | <p>Continue to arrange more friendly matches in more sporting events.</p> |
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