

Action Plan and Budget Tracking

This action plan is subject to change and many objectives are fluid or carried forward from last year given the present situation we find ourselves in during this and the previous academic year.

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| Academic Year: 2020/21 | | Total fund allocated: £ 16,570 + £1143.60 CF = £16,713 REMAINING TO SPEND (minus staffing and central costs) £10,736.81 | | |
| Key indicator 1: 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 | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> Promote movement breaks (Go Noodle/BBC Super movers) to staff for pupils to take part in during the school day - encourage pupils to be more involved in physical activity (Dance Time/Yoga). Encourage playground activity. If needed purchase equipment for pods to encourage more activity. | <ul style="list-style-type: none"> Email/discussions with staff Discussions/liaise with lunchtime staff Purchase an outside speaker | <ul style="list-style-type: none"> Staff Staff £1000 | <ul style="list-style-type: none"> No of pupils taking part Photos/Conferencing More pupils active during the school day. (Pupil conferencing/Photos) Better attitudes and behavior during lunchtimes and more physically active pupils achieving | <p>No set up cost and sites are FREE to use therefore sustainable.</p> <p>As it involves a large number of staff it is sustainable should staff move on – becomes embedded within school. When COVID risks decrease start up the Sports Leaders again to help</p> |

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| <ul style="list-style-type: none"> - Fun fit – refinement of motor skills for some pupils. - Get Set Travel to Tokyo Challenge – organize as a challenge for pupils from within phases to increase their physical activity amounts. | <ul style="list-style-type: none"> - Identify pupils who would benefit from extra activity to improve their motor skills. - Timetable/facilities/equipment to aid delivery - Set up online - Send message home to outline the challenge and inform teaching staff - Launch Day? | <p>Staff</p> | <p>30 mins of activity</p> <p>(Discussions with lunchtime staff/Pupils)</p> <ul style="list-style-type: none"> - Improvement in motor skills (fine and gross) which influences classwork/progress. - (Written work/activity levels in PE) | <p><i>encourage activity.</i></p> <p><i>Train another staff member to continue with this. Fairly embedded as we have been doing it for the last 4 years or more. When COVID risks decrease start up the morning sessions.</i></p> <p><i>If we can engage parents, pupils and staff and lead to it being - SUSTAINABLE.</i></p> |
| <ul style="list-style-type: none"> - Engage and encourage pupils/parents to take part in National Initiatives. | <ul style="list-style-type: none"> - Promote initiatives through Newsletters/Social Media and Dojo that are appropriate. | <p>Staff</p> | <ul style="list-style-type: none"> - More physically active pupils who are achieving the 30 min of physical activity. (Dojo messages/newsletters/ data) | |
| <ul style="list-style-type: none"> - Continue with the Daily Mile for the older year groups. | <ul style="list-style-type: none"> - Order and implement - Order iPads to assist with monitoring this. | <p>£1000</p> <p>£650??</p> <p>?</p> <p>£2500</p> | <ul style="list-style-type: none"> - More physically active pupils who are achieving the 30 min of physical activity. (Data from online) | <p><i>Hopefully this will help to reinstate the Daily Mile Challenge. It can be repeated each year but within school itself – SUSTAINABLE.</i></p> |
| <ul style="list-style-type: none"> - Outdoor learning resources purchased to engage pupils in outside physical activity. - Outdoor markings? | <ul style="list-style-type: none"> - Order and purchase. - Staff to use within lesson time. | | | |

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| | | | <ul style="list-style-type: none"> - More physically active pupils who are achieving the 60 min of physical activity. (Data) - More physically active pupils who are achieving the 60 min of physical activity. (Pupil comments) | <p>Equipment is long lasting and can therefore be used for future year groups.</p> <p><i>wildtribe/Outdoor activity days/afternoons and possibly clubs.</i></p> |
| <p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p> | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated | Evidence and impact: | Sustainability and suggested next steps: |

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| <p>1. Continue to ensure that PE noticeboards are used to raise the profile of PESSPA. PE presence on Facebook.</p> | <ul style="list-style-type: none"> - Monitor & work alongside PE coordinators. | <p>Staff</p> | <ul style="list-style-type: none"> - Noticeboards are full of sporting information for pupils to use. Photos. | <p>School has a PE noticeboard within to promote Sports & Physical Activity. Most staff are proactive with this.</p> |
| <p>2. Use of PE/Outdoor learning Awards/Postcards for the PE Stars within curriculum time. These are to be sent home to parents to share the success of pupils at school.</p> | <ul style="list-style-type: none"> - PE POSTCARDS that can be used & stickers to be used for good work. - Inform staff to promote within lessons. - 2 postcards per class every PE/Outdoor learning lesson - Continue to present in assemblies. | <p>Staff</p> | <ul style="list-style-type: none"> - Pupils are keen to get onto the 'Wall of Fame'. - Continue to raise the profile of PESSPA within school and outside - Noticeboards - Newsletters - Postcards being used/sent home - Membership card /journals/courses attended/emails/training | <p><i>Where possible include information regarding reasons for PE/Physical Activity – competitions around designing posters?</i></p> <p>Pupils love the PE postcards, these could be printed at schools if required to ensure SUSTAINABILITY.</p> |
| <p>3. Present awards in assemblies to highlight PESSPA and enable pupils to see that PE is valued.</p> | <ul style="list-style-type: none"> - Attend and feedback on any relevant courses/CPD/suggestions. | <p>TBC £900</p> | <ul style="list-style-type: none"> - Up to date with new initiatives to support pupils' engagement in activity. | |
| <p>4. Membership to professional associations: Association for Physical Education (AfPE) MCSN YST PEPA (Wadebridge</p> | <ul style="list-style-type: none"> - Ensure relevant information is passed on to enable PE to be placed highly within the curriculum. - Yearly membership | <p>Staff £1322</p> | | |
| | <p>Availability and access to facilities and equipment</p> | <p>Staff £100</p> | <p>Photos</p> | |

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| <p>cluster)</p> <p>5. Whole school sports Day (if able)</p> <p>6. PAFC to come in and run Sports Club to increase activity and inspire pupils</p> | <p>Contact club and arrange a night</p> | | <p>Photos/Pupil comments</p> | |
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated | Evidence and impact: | Sustainability and suggested next steps: |
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| <p>1. Ensure ALL STAFF have access to ARENA/POPE SOW on SharePoint. This ensures progression & continuity for pupils within PE, which enables them to make progress, and for staff confidence when teaching PE, which will positively affect pupil's experiences.</p> <p>2. Broad and balanced curriculum, which enables pupils to make progress and build on skills, previously learnt.</p> <p>3. Professional memberships (see above) which provide CPD</p> | <ul style="list-style-type: none"> - SJL to email staff the link. - Ensure SOW are available on SharePoint. - PE staff to work with staff to ensure appropriate lessons are available. - SJL to complete and email to staff with links to lesson plans. - PE staff to check and liaise with staff regarding equipment needs. - See above | <p>Staff</p> <p>Staff</p> <p>£500 (already taken)</p> | <ul style="list-style-type: none"> - Increased confidence of staff to teach a RANGE of activities within PE, ensuring breadth within the curriculum for pupils to experience. - Staff are positive towards the subject & its value. SJL has team taught with a number of staff across the School. Feedback from staff. Pupils will therefore ENJOY & ENGAGE in PE with positive attitudes. Pupil questionnaire results. - Coaching session reviews - Current initiatives | <p>PE specialists & PE lead have all worked with staff throughout the school to upskill staff –to ensure it is SUSTAINABLE. PE non-negotiables related to High Quality PE.</p> <p>As a result of COVID staff are fully leading their own lessons after 2/3 years of team teaching. It will be interesting to get staff feedback following this.</p> |

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| sessions. 4. Staff audit of perceived areas of weakness | AD to discuss with staff and then contact SJL about possible sessions. | | and trends positively affect pupils' experiences. - Notes/documents - More confident staff, improved quality of PE - AD notes/pupils comments | |
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated | Evidence and impact: | Sustainability and suggested next steps: |
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| <p>1. <u>At the moment, the curriculum is being led by COVID appropriate measures.</u> PE staff will continue to develop a broad & inclusive curriculum to ensure that all pupils are engaged within each school.</p> <p>2. Transport to events and cover costs.</p> <p>3. Purchase equipment for</p> | <ul style="list-style-type: none"> - PE curriculum to be developed & distributed to all staff, displayed on noticeboards & be posted onto websites. - All staff to book in advance transport and any cover costs. Schools to share transports where possible | <p>Staff</p> <p>£1000</p> <p>See</p> | <ul style="list-style-type: none"> - Curriculum displayed & on websites by end of September. - (Pupils to develop a love of PE – Questionnaire results) - Participation in a range of sports/enjoyment and engagement in Sport/activities. | <p>Curriculum has been in place now for 4 years, this can be continued as resources are available to match the curriculum – SUSTAINABLE & staff have taught the activities. Amend curriculum after discussions with pupils/questionnaire results.</p> <p>Staff may be able to run similar days with appropriate modifications. Look at alternative activities for the</p> |

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| <p>curriculum needs to ensure that pupils are engaged in each lesson and able to make progress in the relevant skills.</p> <p>4. Staff to run outdoor activity sessions. Attend ARENA subject leader course. Get accreditation and medals.</p> <p>5. Alternative/taster days and overnight activities with outside company to enable broader experience of physical activity.</p> | <ul style="list-style-type: none"> - Staff to create a list that links the curriculum. - CP to do initially - Identify staff member to take this on and attend course - Purchase resources - Contact/identify providers - Costings | <p>above</p> <p>£1500</p> <p>PE Staff</p> <p>£700</p> <p>£1000</p> | <p>Pupils voice/photos.</p> <ul style="list-style-type: none"> - Participation in a range of sports/enjoyment and engagement in Sport/activities. - Participation in a range of sports/enjoyment and engagement in Sport/activities. <p>Pupils voice/photos.</p> | <p><i>Curriculum</i></p> <p>Trained staff can continue to develop this both within and outside of the curriculum.</p> <p><i>When COVID risks look into a club and use in the curriculum.</i></p> <p>Trained staff can continue to develop this both within and outside of the curriculum.</p> <p><i>Maybe a club?</i></p> |
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Key indicator 5: Increased participation in competitive sport

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated | Evidence and impact: | Sustainability and suggested next steps: |
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| <p>1. Enter MCSN competitions with school AND Bodmin College offers.</p> <p>2. Staff to run festivals each</p> | <ul style="list-style-type: none"> - Purchase membership into clusters. - Book transport - Meetings/discussions with PE staff - Time with staff to | <p>MCSN cost</p> <p>£350</p> <p>PE</p> | <ul style="list-style-type: none"> - More pupils having access to competition. - Participation rates, photos, results in Newsletters. - More | <p>Pupils are familiar with a range of competitions as they take part in many throughout the year. Links with MSCN competitions will continue beyond 2021.</p> <p><i>When COVID risks decrease and this is an option it will start again.</i></p> |

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| <p>term that link with the local events, so that pupils can practice for the events as well as allowing all teams to take part.</p> <p>3. PE staff to work with staff to encourage Level 1 competitions during curriculum time (E.G 3 V 3). Look into a including within bubbles.</p> <p>4. Activity/Well-being Days for all pupils in the Summer Term – allow for competition and ability to take part in alternative sports.</p> <p>5. Sports Day</p> | <p>organize across the school.</p> <p>Discussions with SLT about appropriate times.</p> <p>SJL/CP to meet and discuss activities.</p> <p>Book days with HOS</p> <p>Letters</p> <p>Book coaches</p> <p>Speak to staff</p> <p>As above</p> | <p>staff</p> <p>Staff</p> <p>£1500</p> | <p>competitions/events entered</p> <p>Calendar of events, results, photos</p> <p>Result sheets from festivals.</p> <p>All pupils experience new activities, competition and understand more about well-being</p> | <p>All pupils to experience competition at some point during their time at school, even if not at a club.</p> <p>Through team teaching & new SOW/lesson plans this is often written in as an expectation at the end of a unit – SUSTAINABLE. Ensure photos/results sheets from lessons.</p> <p>Current staff to run these sessions in future where possible to ensure SUSTAINABILITY and include Sports Leaders within this. That we move to 1 per half term – in the future having outside agencies brought in to experience 'new' activities.</p> |
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OTHER INDICATORS IDENTIFIED BY SCHOOLS:

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated | Evidence and impact: | Sustainability and suggested next steps: |
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| | | Total PROJECTED spend: |
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