

## Action Plan and Budget Tracking

Abingdon Primary School intended annual spend against the 5 key indicators. Our success criteria and evidence of impact that we intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2020/21  | Total fund allocated: £19590  | Date Updated:20:09:2020                                    |  |  |
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| <b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</b> |   |  |  | Percentage of total allocation:  |
|   |   |  |  | %  |
| Intent  | Implementation  |  | Impact   | 8%   |
| 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 commit to providing all pupils with 30 minutes of Physical Activity (PA) a day.<br><br>Children will actively engage in play/exercise challenges as a routine part of their free time and directed PE time.          | Using break and lunchtime – provide equipment that promotes aerobic exertion<br><br>To upgrade the playground markings.<br><br>Trained staff and sports crew promote games which require raising of the heart rate. | Please see equipment replenishment allocation<br><br>£1340 | Children will record their “Personal Best Log”<br>This will record:<br>the numerical achievement (number of reps laps) and their time in minutes and seconds.<br>This will be tracked six times in the year<br>Improved scores will be a simple barometer of the children’s fitness. | Carry out pupil voice survey to ensure we maximise participation when they resume.<br><br>Research and contact companies to deliver after school provision to ensure they are high quality, enjoyable and there is a high uptake.<br><br>Teachers will be consulted on how easy or onerous the |

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| <p>To improve signposting of community links</p> <p>To ensure that where possible, lessons include physically active learning in order to engage children in higher levels of Physical Activity throughout the school day.</p> | <p>Create a display in the hall – Sports notice board.<br/>Use the “dojo” app to promote sports clubs and simple physical challenges linked to our skill development.</p> <p>Staff are facilitating active breaks using online providers such as “Les Mills” and “Body Coach”</p> | <p>Explore subscriptions<br/>Contingency £400</p> | <p>Children will be more skilled and demonstrate greater form for each activity.</p>  | <p>logging of Personal Best results were</p> <p>Informally monitor the use and engagement of the playground markings.</p>  |
| <p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>   |   |   |   | <p>Percentage of total allocation:<br/>%</p>   |
| <p><b>Intent</b></p>   | <p><b>Implementation</b></p>  |   | <p><b>Impact</b></p>  | <p>16%</p>   |
| <p>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:</p>   | <p>Make sure your actions to achieve are linked to your intentions:</p>   | <p>Funding allocated:</p>                         | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>   | <p>Sustainability and suggested next steps:</p>  |
| <p>To continue to raise the profile of school sport and physical activity.</p>   | <p>After school sports clubs to have signposting. Information about local clubs and activities promoted through our communication platform “dojo”<br/>COVID-19 restrictions dependent.</p>  |   | <p>Children to have explored these outside clubs and sustain a commitment to attendance. Confidence of individuals to use facilities and coaching within and outside of their immediate community.<br/>Clubs and coaches to form a strong relationship with our school which becomes a positive dynamic element to both partners.</p> | <p>Ensure member of staff communicates these opportunities through safe social media “dojo”- Venue and times are clear.<br/>Outside coaches raise their profile by attending assemblies or visiting focussed year groups. COVID-19 restrictions dependent.</p> |

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| <p>To celebrate PE across all ages and give the children a voice through the training and promotion of the Sports Crew.</p>    | <p>Virtual PE celebration assembly<br/>         Highlighting the achievements of children within their class and year group “bubble”-communication platform “dojo”</p> <p>Recruit a Sports Crew – including children who want to be our journalists, website developers, coaches and umpires/referees. This will help raise the profile of sport and the wider roles within sport.<br/>         Sports Crew to be supported by Mr. Barstow (IT)<br/>         Formal training and certification delivered by Core PE staff.</p> | <p>£650</p>  | <p>Sports Leaders trained and confident in the support of sporting events(intra competition) and reporting on sport across the year.</p>  | <p>Build training which will be part of the annual timetable.<br/>         Ensure the recruitment of school staff to support the various elements of the sports crew.</p> |
| <p>To promote sport through a world event (Olympics 2021) To promote the spirit of the games as a whole school initiative.</p> | <p>Planned for the Spring/Summer term - a week long programme of activities: assemblies, demonstrations, and physical activities. Cross-curricular links with science geography, history etc</p>   | <p>£450</p>  | <p>Annual promotion and awareness raising of the core values of “The Spirit of the Games”<br/>         All children will take part in a daily programme of sport wellbeing and healthy eating activities.<br/>         Sports leaders to help plan and deliver programme of events which promote and raise awareness of the core values</p> |   |
| <p>Replenishment of PE equipment consumables and kit</p>   | <p>Audit, replenish and acquire new equipment and kit.<br/>         Target equipment at extended school clubs and core curriculum sports.</p>  | <p>£2000</p> | <p>Children value and respect appropriate equipment that helps build confidence, create challenges and develop the core skills of agility, balance and coordination.</p>  |   |

| 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  | 44%   |
| 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:  |
| <p>All children to access high quality PE lessons.</p> <p>Two hours of P.E. (1 hour of expert high quality instruction and teaching)</p> <p>Two half hour lessons focussed on fitness and skill acquisition (hand-eye coordination)</p> <p>All children to make expected progress in their:<br/>physical development; aerobic stamina<br/>acquisition of skills: agility and hand eye coordination<br/>Composition: develop movement sequences with increasing creativity and complexity.</p> | <p>To maintain the employment of our highly experienced and expert teacher of PE three days a week.</p> <p>To monitor and support standards of planning and delivery.</p> <p>To monitor and support our established sports coach in her standards of planning and delivery of PE.</p> <p>Release time for our dedicated teacher of PE and the PE coordinator to support the work of the wider staff delivering weekly P.E. sessions as our commitment to two hours of P.E. a week.(In school training and support)</p> <p>Maintain access to high quality resources for planning (Getset4pe subscription)</p> | <p>£4244.4</p> <p>£3600</p> <p>£1150</p> | <p>Using our P.E “Arch” both children and staff will be clear on our vision for P.E.</p> <p>Agility (balance, footwork and spacial awareness)</p> <p>Running ((stamina) aerobic fitness)</p> <p>Composition (Dance &amp; Gymnastics)</p> <p>Hand-eye coordination (catching and sending, striking and fielding)</p> <p>Staff will have delivered more PE lessons under their own direction. Staff will have used the online resource to support their planning and develop an understanding of PE progression.</p> <p>The PE core group will support and demonstrate model lessons for staff.</p> <p>Children’s Physical literacy will be broader and they will be able to talk about how they have improved and begin to think about their next steps.</p> | <p>The supplement paid to allow our P.E. teacher to deliver high quality lessons will be planned for the foreseeable future.</p> <p>When the Sports Premium comes to an end This shortfall will have to be made through the schools core funding.</p> <p>The online resource we believe is a high quality product which allows our staff to deliver and plan good and outstanding lessons.</p> <p>We will make budgetary adjustments to maintain access to this resource.</p> |

| 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  | 16%   |
| 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:  |
| Additional achievements:<br>To provide all children with opportunities to try new sports and activities, as well as building on their passion for current sports and activities. | <p>To increase Intra-Sport competition opportunities, initially in KS2 with a view to expanding this to KS1</p> <p>To continue to build links with community partners, activity providers and coaching companies</p> <p>To build stronger links with other local schools to provide opportunity for 'friendly' fixtures in different sports and activities – particularly focussing on children who wish to participate in friendly competition</p> <p>To continue to provide a wide range of sports and physical activity clubs after school (when this is safe to resume)</p> <p>To analyse club participation and target inactive children</p> | <p>£600</p> <p>£120</p> | <p>All children experience intra competition.</p> <p>Children are signposted to local sporting opportunities – take up is increased</p> <p>A wider range of children represent the school in an inter school competition – A B and C squads</p> <p>Sports Clubs provide an engaging range of activities</p> <p>Through this we encourage more children and listen to their needs and wishes. Support and guidance changes children's mindset.</p> | <p>To implement a half-termly timetable of competition within classes and year-groups.</p> <p>Links are fostered with our local sports providers and partnerships formed with those sports that best suit our school context.</p> <p>Last year saw a greater number of school staff delivering an after school club Maintain this involvement to help sustainability.</p> |
| <b>Option 1</b><br>Learning Outside the Classroom (LOT) Forest Schools – All Y1,Y2 & Y3 Children have the opportunity to learn about the   | Source and book reputable instructors. Plan three half-term Projects across KS1 & LKS2  | <b>£2440</b>            | Social Emotional and thinking skills will be developed in a setting /scenario which otherwise may   | This is an activity afforded by the sports premium that otherwise would not be possible without outside   |

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| <p>natural environment, how to handle risks and most importantly to use their own initiative to solve problems and co-operate with others.</p> <p><b>Option 2</b></p> <p>Staff trained to deliver Forest schools activities to children in school</p> | <p>3x4 day in school delivery</p> <p>Source official training</p> <p>Identify staff</p> <p>Procure equipment</p> |  | <p>not have been experienced.</p> <p>Staff trained which allows the sustainability of the activities in future years.</p> | <p>funding or a grant.</p> <p>Staff trained which allows the sustainability of the activities in future years.</p> |
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| Key indicator 5: Increased participation in competitive sport  |   |                                      |  | Percentage of total allocation:  |
|--|---|--------------------------------------|--|--|
|  |   |                                      |  | %  |
| Intent   | Implementation  |                                      | Impact   | 16%  |
| 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:   |
| <p>With reference to COVID-19 competitive sport outside of the school grounds will be limited. As a consequence we will use this situation as a positive and emphasise intra competition within our classes. This therefore will allow all children to experience competition within curriculum time. At the end of a unit of planning. Virtual competition is something we will explore within school and with our local partnership.</p> <p>Summer term contingency Inter-school competition</p> | <p>Release time for core staff to plan and help deliver end of unit competitions.</p> <p>Equipment and rewards (certification and medals)</p> <p>Transport and staffing—Inter school Festivals and fixtures Through the Middlesbrough alliance and in particular across our partner trust schools we will engage more children in inter school competition.</p> | <p>£900</p> <p>£1750</p> <p>£500</p> | <p>All children throughout the school will experience competitive sport or perform a short movement phrase as part of gymnastics and dance.</p> <p>As part of this commitment All children’s social emotional and thinking skills will be challenged and developed.</p> <p>This year’s focus will continue to be on cluster school friendly leagues to allow for maximum participation. (the inclusion of 2<sup>nd</sup> and 3<sup>rd</sup> team involvement.)</p> | <p>The development and the planning of intra class and year-group competition and performance will enable sustainability in the coming years.</p> <p>Seek sponsorship for medals and trophies.</p> |

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| Signed off by |              |
| Head Teacher: | Mr. A Cooper |
| Date:         |              |

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| Subject Leader: | Mr. M Hedgley |
| Date:           |               |
| Governor:       |               |
| Date:           |               |