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: 2023/24	**Total fund allocated: £18,360**	**Date Updated: Sept 23**	
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:
Increase exercise/sport/PE levels for all children	1. All school extra explicit exercise between 5-10 minutes every day age dependant 2. Staff to use body break activities given at least once a day 3. Lessons to have an active element to them eg stand up if you know the answer or move and talk to a different partner 4. Lunch time staff to work with target children on fine and gross motor skills. Older children trained as lunchtime games leaders to increase activity through games for younger children	£3500	1. All KS2 children took part in regular (3-5 sessions a week) K-a Day or similar (dance, yoga, jump start johnny). Children are more focused in class and staff report they are generally happier. Some children love the team building aspect in eagles and the challenges set in Hawks 2. Most staff using body breaks integrated into their lessons. Teachers report children are more focused when reentering class coming back into lesson once expectations are set. 3. Most teachers using active parts of lessons to	1. More staff need to be doing it consistently to be monitored by PE lead 2. To be monitored by PE lead 3. All teachers to be accountable to make sure their lessons have an active element 4. Needs wider range of activities and lunch supervisors to be coached 5. to be continued with the support of year 5/6 staff. 6. Continued into 23/24 7. N/A Continued effort to make clubs accessible to all.

	6. Increased opportunities for children to experience 'Forest School' in year 4 and 6 7. Specialist staff / sports coaches partly used for extra curriculum PE/ sport Increase activity levels at after school club		encourage movement – children are more willing to offer ideas and suggestions when their body is moving 4. Children targeted have demonstrated an increase in fine and gross motor skills 5. Great success with a core group of year 6's engaguing with the younger children. Kites children are laughing and having fun while taking part in the activites 6. See Forest School feedback from A.Holland 7. N/A due to staffing An increased number of clubs have been offered which have seen a larger number of pupils take part	

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:

Raise profile of PE and Sport across the school to engage pupils and encourage them to participate positively in a variety of exercise.	1. Whole school assembly on 'K-a Day' and 'Sport Relief' promoting importance of exercise 2. Whole school assembly about 'School Games Day' and importance of teamwork trying your best, taking part 3. Profile of sport /exercise raised with use of noticeboard, newsletter and website. 4. 'School Games Day' to raise profile of exercise/ sport Train staff in the School Games values to incorporate in their lessons	£1500 – equipment	1. This completed in class as part of PE lessons, children in KS2 can now talk about how sport helps them in day to day life 2. Not done 3. Clubs advertised on school website and sent out via parent pay Ks2 pupils taken part in school games activites. Staff not trained	1. PE lead to talk in service about importance in exercise and monitor K a Day 2. Get NSPSS in to do service 3. Continue to advertise clubs Staff meeting on school games

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 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 improve the confidence, knowledge and skills of all staff involved in the teaching of PE and sport	1. PE lead to model Get Set 4 PE. Progressing the curriculum to include all elements of the lessons 2. Staff to work alongside PE lead/more confident members of	£2000	1. GS4PE rolled out across all year groups which has improved the consistency and has helped with the transition from KS1 to KS2. Children know the structure of the lessons and can talk about what skills they are learning.	PE lead to monitor for progress through learning walks and pupil voice. 3. Staff to have cpd from external sports coach to support with skills based.

	staff		2. No staff took up the option.	
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 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: To offer a wide range of sports and activities to all pupils	1. Offer a wide range of extracurricular clubs 2. Offer a range of sports and activities during playtime and lunchtime (Post Covid 19) 3. Liaise with local sports clubs to encourage participation out of school	£7000	1. Wider clubs have been made available, tennis, sports, football, multi skills 2. Equipment brought and more children taking part in regular lunch time activities 3. Not achieved 4. Children who take part are more focused in class and happier to come into school	1. Can be continued into 24-25. Office to liase with PE lead to ensure no cross over between events 2. More needed, bigger budget going into 24/25 3. PE lead to explore local clubs via parents 4. To continue next year 5. To continue next year After school club continues to be offered

	Offer mindfulness sessions to venerable children	£4000		

Key indicator 5: Increased participation in competitive sport				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:
Engage more with the North Somerset competitive sports	1. Give the children more access to the local sports competition throughout the year across the year groups 2. Organise more inter house competitions to encourage team work and cooporation	Transport cost £360	1. Only 2 competitions gone to due to increased coach costings Inter house competitions done within base PE time. Competitive element enjoyed by most but not by some. Smaller groups needed for next year.	1. Increase transport budget 2. One PE lesson a term to be a inter house competition

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	