

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: 2022/23		Total fund allocated: £19,494		Date Updated: 13/07/23	
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: 42%
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:
-Training, purchase and development of the Active Maths and English programme – In order to aid children in gaining 30 minutes of physical activity within school each day.	-Purchase of the Teach Active Resources. -Monitoring of its use through timetables and planning scrutiny.		£1134	-Teach Active evident in planning. -Teach Active used in lessons and within interventions – “We have managed to use the principles of Teach Active within other lessons in our curriculum.” -Teach Active beneficial for SEND children – “It’s been possible to make sure that the children have been able to continue to learn as part of movement breaks.” -Teach Active having a good impact in engaging children with multiplication in Year 4, which is essential for the multiplication check – “We have used active learning of times tables in maths ahead of the multiplication check and this has been crucial, alongside other methods, to engaging children. It has also contributed to	-Due to the fact that the staff are clear on the principles of Teach Active, which is embedded in planning of not just maths and English but other subjects too, Teach Active is no longer necessary for the next academic year. -Principles of Teach Active will need to be continually revisited during the next academic year so this affect is not lost.

<p>-Playground equipment for each class in Years 1-6 to allow children access to games that will keep them active.</p>	<p>-Purchase new equipment to be used at playtime. -Consider equipment that will be accessible to all. -Ensure equipment is used properly by introducing children to games they could play with it and modelling good and active play. -Observations of use of the equipment. -Gather comments from staff on the benefits of the equipment.</p>	<p>£1950</p>	<p>them gaining rapid recall of the facts.”</p> <p>-Children have been involved in choosing their equipment elevating the value of pupil voice. -A wide variety of equipment has been purchased; teachers have shared good resources, learnt from last year in order to purchase best suited equipment. -Trial of sports leaders to look after equipment in Year 6 has resulted in equipment being maintained for a longer period of time – this needs to be rolled out to the rest of the school. -“Play time equipment have engaged almost all pupils in the class and has meant that they are active during these times.” -“Equipment has been crucial for play times. Keeping the children engaged is essential in activity has helped with behaviour.”</p>	<p>-Assess whether more new equipment will be needed in the next academic year. -Assess whether any equipment needs replacing. -Share examples of good equipment and uses of equipment for other year groups to take inspiration from. -Promote use of the equipment during the school day as active breaks. -Train children to check equipment in and out during play time to know what equipment needs replacing. Train children to use the equipment properly to avoid damage.</p>
<p>-Forest School programme.</p>	<p>-Additional staff member to lead Forest School activity -Purchase Forest School equipment -Planning the Forest School programme -Monitoring of the programmes impact</p>	<p>£3900 (Staffing) £350 x pm per whole week for year (39 x 100). Resources to support the delivery of the Forest School programme</p>	<p>-Evaluation of each session (see Forest Schools Folder).</p>	<p>-This will run next year. -Identify new equipment needed/which equipment will need to be replaced.</p>

<p>-Forest School Intervention programme.</p>	<p>-Staff member to be trained to deliver sessions -Time allocated for staff member to deliver sessions -Children selected who will benefit from increased emphasis on 30 minutes of activity a day</p>	<p>£600 (6 x £100)</p>	<p>-SENCO evaluation “The intervention was so popular and impactful that we ran it for a further 4 weeks than originally scheduled.” “Both parents and children’s feedback was positive.” “Engagement in physical activity was up for these children. Some of which have refused to join in with curriculum PE.” Children have accessed this safely demonstrating fine and gross motor skills within games and when using tools.”</p>	<p>-Create opportunities for Forest School intervention in the next academic year with a focus on SEND children.</p>
<p>-Purchase of equipment for EYFS to allow children to participate in more active learning and develop skills linked to the curriculum and Early Learning Goals.</p>	<p>-Liaise with Foundation coordinator regarding the changes to the EYFS curriculum. -Liaise with EYFS coordinator regarding the needs of the children to achieve more activity. -Liaise with EYFS coordinator regarding the needs of the children to develop more skills. -Purchase of equipment that will meet the needs of the children. -Observations of the equipment and the use by the children in order to evaluate the impact.</p>	<p>£500</p>	<p>-Foundation coordinator evaluation “There has been a marked improvement in physical development as a result of the increased variety of equipment.” “Basketballs and basketball nets have been used everyday and super improvement has been seen in their control of ball skills.” “To develop strength and gross motor skills we purchased wooden blocks and tyres, which the children build with.”</p>	<p>-Liaise with Foundation Stage coordinator to identify biggest areas of needs and how to encourage active play further.</p>
<p>-Sporting challenges as homework for LLPS to encourage healthy and active lifestyles for the children and their families.</p>	<p>-Design LLPS sporting challenges competition. -Encourage participation of children and their families. -Choose a prize for those who complete all challenges. -Choose class prize for the class with the most sporting challenges</p>	<p>£200</p>		<p>-Run again next year and increase the amount of times throughout the year.</p>

	completed in total.		<ul style="list-style-type: none"> -Over 100 entries to the competition. -Over 50 children completing all sporting challenges. -Evidence of children and families taking part in the competition entries through pictures, videos and comments. 	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Percentage of total allocation:
14%

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:
-Resources for Sports Week – To encourage children to become more active and raise the profile and awareness of sports and its benefits throughout the school.	-Identify equipment/resources needed for sports week. -Arrange sports days. -Arrange outside agencies/experts to give taster sessions for sports – Chance to Shine Cricket and East Leake Rugby. -Meeting with ELA Sports Ambassadors to help run sports day.	£1000	-Chance to Shine Cricket Questionnaire completed evaluated the day for KS1. -Nottingham / East Leake Rugby Coaching flyer handed out to children to sign up – “The interest from the children for signing up was very high. Many flyers were taken.” -All children, who attended school on the days, engaged with both KS1 and KS2 sports days.	-Research sports for next sports week.
-PE coordination allocated time in order to manage Sports Premium and promote P.E.	-Timetable jobs done throughout this allocated time. -Update Sports Premium and organise the spending and activities.	£1500	-Timetable shows tasks done in each week. -Time allowed management of Sports Premium Report.	-The promotion of PE and extra-curricular sports at Lantern Lane will be crucial for helping with the SIP: time will need to be allocated

<p>-Implementation of Lantern Lane Sports Personality of the Year Award to promote PE and competition within school and to increase awareness and use of sporting (CARE) values.</p>	<p>-Arrange sports competitions and conduct extra training for these competitions. -Update sports registers.</p> <p>-Communication with staff regarding Sporting Values. -Communication with staff regarding what to look for when nominating someone for the award. -Assembly to communicate Sporting (CARE) values to children and launch the award. -Assembly to award a child with the trophy.</p>	<p>£20</p>	<p>-Training of children before sports competitions. -Training of House Captains to help KS1 sports Day. -Liaising with ELA Sports Ambassadors for KS2 Sports Day. -Training of Year 6 Sports Leaders to maintain play time equipment.</p> <p>-Sporting (CARE) values evident in planning throughout the curriculum. -Sports week assembly to launch the sporting values was well received. -Staff comments on the increased number of incidents where sporting values have been seen – “A child gave their sticker to another who was upset after the race.” “One of the boys in my class never stopped cheering and encouraging other members of his class, whether they were in his house or not.” “After winning a football fixture, the boys’ team went over and consoled the opposition before celebrating privately away from them. Some of the other team were upset and they went to cheer them up.”</p>	<p>to continue the work of sports premium and promotion of PE.</p> <p>-Sports Personality of the Year Award to become an annual award. -Further Assemblies to remind children of the Sporting (CARE) values. -These values to continue to be used within PE lessons.</p>
<p>-Training of Sports Leaders to be responsible for equipment, how it is used and how it is looked after.</p>	<p>-Identify potential sports leaders within the class. -Trial a system for auditing play time equipment. -Train children in how to audit the equipment. -Train children in how to use the equipment and what games can be played. -Monitor children’s use of equipment</p>	<p>£200 (2 x afternoons)</p>	<p>-Staff feedback - “The equipment in has been better looked after.” “More games have been seen on the playground and, when we have had the games, the behaviour has improved.” “Almost all of the children in Year 6 have used the equipment, which has lasted longer than in previous years.” “We have been able to extend our play time</p>	<p>-Sports Leaders to be rolled out across more year groups next year to audit equipment and ensure children are using these in the correct way.</p>



	and sports leaders' role during play times.		equipment and now have more variety. The children have been great at modelling play for others to join in."	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	4%

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?:
-Supply cover for PLT meetings – To update PE Coordinator on the latest developments within the subject of PE and to liaise with other PE Coordinators to further enhance knowledge and understanding of how provision for the subject can be improved.	-Provide supply cover in order for PE coordinator to attend meetings. -Record minutes, keep a record of topics discussed, guest speakers and developments within PE. -Liaise with other PE leads. -Feedback any developments to Head and other staff members where relevant.	£600 - 6 x ½ day. PE Coordinator to attend Family of Schools/ Rushcliffe wide meetings each half term	-PE meetings attended to discuss current provisions of PE. -Access to different organisations available to enhance curriculum PE. -Calendar of events shared and discussed for the year. -Support from School Games Organiser for Rushcliffe with Girls' participation in football surveys and provision.
-Schools' Swimming Service CPD	-Identify staff member in foundation to attend swimming training. -Identify course for staff member to attend. -Arrange cover for staff member for 2 days. -Staff member to be assessed post course.	-£150	-Staff member trained in order to deliver swimming for F2 this year and F2 and Year 2 in the proceeding years.
			Sustainability and suggested next steps:
			-Information to continue to be passed on to staff and share good practice. -Identify possible CPD opportunities available through the PLT and offer to staff.
			-Staff member to continue with swimming teaching next year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
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31%

Intent	Implementation		Impact	
<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>-Unique sports opportunities – Y6 (Squash),Y4 (Drumba) and Y2 (Zumba) Y1 (Dodgeball) – Year 6, Year 4, Year 2 and Year 1 children will access a sports programme (half term) A Zumba coach will be employed for 6-8 sessions. (Cost to school is additional TA for 6-8 afternoons).</p>	<p>-Organise Zumba, Drumba, Dodgeball and Squash coaches. -Organise time of year, timetable and space for these to take place.</p>	<p>Squash – £300. Drumba – £1350. Zumba – £560. Dodgeball - £540.</p>	<p>-Pupil Voice shows the benefits of the activities introduced, it also outlines the skills the children are able to recall.</p> 	<p>-Continue with these sports on the LTP next academic year. -Continue to look at ways to develop the curriculum so that all year groups have access to new and different sports.</p>
<p>-Ice Skating Enrichment Programme (Year 5) - To give children a broader experience of sports to encourage a more active lifestyle and potentially open up new interests for them to pursue.</p>	<p>-Arrange sessions with National Ice Arena. -Send details of children to the Ice Arena. -Send out letters to parents explaining the details of the programme.</p>	<p>-£3213 – Subsidised cost for pupils.</p>	<p>-Pupil Voice shows the benefits of the ice skating, it also outlines the skills the children are able to recall.</p> 	<p>-Continue with Ice Skating next academic year. -Continue to look at ways to develop the curriculum so that all year groups have access to new and different sports.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:
Rushcliffe School Partnership Contribution – To increase participation in competitive sport and give children access to various activities with other schools.	-Attend PLT meetings to ascertain events planned for throughout the year. -Highlight events to be attended. -Ask members of staff to aid with getting the children to events and attending the events with children. -Put together letters for inviting children to sports events. -Attend events and record children who attended.	£730	-Extra Curricular and Sports competition registers show the amount of children who have represented the school this year.	-Continue with Rushcliffe School Partnership in the next academic year. -Increase participation in events further through more staff being available to attend events with the children.
-FA Rushcliffe Partnership contribution – To increase participation in competitive sport and give children access to various activities with other schools.	-PE Coordinator to be aware of the cups and league matches on offer through the buy in through the year. -Arrange to attend the events throughout the year. -Ask members of staff to aid with getting the children to events and attending the events with children. -Put together letters for inviting children to sports events. -Attend events and record children who attended.	£160	-Extra Curricular and Sports competition registers show the amount of children who have represented the school this year. -Increase in football matches attended across both girls and boys football with the inclusion of the league this year.	-Buy into the partnership again next year in order to access the tournaments and cup again.

Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£19,494
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£19,491
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£19,491

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p> <p>Please see note above</p>	58%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	71%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	58%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	No

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