

Action Plan and Budget Tracking

Veryan - 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.

Academic Year: 2020/21		Total fund allocated: £15,510 + £4,188.60CF = £19,698.60p REMAINING TO SPEND (minus staffing and central costs) £9349.38p		
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"> <li>Promote movement breaks (Go Noodle/Cosmic Yoga) to staff for pupils to take part in during the school day - encourage pupils to be more involved in physical activity (Dance Time/Yoga).</li> <li>Encourage playground activity. If needed purchase equipment for pods to encourage more activity. Get bikes serviced.</li> </ul>	<ul style="list-style-type: none"> <li>Email/discussions with staff</li> <li>Discussions/liaise with lunchtime staff</li> <li>EM/RW to look at someone to come and service/repair the bikes and purchase new if needed.</li> </ul>	<ul style="list-style-type: none"> <li>Staff</li> <li>Staff £1000</li> </ul>	<ul style="list-style-type: none"> <li>No of pupils taking part Photos/Conferencing More pupils active during the school day. (Pupil conferencing/Photos)</li> <li>Better attitudes and behavior during lunchtimes and more physically active pupils achieving 30 mins of activity (Discussions with</li> </ul>	<ul style="list-style-type: none"> <li>No set up cost and sites are FREE to use therefore sustainable. When COVID risks decrease start up the very successful Wake up/Shake up ran by BM.</li> <li>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</li> </ul>

<p>- Get Set Travel to Tokyo Challenge – organize as a challenge for pupils from within phases to increase their physical activity amounts.</p> <p>- Reinstate the popular Daily Mile into Summer 2 Term.</p> <p>- Outdoor learning resources purchased to engage pupils in outside physical activity. Wild Tribe training?</p> <p>- Introduce scooters at playtimes/lunchtimes to increase activity during the school day.</p>	<ul style="list-style-type: none"> <li>- Set up online</li> <li>- Send message home to outline the challenge and inform teaching staff</li> <li>- Launch Day?</li> <li>- Promote through newsletter/dojo</li> <li>- Order and purchase.</li> <li>- Staff to use within lesson time.</li> <li>- Check RA for this</li> <li>- Send details out to parents/pupils</li> </ul>	<p>Staff</p> <p>Staff</p> <p>Staff</p> <p>£650</p> <p>Staff</p>	<p>lunchtime staff/Pupils)</p> <p>More physically active pupils who are achieving the 30 min of physical activity. (Data from online)</p> <p>More physically active pupils who are achieving the 60 min of physical activity. (Data)</p> <p>More physically active pupils who are achieving the 60 min of physical activity. (Pupil comments)</p> <p>More physically active pupils who are achieving the 60 min of physical activity. (Pupil comments/photos)</p>	<p>Leaders again to help encourage activity.</p> <p>Pre-COVID it was embedded but needs to be reinstated. Start again in September if this trial is successful.</p> <p>Equipment is long lasting and can therefore be used for future year groups. Wildtribe/Outdoor activity days/afternoons and possibly clubs.</p> <p>If successful this can be used for future year groups and become the 'norm.' Look into a company coming in to deliver some taster days/inspire and motivate pupils.</p>
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated	Evidence and impact:	Sustainability and suggested next steps:
<p>1. Continue to ensure that PE noticeboards are used to raise the profile of PESSPA.</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> <p>3. Present awards in assemblies to highlight PESSPA and enable pupils to see that PE is valued.</p> <p>4. Membership to</p>	<ul style="list-style-type: none"> <li>- Monitor &amp; work alongside PE coordinators.</li> <li>- PE POSTCARDS that can be used &amp; stickers to be used for good work.</li> <li>- Inform staff to promote within lessons.</li> <li>- Continue to present in assemblies.</li> <li>- Attend and feedback on any relevant courses/CPD/suggestions.</li> <li>- Ensure relevant information is passed on to enable PE to be placed highly within the</li> </ul>	<p>Staff</p> <p>Staff</p> <p>TBC £900 (already taken)</p> <p>Staff</p>	<ul style="list-style-type: none"> <li>- Noticeboards are full of sporting information for pupils to use. <b>Photos.</b></li> <li>- Pupils are keen to get onto the 'Wall of Fame'.</li> <li>- Continue to raise the profile of PESSPA within school and outside</li> <li>- <b>Noticeboards</b></li> <li>- <b>Newsletters</b></li> <li>- <b>Postcards</b> being used/sent home</li> <li>- <b>Membership card /journals/courses attended/emails/training</b></li> <li>- Up to date with</li> </ul>	<p>School has a PE noticeboard within to promote Sports &amp; Physical Activity. Most staff are proactive with this.</p> <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>professional associations:          Association for Physical Education (AfPE)          MCSN          YST</p> <p>5. Whole school sports Day (if able)</p>	<p>curriculum.          - Yearly membership</p> <p>Availability and access to facilities and equipment</p>	<p>Staff</p>	<p>new initiatives to support pupils' engagement in activity.</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:
<p>1. Ensure ALL STAFF have access to ARENA/POPE SOW on SharePoint. This ensures progression &amp; 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"> <li>- SJL to email staff the link.</li> <li>- Ensure SOW are available on SharePoint.</li> <li>- PE staff to work with staff to ensure appropriate lessons are available.</li> <li>- SJL to complete and email example to staff with links to lesson plans. RW/EG to modify to make appropriate for Veryan.</li> <li>- PE staff to check and liaise with staff regarding equipment</li> </ul>	<p>Staff</p> <p>Staff</p> <p>£500 (already taken)</p>	<ul style="list-style-type: none"> <li>- Increased confidence of staff to teach a RANGE of activities within PE, ensuring breadth within the curriculum for pupils to experience.</li> <li>- Staff are positive towards the subject &amp; its value. SJL has team taught with a number of staff across the School. Feedback from staff. Pupils will therefore ENJOY &amp; ENGAGE in PE with positive attitudes. Pupil questionnaire results.</li> <li>- Coaching session reviews</li> <li>- Current initiatives</li> </ul>	<p>Staff throughout the school to be more confident as they have had opportunity for CPD sessions (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>

<p>sessions.</p> <p>4. Use of an experienced PE TA to support teaching staff in the delivery of PE.</p> <p>5. Use of outside agencies to work with PE staff to upskill them and development there confidence.</p>	<p>needs.</p> <ul style="list-style-type: none"> <li>- See above</li> <li>- Timetable RW so he is with all staff.</li> <li>- Contact and book Cornish Pirates</li> <li>- Contact and book Katie Bell</li> </ul>	<p>Staffing cost</p> <p>ADD COST IN HERE</p>	<p>and trends positively affect pupils' experiences.</p> <ul style="list-style-type: none"> <li>- Notes/documents</li> <li>- More confident staff, improved quality of PE</li> <li>- Notes/pupil and teacher comments</li> <li>- More confident staff, improved quality of PE</li> <li>- Notes/pupil and teacher comments</li> </ul>	<p>Staff throughout the school to be more confident as they have had opportunity for CPD sessions (upskill staff) -to ensure it is SUSTAINABLE.</p> <p>PE non-negotiables related to High Quality PE.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>



<p>1. Take part in a range of activities outside the PE curriculum to inspire and motivate pupils:</p> <p>Sailing (Yr 5/6) Bikeability Trashfree trials on bikes Beach School Chance to Shine Scooters</p> <p>2. <u>At the moment, the curriculum is being led by COVID appropriate measures.</u> PE staff will continue to develop a broad &amp; inclusive curriculum to ensure that all pupils are engaged within each school.</p>	<ul style="list-style-type: none"> <li>- Contact and book sessions with agencies</li> <li>- Ensure RA are in place</li> <li>- Organise and book transport</li> </ul> <ul style="list-style-type: none"> <li>- PE curriculum to be developed &amp; distributed to all staff, displayed on noticeboards &amp; be posted onto websites.</li> </ul>	<p>ADD COSTS</p> <p>Staff Equipment resources COST TO ADD</p>	<ul style="list-style-type: none"> <li>- Participation in a range of sports/enjoyment and engagement in Sport/activities. Pupils voice/photos.</li> <li>- Curriculum displayed &amp; on websites by end of September.</li> <li>- (Pupils to develop a love of PE - Questionnaire results)</li> </ul>	<p>Staff may be able to run similar days with appropriate modifications. <i>Look at alternative activities for the Curriculum</i></p> <p>Curriculum has been in place now for 2/3 years, this can be continued as resources are available to match the curriculum - SUSTAINABLE &amp; staff have taught the activities. <i>Amend curriculum after discussions with pupils/questionnaire results.</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:
<p>1. Membership to MCSN for competitions.</p> <p>2. PE staff to work with staff to encourage Level 1 competitions during</p>	<ul style="list-style-type: none"> <li>- /discussions with PE staff</li> <li>- Time with staff to organize across the school.</li> </ul>	<p>MCSN cost £350</p>	<ul style="list-style-type: none"> <li>- More pupils having access to competition.</li> <li>- Participation rates, photos, results in Newsletters.</li> </ul>	<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. <i>When COVID risks decrease and</i></p>

<p>curriculum time (E.G 3 V 3). Look into a including within bubbles.</p> <p>3. Sports Day</p>	<ul style="list-style-type: none"> <li>- Discussions with SLT about appropriate times.</li> <li>- SJL/CP to meet and discuss activities.</li> <li>- Book days with HOS</li> <li>- Letters</li> <li>- Book coaches</li> <li>- Speak to staff</li> </ul>	<p>Staff</p>	<ul style="list-style-type: none"> <li>- More competitions/events entered</li> <li>- Calendar of events, results, photos</li> <li>- Result sheets from festivals.</li> </ul>	<p><i>this is an option it will start again.</i></p> <p>All pupils to experience competition at some point during their time at school, even if not at a club. Through team teaching &amp; new SOW/lesson plans this is often written in as an expectation at the end of a unit -</p> <p>SUSTAINABLE. <i>Ensure photos/results sheets from lessons.</i></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:
		Total PROJECTED spend:		