



Action Plan and Budget Tracking Impact Report 2019/20

This will capture our intended annual spend against the 5 key indicators. The success criteria will be clarified and evidence of impact that we intend to measure to evaluate for students today and for the future.

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Active after school clubs to be offered each half term.	<ul style="list-style-type: none">- Feedback acquired from pupils (SSOC). <p>The introduction of a Play Leader was increasing participation as judged from informal observations by the Play Leader, Subject Leader and other staff, including the Deputy Head, but unfortunately pupil voice and numerical figures were unable to be attained due to lockdown.</p>		<ul style="list-style-type: none">- Contact more local clubs to offer opportunities for different activities after school and as one-off 'taster' sessions.- Share the information from the Active learning training with all staff during PDM(s).
	<ul style="list-style-type: none">- Playground markings to be introduced. <p>Playground markings were also completed and are now being used both at breaks and in lessons. This led to the introduction of the game 'Four square' which has proved very popular with all age groups.</p>	£880	
	<ul style="list-style-type: none">- Skipping ropes to be purchased to follow up on Skipping Schools input. <p>A full class set of skipping ropes were purchased for use in PE and Skipping Schools sessions meaning that the existing set of ropes were able to be used in the playground. The Skipping Zone was a popular area at break and lunch times and staff were happy to be on hand to lead this activity.</p> <ul style="list-style-type: none">- Lunchtime clubs tracked on Participation document. <p>Lunchtime clubs have not been run as much as initially planned as time is needed by teachers and support staff to eat and prepare for the afternoon. However, following training on Active Play through Storytelling and FA Shooting Stars, an SEND club and a Year 6 club, both for girls, were run.</p> <ul style="list-style-type: none">- LUFC Foundation to continue to offer after school football all year. <p>The Foundation ran an after school clubs for a range of ages each Tuesday after school. These clubs were always oversubscribed so a Year 4 only football club was then created by Mr Shaw, an existing member of staff. In addition to this, the Foundation provided us the opportunity to become involved in the Wildcats programme which is one of the measures introduced by the FA to increase female</p>	£150	

(see Key Indicator 3 as included in SLA)



<p>Active lessons introduced across the school.</p>	<p>participation in sport, and particularly football.</p> <ul style="list-style-type: none">- Additional clubs to be funded for alternative activities not offered by Park Spring Staff and further links developed with local clubs. <p>Links with local clubs have been maintained and some were due to visit during our Sports and Health Week in July. Unfortunately, this did not happen due to lockdown.</p> <ul style="list-style-type: none">- Participation document. <p>Records of participation by pupils in active after school clubs have been kept in the Participation document. This data has not been analysed due to lockdown as it is an incomplete set.</p> <ul style="list-style-type: none">- Subject Leader to share ideas with colleagues for active lessons and support with resources as necessary. <p>Evidence of active lessons collected including photos, planning, staff feedback.</p> <p>A folder with active lesson plans and resources was created by the SL (Subject Leader) and shared with all staff. During lockdown many companies shared ideas for Active learning and these were shared with both staff and parents by the SL.</p> <ul style="list-style-type: none">- Courses to be attended by staff and feedback to be provided in PDMs. <p>Notes from relevant PDMs.</p> <p>Training for active lessons was attended by Nichola Horner on 22nd November (Teaching Active Maths), Nida Kibria on 4th February (Teaching Active English) and PF; on 17th January (Active Play through Storytelling as part of a SL day organized by WLSSP) and 16th July (Teach Active Webinar).</p> <p>Information from all of these sessions was shared with the SL with the intention of sharing with staff during a PDM.</p>	<p>N/A</p> <p>N/A</p>	
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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: £2000 10%
School focus with clarity on intended impact on pupils :	Actions to Achieve and Evidence:	Funding allocated:	Sustainability and suggested next steps:
PE and sport to be visible as an important part of school life at Park Spring.	<ul style="list-style-type: none"> - Subject Leader (initially supported by the PE TA) to; <ul style="list-style-type: none"> • Maintain a current noticeboard of events in the school. • Plan additional events to ensure participation. • Run the School Sports Organising Crew. - SSOC to meet regularly to assist with decisions regarding activity within the school. <p>The SSOC was set up and ran from the beginning of the school year. There were a lot of applications and children were recruited on the basis of these. The group met every half term to receive instructions and provide feedback to the SL. Numbers reduced as the year progressed with a core group emerging who assisted the Play Leader effectively. The intention was to relaunch the SSOC for the Summer Term with more defined roles.</p> <ul style="list-style-type: none"> - Subject Leader to send out a termly newsletter and post regular updates on the school Facebook page and website. <p>Regular updates are now posted on both the website and Facebook. A termly newsletter was felt to be too much information when parents were already receiving a lot.</p> <ul style="list-style-type: none"> - Contacts maintained and improved with local organisations and offers to be advertised to pupils through leaflets, letters, emails, Facebook and the website. - Local sporting organisations to offer after school clubs. (see Key Indicator 1) <p>As already mentioned, links with local clubs have been maintained and a large number of offers have been sent out to pupils in a range of formats. Children have also been individually signposted to clubs by the SL based on feedback from teachers and coaches.</p>	(See Key Indicator 1 for PE TA costing)	<ul style="list-style-type: none"> - Further attempts at introducing the Daily Mile across the school. - Regular PE assessment to become integral to the curriculum offered at Park Spring. - High quality planning to be saved and adapted to decrease teacher workload in future years. - Platinum School Games Mark Achieved and celebrated. - Relaunch the SSOC with defined roles, including KS1. - Look at the most effective way to communicate achievements and updates in PESSPA to parents. - Send out a questionnaire (online?) to parents and carers re. PESSPA in school in September and again in July. Use this to inform planning for the next year. - Ask children about their attitudes to PESSPA in school and use this to improve the provision. - Monitor the use of coaches to ensure that it is a useful CPD opportunity for all staff. - Implement new long and medium



<p>Pupils to enjoy their PE lessons and make progress in each lesson.</p>	<ul style="list-style-type: none"> - Subject Leader to speak to parents and record responses regarding activity in the school. <p>Unfortunately, this was planned for the Summer Term.</p> <ul style="list-style-type: none"> - Teachers to be given CPD in Dance (an identified area of need) by PE TA. - Dance lessons to be planned and implemented – photos and videos recorded of successful lessons as evidence. <p>Before leaving in November, the PE TA provided staff with examples of good practice in teaching dance through modelling lessons. Resources were also provided in order to assist teachers to plan their own dance lessons.</p> <p>Videos and photos of dance lessons are in a central file and accessible to all staff to show good practice.</p> <ul style="list-style-type: none"> - Questionnaires to be completed by a range of pupils regarding their attitude to PE and sports. <p>Meetings with the SSOC as well as informal discussions with ‘reluctant’ participants (identified and targeted by the PE TA last year) were held but questionnaires are still to be completed.</p> <ul style="list-style-type: none"> - Teachers to be supported with planning and assessment by Subject Leader. - Planning to be monitored by Subject Leader. <p>This incurred a cost as the SL was released from class for half a day a week in order to support teachers with their planning. This was not as successful as hoped and during lockdown new long and medium term plans were created by the SL. These will be shared and implemented in September.</p> <p>All planning was collected in and looked at by the SL. This was identified as a key area for improvement and so the new planning was created to support staff to deliver high quality PE lessons at all times.</p> <ul style="list-style-type: none"> - Teachers to be supported by LUFC Foundation or Leeds Rhinos coaches in their planning and delivery of lessons for 2 half terms per 	<p>(See Key Indicator 1 for PE TA costing)</p> <p>£2000</p> <p>(See Key Indicator 3</p>	<p>term planning and monitor.</p> <ul style="list-style-type: none"> - Use the TOP Sportsability resources from the workshop to support MTP. Share these resources with other staff.
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<p>Ensure that the school maintains a high standard of provision by following national guidelines.</p>	<p>class.</p> <p>This continues to be a successful form of CPD for teachers as the coaches model how to deliver the planning provided by the school and work with the teachers on aspects of PE that they may find more challenging.</p> <ul style="list-style-type: none">- Maintain the School Games Gold Mark. <p>Although the School Games Marks were not awarded this year due to lockdown, we did receive a School Games Mark for recognition of our achievements up to the point of lockdown and would have almost certainly received the Gold Award if it had been available.</p> <ul style="list-style-type: none">- Equipment to be maintained and replenished as necessary. <p>All equipment was organised and catalogued by the PE TA before her departure. An equipment list was shared with all staff.</p> <ul style="list-style-type: none">- Subject Leader to attend relevant training and maintain awareness of national updates and developments.- Information disseminated as necessary to other staff. <p>PF attended SL days on 18th September, 17th January, 15th May (virtual) and 25th June (virtual). Also attended YST Webinar on Putting PE, Sport and Physical Activity at the heart of children's recovery from coronavirus. YST membership is included in the WYSSP SLA who also signpost other training. PF also attended a TOP Sportsability Virtual Workshop on 21st July.</p> <p>Membership of WLSSP ensures that the SL is made aware of current issues and updates within PESSPA. This has been an invaluable resource during lockdown with SL meetings still taking place and weekly newsletters with updates being received.</p> <p>PF has kept staff informed about updates and developments via email and is presenting at an INSET before returning to school in September.</p>	<p>for coaching costings as part of SLAs). N/A</p> <p>(See Key Indicator 4 for West Leeds School Sports Partnership costing as this is the main training provision)</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation: £5,066 26%
School focus with clarity on intended impact on pupils :	Actions to Achieve and Evidence:	Funding allocated:	Sustainability and suggested next steps:
<p>The Mastery approach to be used in PE lessons across the school.</p> <p>Gaps in staff knowledge to be addressed and support to be given in areas where confidence is lacking.</p> <p>School swimming to be more effective for all groups.</p>	<ul style="list-style-type: none"> - Leeds Rhinos Foundation coaching to be used as Professional Development for teachers. - Leeds United Foundation coaching to be used as Professional Development for teachers. - Staff to have the confidence to deliver high quality PE lessons independently based on lessons learnt from the PE TA/ coaches. <p>See Key Indicator 2.</p> <ul style="list-style-type: none"> - PE to be discussed in staff training e.g. at PDMs or INSET days. <p>INSET on 27th September was based around Curriculum Development, focusing on progression, key learning and the Long Term Plan (Intent). This included PE.</p> <ul style="list-style-type: none"> - Additional coach for Y4 swimming to support smaller groups. - Smaller groups to be taught and progress to be monitored more closely. <p>An extra coach meant that groups were smaller and it made it easier for the coaches to identify those children who could be moved up to the next group. This meant that fewer children stayed in the smaller pool and so made faster progress to achieving the NC requirements.</p> <ul style="list-style-type: none"> - Increase in numbers of children competently swimming by the end of Year 4. <p>Due to lockdown this was not completed.</p> <ul style="list-style-type: none"> - Swimming data to be kept. - Subject Leader to take part in monitoring visits. - Subject Leader to then attend lessons and take a group, encouraging further participation from other staff members. 	<p>£2,000</p> <p>£2,395</p> <p>£671</p>	<ul style="list-style-type: none"> - Extra swimming coach to be used as a 'booster' for Year 6 pupils or as an early start for Year 3 pupils. - Staff to be trained in swimming coaching. - Existing staff to be able to train new members of staff in effective PE teaching. <p>- Monitor staff confidence teaching PE across the year.</p> <p>- Consider how the NC requirements for swimming can be achieved with half a year of swimming missed by this cohort.</p>



	The SL attended swimming lessons with Year 4 and rearranged staff and groupings in order to ensure the greatest number of children achieved the NC requirements. This was developed as the year progressed but stopped due to lockdown. Data has been kept and staff encouraged to be more proactive with leading groups.		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation: £1450 8%
School focus with clarity on intended impact on pupils:	Actions to Achieve and Evidence:	Funding allocated:	Sustainability and suggested next steps:
Alternative trips offering a wider range of activities across the school for different age groups.	<p>- West Leeds School Sports Partnership e.g. orienteering offered.</p> <p>- Children across all year groups to participate in 'alternative' sporting activities. Participation recorded on spreadsheet.</p> <p>A range of opportunities have been offered by WLSSP and we have participated in events in netball, cross country, dodgeball, girls football, tag rugby, tennis, Sports Hall Athletics and inclusion Karate. Many other planned events were cancelled due to lockdown.</p> <p>Our association with LUF meant that we were offered the opportunity for 15 of our Y5 pupils to attend a Network Rail Awareness Event at Leeds Station where children learnt both about being active and rail safety.</p> <p>We also took part in the Under 11s Road to Wembley competition which was a city-wide competition with a pathway to national competition.</p> <p>- Skipping Schools for Y2</p> <p>Skipping Schools came in to deliver their morning of training for the whole of Year 2. Unfortunately, the follow-up session and the competition were cancelled due to lockdown.</p> <p>- Yeadon Tarn watersports trip for Y4</p> <p>Yeadon Tarn watersports trip was cancelled due to lockdown.</p>	<p>£1,300</p> <p>£150</p> <p>N/A</p>	<p>- PE TA and other staff to be trained in different activities looking to deliver them in future.</p> <p>- SSOC to offer ideas of alternative activities that they would like to see offered and fundraise in order to achieve these.</p> <p>- Skipping Schools and Yeadon Tarn to become part of the curriculum offer (planned in on the LTP and MTP).</p>



	<ul style="list-style-type: none"> - Staff training at West Leeds Activity Centre undertaken - Groups to be taken to West Leeds Activity Centre by Park Spring staff in the minibus at minimal cost. <p>Training at WLAC was undertaken by 4 members of staff, 2xTA's and 2 teachers including PF (Subject Leader). The minibus has been purchased and 4 members of staff are MIDAS trained. Unfortunately, lockdown has prevented the minibus from being used.</p>	N/A	
Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			£200 1%
School focus with clarity on intended impact on pupils:	Actions to Achieve and Evidence:	Funding allocated:	Sustainability and suggested next steps:
A minibus to be purchased to increase the opportunities for pupils to attend competitive events.	<ul style="list-style-type: none"> - FOPS will lead on this but regular meetings will be held to support them. - A minibus will be available to take groups of children to activities at other venues. <p>A minibus has been purchased and 4 members of staff are MIDAS trained. Due to lockdown the minibus has not been used.</p>	N/A	- With the purchase of a minibus the costs of attending events would be considerably reduced so we would be able to access more of them. We would also be able to arrange 'friendly' tournaments with other schools and travel to them. Other facilities, such as secondary school sports halls, would also become available to use to practice events.
Intra-school events to be offered to ALL pupils.	<ul style="list-style-type: none"> - Intra-school tournaments to be organised once a term; Autumn – Benchball, Spring – Tag Rugby, Summer – Sports Day and Rounders. - PE TA to organise these. - Intra-school participation recorded on spreadsheet. <p>We were unable to run a whole school Sports Day or a Rounders competition but we did participate in the YST National School Sport Week at Home (w/c 22nd June) as well as International Olympic Day (23rd June) using the Get Set resources. We also took part in the Yorkshire Sport Foundation Virtual School Games Sports Day on 7th July.</p>	N/A	<ul style="list-style-type: none"> - Launch event to celebrate the purchase of the minibus. - Continue with the Participation document analysis, ensuring all groups have equal opportunities.



Inter-school competitions to be accessed and attended in increasing numbers.	<ul style="list-style-type: none"> - Active Schools Locality offer is being accessed through Leeds Rhinos and the West Leeds School Sports Partnership. - Inter-school participation recorded on spreadsheet and analysed compared to previous years. - Participation document. <p>Records of participation by pupils in competitions have been kept in the Participation document. This data has not been analysed due to lockdown as it is an incomplete set.</p> <p>WLSSP has run virtual competitions that we have participated in including tennis, rounders and athletics. See also Key Indicator 4 for events participated in before lockdown.</p>	(see Key Indicator 2 for costings)	
Transport	<ul style="list-style-type: none"> - Coaches to events before the purchase of a minibus. <p>A coach was used to take Year 6 pupils to Sports Hall Athletics.</p>	£200	
Swimming		Funding allocated:	Sustainability and suggested next steps:
Children who are confident in a swimming pool.	93%	See Key Indicator 3.	<ul style="list-style-type: none"> - Year 6's assessed and given booster sessions in the summer term. - Change data collected to come in line with NC requirements.
Children who can swim 50 metres.	57%		
Children confident in open water (sea and inland).	57%		
	<p>N.B. Children swim in Year 4 at Park Spring. Extra funding for an additional teacher was provided this year along with monitoring and engagement by the SL. This led to discussions about the possibility of assessing the current Year 6's in the National Curriculum requirements for swimming and water safety. This may have led to some Year 6's having 'booster' lessons in the Summer Term to improve achievement in this area. However, this was not possible due to lockdown.</p>	N.B. There is a £194 (1%) underspend in the total budget.	