



St Saviour's

Church of England Primary School

PE and School Sport Funding 2019 – 2020

The government is determined to secure a significant and lasting legacy from the very successful 2012 Olympic and Paralympic Games that were held in London. In order to achieve this and improve the provision of PE and sport in primary schools, additional funding of £150 million per annum has been made available for the academic years up until 2020.

PE and Sport Premium funding has been provided jointly by the Department for Education, the Department for Health and Culture and the Department for Media and Sport. It has been allocated to primary school Headteachers and is ring-fenced to be spent on the provision of PE and sport in schools.

The Government believes that Headteachers and school leaders should decide how to use the funding for PE and Sports in school. They are held accountable for the decisions they make through:

- The performance outcomes of all pupils compared with their peers
- The Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular in those areas where specific funding has been provided
- The reports that schools are required to publish online for Parents

Purpose of Funding

At St Saviour's Primary School we believe that sport plays a crucial role contributing to the health and mental well-being of our children. We also believe that sporting excellence and participation go hand in hand with academic standards.

We have used the Sport Funding to purchase membership of the local sports federation which alongside our own school actions has enabled us to strengthen and improve our provision in the following ways:

- To employ a PE coordinator who will teach PE and work alongside our teaching staff when teaching PE. This enables them to plan and deliver a scheme of sports and devise clubs that progressively develop our children
- To support and engage the least active children through new/additional sports and health clubs.
- To attend sport competitions and increase pupils' participation in school games.
- To buy quality assured professional development modules /materials for PE and sport.

- To provide places for pupils on after school and lunchtime sports clubs.
- To provide quality sportswear for all the pupils participating in competitive sports.

PE Curriculum

At St Saviour’s Primary School we ensure a wide range of activities are delivered in school which aims to engage and inspire all children. We are also committed to ensure that all children receive high quality well-planned PE lessons and opportunities.

Over the year each child will participate in various games in line with the scheme of works. Opportunities are also planned for swimming in Year 3 and 4; off-site non curriculum activities such horse riding, wall climbing and ice skating and outdoor adventure activities in year 1 - year 6.

The Wider Curriculum

PE and sport has a high profile in our school and permeates many aspects of school life.

We also offer extra opportunities for sporting activities after school through our extra-curricular program and at lunchtimes.

During our residential visits, children are given opportunity to participate in many different activities which may include orienteering, climbing and assault courses.

Other agencies are used to enhance the variety of activities available and we take full advantage when these opportunities become available. The school is keen to provide a wide range of extra-curricular clubs for children throughout the year which are organised by our teaching staff and/or sports coaches.

Children enjoy the opportunity to work with different teachers and have the chance to try many sports such as tennis, football, badminton, hockey, cricket, rounders, cross country, benchball, tag rugby, gymnastics and athletics.

We also subscribe to the Waltham Forest Schools’ Sports Network which allows us to compete in a variety of sporting events across the key stages.

Commitment

St Saviour’s Primary School is committed to providing an increasing range of opportunities for children to participate in high quality sports games and PE activities on an ongoing basis.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Minimum of 2 hours of PE each week (indoor & outdoor) • Introduction of Daily Mile and Fitness Friday • Increased participation in competitive games and activities across both • Key Stages, within the borough and with local schools 	<ul style="list-style-type: none"> • Achievement of Silver and Gold Games award • Increased numbers of swimmers that are confident and competent in the range of strokes • Ensuring the PE vision is embedded into daily practice and that children are aware of the importance of staying healthy.

<ul style="list-style-type: none"> • Staff development to introduce new sports within schools, e.g. NFL Football • Increased number of pupils beginning swimming lessons earlier in Y4 and Y3 • Achievement of Bronze Games Mark • Range of clubs provided before school, lunchtime and after school • Sports Leader Ambassador conference and Sports Leaders in school 	<ul style="list-style-type: none"> • Continue to develop improved pupils attitude to PE and to monitor the impact that this has on their outcomes for behaviour and academic levels. • Introduce further new sports and activities to gain increased pupil participation across genders.
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Meeting national curriculum requirements for swimming and water safety – July 2019	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	75%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	60%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	60%
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?	YES

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 students today and for the future

Academic Year: 2019/20	Total fund allocated: £18,750 Total money spend: £51,400 (274%)				Date Updated: July 2020
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					Percentage of total allocation 101%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £ 6,350	Evidence and impact:	Sustainability and suggested next steps:	Review/Spend
For children to understand the benefits of being physically active and that where possible, barriers to participation are broken down to encourage all children to lead an active healthy lifestyle.	Clubs run continuously throughout the year, allocating a range of sports and activities for all age ranges within the school, before and after school. Additional playground materials purchased to ensure all the children have the opportunity to play a wide range of games and sports on a daily basis. Sports coach to be on the playground every day to support games and learning	£1,000 External qualified coaches Playground equipment £5,000 After school club coach £1500	<u>Clubs:</u> Our PE specialist has trained MDAs to lead a range of sports activities during lunch. SLT are on daily lunch duty to support games and play for KS1 and KS2. Our PE specialist works with specific pupils on improving their competitive playing skills. The impact has been positive as pupils have improved their competitive play, their skills and their tactical knowhow on how to be effective as a team. After school sport clubs have been very well attended with multi-sport, martial arts and archery being the most popular Registers taken for each activity club that school has run throughout the year. Disadvantaged children are invited to multi sports free of charge. The take up of these places has been very high	Encourage more staff to contribute towards extra-curricular clubs- two teachers run multi sports coach runs after school clubs Give guidance through letters and workshops about healthy eating and	£750 fencing and Quiddich taster days £1,350 spent on playground equipment £600 spent on additional equipment. Purchased to ensure that every child can partake in every activity during the PE lesson or club- bibs, a

	<p>Least active, disadvantaged, PP and SEND children are motivated and included in sporting clubs to promote healthy lifestyles and address obesity</p> <p>Range of resources purchased for the delivery of PE, competitions and for use for activity clubs.</p>	<p>Sports coach £10,000</p>	<p>and parents and pupils have been appreciative of this offer. Pupils from disadvantaged backgrounds have been able to improve their game skills, fitness levels and engagement with peers through sport.</p> <p><u>Playground equipment:</u></p> <p>A range of PE equipment has been bought throughout the year to ensure a variety of sports can be taught and that all pupils have resources to use in training.</p> <p>Playground equipment is constantly reviewed and replenished to enable all the pupils to play sports and physical activities during break and lunchtime.</p> <p>A wide range of sporting equipment is available in the playground: hockey, tennis, basketball, art hut, building blocks etc.</p> <p>Pupils clearly show they enjoy the equipment and sports that are available and equipment gets its full use every lunch and break time.</p> <p><u>Sports coach:</u></p> <p>The coach interacts with the children when playing games, showing them how to play intelligently whilst having fun. He also supervises ‘walk a mile’ and the adventure park. Pupils can follow rules, take turns and share equipment. Less lunch times incidents have a positive impact on afternoon learning.</p> <p>Our PE specialist has trained MDAs to lead a range of sports activities during lunch. SLT are on daily lunch duty to support games and play for KS1 and KS2. Our PE</p>	<p>active lifestyles –</p> <p><i>home learning projects, newsletters</i></p> <p>Continue and develop parent/carer participation further in sporting events, clubs and other events to promote healthy lifestyle – homework project and sports day</p> <p>Healthy school award for 2019-20</p> <p>Summer curriculum review to plan in direct links to health and wellbeing</p>	<p>range a balls, hockey sticks, rugby balls, cones, bean bags etc. This has allowed children to improve their skills and progress throughout the term.</p>
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	<p>Creative curriculum topics promote healthy eating through workshops.</p>	<p>Forest school £1,000</p> <p>Alpaca walking with Kevin £500</p>	<p>specialist works with specific pupils on improving their competitive playing skills. The impact has been positive as pupils have improved their competitive play, their skills and their tactical knowhow on how to be effective as a team.</p> <p>An external sports coach supports vulnerable pupils three times a week to coach sporting and wellbeing sessions. This has had a significant impact on the way games are now played in our playground with pupils respecting each other and the rules of the game.</p> <p><u>Forest school</u></p> <p>During lunch groups of PP children are invited to work in the forest school. This helps them to engage actively with the environment. They have learnt how to look after plants, build a hut and name different types of insects and plants.</p> <p><u>Alpaca walking</u></p> <p>Alpaca walking sessions have been arranged for all classes and PP children have all had the chance to walk an alpaca. Children have learnt facts about alpacas (where they live, what they eat and how to look after them) and they have done so whilst being active.</p> <p><u>Healthy eating</u></p> <p>Healthy eating workshop for Y4 pupils took place where they learnt how to make bread dough and use the oven to bake bread. The pupils then had the chance to make sandwich to eat. This was led by a qualified food and hygiene member of staff.</p>		
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			<p>New caterers have been employed, providing improved and balanced menus for all our pupils. Feedback from the children states that they enjoy the food more than previously. There is less waste and the food is of better quality.</p> <p><u>School nurse:</u></p> <p>Access to school nurse drop in sessions. Parents invited to visit school nurse free of charge. The session proof successful and popular for parents (particular those form less advantaged backgrounds)</p>		
		Total £19,000			
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement					Percentage of total allocation: 62%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £900	Evidence and impact:	Sustainability and suggested next steps:	Review
<p>To use sport as vehicle for whole school improvement by engaging children across the curriculum.</p> <p>Alongside the school's values,</p>	<p>Entry into a wide range of competitions across the key stages.</p> <p>Use of newsletter and assemblies to share sporting achievements in and out of school.</p> <p>PE lead/Healthy Schools lead to organise a range of intra-school events</p>		<p><u>Newsletter:</u></p> <p>Newsletters report achievements and photos of events held. Children feel a sense of pride when their achievements are reported to such large audience and it proves to them that sport participation and playing competitively is highly valued at St. Saviour's. We have seen that more children want to join our after school sports clubs and pupils are signing up for a variety of out of school sports. On top of celebrating sporting</p>	<p>Look to increase the number of supervised lunchtime activity clubs with the use of MDAs, support staff or volunteers – <i>two teachers and two</i></p>	

<p>sport can have a positive influence on behaviour and attainment.</p> <p>Before school clubs to promote and improve attendance across the school.</p> <p>Development of fine and gross motor skills in KS1.</p>	<p>Children targeted and encouraged to use sports and games to improve behaviour and attitude towards learning at lunchtimes.</p>	<p>£10,000 learning mentor to support games in lunch every day</p> <p>CPOMS subscription £1,600</p>	<p>achievements in our newsletter, assemblies celebrate them as well on a weekly basis for which parents are invited.</p> <p><u>Learning mentor:</u></p> <p>The learning mentor support vulnerable and less confident pupils in playing games during lunch time. She works with small groups of pupils to teach them how to work as a team, how to follow rules and how to share equipment. This practice has been very successful with less confident pupils actively seeking out to join her classes and sessions. Confidence has been boosted and many of the children who started out in her group now play positively with their peers in a range of games.</p> <p><u>Behaviour and learning attitude:</u></p> <p>CPOM records show that pupils are behaving better in and around school as the year progressed. Less incidents were recorded as a consequence of lunch time disputes. This comes as a direct result of SLT playing with children on a daily basis, the learning mentor working with our vulnerable pupils and the PE specialist teaching pupils how to play expertly by following the rules.</p> <p>During lunchtime, some of our more challenging pupils have been taught by our PE specialist and lunch time supervisor to referee matches. This has enabled them to listen to points of view and referee fairly according to match rules. In turn, this has helped them to play positively themselves and recognise that loss is integral to playing sporting activities.</p>	<p><i>TAs running sports clubs</i></p> <p>Allow sports leaders in KS2 to lead lunchtime activities and support in KS1 PE lessons- <i>sports coach supports games during lunch</i></p> <p>Target to ensure that 85% of children from YR to Y6 attend at least one before, lunch and after school club by July 2021.</p>	
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			<p>Children are beginning to take pride in their learning and achievements as reflected in improved behaviour choices. Ofsted mentioned that on the playground, pupils play together sensibly and enjoy using the equipment that is available to them. Around school, pupils demonstrate their exemplary manners towards each other and adults. Pupils live up to the high expectations that leaders and staff have of their behaviour and achievement.</p> <p><u>Attendance:</u></p> <p>Children attending before school clubs have been targeted due to their attendance. Some disadvantaged families have also been offered breakfast/fruit and snacks to encourage punctuality. Attendance figures clearly show that this approach has positively affected our attendance figures with more vulnerable pupils coming to school and arriving on time. The improved date figures have had a positive effect on attainment as books, learning walks and conversations with pupils show that excellent progress is made by those targeted children. Staff also identified that targeted pupils have an increasingly positive attitude toward learning in the afternoons due to exercise at lunchtimes.</p> <p><u>Curriculum review:</u></p> <p>Leaders have reviewed the curriculum with the aim to promote an active and healthy lifestyle in a range of different subjects ranging from outdoor science investigations to collective worship values to discussions in PSHE around how to look after our</p>		
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			mental and physical wellbeing. As a consequence, children can confidently talk about the choices they make when it comes to food (in particular lunch) and they know what a balanced diet is. More children are impressed with the lunch offer and pupils choose healthy options with their parents. In lessons, pupils have gained knowledge about the science behind living healthily and making active life style choices. This has been observed in lesson observations, book looks, learning walks and pupil voice.		
		Total £11,600			
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation: 4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £800	Evidence and impact:	Sustainability and suggested next steps:	Review
All teaching must be appropriate to ability and activity. AFL is used effectively so that children know where they are in their Use of summative assessment	Close collaboration between the PE coaches of the federated schools ensures continuous professional development. PE leader to monitor attainment levels in PE termly. PE leader to provide whole school training on planning and lesson structure.	Cost of release time for sessions £300	<u>PE coach:</u> Our PE specialist has led regular sessions for every class. Lesson observations, learning walks and pupil voice show that challenge and progression have been added to lessons. The coach has particularly focussed on those pupils who perhaps lack confidence in PE and boosted their esteem through differentiation, modelling and positive reinforcements. Skills, knowledge, fitness levels and engagement have all improved because of the high quality lessons. During the lockdown, the specialist created twice weekly fitness videos for pupils, parents and staff which were popular and greatly appreciated.	Continue to review CPD. Maintain staff surveys to identify those who need support. Ensure that teachers new to the school are given modelled	£300 release time Cover needed to cover PE lead across Autumn/Summer - £500

<p>shows the children are on track to make good to outstanding progress. The teaching of PE sessions is good to outstanding in all cases.</p>	<p>PE leader to provide example lessons plans for each year group.</p> <p>Subscription to Key PE Sports used to support staff with planning and knowledge of different skills.</p> <p>PE specialist to provide additional training for NQTs. PE specialist to work alongside teaching staff on daily basis modelling excellent PE practice with a view to teachers leading sessions unaccompanied in the future in sustainable model.</p> <p>PE leader to provide example of lesson plans for each Year group</p> <p>Introduce summative assessments to track progress made by all children in PE sessions.</p>	<p>After school CPD £500</p>	<p><u>CPD:</u></p> <p>Our PE specialist has led model lessons and CPD for teachers. Teachers are more knowledgeable how to create progression within a lesson and how to use PE resources effectively so all pupils are kept active throughout the lesson. Through CPD and model lessons, staff know how to use the PE Sports website, how to use the lesson plans and how to execute them effectively. Staff regularly ask for advice before a session to ensure all children are challenged appropriately.</p> <p>All children have been assessed against assessment criteria by the teachers to show that progress made during the year.</p> <p><u>NQTs:</u></p> <p>Our NQTs have benefitted from working with our PE specialist by discussing lessons beforehand with her and ensuring all the resources are prepared before the session starts. Consequently, NQTs are well prepared when taking PE lessons and children learn new skills and knowledge within a unit of learning.</p> <p>NQTs have also benefitted from attending a whole day PE CPD in our NQT programme. An expert PE teacher analysed a unit of learning with them and modelled through practice how to lead an outstanding lesson. These sessions in particular have boosted confidence levels for our newly qualified.</p>	<p>lessons in the future with sports coach to grow their confidence and expertise. Observations are continued to be carried out to ensure the teaching of PE remains at the highest level.</p> <p>Create links between PE and topic learning during the term.</p>	
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		Total £800			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils					Percentage of total allocation: 31%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £10,510	Evidence and impact:	Sustainability and suggested next steps:	Review
To provide a broad curriculum offer and extra-curricular activities so children have the opportunity to find a sport they are both successful in and enjoy. This will result in children gaining a sense of belonging when playing as part	Provide a wide range of extra-curricular clubs to allow children to have a variety of experiences. Range of sports and games covered during PE lessons Create links with larger organisations e.g. Leyton Orient, The Olympic Park, Harlow climbing centre and Gilwell park Taster day sessions of new sports to include: iceskating, rock climbing, squash, cycling	Release time for staff to attend training to run the additional clubs – cost of cover £1,000 £6,000	<u>Sports and activity clubs:</u> Registers have shown a sharp increase with the addition of sports that have limited coverage in the curriculum. Many children, when asked, have said they joined the club as ‘they wanted to try something new’ or ‘it sounds like a fun game’. This has allowed the children to experience a sport that they would have otherwise ignored. <u>Gilwell Park/ Go Ape</u>	Final swimming assessment for Year 6 children at the end of the year.	TA’s to run clubs, no training for sports provided. No costs incurred. Sports premium trip carried out Y3 – Leyton Orient Y4 – Go Ape

<p>of a team and produce healthy active children.</p> <p>Additionally, we aim to develop childrens' swimming skills to allow them to learn to swim at a much earlier age in order for them to continue lessons towards meeting the minimum curriculum requirement of swimming 25m by the end of KS2.</p> <p>Due to the diversity of pupils in each cohort fewer children are learning to swim and so by introducing lessons at a younger age intention to ensure water safety is in placed at a younger age.</p>	<p>Additional swimming provision provided to ensure pupils greater % of pupils reaching the minimum curriculum requirements by end of KS2.</p>	<p>£500 equipment</p> <p>£8,500 Additional swimming costs which also accounts for transport to and from the venue.</p>	<p>Year 3 visited Leyton Orient to learn about football and practise footballing skills with a professional coach. Pupils were incredibly positive about the trip and some mentioned they will visit Leyton Orient football club again with relatives.</p> <p>Year 4 visited Go Ape which many pupils told us was their favourite trip. Children learnt tactical skills to plan their route and technical skills to manoeuvre around obstacles. Children wrote recounts about the trip and the quality of the writing was high as all children had experienced the trip (first hand account).</p> <p>Following success at Gilwell Park, activities linked to topics/curriculum to introduce new activities. Additional sports equipment has been bought such as table tennis, tennis, hockey, basketball and cricket to ensure a variety of games can be covered.</p> <p>The sports coach and teachers to teach hockey, basketball, tag rugby, football, rounders, cricket and tennis throughout the year</p> <p><u>Swimming:</u></p> <p>Year 3 classes have had intense swimming courses over a three-week period of time. Children are confident to take to the water at an earlier stage in their life. A significant amount of children in Year 3 have learnt how to swim 25 meters in the pool. The number of children able to complete 25m unaided has increased as the school year has progressed which will aid our efforts to ensure all children can complete this minimum requirement by the end of KS2.</p>	<p>£920 sports trips Autumn Term</p> <p>£4,250 on swimming skill development (lessons, coaches etc.) Cheaper due to no cost at the end of the year</p> <p>Planned trips cancelled due to COVID-19 (Young Herts Mariners Base, Gilwell Park, Cunning Running, Lea Valley) Money paid to Herts Young Mariners Base (Y4/5), trip to be held next year £1090</p>
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		Total £16,000			
Key indicator 5: Increased participation in competitive sport					Percentage of total allocation: 8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £1500	Evidence and impact:	Sustainability and suggested next steps:	Review
To enable children to develop their physical and social skills when applying these in a competitive situation. They will learn how to win, lose and develop a sense of pride when representing their school or house.	<p>Membership of the Waltham Forest School Sports Network (WFSSN)</p> <p>Intra and inter school competition between house</p> <p>Whole school sports day (representing their houses)</p> <p>Purchase of a football and basketball court in the playground</p>	<p>£1,500 membership fee</p> <p>£1,500 cost of covering release of staff and</p> <p>£1,000 for mini bus</p>	<p><u>Sporting competitions:</u></p> <p>Children competed in 12 different sporting competitions (80 children) last year.</p> <p>Further events were organised for groups of children to join in this year. Football, badminton and athletics for a range of different year groups. Pupils were very keen to join the sports competitions, particularly as they were made high profile in newsletters and assemblies. Many selected children had never been invited to borough wide competitions before and commented on the excellent day they had had. An increased knowledge about local sports clubs and first hand experiences of borough grounds resulted in more children wanting to join clubs.</p> <p><u>Intra school competitions:</u></p> <p>A first football competitions between classes took place in the spring term where pupils had the opportunity to apply their taught skills in a match between themselves and another class.</p>	<p>Continue to build working relationships with other local primary schools.</p> <p>Use sports leaders to help run intra school events for other schools</p> <p>Promote participation in School Games through local media and newsletters.</p>	<p>Membership purchased - £1500</p> <p>Borough competitions entered. £500 incurred through travel and entry costs.</p> <p>£1500 cost of covering release of staff and £1000 for mini bus</p>

			<p>This was followed by a competition between upper KS2 pupils and teachers which was highly successful and shared in the newsletter.</p> <p>Competitions between classes in year groups have been led by the sports lead (football, rounders, cricket and basketball) resulting in improved team play and mentality.</p> <p>As a result of intra and borough competitions, there is an increased engagement with pupils about playing sports competitively. We have seen the impact on our school playground as children use the pitch to learn how to play football and basketball competitively within the correct setting. Bordering of playing pitch ensure all children have the chance to play safely and without interruptions. Improved behaviour for learning from participants as they have something to work towards. Enjoyment levels of play have significantly improved as a result of safe and competitive play. All play is supervised to ensure rules are followed and children play safely. Children have improved their knowledge and skills of the games.</p>		Incorporated into the cost of playground refurbishment
		Total £4,000			
				Total sports premium spend £51,400	

During the pandemic and the ensuing lockdown, we re-allocated some of our sport premium funding to ensure that pupils would continue to be physically challenged at home and at school.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact July 2020:	Sustainability and suggested next steps:
To increase pupils' fitness at home through a set of fun and	PE specialist to film a range of fitness videos		Evidence and impact July 2020: <u>Fitness videos:</u>	Due to the success of the videos and the high uptake, we will

<p>engaging exercise videos</p>	<p>Videos to be posted on Google classrooms for all staff and pupils to see and engage with</p> <p>Leaders to promote the use of the videos through parent communications</p> <p>Pupils, parents and staff to frequently engage with videos</p> <p>Pupils physical health and wellbeing improves</p>		<p>Our PE specialist produced sets of high quality fitness videos with the aim to engage pupils of all ages with exercise through stretches, dance moves and endurance exercises. The videos showed progression of the exercises and level of difficulty so that challenge remained built in throughout the set of sessions.</p> <p>Pupil and parent feedback showed that the videos were a fun way to stay connected with the school and that children enjoyed the daily challenges that were set for them.</p> <p>The videos proved to be popular and parents have shown appreciation with the school's effort to promote physical and mental wellbeing throughout the lockdown period.</p> <p>For many children, the videos became an important part of the daily routine and helped them to stay fit and healthy.</p>	<p>consider how we can continue to offer fitness challenges at home as part of our home learning programme.</p> <p>This could be through fitness videos, setting challenging such as cycling or swimming or through teaching new skills such as skipping, dancing or juggling.</p>
<p>To increase the length of PE sessions during Easter school, May half term school and summer school.</p>	<p>Keep the school open during the whole of Easter and May half term for key worker's children, children on EHC plan and our</p>	<p>Easter school: During the Easter school, a specially designed PE programme was taught by our</p>	<p>Evidence and impact July 2020: <u>Extended school:</u></p>	<p>Depending on future developments, holiday schemes can be offered again and the inclusion of extended PE</p>

	<p>most vulnerable pupils</p> <p>Keep the school open during the first two weeks of the summer holiday for Y4 and Y5 students,</p> <p>Plan engaging and challenging PE lessons which follow government guidance yet teach children new skills and keep them fit.</p> <p>Train to staff to lead PE, fitness and games sessions in line with guidance.</p> <p>Pupils remain active and fit in the holiday periods which support mental and physical well-being.</p>	<p>teachers. Our PE coordinator, prepared a set of lessons (as per DFE guidance) including activities such as learning cycling skills in the playground. The children were also taught cricket skills in their own bubbles which proved to be very popular.</p> <p>May half term: During the May half term school, a specially designed PE programme was taught by our teachers. Our PE coordinator, prepared a set of lessons (as per DFE guidance) including activities such as learning cycling skills in the playground. The children were also taught rounders skills in their own bubbles to build on their cricket skills learnt at Easter.</p>	<p>The school was kept open for invited groups of pupils and as per guidance, pupils had increased access to PE, games and fitness sessions. For example, pupils were invited to bring in bikes and scooters to learn new skills and complete obstacle challenges.</p> <p>Pupils explained they really enjoyed being outdoors and to work on their sporting skills. The session helped pupils to keep engaged in their indoor lessons and teachers noticed that behaviour and attitudes to learning were very positive.</p>	<p>sessions can be continued due to its success.</p>
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