



**Harewood Junior School  
SDP Curriculum action plan  
review for P.E 2022/23**

**PRIORITY:**

- Continue to develop teacher's competence and confidence for teaching P.E, in a range of disciplines.
- Following the impact of the Covid-19 pandemic and its impact on our children's physical and mental health and wellbeing, the following objectives are high priority:
- Continue to increase opportunities for physical activity, particularly those identified as a concern.
- Continue to embed children's understanding of the importance of leading a healthy, active lifestyle. This includes understanding of the impact of physical activity on mental health and wellbeing.
- Continue to invest in equipment and resources to ensure that a range of physical education disciplines can be taught effectively.
- Explore possibilities for additional PE space. Either a contained space outside, or possibility of an additional indoor space.

**SUCCESS CRITERIA:**

- Review staff strengths and weaknesses for the subject
- Provide further training for staff (CPD)
- Increase opportunities for daily physical activity.
- Continue to develop the school ethos around the importance of living a healthy, active lifestyle. With particular attention to the impact of physical activity of our physical and mental health and wellbeing.
- Focus on the provision of nutritious food in pupil lunchboxes.
- Explore possibilities for additional PE space. Either a contained space outside, or possibility of an additional indoor space.

**Funding Income/Expenses**

<b>Income:</b>		<b>Expenses</b>	
November 2022	£11,403	Montague Sport, Curriculum development and CPD	£4320
May 2023	£8146	Montague Sport Athlete tracker	£3410
		Gloucester Primary Sports (inter-school leagues / tournaments)	£170
		Supply cost for monitoring and analysis (1 day)	£200
		Supply costs for running whole school inter-house events (6 days)	£1200
Total	£19,549	Resources	£2400
Carry forward	£1565	Funding for 'Active Play' lunch time cover/org of resources	£6284
		Total	£17,984

	Action	Leader	Timescale	Resources/cost	Monitoring arrangements	Progress and impact comments
Staff Confidence and opportunity	<p>*Annual audit of staff strengths and weaknesses</p> <p>*Overview of questionnaire/staff conferencing to identify specific areas which majority of staff lack confidence in.</p>	JB and NS	<p>Autumn 2022</p> <p>Autumn 2022</p>	<p>Questionnaire/ discussions = free</p> <p>P.E. coordinator time to analyse.</p>	<p>Questionnaire/ staff conferencing.</p> <p>P.E coordinator to overview and monitor areas of need.</p>	<p>Staff reported that they find it difficult to teach football in y5 and y6 as lots of the children are more confident and skilful with the sport than they are. Following this, Montague sports have delivered skills sessions to build confidence in teaching staff, but also which could encourage confident children to take a leadership role in some lessons. Staff reported that they sessions provided helpful guidance and advice.</p> <p>Another area that teachers reported that they would benefit from CPD with is teaching tennis and practical examples for lessons as we are limited by the number of tennis nets that we have readily available and space on a tennis court. Montague sports delivered a range of skills-based lessons focussed on small games and skill development rather than using nets for a traditional game of tennis.</p> <p>In pupil conferencing, children mentioned how much they enjoy the lessons taught by Mr Montague. These are some quotes:  <i>'He is really fun and encourages us.'</i>  <i>'I enjoy these lessons the most because he is really good at sports.'</i>  <i>'He is really enthusiastic and this makes me enjoy the lessons lots.'</i></p> <p>This shows how children find these sessions fun and engaging. Therefore, the use of funding is effective to not only provide CPD for teachers, but also to inspire our pupils. Staff also report that they would like more opportunities develop their confidence further. This could be built into staff meetings throughout the year to share good practice and revisit the skills taught during these coach-led sessions. Repeat this objective next year.</p>

	<p>*Organise for lead teachers or coaches to work alongside staff to develop confidence.</p>	<p>JB, NS and AM</p>	<p>Ongoing throughout 2022/23 academic year.</p>	<p>Package through Montague Sports = £4320</p>	<p>Questionnaires/discussions with staff involved to establish effectiveness and impact.</p>	<p>Staff reported that they find it difficult to teach football in y5 and y6 as lots of the children are more confident and skilful with the sport than they are. Following this, Montague sports have delivered skills sessions to build confidence in teaching staff, but also which could encourage confident children to take a leadership role in some lessons. Staff reported that they sessions provided helpful guidance and advice.</p> <p>Another area that teachers reported that they would benefit from CPD with is teaching tennis and practical examples for lessons as we are limited by the number of tennis nets that we have readily available and space on a tennis court. Montague sports delivered a range of skills-based lessons focussed on small games and skill development rather than using nets for a traditional game of tennis.</p> <p>In pupil conferencing, children mentioned how much they enjoy the lessons taught by Mr Montague. These are some quotes:  <i>'He is really fun and encourages us.'</i>  <i>'I enjoy these lessons the most because he is really good at sports.'</i>  <i>'He is really enthusiastic and this makes me enjoy the lessons lots.'</i></p> <p>This shows how children find these sessions fun and engaging. Therefore, the use of funding is effective to not only provide CPD for teachers, but also to inspire our pupils. Staff also report that they would like more opportunities develop their confidence further. This could be built into staff meetings throughout the year to share good practice and revisit the skills taught during these coach-led sessions. Repeat this objective next year.</p>
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<p>*Staff meeting time/inset training to provide further training or for staff who have been involved in working with coaches/lead teachers to roll out their training to other staff.</p>	<p>JB, NS and AM</p>	<p>By the end of the academic year.</p>	<p>Staff meeting/inset time.</p>	<p>Questionnaires/discussions with staff involved to establish effectiveness and impact.</p>	<p>Some time was allocated for staff to share good practice and pass on what they had learnt during their coach-led CPD sessions. More time needs to be allocated again next year.</p>
<p>* PE coordinator to monitor effectiveness of PE teaching across all year groups and support colleagues as needed.</p>	<p>NS, JB and AM</p>	<p>Ongoing throughout 2022/23 academic year.</p>	<p>Release time for P.E coordinator. = approx. £200</p>	<p>P.E coordinator to observe, feedback and work alongside staff in order to improve the quality of P.E across the school.</p>	<p>As part of our subject monitoring time, and to develop subject leaders, all staff were given time to observe their subject being taught across the school. This was in joint observations alongside the headteacher. The outcome of these observations was very positive and high-quality PE lessons were being taught in all year groups. This objective should continue, particularly as we have some new members of staff.</p>

	Action	Leader	Timescale	Resources/cost	Monitoring arrangements	Progress comments
	<p><b>Increase opportunities for participation in physical activity</b></p> <p>*Coaches, and staff following from previous CPD, to provide inspirational, engaging physical education lessons. Additional sessions timetabled to form part of 'Healthy Active Lifestyle' days.</p>	<p>JB, NS and AM</p>	<p>Throughout the year</p>	<p>Package through Montague Sports = £4320</p> <p>Release time for P.E coordinator. = approx. £200</p>	<p>Subject lead to be involved with sessions to monitor delivery. Pupil conferencing to monitor impact.</p>	<p>In pupil conferencing, children mentioned how much they enjoy the lessons taught by Mr Montague: <i>'He is really fun and encourages us.'</i> <i>'I enjoy these lessons the most because he is really good at sports.'</i> <i>'He is really enthusiastic and this makes me enjoy the lessons lots.'</i></p> <p>This shows how children find these sessions fun and engaging. Therefore, the use of funding is effective to not only provide CPD for teachers, but also to inspire our pupils. Staff also report that they would like more opportunities develop their confidence further. This could be built into staff meetings throughout the year to share good practice and revisit the skills taught during these coach-led sessions. Repeat this objective next year.</p> <p>As part of our subject monitoring time, and to develop subject leaders, all staff were given time to observe their subject being taught across the school. This was in joint observations alongside the headteacher. The outcome of these observations was very positive and high-quality PE lessons were being taught in all year groups. This objective should continue, particularly as we have some new members of staff.</p> <p>Montague sports have delivered skills sessions to build confidence in teaching staff, but also which could encourage confident children to take a leadership role in some lessons. Staff reported that they sessions provided helpful guidance and advice. This will continue next year.</p> <p>Healthy Active days were organised to provide</p>

						opportunities for inter-house competition, in addition to a the planned PSHE 'Healthy Active' focus. These events included inter-house cross country, obstacle races and sports days. Children reported really enjoying 'Healthy Active' days, particularly the inter-house sporting competition. This will continue next year and be expanded to include additional inter-house competitions.
	*Staff CPD to encourage regular physical activity opportunities in addition to P.E lessons.	JB, NS AM	Throughout the year	Staff meeting/inset time Subject leader release time	Questionnaires/discussions with staff involved to establish effectiveness and impact.	Due to curriculum pressures in all subjects, staff report finding it difficult to fit in additional opportunities for physical activity in addition to PE lessons. Staff actively encourage 'brain breaks', but this is often not an activity which would be classed as physical activity. Moving forward, a quick reminder of resources that we have available for physical 'brain breaks' is a priority for next year. This includes short group physical activities outside. Mini classroom work-outs, the 'dice game', Just Dance, Wake and Shake etc.

<p>*Staff CPD to ensure that P.E lessons are delivered to a high standard, and are making the most of opportunities.</p>	<p>JB, NS and AM</p>	<p>Throughout the year</p>	<p>Staff meeting/inset time  Subject leader release time = approx. £200</p>	<p>Questionnaires/discussions with staff involved to establish effectiveness and impact.</p>	<p>CPD provided through working alongside Montague Sports coaches and sharing good practice in staff meetings.</p> <p>As part of our subject monitoring time, and to develop subject leaders, all staff were given time to observe their subject being taught across the school. This was in joint observations alongside the headteacher. The outcome of these observations was very positive and high-quality PE lessons were being taught in all year groups. This objective should continue, particularly as we have some new members of staff.</p> <p>PE coordinator has further developed the long-term planning of the PE curriculum and provision across the school. This has included progressive objectives for each discipline.</p> <p>PE coordinator has also shared plans and practical examples with many colleagues who have asked for additional support. Physical education displays have also been set up in year groups to show the focus disciplines for that term. This has engaged the children and also helped to support staff with their understanding in some disciplines which they lacked confidence in.</p> <p>Repeat this objective next year.</p>
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<p>*Active Play lead to train additional members of staff so that there a member if staff responsible for Active Play on both the upper and lower school playgrounds.</p>	<p>AM, NS, JT, AT</p>	<p>Throughout the year</p>	<p>£6284 Active Play Lead salary, which includes experienced member of staff and shadow.</p>	<p>Monitor number of playtime incidents.</p> <p>Discussions with midday supervisors and children to monitor effectiveness.</p>	<p>Experienced Active Play lead has continued to provide opportunities for physical activities for our children at lunchtimes. She has also trained one other specific member of staff to take on this responsibility with children in y3 and y4. This has included training on the role of the Y6 'Buddies' who are on a rota to support children in Y3 and Y4 at lunchtimes and engage in active games with them. Y6 children have enjoyed their role as a playground buddy and it has helped to develop their social skills and leadership skills. By the end of the year, many children were opting to engage in extra buddy duties as a result. The children in y3 and Y4 really enjoyed having older children lead activities for them. Children have continued to enjoy a range of active lunchtime opportunities, including using a range of different equipment. This was particularly true during the summer months when we had use of the field and lots of races and obstacle course were organised. Moving forward, as our experienced play lead is reducing her hours to study for a teaching qualification, there will be less cost involved for our Active Play salary.</p>
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<p>*Trial ways to adapt The Daily Mile initiative, or find an alternative, which suits our children and staff.</p>	<p>NS, JB, AM, Midday supervisors, JT to lead.</p>	<p>Throughout the year</p>	<p>Cost of Active Play lead lunchtime salary</p> <p>NS or JB release time if needed.</p>	<p>Monitor number of playtime incidents.</p> <p>Discussions with midday supervisors and children to monitor effectiveness.</p> <p>Monitor general fitness attitudes of children during this time.</p>	<p>This is still yet to be achieved. Other issues have been of higher priority last academic year. Despite this, last year, year 3 found it worked really well to take their children outside straight after lunchtime for a Daily Mile. However, this is not an option for all year groups. The huge pressures to fit in all other curriculum areas also makes it difficult for teacher to earmark the time for this. This is something that we still need to discuss as a staff.</p> <p>However, although not an alternative to The Daily Mile, our PE coordinator has set up 'Fitness Fridays'. He has organised resource packs and provided training for our Sports Council representatives, who have been responsible for leading these activities on a Friday lunchtime. These activities have been specifically chosen to develop certain fitness disciplines which are monitored by our annual fitness assessments. This was only introduced in the Summer Term of 2023, but will continue this academic year. Our Sports Council representatives reported enjoying the leadership opportunities and the children who chose to take part really engaged with the activities.</p>
<p>*Continue to offer extra-curricular opportunities and explore possibilities for engaging more of our children in extra-curricular physical activity.</p>	<p>NS, JB, AM</p>	<p>Throughout the year</p>	<p>Teacher time to deliver extra-curricular clubs.</p>	<p>Discussions with staff to discuss possibilities.</p>	<p>ALL children were offered the opportunity to take part in at least one extra-curricular activity. This included lunchtime and after school clubs. All activities were focussed on improving children's health and wellbeing; including social interaction, physical and emotional wellbeing and mental health. To ensure a better range of sporting clubs on offer across the school, the PE coordinator has reorganised the clubs that he provided. This focussed on children who are very able in some sporting disciplines, in addition to providing opportunities for some of our children with additional needs.</p> <p>These are the figures to show the % of children who</p>

					<p>took part in at least one extra-curricular club. These were not always clubs which involved physical activity, but all focussed on pupil health and wellbeing. These clubs took part, before school, at lunchtimes, and after school.</p> <p>Y3 (2022 intake) = 80% Y4 (2021 intake) = 73% Y5 (2020 intake) = 79% Y6 (2019 intake) = 72%</p> <p>These figures show that a high % of our children engaged in extra-curricular opportunities. However, on average there was a slight decrease from last year. This was likely due to two senior members of staff being absent for the majority of the year due to long-term illness. We also had unfilled TA vacancies. This could explain why there was a reduction of clubs being offered.</p> <p>This action is an ongoing priority for next year. We are aware of the impact on the mental and physical health of our pupils.</p> <p>It is also high priority due to the cost of living crisis and the likelihood of families struggling to provide healthy, balanced meals for their children. The knock-on impact of possible restrictions to children's extra-curricular opportunities as a result of rising costs is also likely to have an impact on children's mental and physical wellbeing. Therefore we are committed to ensuring that we provide these opportunities for children in our school.</p>
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	Action	Leader	Timescale	Resources/cost	Monitoring arrangements	Progress comments
➤	<p>*Staff to provide inspirational, engaging physical education lessons. Possibility of JB release time to help deliver, or book coaches for some of the sessions. Additional days scheduled as part of 'Healthy Active Lifestyle' days.</p>	JB and NS, and AM	Throughout the year	<p>Package through Montague Sports = £4320</p> <p>Release time for P.E coordinator to organise and lead whole school events = approx. £1200.</p>	<p>Subject leads to be involved with sessions to monitor delivery. Pupil conferencing to monitor impact.</p>	<p>As part of our subject monitoring time, and to develop subject leaders, all staff were given time to observe their subject being taught across the school. This was in joint observations alongside the headteacher. The outcome of these observations was very positive and high-quality, inspirational PE lessons were being taught in all year groups. This objective should continue, particularly as we have some new members of staff.</p> <p>Healthy Active days were organised to provide opportunities for inter-house competition, in addition to a the planned PSHE 'Healthy Active' focus. These events included inter-house cross country, obstacle races and sports days. Children reported really enjoying 'Healthy Active' days, particularly the inter-house sporting competition. This will continue next year and be expanded to include additional inter-house competitions.</p> <p>In pupil conferencing, children mentioned how much they enjoy the lessons taught by Mr Montague:  <i>'He is really fun and encourages us.'</i>  <i>'I enjoy these lessons the most because he is really good at sports.'</i>  <i>'He is really enthusiastic and this makes me enjoy the lessons lots.'</i></p> <p>This shows how children find these sessions fun and engaging. As a result, these sessions will continue next year to provide highly inspiring opportunities for our pupils.</p>

<p>e o f l e a d i n g a h e a l t h</p> <p>*Healthy Active Lifestyle Days are to be timetabled for each half term. Each day will focus on a different element of 'Healthy Active Lifetsyles'. This will incorporate specific needs in addition to discussion about children's physical and mental health and wellbeing. Each day will also include a physical education lesson, possibly provided through coaches, or delivered by JB if release time can be arranged. Or, timetabled alongside school competitive events, such as house cross-country.</p>	<p>NS, JB and AM</p>	<p>One per term, except Term 3 (Mental Health Fortnight)</p>	<p>Package through Montague Sports = £4320</p> <p>Release time for P.E coordinator. = approx. £200</p>	<p>Subject leads to be involved with sessions to monitor delivery. Pupil conferencing to monitor impact.</p>	<p>Healthy Active days were organised to provide opportunities for inter-house competition, in addition to a the planned PSHE 'Healthy Active' focus. These events included inter-house cross country, obstacle races and sports days. Children reported really enjoying 'Healthy Active' days, particularly the inter-house sporting competition. This will continue next year and be expanded to include additional inter-house competitions.</p>
<p>y , a c t i v e l i f e s t y l e</p> <p>*Assemblies to highlight the importance of leading a healthy, active lifestyle. This will include ongoing consideration for the impact that Covid-19 had on our children's physical and mental health and wellbeing.</p>	<p>All staff</p>	<p>Ongoing</p>	<p>Free.</p>	<p>Assembly overview and discussion with children.</p>	<p>There were two focussed assemblies to highlight this message, including one during our mental health fortnight.</p> <p>This has raised the profile of the importance of healthy lifestyle choices and we have seen a short-term increase in children's understanding of leading a healthy, active lifestyle. We have also noticed short-term improvements in related behaviour, such as healthier lunchbox choices and children engaging in more active play and sporting opportunities. During pupil conferencing, children were able to talk in detail about the health and wellbeing benefits from leading healthy, active lifestyles. This has started to embed the ethos of the importance of leading healthy, active lives, and emphasised its importance on our physical and mental health and well-being.</p> <p>Initial impact following lessons and assemblies is always evident.</p>

					<p>We will explore the possibilities of welcoming inspiring guest speakers to lead assemblies.</p> <p>For long-term impact, the message needs to continue regularly in assemblies and in lessons. The message also needs an even higher profile in our day-to-day school environment and ethos. This action is an ongoing priority for next year, especially in the wake of Covid-19 and the impact on mental and physical health of our pupils.</p> <p>It is also high priority due to the cost of living crisis and the likelihood of families struggling to provide healthy, balanced meals for their children. The knock-on impact of possible restrictions to children's extra-curricular opportunities as a result of rising costs is also likely to have an impact on children's mental and physical wellbeing.</p> <p>Repeat this objective next year.</p>
<p>*Teachers to embed the importance of leading a healthy, active lifestyle by encouraging children to make healthy choices. This will include ongoing consideration for the impact that Covid-19 had on our children's physical and mental health and wellbeing.</p>	All staff.	Ongoing.	Free.	<p>Lesson observations, learning walks, pupil conferencing.</p>	<p>Lots of interwoven conversation in all classes throughout the year, in addition to some focussed assemblies to discuss this.</p> <p>This has raised the profile of the importance of healthy lifestyle choices and we have seen a short-term increase in children's understanding of leading a healthy, active lifestyle. We have also noticed short-term improvements in related behaviour, such as healthier lunchbox choices and children engaging in more active play and sporting opportunities. During pupil conferencing, children were able to talk in detail about the health and wellbeing benefits from leading healthy, active lifestyles. This has started to embed the ethos of the importance of leading healthy, active lives, and emphasised its importance on our physical and mental health and well-being.</p> <p>Initial impact following lessons and assemblies is</p>

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	<p>*PSHE, science and P.E lessons to combine to emphasise the importance of leading a healthy, active lifestyle. This will include ongoing consideration for the impact that Covid-19 had on our children's physical and mental health and wellbeing.</p>	All staff.	Ongoing.	Free.	<p>Lesson observations, learning walks, pupil conferencing.</p>	<p>Lots of interwoven conversation in all classes throughout the year, in addition to some focussed assemblies (virtual and in person) to discuss this. Following partial school closure, and the ongoing impact of Covid-19, all classes had regular messages from their teachers, which focussed on the importance of physical and mental health and wellbeing.</p> <p>This has raised the profile of the importance of healthy lifestyle choices and we have seen a short-term increase in children's understanding of leading a healthy, active lifestyle. We have also noticed short-term improvements in related behaviour, such as healthier lunchbox choices and children engaging in more active play and sporting opportunities. During pupil conferencing, children were able to talk in detail</p>

					<p>about the health and wellbeing benefits from leading healthy, active lifestyles. This has started to embed the ethos of the importance of leading healthy, active lives, and emphasised its importance on our physical and mental health and well-being.</p> <p>Initial impact following lessons and assemblies is always evident.</p> <p>We will explore the possibilities of welcoming inspiring guest speakers to lead assemblies.</p> <p>For long-term impact, the message needs to continue regularly in assemblies and in lessons. The message also needs an even higher profile in our day-to-day school environment and ethos. This action is an ongoing priority for next year, especially in the wake of Covid-19 and the impact on mental and physical health of our pupils.</p> <p>It is also high priority due to the cost of living crisis and the likelihood of families struggling to provide healthy, balanced meals for their children. The knock-on impact of possible restrictions to children's extra-curricular opportunities as a result of rising costs is also likely to have an impact on children's mental and physical wellbeing.</p> <p>Repeat this objective next year.</p>
<p>*Continue to highlight the importance of healthy active lifestyles to our parents. For example, on newsletters. This will include ongoing consideration for the impact that Covid-19 had on our children's physical and mental health and wellbeing.</p>	<p>AF, JH and AM</p>	<p>Various points throughout the year.</p>	<p>free</p>	<p>Pupil conferencing. Discussion with parents.</p>	<p>Parent-child cooking workshops were offered to targeted families. The feedback from these sessions was excellent. These will be offered again next academic year.</p> <p>Messages about healthy living and learning, keeping active, and our mental and physical well-being have been communicated regularly to parents through newsletters and focussed resources. This will continue as this remains a school priority.</p>

	<p>*Focus on the provision of nutritious food in pupil lunchboxes. Staff to raise awareness with their classes, and bring back initiatives such as healthy lunchbox tokens.</p>	<p>All staff.</p>	<p>Throughout the year.</p>	<p>Lesson or assembly time, time of staff to implements initiatives.</p>		<p>This has not been completed due to sensitivities around the cost of certain foods during the cost of living crisis. We will look at alternative ways to promote healthy lunchboxes without offending some of our families.</p>
	<p>*Focus on the provisions of nutritious food in pupil lunchboxes. KG, through Healthy Schools experience, to deliver sessions to children and to parents. Similar sessions were run years ago and were successful.</p>	<p>AM and KG</p>	<p>Throughout the year.</p>	<p>Cost of KG time.</p>		<p>This has not been completed due to sensitivities around the cost of certain foods during the cost of living crisis. We will look at alternative ways to promote healthy lunchboxes without offending some of our families.</p>



<p>*Mental health fortnight to include key focus on the importance of leading healthy, active lifestyles. This will include ongoing consideration for the impact that Covid-19 had on our children's physical and mental health and wellbeing.</p>	<p>All staff</p>	<p>Spring term</p>	<p>Lesson time.</p>	<p>Discussions with children during the week and questionnaires to monitor understanding.</p>	<p>After liaising with staff, the PSHE coordinator slightly adjusted the provision and objectives to be covered during Mental Health Fortnight. This was to particularly focus on the ongoing impact of Covid-19 and ways to improve our own mental health and wellbeing. It was also in consideration of some of the well-being needs of some of our children and families. Staff reported a raise in mood and attitudes of their children during this fortnight, and for a time afterwards.</p> <p>Pupils reported feeling happy and confident talking about their emotions. Some pupils were also able to identify signs that they were feeling down, or anxious, and strategies that they could do to improve their own mental wellbeing.</p> <p>This has started to embed the ethos of the importance of leading healthy, active lives and emphasised its importance on our physical and mental health and well-being.</p> <p>This will continue to be of high priority this year as we continue to notice the impacts of the Covid-19 pandemic. The cost of living crisis and additional stresses that children may be affected by, will also emphasise the importance of encouraging our children to take care of their health and wellbeing.</p>
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<p>*Fitness tests to raise awareness of the importance of staying active, and to monitor children's progress over time</p>	<p>AM, JB and NS</p>	<p>End of academic year</p>	<p>Montague Sports Package £3410.</p>	<p>Online tracking system and pupil conferencing.</p>	<p>Montague Sports ran fitness test for every child in the school, monitoring their scores in a variety of disciplines. Every child's score was then recorded and reported using an online tracking system. This allows each class teacher to view their pupils and plan for any opportunities to develop their specific skills. This has already had an impact on targeting some children for intervention for extra-curricular opportunities. Pupils reported really enjoying these sessions and trying some of the activities at home. The coaches also discussed the importance of leading a healthy, active lifestyle, which reinforced the messages that we have been teaching the children in class. By continually reminding pupils of this, it will help to embed the message in our school ethos. We were able to track our children from the tests which were completed the year before. We have seen an overall trend of increased scores across the disciplines and certain children have made exceptional progress to some areas.</p> <p>Repeat this annually.</p> <p>Our PE coordinator has set up 'Fitness Fridays'. He has organised resource packs and provided training for our Sports Council representatives, who have been responsible for leading these activities on a Friday lunchtime. These activities have been specifically chosen to develop certain fitness disciplines which are monitored by our annual fitness assessments. This was only introduced in the Summer Term of 2023, but will continue this academic year. Our Sports Council representatives reported enjoying the leadership opportunities and the children who chose to take part really engaged with the activities.</p>
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	<p>*Trial ways to adapt The Daily Mile initiative, or find an alternative, which suits our children and staff.</p>	<p>NS, JB Midday supervisors, JT to lead.</p>	<p>Throughout the year</p>	<p>Cost of JT lunchtime salary  NS or JB release time if needed.</p>	<p>Monitor number of playtime incidents.</p> <p>Discussions with midday supervisors and children to monitor effectiveness.</p> <p>Monitor general fitness attitudes of children during this time.</p>	<p>This is still yet to be achieved. Other issues have been of higher priority last academic year. Despite this, last year, year 3 found it worked really well to take their children outside straight after lunchtime for a Daily Mile. However, this is not an option for all year groups. The huge pressures to fit in all other curriculum areas also makes it difficult for teacher to earmark the time for this. This is something that we still need to discuss as a staff.</p> <p>However, although not an alternative to The Daily Mile, our PE coordinator has set up 'Fitness Fridays'. He has organised resource packs and provided training for our Sports Council representatives, who have been responsible for leading these activities on a Friday lunchtime. These activities have been specifically chosen to develop certain fitness disciplines which are monitored by our annual fitness assessments. This was only introduced in the Summer Term of 2023, but will continue this academic year. Our Sports Council representatives reported enjoying the leadership opportunities and the children who chose to take part really engaged with the activities.</p>
<p>Re s o u r c e s</p>	<p>*Invest in resources to allow high-quality provision of PE lessons to continue in a range of disciplines.</p>	<p>NS JB</p>	<p>ongoing</p>	<p>£2400 approx</p>	<p>NS, JB and JT to monitor stock and request order of more equipment as needed.</p>	<p>A range of resources have been purchased to allow high-quality PE lessons to be delivered consistently. Resources have also been selected to allow adaptations for children where needed. Storage for these resources has also been improved to ensure that teachers have easy access to the equipment that they need. This objective will be ongoing to replace equipment as and when needed, to ensure that high-quality lessons can continue to be delivered.</p>

<p>O n g o i n g p r o j e c t f o r a d d i t i o n a l P E s p a c e .</p>	<p>*Explore possibilities for additional PE space. Either a contained space outside, or possibility of an additional indoor space.</p> <p>Due to Covid restrictions and additional safety measures that were put in place, it has been noticed that our school hall is sometimes difficult to access for PE, even when timetabled sessions have been allocated. This is particularly true on wet weather days when three classes are needing to share a limited hall time slot.</p> <p>When the hall is able to be used, due to some of the additional furniture which is now stored in the hall, plus the growing size of our classes, it can make it difficult to deliver some PE sessions safely.</p> <p>Therefore, we are exploring possibilities to provide additional PE space. We are hoping to use money which has rolled over from previous years to combine towards this project.</p>	<p>AM and NS.</p>	<p>Ongoing</p>	<p>Estimated in excess of £30,000.</p>		<p>Options have been looked at, but are not currently feasible.</p> <p>In the interim, the storage and clutter in the hall has been slightly reduced to allow more space for indoor PE lessons, but this is still not ideal.</p> <p>Further options will be considered.</p>
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Objectives in blue have been achieved, but are ongoing.

Objectives in green are completed and no further action is required.

Objectives in orange have not yet been fully achieved.