



**Harewood Junior School
SDP Curriculum action plan
review for P.E 2017/18**

PRIORITY:

- Continue to develop teacher's competence and confidence for teaching P.E, in a range of disciplines.
- Increase physical activity for all pupils, including vulnerable groups.
- Embed understanding of importance of leading a healthy, active lifestyle and the impact of physical education on mental health.
- Increase opportunities for active play at lunchtimes.

SUCCESS CRITERIA:

- Review staff strengths and weaknesses for the subject
- Provide further training for staff (CPD)
- Work with each year group to develop their use of resources for physical education.
- Increase opportunities for children to participate in extra-curricular clubs which involve physical activity.
- Continue to invest in opportunities to increase participation in active play at lunchtimes and break times
- Continue to develop intra-school competitive activities and participate in inter-school activities.
- Create a school ethos around the importance of living a healthy, active lifestyle.
- Embed the 'Daily Mile' as part of our daily routine.

Funding Arrangements and major spend known at time of writing:

Income:	Expenses	
£19,030	Montague sport, Curriculum development and CPD	£5040
	Gloucester Primary Sports (inter-school leagues and tournaments)	£295
	Supply cost for participation in inter-school events	£1078
	Resources	£835.76
	Use of funding for JT to lead Active Play	£2167.53
	Pedometers	£1891.21
	Towards MUGAs (carried over from last year's spend as amount exceeded budget for 2016/17)	£1779.29
	Trim trail extension items	£709.20
	Total	£13,795.99
Amount to be carried forward to fund Outdoor Keep fit equipment: £5234		

	Action	Leader	Timescale	Resources/cost	Monitoring arrangements	Progress and impact comments
Staff CPD needs 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>	NS	<p>Autumn 2017</p> <p>Autumn 2017</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>Whole school focussed for CPD identified as hockey, following this audit.</p> <p>In 2018/19 staff questionnaire, staff who received CPD training through Montague sports working alongside their class have shown increased confidence for teaching hockey.</p> <p>CPD to continue next year to further up skill teachers and develop their confidence for teaching a range of disciplines.</p>
	<p>*Organise for lead teachers or coaches to work alongside staff to develop confidence.</p>	NS and AM	Ongoing throughout 2017/18 academic year.	Package through Montague £ 3780	Questionnaires/discussions with staff involved to establish effectiveness and impact.	<p>Each class and class teacher who teaches during afternoon P.E sessions received 3 x weekly sessions of hockey from Montague sports.</p> <p>Year 5 and Year 6 staff also received 3 x weekly sessions for cricket CPD from Montague Sports.</p> <p>In 2018/19 staff questionnaire, staff who received CPD training through Montague sports working alongside their class have shown increased confidence for teaching these areas. Y3/4 staff who did not receive cricket CPD have highlighted this as an area for development following the feedback from Y5/6 staff. Staff members have volunteered to run extra-curricular cricket clubs following success of the CPD.</p> <p>CPD to continue next year to further up skill teachers and develop their confidence for teaching a range of disciplines.</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.	NS, JB and AM	By the end of the academic year.	Staff meeting/inset time.	Questionnaires/discussions with staff involved to establish effectiveness and impact.	Some feedback time provided staff opportunities to discuss effectiveness of CPD training and share ideas with other staff. Further staff meeting time to be allocated this academic year to refresh and allow opportunities for staff to share good practise further.
	*New PE coordinator (during maternity cover) to observe P.E lessons across all year groups and support colleagues as needed.	NS, JB and AM	Ongoing throughout 2017/18 academic year.	Release time for P.E coordinator.	P.E coordinator to observe, feedback and work alongside staff in order to improve the quality o P.E across the school.	Some drop-in observations completed, which showed good quality of teaching and learning. Some support provided to develop staff further. This needs to continue to ensure staff confidence in a range of P.E disciplines.
	* New PE coordinator (during maternity cover) to monitor effectiveness of lessons, the use of the scheme of work, assessments and teaching, in order to improve the quality of P.E across the school.	NS, JB and AM	Ongoing throughout 2017/18 academic year.	Release time for P.E coordinator.	P.E coordinator to observe, feedback and work alongside staff in order to improve the quality o P.E across the school.	Some drop-in observations completed, which showed good quality of teaching and learning. Some support provided to develop staff further. This needs to continue to ensure staff confidence in a range of P.E disciplines. Some discussions to monitor effectiveness of assessments and scheme of work. This is ongoing for the 2018/19 academic year.

	Action	Leader	Timescale	Resources/cost	Monitoring arrangements	Progress comments
Increased opportunities for participation in physical activity	*Annual whole school audit of participation at present.	NS	Autumn 2017	Questionnaires and pupil conferences. Free. . Cost of staff time to analyse.	End of year audit to monitor improvements.	<p><u>Based on participation in extra-curricular clubs in 2016-17 academic year =</u></p> <ul style="list-style-type: none"> - 2014 intake (y6 2017/18) = 48% - 2015 intake (y5 2017/18) = 64% - 2016 intake (y4 2017/18) = 43% - 2017 intake (y3 2017/18) = unknown <p><u>Based on participation in extra-curricular clubs in 2017-18 academic year =</u></p> <ul style="list-style-type: none"> - 2014 intake (y6 2017/18) = 72% - 2015 intake (y5 2017/18) = 82% - 2016 intake (y4 2017/18) = 68% - 2017 intake (y3 2017/18) = 62% <p><u>Difference in participation for each cohort from 2016/17 to 2017-18 academic year.</u></p> <ul style="list-style-type: none"> - 2014 intake (y6 2017/18) = 24% - 2015 intake (y5 2017/18) = 18% - 2016 intake (y4 2017/18) = 25% - 2017 intake (y3 2017/18) = unknown starting point. <p><i>Data collected from whole school tracker and class audit questionnaires.</i></p> <p><i>Includes range of weekly sports clubs, after school sports activity events and children who have been play leaders/buddies.</i></p> <p>This data shows a significant increase in the number of children who took part in extra-curricular sports clubs and events at school.</p>

	<p>*Vulnerable groups audit of participation at present.</p>	<p>AM and RW</p>	<p>Autumn 2017</p>	<p>Questionnaires and pupil conferences. Free. Cost of staff time to analyse.</p>	<p>End of year audit to monitor improvements.</p>	<p>Although an improvement on previous years, audit showed that some vulnerable groups of children have lower participation than others (on average).</p> <p>Opportunities provided for targeted groups through invitation to join extra-curricular activities.</p> <p>Opportunities provided for children to engage in regular lunchtime activities through becoming a playground leader or joining in with specific activities.</p> <p><u>Impact</u></p> <p>*With encouragement, increased numbers of children from these vulnerable groups to part in extra-curricular sports and physical activity clubs.</p> <p>*Increase in positive attitudes towards PE (shown through questionnaires and pupil conferencing).</p> <p>*Increased confidence and leadership skills seen in certain individuals who were invited and trained to become playground leaders.</p>
	<p>*Use tracker system (and pupil class questionnaires) to look at pupil participation in sports clubs.</p>	<p>AM, RW, NS, JB</p>	<p>Ongoing</p>	<p>Free.</p>	<p>End of year audit to monitor improvements.</p>	<p><u>Based on participation in extra-curricular clubs in 2016-17 academic year =</u></p> <ul style="list-style-type: none"> - 2014 intake (y6 2017/18) = 48% - 2015 intake (y5 2017/18) = 64% - 2016 intake (y4 2017/18) = 43% - 2017 intake (y3 2017/18) = unknown <p><u>Based on participation in extra-curricular clubs in 2017-18 academic year =</u></p> <ul style="list-style-type: none"> - 2014 intake (y6 2017/18) = 72% - 2015 intake (y5 2017/18) = 82% - 2016 intake (y4 2017/18) = 68% - 2017 intake (y3 2017/18) = 62% <p><u>Difference in participation for each cohort from 2016/17 to 2017-18 academic year.</u></p>

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<p>*Audit of pupil interests and which clubs they would like to participate in.</p> <p>*Organise clubs to cater for needs.</p>	NS, JB and KH	Autumn 2017 Ongoing	Questionnaires and pupil conferences. Free. Cost of staff time to analyse Student council discussions.	End of year audit to monitor improvements.	<p>Increased participation across the school shows that clubs have been offered to cater for needs of our children.</p> <p>Sept 2018 questionnaires show that a large number of children in each year group are keen to take part in a range of sports clubs. Their suggestions of which clubs they would like to participate in will be discussed with staff to plan clubs for 2018/19 academic year.</p>	
*Change for Life club to target certain vulnerable groups.	AM and BW to liaise with staff to appoint leader.	Spring 2017	Possible cost of training somebody different to take on the role due to long-term health problems of previous leader.	End of year audit and discussions with children,	This club ran successfully with 12 identified children taking part. Children developed their physical skills, as well as skills in leadership, organisation and many social skills also.	
*Training for y5 play leaders in preparation for y6.	AM, JH and JT	End of academic year.	Training for playtime leaders . JT and JH time.	Monitor effect of this of pupil enjoyment of lunchtimes and on the number of playtime incidents.	Compared to last year, the 2018/19 Year 6 cohort has shown an increase in the number of children who have volunteered to take the role of play leaders, referees or buddies at lunchtimes.	

<p>*Increased opportunities for physical activity at lunchtimes.</p>	<p>AM, JH, JB and JT</p>	<p>Ongoing</p>	<p>JT and JH time.</p>	<p>Monitor effect of this of pupil enjoyment of lunchtimes and on the number of playtime incidents.</p>	<p>Through continued development of JT role at lunchtimes, 'Active play' opportunities have increased. * 'zones' of activity each day, allowing plenty of opportunities for all children to engage. *Carefully chosen equipment to allow children to play a variety of active games. *Reduction in behaviour issues at lunch times. *Increased participation in active play. *Increased opportunities for y5/6 children to develop leadership skills. *Noticeable increase in confidence and resilience in some children who have taken on the roles of playground leaders.</p>
<p>*Daily Mile' to become part of whole school timetable on a daily basis.</p>	<p>Midday supervisors, JT to lead.</p>	<p>Established Autumn 2017, then ongoing.</p>	<p>Free</p>	<p>Monitor number of playtime incidents (particularly in the last 10/15 mins of lunchtime when Daily Mile being trialled).</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 takes place every day for 5-10 minutes at the end of lunchtime. It is embedded in our daily timetable and all children take part.</p> <p>Pupil questionnaires show that a number of children enjoy taking part and all children understand the benefits and importance of regular exercise.</p> <p>Pupil audit questionnaires have also highlighted reasons why some children do not always enjoy the 'Daily Mile'. This has prompted discussions with children and staff about how we could change things slightly to increase enjoyment for all. This is a priority for 2018/19 academic year.</p>
<p>*Whole school sports events to encourage physical activity.</p>	<p>JB (in NS absence)</p>	<p>Ongoing throughout the year.</p>	<p>Release time for PE coordinator to run events.</p>	<p>Monitor pupil's view towards competition and physical activity.</p>	<p><u>Impact</u> *100% children took part in whole school competitive activities. These include: Sports Day, Race for Life, Sports Relief step challenge, Gloucester Old Spot challenge and cross country events. *Get Active fun night provided all children</p>

						<p>with the opportunity to engage in a range of activities.</p> <p>*Excellent engagement in these activities, from children, staff and parents. #</p> <p>*Pupil conferring shows how children really enjoyed these activities.</p>
	<p>*Inter-school competitions and events.</p>	<p>NS, AM, JB KH, JT</p>	<p>Ongoing throughout the year.</p>	<p>Teacher release time = (total)</p> <p>Other staff time to assist (TAs)</p> <p>Staff time for extra-curricular clubs and matches.</p> <p>Transport costs.</p>	<p>Monitor the number of children who are taking part.</p>	<p><u>Impact</u></p> <p>*21 children took part in inter-school netball competitions.</p> <p>*28 children took part in inter-school rugby competitions.</p> <p>* 45 children took part in inter-school football competitions.</p> <p>Due to membership of GSSN ceasing, the amount of opportunities for inter-school competitions has reduced. Although it was intended for inter-school events to be organised for cluster schools through GSP and by our school staff, this did not happen this year. Organising increased opportunities is an action for next year.</p>
	<p>*Additional extra-curricular sporting opportunities through more clubs.</p>	<p>AM and all staff.</p>	<p>Ongoing throughout the year.</p>	<p>Staff time to run clubs.</p>	<p>Monitor the number of children who are taking part.</p>	<p><u>Based on participation in extra-curricular clubs in 2016-17 academic year =</u></p> <ul style="list-style-type: none"> - 2014 intake (y6 2017/18) = 48% - 2015 intake (y5 2017/18) = 64% - 2016 intake (y4 2017/18) = 43% - 2017 intake (y3 2017/18) = unknown <p><u>Based on participation in extra-curricular clubs in 2017-18 academic year =</u></p> <ul style="list-style-type: none"> - 2014 intake (y6 2017/18) = 72% - 2015 intake (y5 2017/18) = 82% - 2016 intake (y4 2017/18) = 68% - 2017 intake (y3 2017/18) = 62% <p><u>Difference in participation for each cohort from 2016/17 to 2017-18 academic year.</u></p> <ul style="list-style-type: none"> - 2014 intake (y6 2017/18) = 24%

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	<p>*Trial use of pedometers to monitor average steps and encourage competition to increase daily physical activity.</p>	<p>NS (trial) JB and AM</p>	<p>Trial by end of Autumn term, rolled out to the whole school by the end of spring term.</p>	<p>Staff time to set up and monitor.</p>	<p>Calculate average steps initially and then monitor changes throughout the year.</p>	<p>Trial use of pedometers with a sample group of children from each year group showed average daily step count of 3083 steps per day (Nov 2018).</p> <p>Pedometers then ordered for each class and all children monitored their steps every day.</p> <p>Average daily step recorded (after 3 weeks of Spring term) was 8542.</p> <p>Although this made a significant difference to the average number of daily steps, staff felt that some children were not using them correctly. They also felt and that the impact for why we were using them was not as good as it could be, due to daily use.</p> <p>Children and staff enjoyed challenges, such as The Gloucester Old Spot challenge.</p> <p>Following this, we have decided to run a termly challenge using the pedometers. This will provide fun and engaging opportunities</p>

						for children, in addition to increasing their daily exercise. It will also continue to promote the importance of daily exercise.
	*Montague Sport 'Fit to Explore' package to embed message of the importance of daily exercise, linked with daily mile and use of pedometers	JB and AM	Launched in Spring Term	Staff time to set up and monitor.	Monitor attitudes towards daily activity and participation <ul style="list-style-type: none"> - Pupil conferencing at the start of the spring term and at the end of the year. 	We did not take part in this programme, but used other initiatives to promote the importance of regular exercise, including the Daily Mile, Gloucester Old Spot Challenge (Virtual walk Land's End to John o'Groats) and use of pedometers.

	Action	Leader	Timescale	Resources/cost	Monitoring arrangements	Progress comments
Embed understanding of importance of leading a healthy, active lifestyle ➤	*Assemblies to highlight the importance of leading a healthy, active lifestyle.	All staff	Ongoing	Free. Visitor assemblies during 'Get Active week' = £500.	Assembly overview and discussion with children.	<u>Impact</u> Initiatives such as the 'Daily Mile' and use of pedometers have had an impact on our children's understanding. This has started to embed the ethos of the importance of leading healthy, active lives. Initial impact following lessons and assemblies is always evident. For long-term impact, the message needs an even higher profile in our day-to-day school environment and ethos. This action is a priority for next year.
	*Teachers to embed the importance of leading a healthy, active lifestyle by encouraging children to make healthy choices.	All staff.	Ongoing.	Free.	Lesson observations, learning walks, pupil conferencing.	<u>Impact</u> Initiatives such as the 'Daily Mile' and use of pedometers have had an impact on our children's understanding. This has started to embed the ethos of the importance of leading healthy, active lives. Initial impact following lessons and assemblies is always evident. For long-term impact, the message needs an even higher profile in our day-to-day school environment and ethos. This action is a priority for next year.
	*PSHE, science and P.E lessons to combine to emphasise the importance of leading a healthy, active lifestyle.	All staff.	Ongoing.	Free.	Lesson observations, learning walks, pupil conferencing.	Initial impact following lessons and assemblies is always evident. For long-term impact, the message needs an even higher profile in our day-to-day school environment and ethos. This action is a priority for next year.

	<p>*Parent information evening and parent workshops to highlight the importance of healthy active lifestyles.</p>	AF, JH and AM	Various points throughout the year.	<p>Release time and cost of supply.</p> <p>Coffee mornings, parent workshops, parent forum.</p>	<p>*Monitor impact and discuss effectiveness with parents who take part.</p>	<p>Although this has been discussed at parent forums, instead school ran two healthy lunchbox workshops with parents/carers and their children.</p> <p>This action is to be discussed with staff to decide how best to engage our parents and highlight the importance of healthy active lifestyles.</p>
	<p>*Mental health fortnight to include key focus on the importance of leading healthy, active lifestyles.</p>	All staff		Lesson time.	<p>Discussions with children during the week and questionnaires to monitor understanding.</p>	<p>This was successful and engaged children across the school.</p> <p>Initial impact following lessons and assemblies is always evident.</p> <p>For long-term impact, the message needs an even higher profile in our day-to-day school environment and ethos. This action is a priority for next year.</p>
	<p>*Daily Mile' to become part of whole school timetable on a daily basis.</p>	Midday supervisors, JT to lead.	Established Autumn 2017, then ongoing.	Free	<p>Monitor number of playtime incidents (particularly in the last 10/15 mins of lunchtime when Daily Mile being trialled).</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 takes place every day for 5-10 minutes at the end of lunchtime. It is embedded in our daily timetable and all children take part.</p> <p>Pupil questionnaires show that a number of children enjoy taking part and all children understand the benefits and importance of regular exercise.</p> <p>Pupil audit questionnaires have also highlighted reasons why some children do not always enjoy the 'Daily Mile'. This has prompted discussions with children and staff about how we could change things slightly to increase enjoyment for all. This is a priority for 2018/19 academic year.</p>

	<p>*Trial use of pedometers to monitor average steps and encourage competition to increase daily physical activity.</p>	<p>NS (trial) JB and AM</p>	<p>Trial by end of Autumn term, rolled out to the whole school by the end of spring term.</p>	<p>Staff time to set up and monitor.</p>	<p>Calculate average steps initially and then monitor changes throughout the year.</p>	<p>Trial use of pedometers with a sample group of children from each year group showed average daily step count of 3083 steps per day (Nov 2018).</p> <p>Pedometers then ordered for each class and all children monitored their steps every day.</p> <p>Average daily step recorded (after 3 weeks of Spring term) was 8542.</p> <p>Although this made a significant difference to the average number of daily steps, staff felt that some children were not using them correctly. They also felt and that the impact for why we were using them was not as good as it could be, due to daily use.</p> <p>Children and staff enjoyed challenges, such as The Gloucester Old Spot challenge.</p> <p>Following this, we have decided to run a termly challenge using the pedometers. This will provide fun and engaging opportunities for children, in addition to increasing their daily exercise. It will also continue to promote the importance of daily exercise.</p>
	<p>*Montague Sport 'Fit to Explore' package to embed message of the importance of daily exercise, linked with daily mile and use of pedometers</p>	<p>JB and AM</p>	<p>Launched in Spring Term</p>	<p>Staff time to set up and monitor.</p>	<p>Monitor attitudes towards daily activity and participation</p> <ul style="list-style-type: none"> - Pupil conferencing at the start of the spring term and at the end of the year. 	<p>We did not take part in this programme, but used other initiatives to promote the importance of regular exercise, including the Daily Mile and use of pedometers.</p>

	Action	Leader	Timescale	Resources/cost	Monitoring arrangements	Progress comments
Opportunities for active play.	*Training for y5 play leaders in preparation for y6.	AM, JH and NS	End of academic year.	Training for playtime leaders	<p>Monitor the number of children who are engaging in active play.</p> <p>Monitor the number of lunchtime behavioural incidents.</p> <p>Pupil conferencing to monitor views.</p>	<p>JT and JH have worked together to train dedicated groups of y5 and y6 children to support in specific 'zones' on the playground. For example, some children are in charge of ball games, others oversee skipping games, traditional games and activities using the MUGA.</p> <p><u>Impact</u></p> <ul style="list-style-type: none"> *Increased opportunities for all other children on the playground. *Higher participation in 'active play' at lunchtimes. *Reduction in behavioural problems at lunchtimes. *Increased confidence and improved social skills of the children who have been given playtime responsibility. This was particularly evident in some specific individuals, which had a noticeable impact on their attitudes, social interaction and organisation.
	*Designated members of staff to lead 'Active Play' and provide a variety of opportunities for all children.	AM and JT	ongoing	Cost of JT lunchtime cover = approx £500	<p>Monitor the number of children who are engaging in active play.</p> <p>Monitor the number of lunchtime behavioural incidents.</p> <p>Pupil conferencing to monitor views.</p> <p>Discuss impact with lunch time staff.</p>	<p>Although this action has been achieved, it is still ongoing as JT continues to develop opportunities further.</p> <p><u>Impact</u></p> <ul style="list-style-type: none"> *Increased opportunities for all other children on the playground. *Higher participation in 'active play' at lunchtimes. *Reduction in behavioural problems at lunchtimes. *Increased confidence and improved social skills of the children who have been given playtime responsibility. This was particularly evident in some specific individuals, which had a noticeable impact on their attitudes, social interaction and organisation.

	*Increase resources for 'Active play'	AM, JT		Cost of resources = MUGA cost carried over from last year as exceeded funding = £1779.29	Monitor the number of children who are engaging in active play. Monitor the number of lunchtime behavioural incidents. Pupil conferencing to monitor views.	Continued use of MUGA to provide range of active opportunities. Daily Mile every lunchtime for ALL children. Increased number of children making significant effort to increase their daily step count during pedometer challenges. Increased number of children taking part in JT lunchtime activities. Increased number of children assuming the role of playground leaders, buddies, and referees.
	*'Daily Mile' to become part of whole school timetable on a daily basis.	Midday supervisors, JT to lead.	Established Autumn 2017, then ongoing.	Free	Monitor number of playtime incidents (particularly in the last 10/15 mins of lunchtime when Daily Mile being trialled). Discussions with midday supervisors and children to monitor effectiveness. Monitor general fitness attitudes of children during this time.	This takes place every day for 5-10 minutes at the end of lunchtime. It is embedded in our daily timetable and all children take part. Pupil questionnaires show that a number of children enjoy taking part and all children understand the benefits and importance of regular exercise. Pupil audit questionnaires have also highlighted reasons why some children do not always enjoy the 'Daily Mile'. This has prompted discussions with children and staff about how we could change things slightly to increase enjoyment for all. This is a priority for 2018/19 academic year.
	*Trial use of pedometers to monitor average steps and encourage competition to increase daily physical activity.	NS (trial) JB and AM	Trial by end of Autumn term, rolled out to the whole school by the end of spring term.	Staff time to set up and monitor.	Calculate average steps initially and then monitor changes throughout the year.	Trial use of pedometers with a sample group of children from each year group showed average daily step count of 3083 steps per day (Nov 2018). Pedometers then ordered for each class and all children monitored their steps every day.

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	*Montague Sport 'Fit to Explore' package to embed message of the importance of daily exercise, linked with daily mile and use of pedometers	JB and AM	Launched in Spring Term	Staff time to set up and monitor.	<p>Monitor attitudes towards daily activity and participation</p> <ul style="list-style-type: none"> - Pupil conferencing at the start of the spring term and at the end of the year. 	We did not take part in this programme, but used other initiatives to promote the importance of regular exercise, including the Daily Mile and use of pedometers.

Notes and Evaluation

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.