



Harewood Junior School SDP Curriculum action plan review for P.E 2018/19

PRIORITY:

- Continue to develop teacher's competence and confidence for teaching P.E, in a range of disciplines.
- **Following results of NCMP, the following objectives are high priority:**
 - Increase physical activity for all pupils, particularly those identified as a concern.
 - Embed understanding of importance of leading a healthy, active lifestyle and the impact of physical education on mental health.
 - Increase opportunities for daily physical activity, including active play at lunchtimes.

SUCCESS CRITERIA:

- Review staff strengths and weaknesses for the subject
- Provide further training for staff (CPD)
- 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 the school ethos around the importance of living a healthy, active lifestyle.
- Develop the 'Daily Mile' to engage all of our children and foster enjoyment for being active.
- Increase opportunities for daily physical activity.

Funding Arrangements and major spend known at time of writing:

Income:

11,113 (Nov) + 7937 (May) = £19,050

Carried over from last year = £5234

Expenses

Montague sport, Curriculum development and CPD	£3860
Gloucester Primary Sports (inter-school leagues and tournaments)	£160
Five Star Movers (fitness, health and wellbeing intervention)	£490
Supply cost for participation in events	£450
Active play equipment/ Sport resources	£2,497.37
Support for talent programmes	£250
Active Play lead	approx £2200
Trim trail extension items	£1200

	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	Autumn 2018 Autumn 2018	Questionnaire/ discussions = free P.E. coordinator time to analyse.	Questionnaire/ staff conferencing. P.E coordinator to overview and monitor areas of need.	<p>Range of disciplines identified: Cricket for Y3/4 staff as they did not receive cricket coaching in summer 2018. Aerobic activities was a common area that people felt they would like CPD in. Football was a discipline that staff lack confidence in, mainly due to differentiation of abilities in the class and how best to cater for this. Some staff still lacking confidence in gymnastics, particularly staff who were not at Harewood for previous gymnastics CPD. Repeat this next year.</p>
	*Organise for lead teachers or coaches to work alongside staff to develop confidence.	NS, JB and AM	Ongoing throughout 2018/19 academic year.	Package through Montague	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 football skills, including ideas for quick fitness sessions. Year 4 and Year 3 staff also received 3 x weekly sessions for cricket CPD from Montague Sports. Through staff discussions, staff who received CPD training through Montague sports working alongside their class have shown increased confidence for teaching these areas. Pupil conferencing showed how much children enjoyed their sessions with these coaches. Montague Talent Programme also identified some children with a particular aptitude for physical education and invited them to attend their workshops. Staff members ran extra-curricular cricket clubs following success of the CPD. 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.	<p>Staff meeting - each member of staff shared an effective drill or activity that they have used with their class following CPD. Practical session allowed teachers to share good practice and implement these ideas with their own classes. Further staff meeting time to be allocated this academic year to refresh and allow opportunities for staff to share good practise further.</p>

	* PE coordinators to monitor effectiveness of PE teaching across all year groups and support colleagues as needed. Further need for this to continue.	NS, JB and AM	Ongoing throughout 2018/19 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. Further need for this to continue.
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	Action	Leader	Timescale	Resources/cost	Monitoring arrangements	Progress comments
Increased opportunities for participation in physical activity	*Annual whole school audit of participation at present. And repeated at the end of the academic year.	NS	Autumn 2018	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 2017-18 academic year</u> = starting point for 2018/19 academic year</p> <ul style="list-style-type: none"> - 2015 intake (y6 2018/19) = 72% - 2016 intake (y5 2018/19) = 68% - 2017 intake (y4 2018/19) = 52% -2018 intake (y3 2018/19) = unknown <p><i>Data collected from whole school tracker and class audit questionnaires. Includes range of weekly sports clubs, after school sports activity events and children</i></p> <p><u>End of year audit for 2018/19 academic year</u></p> <ul style="list-style-type: none"> - 2015 intake (y6 2018/19) = 74% - 2016 intake (y5 2018/19) = 82% - 2017 intake (y4 2018/19) = 65% -2018 intake (y3 2018/19) = 65% <p><u>Impact</u> Increase in children taking part in extra-curricular clubs in all year group most significant rise in year 5 children as more clubs were on offer in year 5 than the children had had when in year4. Also a large increase in year 4 as more cubs for offered to all year groups a some point this year (eg, football and netball) .Participation only increased marginally for year 6, but maintained a high % of our cohort taking part. Increasing this further could be a target for next academic year. Also a target could be to further increase opportunities for Y3 and 4.</p>
	*Vulnerable groups audit of participation at present.	AM and RW	Autumn 2018	Questionnaires and pupil conferences. Free. Cost of staff time to analyse.	End of year audit to monitor improvements.	<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 such as 'fit 15', becoming a playground leader or joining in with specific activities.</p> <p>Following audit and identification of vulnerable children, 'Five</p>

					<p>star movers' club was arranged. Eight weekly sessions were provided for targeted children.</p> <p><u>Impact</u></p> <p>Data shows % participation of vulnerable children taking part in extra-curricular physical activity is similar to overall participation for the yeargroup. In year 3 and 4, the participation of vulnerable children is higher than overall participation. (data below).</p> <p><u>End of year audit for 2018/19 academic year for vulnerable children, as identified by whole school tracker.</u></p> <ul style="list-style-type: none"> - 2015 intake (y6 2018/19) = 70% - 2016 intake (y5 2018/19) = 76% - 2017 intake (y4 2018/19) = 73% -2018 intake (y3 2018/19) = 69% <p><u>End of year audit for all children during 2018/19 academic year</u></p> <ul style="list-style-type: none"> - 2015 intake (y6 2018/19) = 74% - 2016 intake (y5 2018/19) = 82% - 2017 intake (y4 2018/19) = 65% -2018 intake (y3 2018/19) = 65% <p>*With encouragement, increased numbers of children from these vulnerable groups took 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>*Five star movers provided excellent development for our targeted children. Attendance was good and pupil enjoyment and motivation was high. Their progress tracker system showed gains in physical performance of most individuals. One particular child was so motivated by the club that he shared his fitness and weight loss journey with staff: he lost just over a stone in 6 weeks! It also provided an opportunity for children who do not usually 'enjoy' physical activity to engage in a different way.</p> <p>Repeat this next academic year to ensure that participation in extra-curricular physical activity remains high for vulnerable children.</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>	<p>NS, JB and KH</p>	<p>Autumn 2018</p> <p>Ongoing</p>	<p>Questionnaires and pupil conferences. Free. Cost of staff time to analyse</p> <p>Student council discussions.</p>	<p>End of year audit to monitor improvements.</p>	<p>Attitudes towards extra-curricular PE clubs is really positive across the school. Lots of children would like more clubs offered to them. Their ideas have been noted and we are looking at ways to provide further opportunities for them. (October 2018)</p> <p><u>Impact</u></p> <p>Following survey/conferencing, a range of additional clubs have been offered to more children. This included football, netball and rugby club now being offered to children in all year groups. Other clubs continued to be offered to all, including gymnastics, running and 'fit 15'. Additional clubs offered to specific year groups, including dance, cricket and rounders.</p> <p>*Five star movers provided excellent development for our targeted children. Attendance was good and pupil enjoyment and motivation was high. Their progress tracker system showed gains in physical performance of most individuals. One particular child was so motivated by the club that he shared his fitness and weight loss journey with staff: he lost just over a stone in 6 weeks! It also provided an opportunity for children who do not usually 'enjoy' physical activity to engage in a different way.</p> <p>Continue with this next academic year.</p>
<p>*Change for Life club to target certain vulnerable groups.</p>	<p>AM and BW to liaise with staff to appoint leader.</p>	<p>Spring 2019</p>	<p>Possible cost of training somebody different to take on the role due to long-term health problems of previous leader.</p>	<p>End of year audit and discussions with children,</p>	<p>This club was not offered this year. Alternative provision was put in place through Five Star Movers and lunch time clubs.</p> <p>Look for opportunities to offer this club again next year.</p>
<p>*Training for y5 play leaders in preparation for y6.</p> <p>*Increased opportunities for physical activity at lunchtimes.</p>	<p>AM, JH and JT</p> <p>AM, JH, JB and JT</p>	<p>End of academic year.</p> <p>Ongoing</p>	<p>Training for playtime leaders .</p> <p>JT and JH time.</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>Monitor effect of this of pupil enjoyment of lunchtimes and on the number of playtime</p>	<p>JT and JH have worked together to train dedicated groups of 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. All year 5 children have been trained ready participate as play leaders when in y6.</p> <p><u>Impact</u></p> <p>*Increased opportunities for all other children on the playground.</p> <p>*Higher participation in 'active play' at lunchtimes.</p> <p>*Reduction in behavioural problems at lunchtimes.</p> <p>*Increased confidence and improved social skills of the</p>

					incidents.	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. *100% y5 (now y6) children trained as play leaders = leadership responsibilities and more active play. Although this action has been achieved, it is still ongoing as JT continues to develop opportunities further and rolls out additional opportunities.
*Develop the way that the Daily Mile' is organised to increase enjoyment for all children. This is ongoing as different initiatives continue to be offered to engage children throughout the year.	Midday supervisors, JT to lead.	Establish Autumn 2018, then ongoing.	Free	Monitor number of playtime incidents (particularly in the last 10 of lunchtime when Daily Mile is happening. Discussions with midday supervisors and children to monitor effectiveness. Monitor general fitness attitudes of children during this time.	A variety of different initiatives were introduced to re-motivate children. These were discussed and facilitated with the help of Sports Council. 2018/19 initiatives include: *Lapland challenge (whole school challenge to run to Lapland and back in the weeks leading up to Christmas) *Individual bronze, silver and gold challenge (class lists of distance children walked/ran over 6 week period. Bronze =10km, Silver = half marathon, gold = marathon). *Inter and intra-class competitions. <u>Impact</u> *Huge increase in the motivation of children during focussed challenges. We noticed an increase in the amount of children choosing to run the Daily Mile or challenge themselves to walk/run further each day. This reduced the behavioural problems that sometimes occurred during Daily Mile and gave children more focus. It also allowed us to reinforce the importance of daily exercise through assemblies and class discussions. *We also noticed healthy competition between children and classes, which allowed opportunities to develop sporting attitudes and increase motivation further. Sports Council Reps helped to drive the challenges forward and took responsibility for collecting results. Adding up scores, writing certificates etc. This is ongoing as different initiatives continue to be offered to engage children throughout the year.	
*Whole school sports events to encourage physical activity.	JB and NS	Ongoing throughout the year.	Release time for PE coordinator to run events.	Monitor pupil's view towards competition and physical activity.	<u>Impact</u> *100% children took part in whole school competitive activities. These include: Sports Day and Daily Mile challenges. *Excellent engagement in these activities, from children, staff and parents.	

						<p>*Pupil conferring shows how children really enjoyed these activities. This is ongoing as events continue to be arranged to engage children throughout the year.</p>
	*Inter-school competitions and events.	NS, AM, JB	Ongoing throughout the year.	<p>Teacher release time = (total) Other staff time to assist (TAs) Staff time for extra-curricular clubs and matches. Transport costs.</p>	Monitor the number of children who are taking part.	<p><u>Impact</u> *38 children took part in inter-school netball competitions. *24 children took part in inter-school rugby competitions. * 36 children took part in inter-school football competitions. 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 for inter-school competitions is an action for next year.</p>
	<p>*Additional extra-curricular sporting opportunities through more clubs.</p> <p>This continues to be a target to offer and range of extra-curricular sporting opportunities for all of our children.</p>	AM and all staff.	Ongoing throughout the year.	<p>Staff time to run clubs.</p> <p>Possibility of using outside agencies (such as Montague sports) to deliver additional clubs and provide more opportunities.</p>	Monitor the number of children who are taking part.	<p>This continues to be a target to offer and range of extra-curricular sporting opportunities for all of our children.</p> <p><u>clubs in 2017-18 academic year</u> = starting point for 2018/19 academic year</p> <ul style="list-style-type: none"> - 2015 intake (y6 2018/19) = 72% - 2016 intake (y5 2018/19) = 68% - 2017 intake (y4 2018/19) = 52% -2018 intake (y3 2018/19) = unknown <p><i>Data collected from whole school tracker and class audit questionnaires.</i> <i>Includes range of weekly sports clubs, after school sports activity events and children</i></p> <p><u>End of year audit for 2018/19 academic year</u></p> <ul style="list-style-type: none"> - 2015 intake (y6 2018/19) = 74% - 2016 intake (y5 2018/19) = 82% - 2017 intake (y4 2018/19) = 65% -2018 intake (y3 2018/19) = 65% <p><u>Impact</u> Increase in children taking part in extra-curricular clubs in all year group most significant rise in year 5 children as more clubs were on offer in year 5 than the children had had when in year4. Also a large increase in year 4 as more clubs for offered to all year groups at some point this year (eg, football and netball) .Participation only increased marginally for year 6, but maintained a high % of our cohort taking part. Increasing this further could be a target for next academic year. Also a target could be to further increase opportunities for Y3 and 4.</p>

	*Use of pedometers in termly challenges to raise the profile of daily exercise and promote the importance of leading a healthy active lifestyle.	NS (trial) JB and AM	One challenge per term.	Staff time to set up and monitor.	Monitor attitudes towards regular activity and the average number of steps.	Staff decided that the use of pedometers was very time consuming and caused several issues. Decision was made to monitor activity levels in other ways, such as through counting number of laps completed during Daily Mile or minutes of physical activity each day.
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	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. But needs to continue each year.	All staff	Ongoing	Free. Any additional speakers?	Assembly overview and discussion with children.	<u>Impact</u> Several assemblies have raised the profile of the importance of physical education 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 club opportunities. During pupil conferencing, children were able to talk in detail about the health and wellbeing benefits from leading healthy, active lifestyles. The 'Daily Mile' initiatives have also had an impact on our children's understanding and given an incentive for children to engage in more physical activity at lunchtimes. 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 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 a priority for next year.
	*Teachers to embed the importance of leading a healthy, active lifestyle by encouraging children to make healthy choices. But needs to continue each year.	All staff.	Ongoing.	Free.	Lesson observations, learning walks, pupil conferencing.	<u>Impact</u> Several assemblies and lessons have raised the profile of the importance of physical education 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 club opportunities. During pupil conferencing, children were able to talk in detail about the health and wellbeing benefits from leading healthy, active lifestyles. The 'Daily Mile' initiatives have also had an impact on our children's understanding and given an incentive for children to engage in more physical activity at lunchtimes. This has started to embed the ethos of the importance of leading healthy, active lives.

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*PSHE, science and P.E lessons to combine to emphasise the importance of leading a healthy, active lifestyle. But needs to continue each year.	All staff.	Ongoing.	Free.	Lesson observations, learning walks, pupil conferencing.		<u>Impact</u> Focused lessons have raised the profile of the importance of physical education 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 club opportunities. During pupil conferencing, children were able to talk in detail about the health and wellbeing benefits from leading healthy, active lifestyles. The 'Daily Mile' initiatives have also had an impact on our children's understanding and given an incentive for children to engage in more physical activity at lunchtimes. 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 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 a priority for next year.
*Highlight the importance of healthy active lifestyles to our parents.	AF, JH and AM	Various points throughout the year.	Release time and cost of supply. Coffee mornings, parent workshops, parent forum.	*Monitor impact and discuss effectiveness with parents who take part.		We regularly mention this on our newsletters and include details of our 'Daily Mile' initiatives. During parent information evenings, parents have also been made aware of the clubs on offer to their children and asked to encourage children to take part in regular physical activity. This needs to continue and possibly think of more opportunities to engage parents with our 'Healthy Active School' ethos.
*Mental health fortnight to include key focus on the importance of leading healthy, active lifestyles. Repeat each year.	All staff	Spring term	Lesson time This was successful again and engaged children across the school.	Discussions with children during the week and questionnaires to monitor understanding.		<u>Impact</u> This was successful again and engaged children across the school. We noticed short-term improvements in children's understanding and related behaviour, such as healthier lunchbox choices and children engaging in more active play and sporting club opportunities. During pupil conferencing,

						<p>children were able to talk in detail about the health and wellbeing benefits from leading healthy, active lifestyles. The 'Daily Mile' initiatives have also had an impact on our children's understanding and given an incentive for children to engage in more physical activity at lunchtimes. This has started to embed the ethos of the importance of leading healthy, active lives.</p> <p>Initial impact following lessons and assemblies is always evident.</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 a priority for next year.</p>
	<p>*Develop the way that the Daily Mile' is organised to increase enjoyment for all children.</p> <p>This is ongoing as different initiatives continue to be offered to engage children throughout the year.</p>	All staff, particularly midday supervisors	Established Autumn 2018, then ongoing.	Free	<p>Monitor number of playtime incidents (particularly in the last 10 of lunchtime when Daily Mile is taking place.</p> <p>Discussions with midday supervisors and children to monitor effectiveness.</p> <p>Monitor general fitness attitudes of children during this time.</p>	<p>A variety of different initiatives were introduced to re-motivate children. These were discussed and facilitated with the help of Sports Council. 2018/19 initiatives include:</p> <ul style="list-style-type: none"> *Lapland challenge (whole school challenge to run to Lapland and back in the weeks leading up to Christmas) *Individual bronze, silver and gold challenge (class lists of distance children walked/ran over 6 week period. Bronze =10km, Silver = half marathon, gold = marathon). *Inter and intra-class competitions. <p><u>Impact</u></p> <ul style="list-style-type: none"> *Huge increase in the motivation of children during focussed challenges. We noticed an increase in the amount of children choosing to run the Daily Mile or challenge themselves to walk/run further each day. This reduced the behavioural problems that sometimes occurred during Daily Mile and gave children more focus. It also allowed us to reinforce the importance of daily exercise through assemblies and class discussions. *We also noticed healthy competition between children and classes, which allowed opportunities to develop sporting attitudes and increase motivation further. <p>Sports Council Reps helped to drive the challenges forward and took responsibility for collecting results. Adding up scores, writing certificates etc.</p> <p>This is ongoing as different initiatives continue to be offered to engage children throughout the year.</p>

	*Use of pedometers in termly challenges to raise the profile of daily exercise and promote the importance of leading a healthy active lifestyle.	NS (trial) JB and AM	Ongoing	Staff time to set up and monitor.	Monitor attitudes towards regular activity and the average number of steps.	Staff decided that the use of pedometers was very time consuming and caused several issues. Decision was made to monitor activity levels in other ways, such as through counting number of laps completed during Daily Mile or minutes of physical activity each day.
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	Action	Leader	Timescale	Resources/cost	Monitoring arrangements	Progress comments
Opportunities for active play.	<p>*Training for y5 play leaders in preparation for y6.</p> <p>Although this action has been achieved, it is still ongoing as JT continues to develop opportunities further and rolls out additional opportunities.</p>	AM, JH and JT	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 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. All year 5 children have been trained ready participate as play leaders when in y6.</p> <p><u>Impact</u></p> <p>*Increased opportunities for all other children on the playground.</p> <p>*Higher participation in 'active play' at lunchtimes.</p> <p>*Reduction in behavioural problems at lunchtimes.</p> <p>*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.</p> <p>*100% y5 (now y6) children trained as play leaders = leadership responsibilities and more active play.</p> <p>Although this action has been achieved, it is still ongoing as JT continues to develop opportunities further and rolls out additional opportunities.</p>
	<p>*Designated members of staff to lead 'Active Play' and provide a variety of opportunities for all children.</p> <p>Although this action has been achieved, it is still ongoing as JT continues to develop opportunities further and rolls out additional opportunities.</p>	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</p>	<p>JT and JH have worked together to train dedicated groups of 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. All year 5 children have been trained ready participate as play leaders when in y6.</p> <p><u>Impact</u></p> <p>*Increased opportunities for all other children on the playground.</p> <p>*Higher participation in 'active play' at lunchtimes.</p> <p>*Reduction in behavioural problems at lunchtimes.</p> <p>*Increased confidence and improved social skills of the</p>

					time staff.	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. *100% y5 (now y6) children trained as play leaders = leadership responsibilities and more active play. Although this action has been achieved, it is still ongoing as JT continues to develop opportunities further and rolls out additional opportunities.
	*Increase resources for 'Active play' But ongoing each year.	AM, JT		Cost of resources	Monitor the number of children who are engaging in active play. Monitor the number of lunchtime behavioural incidents. Pupil conferencing to monitor views.	Resources continue to support children at lunchtimes and provide extensive opportunities for active play. Resources also allow playground leaders some creativity to play different games with younger children and give responsibilities for taking care of them. <u>Impact</u> *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. *100% y5 (now y6) children trained as play leaders = leadership responsibilities and more active play. This action is ongoing each year.
	*Develop the way that the Daily Mile' is organised to increase enjoyment for all children. This is ongoing as different initiatives continue to be offered to engage children throughout the year.	Midday supervisors, JT to lead.	Established Autumn 2018, then ongoing.	Free	Monitor number of playtime incidents (particularly in the last 10 mins of lunchtime when Daily Mile takes place Discussions with midday supervisors and children to monitor effectiveness. Monitor general fitness attitudes of children during this time.	A variety of different initiatives were introduced to re-motivate children. These were discussed and facilitated with the help of Sports Council. 2018/19 initiatives include: *Lapland challenge (whole school challenge to run to Lapland and back in the weeks leading up to Christmas) *Individual bronze, silver and gold challenge (class lists of distance children walked/ran over 6 week period. Bronze =10km, Silver = half marathon, gold = marathon). *Inter and intra-class competitions. <u>Impact</u> *Huge increase in the motivation of children during focussed challenges. We noticed an increase in the amount of children choosing to run the Daily Mile or challenge themselves to walk/run further each day. This reduced the behavioural

						<p>problems that sometimes occurred during Daily Mile and gave children more focus. It also allowed us to reinforce the importance of daily exercise through assemblies and class discussions.</p> <p>*We also noticed healthy competition between children and classes, which allowed opportunities to develop sporting attitudes and increase motivation further.</p> <p>Sports Council Reps helped to drive the challenges forward and took responsibility for collecting results. Adding up scores, writing certificates etc.</p> <p>This is ongoing as different initiatives continue to be offered to engage children throughout the year.</p>
	*Use of pedometers to monitor average steps and encourage competition to increase daily physical activity.	NS (trial) JB and AM	Ongoing	Staff time to set up and monitor.	Monitor attitudes towards regular activity and the average number of steps.	<p>Staff decided that the use of pedometers was very time consuming and caused several issues. Decision was made to monitor activity levels in other ways, such as through counting number of laps completed during Daily Mile or minutes of physical activity each day.</p>

Notes and Evaluation

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

Objectives in blue have been achieved, but are ongoing.

Objectives in orange are partly achieved.

Objectives in red have not yet been achieved.