



St Peter & St Paul Church of England Primary School- Sports Premium Report 2021-2022

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ✓ Continued implementation of active break times. The timetable has been refreshed to ensure variety in activities to keep children and staff motivated and engaged. Timetable activities have been adapted based on staff feedback. New resources have been created and distributed to the teaching team. ✓ Active break walkthrough - first completed 01.10.21. General feedback was sent to all staff and individual feedback slips were given to each teacher in Y1-6. Next steps were identified, expectations were clarified and support was signposted. A heads up given to staff about future walkthroughs on another day. Following this initial walkthrough, others have been conducted throughout the year. ✓ Purchase for the installation of a whole school orienteering course and full staff training for this to develop subject knowledge and pedagogy for the teaching of OAA. ✓ We continue to be a part of the North Lincolnshire Get Ahead partnership, which we have been a part of for several years and consequently children across the school have taken part in a wide variety of competitive inter- and intra-school events such as dodgeball, Get-Glowing, football, tri-golf, cross country, rounders and silent disco to raise physical activity levels and well-being. ✓ Get ahead events have continued to run in school and out of school, providing a variety of opportunities for children to take part in physical activity and raise awareness. ✓ Our Physical Activity Mentor (from our Get Ahead Partnership 'Let's Get Healthy' package) leads active lunchtimes/playtimes every Friday afternoon. Our Physical Activity Mentor also worked with targeted groups of children in Y1, 2, 5 and 6. She has also run a multi-skills sports club each Friday after school in addition to this. ✓ A new PE scheme has been purchased following lesson observations and consultation with staff members. The scheme is beginning to be used across the school, with a lot of positive feedback. ✓ Swimming data in key indicator 1 shows a significant improvement in the number of Y5 pupils meeting the requirements of the National Curriculum. ✓ Breakfast club provision continues to ensure that children consistently make healthy breakfast choices and that children are physically active on a daily basis. Breakfast club have also invested in new physical activity equipment to ensure that children are able to access opportunities for physical activity from the start of the day. Dan Moore from Get Ahead has also provided training to educate staff as to how to better lead physical activity games. ✓ Our 'Sporting Spirits' initiative has been rolled out across the school; promoting life skills through PE such as determination, honesty, passion, self-belief, teamwork and respect. 	<ol style="list-style-type: none"> 1. Continue to develop PE subject knowledge and pedagogy across the curriculum to ensure all teachers have the confidence to deliver our scheme of work with confidence. 2. Continue to develop and replenish sports equipment to enable a broad curriculum to be taught with high quality equipment 3. Develop & improve participation of PPG, SEN and Non-Active children in physical activity through targeted out of school club provision 4. In line with the Active Lives Children and Young People Survey completed this academic year, increase the levels of physical activity of boys around the school. 5. Monitor and support teachers with implementing their 30 active minutes - through active break times (15 minutes) and 3 x 5 minute brain break slots.
<p>Funding Allocated for 2021/2022: £19,180 (£16,000 + £10pp. 318 children as of 08/10/21) Underspend total carried over from 2020/2021 Sports Premium Funding = £4, 073.25 GRAND TOTAL to be spent by 31st July 2022: £23,253.25</p>	<p style="text-align: right;">Expenditure: July 2022 TOTAL SPENDING: £23,285.08 Carry forward to 2022/2023 academic year: £0</p>

National Curriculum Requirement

<u>Meeting National Curriculum requirements for swimming and water safety- Year 6 Cohort 2022</u>	Please complete all of the below:
<p>Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	88%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	90%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	88%
<p>Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	Yes

Action Plan and Budget Tracking for carry over from 2020/2021

Academic Year: September 2020 to July 2021	Total fund carried over: £4,073.25	Date Updated: July 2022		
Key Indicator focus for carry over funding: Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity <i>Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</i>			Total Carry Over Funding: £4,073.25	
Intent	Implementation		Impact	Sustainability and Next Steps:
Promote and encourage all children to take part in physical activity during break and lunchtimes to meet government guidelines for recommended amount of daily activity, also helping to promote positive behaviour outside of the classroom	<ul style="list-style-type: none"> - Introduce individual class active break time slots. Purchase equipment to ensure from September 2020, all classes have sufficient equipment for individual children to use to promote full use of break time slots for physical activity. - Due to COVID restrictions and breakfast club bubbles, additional resources to be purchased for physical activity, for each bubble - Living streets subscription to promote greater engagement in alternative methods of getting to school i.e encouragement of walking, biking, scootering to increase physical activity levels. - Sports day 2021 and 2022 medals to celebrate success and encourage sporting spirits - Basket balls to be used with new playtime equipment to encourage more children to take part in physical activity at break 		<p>November 2021- £377.00 to replenish breaktime supplies (parachutes, balls, goals)</p> <p>£17.93 ball pumps and adaptors</p> <p>Living Streets Subscription: £823.20</p> <p>Medals 2021 £54.97 Medals 2022 £369</p> <p>Basket balls £80.00</p> <p><u>TOTAL AS OF JULY 2022:</u> <u>£1722.10</u></p> <p>Breaktime behaviour continues to be good across the school. Incidents are to a minimum. Breaktime learning walks ensured all staff, including new starters, were familiar with the active break timetable and how to implement it. Support was provided to new members of staff and existing ones to meet non-negotiables. Classroom behaviour continues to be good, as children return from breaks refreshed and ready to focus. In addition to this, first aid incidents during break times continue to remain low.</p> <p>Children continue to meet and exceed the government guidelines for physical activity across the school, which has been further enhanced with the purchase of equipment to promote physical activity during breakfast club, meaning some children continue to access even more activity time.</p> <p>Living Streets data: 92% of daily tracked travel to school is active over the year.</p>	To be continued and timetable fully reviewed for the next academic year.

Action Plan and Budget Tracking: The table below highlights where the annual funding received by St Peter & St Paul CofE Primary School has been spent throughout the 2021/2022 academic year. This funding is spent in an attempt to continue to improve physical activity and school sport through the five key performance indicators identified by the DFE within our school.

Academic Year: 2021/2022	Total fund allocated: £11,352.31	Date Updated: July 2022		
Key indicator 1: <u>The engagement of all pupils in regular physical activity (Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school)</u>				Amount of total allocation: £11,352.31
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Provide children across the school with a wide variety of opportunities to take part in physical activity in and out of school and develop a broad understanding of a healthy lifestyle and ways to achieve this.	<ul style="list-style-type: none"> - Implementation of 'Let's get Healthy' package from the Get Ahead partnership - Target identified children across the school through participation in 'Active Maths' and 'Active Literacy' sessions commencing with our Get Ahead Physical Activity Mentor from the Let's Get Ahead Partnership. - Training and support for Sports Force Leaders and support staff - Full day 'Get Glowing' event, Silent Disco and whole school 'Olympics Festival' - Whole school OAA event (Quidditch) - Physical activity mentor - half a day per week 	<p>Let's Get Healthy Package - £7919</p> <p>Whole school Quidditch/staff OAA CPD event £700. Course installation accounted for in 2020/2021 funding.</p>	<p>Across the school, children have accessed a variety of events which have educated them as to how they can access a variety of physical activities to support and promote a healthy lifestyle and their mental well-being.</p> <p>Children from 3/4CS attended a dodgeball event in November, giving them an opportunity to participate in competitive sport outside of the school for the first time due to COVID. The event promoted a love of physical activity, encouraged high participation levels throughout and the children were thoroughly motivated by it. Staff commented on the children's raised spirits after the event and the children themselves reported during a pupil voice session that it made them feel happier because exercise helps our mental wellbeing, they wanted to take part in more sporting events because it was exciting to go to a new place and do something different and it made them feel 'colourful' and 'bright' because they enjoyed the activities.</p> <p>Healthy Me Day 1 and 2 ran successfully with Abbie & Amy from the Let's Get Ahead Partnership. Data analysis showed a significant impact of their sessions on educating our children as to how to lead a healthy lifestyle through food choices. Their workshops reinforced to children that no food is a 'bad' food, helping to remove stereotypes towards certain foods and reinforce the importance of healthy eating being balanced and educated them how we are able to enjoy all foods in moderation. Please see impact data screen shot at the end of this document.</p> <p>The whole school quidditch event was a success. The children thoroughly enjoyed the day and were highly motivated by the</p>	<p>Continue next year with Let's Get Healthy Package.</p> <p>Train Sports Ambassadors for next academic year.</p> <p>Review active break timetable and amend with staff.</p>

			<p>experience of trying out something new in school. The OAA CPD for staff after the event was excellent. Staff voice following training even for quidditch revealed 85% of staff felt their confidence to teach OAA had improved with an average improvement in their self assessment of 1-2 points. Staff opinion included "Useful and exciting games easily adapted for EYFS", "Improved subject knowledge helping me to understand how to incorporate teamwork/differentiate for different abilities", "How to use supporting resources and anticipating misconceptions and teaching points". Some of the suggested team building activities learned at the training have been implemented as part of the Friday active breaktime activities to further develop children's teamwork and communication skills.</p> <p>Our new GetAhead mentor, Abbie, has continued to run her Friday afternoon sessions focusing on 'Active Maths', linked to curriculum coverage in her focus year groups. She has targeted Y5 and 6 pupils, who have thoroughly enjoyed her sessions. Teachers commented that there has been a visible impact on children's enthusiasm and their confidence with participation in physical activity and that weekly focus of the maths skill her activities supported. Please see the screenshot from Abbie's report at the end of this document.</p>	
<p>Promote and encourage all children to take part in physical activity during break and lunchtimes to meet government guidelines for recommended amount of daily activity, also helping to promote positive behaviour outside of the classroom</p>	<ul style="list-style-type: none"> - Replenish playground equipment regularly and have staff direct children towards a variety of activities using the equipment - Train Sports Ambassadors to lead games in the playground during break times (DE, DM) - Refresh active break timetable for this year and maintain individual class active break time slots. Replenish equipment to ensure from September 2021, all classes have sufficient equipment for individual children to use to promote full use of break time slots for physical activity. - Active Break walkthroughs throughout the year with feedback given and support/advice if necessary. 1st walkthrough 01.10.21 - November 2021: provide staff with training to ensure they are able to better support and encourage children to participate in physical activity throughout the day (breakfast club) Kayleigh, Danielle, Dianne, Julie, Emma R 	<p>Annual equipment safety check and repairs - £150</p> <p>YPO order - £262.50 (for Donna Elvin to replenish playground equipment for lunchtimes)</p> <p>£109.02 for cover time to allow staff to be released, overtime payments too.</p> <p>£205.69 on hoodies for sports leaders to raise profile in school and ensure they stand out from other children</p>	<p>Professional development training was provided for breakfast club staff by Dan from the GetAhead partnership to develop their support skills during breakfast club and lunchtimes. Staff now feel more confident to deliver games and support children to participate in physical activity. This as a result increases children's minutes of participation in physical exercise.</p> <p>Breaktime behaviour continues to be good across the school. Incidents are to a minimum. Breaktime learning walks ensured all staff, including new starters, were familiar with the active break timetable and how to implement it. Support was provided to new members of staff and existing ones to meet non-negotiables. Classroom behaviour continues to be good, as children return from breaks refreshed and ready to focus. In addition to this, first aid incidents during break times continue to remain low.</p>	<p>Replenish playground equipment in next academic year.</p> <p>Continue sports ambassador roles with hoodies to raise profile</p>

<p>Ensure all Y5 children meet the expected standard for swimming and water safety in the National Curriculum</p> <p>Ensure all Y4 children meet the expected standard for swimming and water safety in the National Curriculum</p>	<ul style="list-style-type: none"> - Enrol children on swimming top up sessions through North Lincolnshire Council and provide transport - Enrol children in North Lincolnshire Council swimming programme starting in 2022 	<p>Swimming buses Sept - Nov £720</p> <p>Swimming buses Jan - Mar £720</p> <p>Swimming badges £52.50</p>	<p><u>Year 5 cohort data - 45 pupils in total</u></p> <table border="0"> <tr> <td>Baseline data</td> <td>November 2021 data</td> </tr> <tr> <td>Self rescue</td> <td>98%</td> </tr> <tr> <td>Swim a range of strokes</td> <td>76%</td> </tr> <tr> <td>Swim 25m</td> <td>64%</td> </tr> </table> <p><u>Y4 Swimming Data April 2022</u></p> <p>Swim at least 25 metres 18/40 45%</p> <p>Swim a range of strokes 33/40 83%</p> <p>Perform Self-Rescue 36/40 90%</p>	Baseline data	November 2021 data	Self rescue	98%	Swim a range of strokes	76%	Swim 25m	64%	<p>Swimming lessons Y5 top-ups for targeted children next academic year.</p>
Baseline data	November 2021 data											
Self rescue	98%											
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<p>Ensure high quality, safe equipment is available for PE lessons to ensure that there are high quality, fully-resourced PE sessions in place for the children to participate in.</p>	<ul style="list-style-type: none"> - AB and LG to audit and replace equipment when necessary - Ensure that regular/annual safety checks are in place for specific PE equipment - Due to an increase in school numbers, amount of equipment required to increase 	<p>Netball posts £224.95</p> <p>February 2022- £272.65 replenishing breaktime equipment</p> <p>Eggs and Spoons £16</p>	<p>PE equipment has been continually replenished to ensure maximum participation in lessons.</p>	<p>Ensure PE equipment is sufficient to meet the requirements of the new PE scheme purchased for the school.</p>								

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Amount of total allocation:
				£3405.75
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £3405.75	Evidence and impact:	Sustainability and suggested next steps:
Raise the profile of a wider range of sporting activities to encourage children to participate in new sports and promote physical activity outside of the classroom and school	<ul style="list-style-type: none"> - Provide regular release time for subject leaders to raise the profile of PE and organise events. - Range of different clubs available for children to participate in - Permanent Orienteering equipment and route purchased to be installed during the Autumn 2021 term. - Year 5 children to complete bikeability course in Autumn Term - Sporting Spirits introduced and rolled out across the whole school - Sports Day Promotion Event of outside clubs 	<p>TA3 cover £1500</p> <p><u>Club costings:</u> Clixby - Multi-Sports Aly - Pound Chantell - Cheerleading</p> <p>£300</p> <p>Orienteering equipment £1350</p> <p>Bikeability course: £150</p> <p>Sporting Spirits Stickers - £105.75 (Whole School Initiative implemented in Summer 2)</p>	<p>Clubs have continued to run as much as possible over the academic year around COVID restrictions, as there have been several pauses in the running of these due to waves of COVID outbreaks in school. In cross country club, the children cumulatively worked towards achieving participation certificates for reaching milestones, such as 5KM, 10KM etc, competing against the adults that are running the club. Their enthusiasm and motivation to success is driven by achieving these goals and has meant that the club has seen consistent attendance since it commenced in the autumn term.</p> <p>OAA route is being utilised, where children have enjoyed completing challenges and map reading activities. This will be further supplemented by the OAA scheme of work within the new PE scheme that has been purchased.</p> <p>Linked to the School Games, 'Sporting Spirits' have been introduced across the whole school. These are determination, honesty, passion, self-belief, teamwork and respect. The purpose of implementing these is to try to raise the profile of PE across the school and even beyond. We want the children to develop life skills through PE and recognise that being good at sport is not just about excelling with the physical activity itself; it's about being well-rounded and showing other qualities that the School Games mark also celebrates: honesty, respect, passion, determination, teamwork and self-belief. This has been launched in a worship later to the whole school, following prior introduction to all teaching staff. Each week, one person from each class is chosen and celebrated in Celebration Worship and awarded 'Sportsperson of the Week' for showing one of these spirits. The impact of these being implemented has already been recognised by staff, particularly through the determination and honesty that the children have been displaying during physical exercise.</p> <p>During National Sports week (June), local sporting companies (golf, boxing, judo etc) were invited to set up a</p>	<p>Continue to refresh staff on the OAA route with training.</p> <p>Continue to encourage the Sporting Spirits throughout the school by next year digging deeper into each individual spirit one at a time.</p> <p>Arrange visiting athlete</p>

			stall' to promote their sport and encourage children to partake in new activities they have not tried before. A number of these companies attended and involved the children in activities related to their outside club opportunities. Leaflets were handed out to parents and children for them to discuss further at home.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Amount of total allocation:
				£1555
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ensure all members of staff receive and have access to a wide range of CPD to ensure children are confidently and consistently taught PE & sport to a high standard	<ul style="list-style-type: none"> - PE Subject leaders to attend Humber PE conference - Colour-coded staff confidence audit to be completed - Staff booked onto relevant CPD based on audit - Permanent Orienteering equipment and route purchased to be installed during the Autumn 2021 term inclusive of CPD for all staff in school - Swimming staff to attend swimming support course - DV and JM - New PE scheme to develop staff subject knowledge and enrich PE provision in school to ensure children are taught PE to a high standard. 	<p>3 staff members on PE conference - £180 (£60 each) LC, LG and AB</p> <p>Funding accounted for in Key Indicator 2.</p> <p>GetSet4PE £1375</p>	<p>Staff voice following training even for quidditch revealed 85% of staff felt their confidence to teach OAA had improved with an average improvement in their self assessment of 1-2 points.</p> <p>Staff opinions included "Useful and exciting games easily adapted for EYFS", "Improved subject knowledge helping me to understand how to incorporate teamwork/differentiate for different abilities", "How to use supporting resources and anticipating misconceptions and teaching points."</p> <p>Lesson observations highlighted across the school that the teaching of PE is consistently good, with some better than good. It also highlighted AfL and subject knowledge as areas for development; subject knowledge needed to be developed in order to aid effective AfL to drive learning forward. A new teaching scheme for PE has been purchased to develop this further. Staff voice was completed around the existing scheme we already had in school to further support the investment in a new scheme. Many staff did not enjoy the current scheme we were using and found that it lacked support for teaching particular skills and that progression was limited. The new scheme meets the needs of our school and we have consequently adopted our LTP and MTP ready to roll out the new scheme fully from September, which all staff are excited about.</p>	<p>Fully implement the new PE scheme.</p> <p>Organise Yoga Training for staff - September training day</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Amount of total allocation: £5, 249.92
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £5, 249.92	Evidence and impact:	Sustainability and suggested next steps:
Motivate children to try new activities and raise self-esteem through physical activity and develop gross motor skills	<ul style="list-style-type: none"> - Purchase of balance bikes and helmets to allow children to develop gross motor skills and accelerate their ability to be able to ride a bike, enabling them to be able to independently ride and bike and access activities and experiences outside of school - Purchase of 'Get Set Go' blocks for reception playground to develop gross motor skills 	Balance bikes = £579.92 Helmets Halford= £80 TOTAL= 659.92 £4195	Balance bikes arrived just before Easter Holidays.	Support EYFS staff with fully utilising the balance bikes during the next academic year.
Provide pupils with the opportunity to experience a variety of sporting opportunities	<u>Inter-School Events (as part of the Let's Get Healthy Package) and Competitive Events:</u> Competitions entered <ul style="list-style-type: none"> - Cross Country - Dodgeball - Get Glowing - Tri-Golf 	Bus for Cross Country: 01/12/2021 £90 Bus for Get Glowing: 10/12/2021 £90 Bus for All Stars 17/5/22 £125 & Taxi for Charlie £30 Bus for Tri-Golf Shared £60	Please see Key Indicator 1 for reference to sporting opportunities. At Cross Country, the children thoroughly enjoyed the experience, learning resilience, team work and better understanding the importance of sustaining a consistent pace whilst running to ensure endurance. Several children who participated in this event were also regular attenders at Cross Country Club. The children thoroughly enjoyed participating in the tri-golf tournament. The Y3/4 team qualified for the final! The children received medals for winning the tournament.	Set a date for Quidditch experience for new academic year.

Key indicator 5: Increased participation in competitive sport				Amount of total allocation:
				£0
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase the percentage of children across the school participating in a variety of competitive sporting events, including targeting PPG, Non-active & SEND children	<ul style="list-style-type: none"> - Arrange intra-school sporting activities with the partnership over the course of the year - Provide transport to children throughout the year to attend events where necessary- use of staff to transport children to smaller events to save use of funding 	<p>Costs covered in Indicator 1 - for Let's Get Ahead Package</p> <p>Transport costs broken down in Key Indicator 4</p>	Please see Key indicator 1.	
Ensure all children are able to take part in PE and sporting events safely and fully with the correct PE kit	<ul style="list-style-type: none"> - Ensure phases across the school (R/Y1, Y2/3, Y4/5, Y5/6) have a fully stocked set of spare kit to include shirts, joggers, jackets, shorts and plimsolls. 	None needed due to renewed uniform policy.	PE uniform policy was reviewed in March 2022 to ensure consistency across the school and communicated to parents. PE leaders to liaise with class teachers and pastoral to purchase uniform for vulnerable pupils if required.	PE Leaders to monitor uniform in next academic year and liaise with teachers and pastoral to purchase any for vulnerable pupils if required.

Healthy Me Day 1 & 2 Impact Data

On our second visit, all KS1 and KS2 children completed the same questionnaire to successfully identify which category foods fell into. Whoa, Slow or Go.

This then showed a whole school improvement of children from KS1 and KS2 successfully identified the correct categories with individual class improvements below;

- Children from Year 1MC Improved their day one score by 56%
- Children from Year 1/2SV Improved their day one score by 39%
- Children from Year 2HC Improved their day one score by 93%
- Children from Year 3/4GE Improved their day one score by 27%
- Children from Year 3/4CS Improved their day one score by 22%
- Children from Year 3/4HR Improved their day one score by 15%
- Children from Year 5MW Improved their day one score by 29%
- Children from Year 5JI Improved their day one score by 58%
- Children from Year 6LG Improved their day one score by 43%

Active Maths Report from Abbie- Key Indicator 1

Within Abbie's Year five session the difference between the first and last session was remarkable, struggling to get a word out of any of the children in the group soon changed to large group discussions and great team work. Layla excelled with given tasks specifically within Roman Numerals, whilst the rest of group struggled with certain number formats Layla took the time to help and explain to those who were unsure. She showed a high level of understanding, it was lovely to see her helping her class peers. As far as individual achievements each child came away with at least one new bit of knowledge each week, This was evident on the last session before half term as Abbie recapped all subjects covered in a active game of Dodgeball, when the children were hit with the ball they received a question on a subject taught in previous sessions. Whilst individual achievements were met, Abbie couldn't give enough praise as to how well they worked as a whole group. No two children stuck together, it was fluent and free which allowed all children to grow whilst getting to know each other even more.

The final session of each Friday is Abbie's Year six mentoring group. Over the term Jack's attention has improved, he is a bundle of energy so making sure he has something to really work at gave him a personal challenge, which when achieved really reflected on his attitude for the remaining of each session. During each session Eloise worked really well in a team, being very hands on Abbie found that sometimes frustration would be shown if she felt she couldn't do something. However through the sessions and with more detailed explanations Eloise continued to progress and impress week in, week out. As a group Position and Direction was something they all struggled with at the beginning, However having them all at the same level of understanding allowed Abbie to plan two sessions round this focus. In session one Layla just absorbed information, taking everything on board and projecting this into the given tasks. Tyler however found the focus slightly harder which lead to him distracting himself and others in the group. With a one to one explanation and visual demonstrations Tyler started to get the hang of it, progressing from no understanding at all to then helping others who were unsure. Overall as a group and as individuals Abbie expressed such high praise towards the group as whole and there enthusiasm towards every session.

Throughout the term the sessions have allowed children to be able to work individually as well as working collectively within a team. That in turn has given an opportunity for the children to participate in games that they potentially wouldn't normally partake in, because of this the children have learnt about games that have been inclusive and subjects that can link into other games.