



St. George's

C of E School

NURTURE, LEARN, SUCCEED

2020/2021 Sports Premium Strategic Plan

Intent

1 Corinthians 9:26-27: So I do not run aimlessly; I do not box as one beating the air. But I discipline my body and keep it under control, lest after preaching to others I myself should be disqualified.

At St. George's, the Physical Education curriculum and wider opportunities provision inspires all pupils to participate, enjoy, succeed and excel at individually targeted physical challenges. The Programme of Studies and extra-curricular provision engages pupils in both team and individual competitive sports and activities, in addition to enabling all children to have access to 60 minutes of physical activity every day. By giving pupils the opportunities to participate, personally challenge themselves, or compete in sport and other activities it enables our pupils to build character, and helps reinforce our school values:

- *Belonging: to a team*
- *Caring: working towards a shared goal, wanting to do our best*
- *Honesty: fair play and sportsmanship*
- *Independence: focusing on personal bests*
- *Perseverance: practising to develop skills and resilience*
- *Reflection: considering previous performances for positives and action points*
- *Respect: for our own bodies, our teammates, our competitors, the rules and officials*

Whilst developing their competence to excel in a broad range of physical activities, St George's maximises opportunities for pupils to become physically confident in a way which supports their own health and fitness to lead, and be advocates for, healthy, active lives.

Number of children	210 inc. nursery	
Allocation for September 2020 - July 2021	£17510	
Carry forward from 2019 - 2020	£7,000– Due to many activities planned for the Spring 2 and Summer term and school went in to Lockdown due to COVID-19	
Total allocation	£24,510	
Current Attainment	% expected and above target	% exceeding target
End of KS1	83%	16%
Current Attainment	% expected and above target	% exceeding target
End of KS2	85%	21%
Pupil Voice		
£Swimming Data		
Swim 25m= 56%	Use a range of strokes= 26%	Perform Self-rescue= 81%
Due to Covid-19 swimming data is taken from end of year 5 results. No swimming catch-up has been able to be completed this year due to restrictions		
At St George's C of E School we are fully aware of the importance of Sport and PE. We are committed to providing our children with the opportunities to get participate in a variety of different sports and games in a competitive environment, to foster a love of sport that remains with them for life and opens up opportunities beyond what we offer at school. That we provide opportunities to develop healthy, active lifestyles through:		
<ol style="list-style-type: none"> 1. The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school 2. The profile of PE and sport is raised across the school as a tool for whole-school improvement 3. Increased confidence, knowledge and skills of all staff in teaching PE and sport 4. Broader experience of a range of sports and activities offered to all pupils 5. Increased participation in competitive sport 		

The DfE vision is that, "all pupils leaving primary school to be physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport."

The Primary School Physical Literacy Framework, developed by Youth Sports Trust, Sport England, County Sport Partnership Network, Association of Physical Education and Sports Coach UK describe Physical Literacy as, "the motivation, confidence, physical competence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity. Enabling them to be physically literate supports their development as competent, confident and healthy movers."

Key Priorities:

- Improve the current Sport Premium Action Plan. Develop the current system to ensure that it has its best uses.
- Improve Assessment Policy to ensure that all children are aware of their current ability as a whole child (head, heart, hands).
- To ensure equal access to extra-curricular activities across the school for all children including PP pupils, and SEN- closing the gap between boys and girls participation in sport.
- Improve break and lunchtime provision for all children in order to be physically active for at least 60 minutes a day.
- To create a healthy and active ethos across the school through links with the canteen, school council and lunchtime activities.
- Quality assured CPD opportunities for staff coupled with the best use of specialist PE teachers at St George's
- Update the new curriculum to include more leadership/creative opportunities across a wider variety of sporting activities.
- Improve cluster links in sport supporting cluster schools with PE delivery whilst easing the transition to our school.
- Ensure transparency of Sport Premium funding and PE development to parents and the local community.

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles

At St George's C of E School we feel having a healthy active lifestyle is key to having positive mental health and as a result encouraging children to take up daily exercise and healthy eating is paramount. This viewpoint is supported by the Mental Health organisation who have produced a report that supports this. They believe that physical activity has a huge potential to enhance our wellbeing. Even a short burst of 10 minutes' brisk walking increases our mental alertness, energy and positive mood.

Participation in regular physical activity can increase our self-esteem and can reduce stress and anxiety. It also plays a role in preventing the development of mental health problems and in improving the quality of life of people experiencing mental health problems.

Impact on our mood

Physical activity has been shown to have a positive impact on our mood. A study that asked people to rate their mood immediately after periods of physical activity (e.g. going for a walk or doing housework), and periods of inactivity (e.g. reading a book or watching television) found that the participants felt more content, more awake and calmer after being physically active compared to after periods of inactivity. They also found that the effect of physical activity on mood was greatest when mood was initially low. There are many studies looking at physical activity at different levels of intensity and its impact on people's mood. Overall, research has found that low-intensity aerobic exercise – for 30–35 minutes, 3–5 days a week, for 10–12 weeks – was best at increasing positive moods (e.g. enthusiasm, alertness).

Impact on our stress

When events occur that make us feel threatened or that upset our balance in some way, our body's defences cut in and create a stress response, which may make us feel a variety of uncomfortable physical symptoms and make us behave differently, and we may also experience emotions more intensely. The most common physical signs of stress include sleeping problems, sweating, and loss of appetite. Symptoms like these are triggered by a rush of stress hormones in our body – otherwise known as the 'fight or flight' response. It is these hormones, adrenaline and noradrenaline, which raise our blood pressure, increase our heart rate and increase the rate at which we perspire, preparing our body for an emergency response. They can also reduce blood flow to our skin and can reduce our stomach activity, while cortisol, another stress hormone, releases fat and sugar into the system to boost our energy. Physical exercise can be very effective in relieving stress. Research has found that highly active individuals tend to have lower stress rates compared to individuals who are less active.

Impact on our self-esteem

Exercise not only has a positive impact on our physical health, but it can also increase our self-esteem. Self-esteem is how we feel about ourselves and how we perceive our self-worth. It is a key indicator of our mental wellbeing and our ability to cope with life stressors. Physical activity has been shown to have a positive influence on our self-esteem and self-worth. This relationship has been found in children, adolescents, young adults, adults and older people, and across both males and females.

Dementia and cognitive decline in older people

Improvements in healthcare have led to an increasing life expectancy and a growing population of people over 65 years. Alongside this increase in life expectancy, there has been an increase in the number of people living with dementia and in people with cognitive decline. The main symptom of dementia is memory loss; it is a progressive disease that results in people becoming more impaired over time. Decline in cognitive functions, such as attention and concentration, also occurs in older people, including those who do not develop dementia. Physical activity has been identified as a protective factor in studies that examined risk factors for dementia. For people who have already developed the disease, physical activity can help to delay further decline in functioning. Studies show that there is approximately a 20% to 30% lower risk of depression and dementia for adults participating in daily physical activity. Physical activity also seems to reduce the likelihood of experiencing cognitive decline in people who do not have dementia.

Impact on depression and anxiety

Physical activity can be an alternative treatment for depression. It can be used as a standalone treatment or in combination with medication and/or psychological therapy. It has few side effects and does not have the stigma that some people perceive to be attached to taking antidepressants or attending psychotherapy and counselling. Physical activity can reduce levels of anxiety in people with mild symptoms and may also be helpful for treating clinical anxiety. Physical activity is available to all, has few costs attached, and is an empowering approach that can support self-management.

For more details about how physical activity can help increase wellbeing and prevent or manage mental health problems, read the [full report](#), or get more information about how exercise can improve your mental health on the website: www.mentalhealth.org.uk.

School focus with clarity on intended impact on pupils (inc. Year Group)	Implementation/Actions	Cost	Lead	Resources	Monitoring	Timescale	Impact	Sustainability and suggested next steps
<p>Effective use of Lunchtime Supervisor for Sports Utilising the PE expertise offers the children with high quality PE from a teacher who is confident and has great subject knowledge (in both school curriculum and extracurricular activity)</p>	<ul style="list-style-type: none"> To run lunchtime clubs for both key stages To work with other lunchtime supervisors to support CPD 	£2765	MDM	None	MM	Autumn and Summer Term (Not Spring)	<p>Across all year groups, all children (225) have had access to activities run at lunchtime by MDM.</p> <p>30% of the school have accessed lunchtime football sessions run by MDM</p>	<p>Children engaged in physical activity to support the active lifestyle ethos. Further playground developments planned for Summer 2 and moving into Autumn Term 2021</p>

<p>Effective use Lunchtime Supervisor for Mental Health and Nurture Utilising the Nurture lead to offer the children with high quality mental health support from a teaching assistant who is confident and has great subject knowledge.</p>	<ul style="list-style-type: none"> To run lunchtime support for all children To work with other lunchtime supervisors to support CPD for dealing with issues that arise. 	£2765	LM	None	LM	Autumn and Summer Term (Not Spring due to Covid)	Across all year groups, all children in KS1 and 2 (166) have had access to nurture support run at lunchtime by LM	Moving forward, MM to provide further mindfulness activities for the children to complete and utilise at lunchtime.
<p>The Daily Mile To ensure that all pupils participate in daily sporting activity. STG will do the Daily Mile so that every child (210 children) takes part in 10 extra minutes of activity a day. Children record to ensure that they are bettering themselves. Children improving stamina and</p>	<ul style="list-style-type: none"> Record sheets for progress and attainment. Set a 10-minute slot per day for the children to take part at least 3 x weekly. 	£100	Class teacher, PE Lead, School Business Manager	Record sheet Golden Mile Line around playground/field	Data analysis Pupil Voice Staff voice	Autumn Summer	All classes (225 children) in the school took part in the daily mile as part of the school's PE reconnection plan after Covid-19 to improve fitness and physical capacity.	Daily Mile track to be marked out onto the playground.

cardiovascular endurance as well as resilience skills.								
<p>Break and lunchtime provision</p> <p>To provide opportunities for all 210 children to be physically and mentally active at lunchtime and participate in daily physical activity. Updated outdoor play equipment and resources for zoned playground to allow 210 children across the school to access different 'active' play zones from ball games, to role play and thinking games; adding to their daily 60 minutes of exercise per day. Outdoor table tennis tables to raise active</p>	<ul style="list-style-type: none"> Meeting with lunchtime staff to gather thoughts and ideas. Pupil voice centred around safety and selection of provision completed. Purchase Table Tennis Table and ball chute. Purchase a climbing frame/trim trail for the playground. New line markings for football and netball on the playground. Purchase role play equipment, playground games such as chess, Jenga etc, new table tennis equipment, basketballs, foam football, pop up goals and samba goals, storage bases/containers for safe storage of equipment. Zone the playground 	£13,616.20	Class teacher, PE, Lead, Lunch time supervisor s, School Business Manager	<p>Sports equipment: role play equipment, playground games, table tennis bats and balls, Pop up goals, construction equipment (crates, wood), storage boxes.</p> <p>Table Tennis Tables x 2</p> <p>Basketball ball posts</p> <p>Signage</p> <p>Rota</p>	<p>Pupil voice</p> <p>Learning walks</p> <p>Staff voice</p>	Spring Summer	<p>The new playground has been designed, and is in motion to be developed to raise the % of children that take part in 60 minutes of activity per day. A climbing area, table tennis, ball area, strategy games area and football area are being completed to develop lunchtime provision. All children will be able to access the new provision with KS2 to access</p>	<p>Children to design and create signage for the areas ready for 21-22 academic year.</p> <p>Rota of equipment to be completed once the work has been done.</p> <p>Playleaders to be trained to arrange the safe use and storage of the equipment and resources.</p>

<p>school only (124 children). Basketball hoops replaced to ensure that all children (411) have access to extended physical activity at lunchtimes.</p>	<ul style="list-style-type: none"> • Complete signage for areas. • Whole school collective worship to ensure that ALL children are briefed about rules and expectations. • Staff briefing of how the new structure for lunches will work. • Purchase ball chute • Purchase 2 table tennis tables • Purchase trim trail • Design a rota for key stage use of basketball provision at lunchtimes to ensure safety is paramount. 			PowerPoint for worship			<p>the table tennis tables. The project is to be completed over the Summer. Equipment and resources to be sorted and arranged accordingly.</p>	
<p>Wellbeing Week- February Half Term Videos and resources created and shared with stakeholders</p>	<ul style="list-style-type: none"> • Resource Packs for the families of St George's • Time for staff to create videos • School newsletter 	£200	PE Lead, Class teacher, School Business Manager	Online Resources Resource packs	Facebook Analysis of reach and engagement	Spring	<p>On completion of the analysis of the Movement Monday resources, they reached approximately 146 families plus over 3000 people locally e.g.</p>	<p>Further Wellbeing videos and resources to be created for future holidays</p>

							Ball skills to music- 329 people Alphabet exercises- 1000 people HIT- 341 people Football Skills- 250 people Sock Challenge- 35 people Etc.	
Mental Health Through Yoga/relax kids To develop mental health awareness and provide children with strategies of how to cope in difficult situations. To encourage relaxation techniques and coping strategies for children identified as a child with mental health issues- up to 30 children.	<ul style="list-style-type: none"> • Source a qualified yoga instructor. • Hold a meeting regarding the outcomes of the sessions and safeguarding procedures. • Staff to put forward a maximum of 15 children per unit (5 session) to take part. 	£350 Money allocated to other project	PE Lead, Class Teachers, School Business Manager	None	Pupil voice Pupil questionnaire	Autumn Spring Summer	No completed due to Covid and the restrictions set out by the BPT.	To be arranged for 2021-22

2. Raise the profile of PE and sport across the school as a tool for whole school improvement

3. Increased confidence, knowledge and skills of all staff in teaching PE and sport

At St George's C of E School all pupils have the opportunity to participate in football sessions led by coaches alongside their class teacher. The use of coaches within sports is a useful attribute within the school as it provides a clear focus to each lesson as the coaching is sports specific. The teacher works alongside the coach and is supported, rather than replaced or displaced. The teacher is able to develop their own skills as well as their confidence and competence within a particular area. The benefits can also be reciprocal as the coach is able to learn skills from the class teacher such as promoting positive behaviours, large group organisation and ensuring a safe environment. At Carnforth School the children enjoy having a range of coaches in school. Studies have shown that sports coaches can be very beneficial role models and bring many benefits to schools.

According to Wesport the benefits of using coaches in schools are that they:

- Provide additional capacity to help schools deliver a greater range of sports opportunities for children.
- Work alongside teachers to improve their knowledge around the development of core skills in young people such as locomotion, object control, stability, balance and co-ordination.
- Support teachers to develop FUNdamental movement skills in young people to help them to be more confident to participate in sport and physical activity as part of a healthy and active lifestyle.
- Promote lifelong participation in sport and physical activity to young people.
- Be role models and play a pivotal role in the mentoring and development of young leaders as coaches
- Contribute to the raising achievement agenda in schools through developing confidence and self-esteem in young people through sport and through educating young people on the importance and value of sport.
- Support the transition between school and community sport through helping to create and develop links with local community sports clubs.

School focus with clarity on intended impact on pupils (inc Year Group)	Implementation	Cost	Lead	Resources	Monitoring	Timescale	Impact	Sustainability and suggested next steps
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<p>Swimming To increase the number of children achieving the 3 national curriculum requirements for water safety at the end of KS2</p>	<ul style="list-style-type: none"> To provide additional top-up swimming lessons to meet the 3 national curriculum requirements. 	<p>£1215 Money allocated to other project</p>	<p>PE Lead</p>	<p>Pool hire Travel</p>	<p>Data analysis</p>	<p>Autumn Spring Summer</p>	<p>Unable to complete this academic year due to Covid-19 restrictions. Back in place for September 2021-22</p>	<p>Swimming across KS2 to be completed from September 2021</p>
<p>Promote Successes To promote the work of the school and success of sports teams and individuals as well as inform parents of extracurricular clubs. A sports section to be written into the half termly newsletter outlining key achievements and success Newsletter to reach 225 parents. Regular sporting and extra-curricular updates on the school website to encourage</p>	<ul style="list-style-type: none"> Write ups for STG Newsletter about sporting achievements and extracurricular opportunities i.e girls football tournament etc. Updated extra-curricular timetable on website along with links to sports clubs and the change4life government scheme. Displays/posters to encourage sports participation and healthy lifestyles put up around the school Posters to be laminated displayed. 	<p>£150 Money allocated to other project</p>	<p>PE Lead</p>	<p>Paper PE Lead release time</p>	<p>Pupil voice Parents voice</p>	<p>Autumn Spring Summer</p>	<p>Unable to complete due to no fixtures or school activities being completed due to covid</p>	<p>Further extra-curricular opportunities to be planned for the new academic year post Covid-19 to include the participation in Tag Rugby and Football.</p>

<p>healthy active lifestyles and raising the profile of sport and PE exercise- reach 225 children's parents. Display boards to show change for life posters and healthy lifestyle information. - Raising awareness of healthy active lifestyles and the benefits of activity in collective workshops at STG.</p>	<ul style="list-style-type: none"> 3 collective workshops at STG in the summer term based on the benefits of exercise on physical fitness, mental health and social benefits. 							
<p>WFSSP Membership Membership of Wyre Forest School Sports Partnership (WFSSP), providing advice, support, CPD to PE Lead and all staff, as well as thorough programme of competitive inter-school competitions across key stage 1 and 2.</p>	<ul style="list-style-type: none"> Funding and time for the PE lead to attend all SSP conferences and sessions and utilise resources available to upskill. Access individual sessions to support development process as defined by school needs and subject action plan. Identify CPD provision available through 	<p>£2282.80</p>	<p>PE Lead, Class Teachers</p>	<p>WFSSP Resources</p>	<p>Staff voice Pupil Voice</p>	<p>Autumn Spring Summer</p>	<p>Resources for lockdown shared with staff and used as part of PE lessons for home learning. Restrictions on visitors to school meant that no in-school support was able to be completed. Support was</p>	<p>Engage in further opportunities across the WFSSP and use the support given to upskill staff in the delivery of PE and extra-curricular clubs.</p>

	<p>WFSSP and make accessible and available to staff, targeting key areas of need, as identified by PE lead through audits.</p> <ul style="list-style-type: none"> • Access inter-school competitions fixtures list and promote participation across school. • Timetable staff meeting slots for PE Lead to inform staff of key guidance. • Renew Partnership Agreement with WFSSP until 2023, enabling continued access to training, CPD, resources and guidance on regulatory requirement reports 						given to the PE lead with creating a PE reconnection plan to develop fundamental skills and fitness.	
To develop staff confidence when teaching PE and other sporting opportunities	<ul style="list-style-type: none"> • Purchase of volleyball pack of resources- balls • England Hockey resources 	<p>£70</p> <p>£388.75</p> <p>£34.50</p>	PE Lead	None required	Staff voice Pupil Voice	Summer	Resources have given staff more confidence when teaching	Further CPD to be given to teachers based on a skills audit to

<p>Develop staff confidence when teaching PE in with National Governing Body resources</p>	<ul style="list-style-type: none"> Games resource and planning pack 						<p>PE and other sporting opportunities such as after school club and breakfast club volleyball. Lessons are more structured and the children are taking part in clear activities that support the school progression documents.</p>	<p>increase the number of after school clubs available at school.</p>
<p>Staff Subject Knowledge To develop staff expertise to improve quality first teaching and increased quality of extracurricular provision. PE coordinator to support staff where necessary to ensure that quality first teaching is occurring. Three</p>	<ul style="list-style-type: none"> Staff skills audit to be returned to PE coordinator Support put into place for NQT through weekly lesson support and team teaching. Learning Walks to be completed across the school. Timetabled lesson support. 	<p>£1200 Money allocated to other project</p>	<p>PE Lead, Class Teacher</p>	<p>NGB resources</p>	<p>Staff skills audit</p>	<p>Autumn Spring Summer</p>	<p>Not completed due to Covid-19 restrictions set out by the BPT</p>	<p>To be completed in 2021-22</p>

<p>teachers to undertake a NGB qualification or teaching support from qualified coach/teacher-dance, gymnastics, hockey, tag rugby, athletics. Affiliation to youth sports trust and other governing bodies.</p>	<ul style="list-style-type: none"> • Staff attending courses are to create a coaching resource to filter information down to other staff. • Staff working alongside PE Lead and external coaches to upskill an achieve positive CPD. 							
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4. Broader experience of a range of sports and activities offered to all pupils

5. Increase participation in competitive sports

At St George's C of E School, we endeavour to enhance our pupils experience of sport by offering a range of opportunities to participate in both adventure and sporting activities because we feel it is key to our pupils academic achievement and wellbeing. According to Sport England physical activity can reduce stress and anxiety, with the mastering of new skills often increasing confidence and self-esteem. That there is much evidence that physical activity contributes to enjoyment and happiness, and more broadly to life satisfaction, with the element of social interaction often cited as central to this. Also volunteers and sports fans also experience increased life satisfaction, associated with having a sense of purpose and pride. That self-esteem and confidence are known to increase through short or long term participation or volunteering, because of the opportunity to develop new skills and relationships. That there is general agreement that sport and physical activity has the potential to reduce anxiety and depression symptoms, with most evidence on this focusing on specific subgroups. Other positive outcomes include improved cognitive functioning, benefits for people with dementia, and impacts around emotion regulation.

School focus with clarity on intended	Implementation	Cost	Lead	Resources	Monitoring	Timescale	Impact	Sustainability and
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impact on pupils (inc Year Group)								suggested next steps
<p>Minibus</p> <p>TA to obtain minibus qualification to enable more pupils to take part in inter school fixtures/events. Minibus fuel costs funded to ensure that we can support the children in competitive sport. Staff cover costs to allow children to access local district competitions/festivals.</p>	<ul style="list-style-type: none"> Minibus qualification for TA. PE Lead/TA to arrange competitive fixtures with other schools. 20 days of cover for sports events and outings. Purchase medals for year 3/4 tag rugby competition. To purchase sports day stickers and card for sports days. 	<p>£2500</p> <p>Money allocated to other project</p>	<p>Business Manager</p>	<p>Staff cover</p>	<p>N/A</p>	<p>Autumn</p> <p>Spring</p> <p>Summer</p>	<p>Not completed due to Covid-19 and restrictions put in place by academy (BPT).</p>	<p>Minibus qualification to be completed by a class teacher or TA to ensure that children can access extracurricular activities.</p>
<p>Inter school competition at St George's</p>	<ul style="list-style-type: none"> Plan and deliver a football tournament and athletics tournament at STG for BPT (60 children) 	<p>£200</p> <p>Money allocated to</p>	<p>PE Lead</p>	<p>Release Time</p>	<p>Pupil Voice</p>	<p>Summer</p>	<p>Not completed due to Covid-19 and restrictions put in place by</p>	

	<ul style="list-style-type: none"> Purchase medals and trophies for the event 	other project					academy (BPT).	
Increased range of resources and equipment	<ul style="list-style-type: none"> Purchase new PE equipment to be used in both lessons and extra-curricular clubs. Resources to be purchased: football, netballs, rugby balls, netballs, cricket balls etc. 	£500	PE Lead	N/A	N/A	Autumn Spring	Resources were purchased to aid the delivery of extracurricular provision however this could not be achieved. The resources have positively benefited all 225 children at St George's in PE lessons.	
Festival and events To develop team work skills To promote a competitive ethos To experience competition	<ul style="list-style-type: none"> Sports Day KS1 Multiskills festival Interschool competition 	£500	Class teacher PE Lead Travel Equipment	Release Time Minibus	Competition Results Pupil voice	Summer	To be completed	

against other schools								
<p>To develop the access to football across KS1/2</p> <p>To develop a love of sport through football and improve our offer of 60 minutes of active play a day.</p>	<ul style="list-style-type: none"> Harriers football club during lunchtime for KS1 and 2 	£1115	PE Lead MDM	None	PE Lead observation	Autumn	Approximately 50% of KS1 and 2 accessed the football club in Autumn.	We chose not to continue this provision into Spring and Summer as we felt that it is something that we can facilitate using current school staff.
<p>To ensure the safety of sporting equipment to maintain a high level of access to sports</p> <p>Ensure that all equipment is fit for purpose and is</p>	<ul style="list-style-type: none"> Sports Safe checks on equipment 	£172.80	PE Lead Business Manager	None	PE lead inspection of equipment	Autumn	The equipment was checked and most was deemed safe for ALL children to access. Some minor	Continue to complete this on an annual basis- to include the new resources from the

<i>safe to use both in curriculum time and as part of extracurricular</i>							<i>repairs had to be made.</i>	<i>playground development</i>
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