



# ST. GEORGE'S C of E SCHOOL

## SPORTS PREMIUM PLAN 2022-23

St. George's CofE School is a member of the Black Pear Trust  
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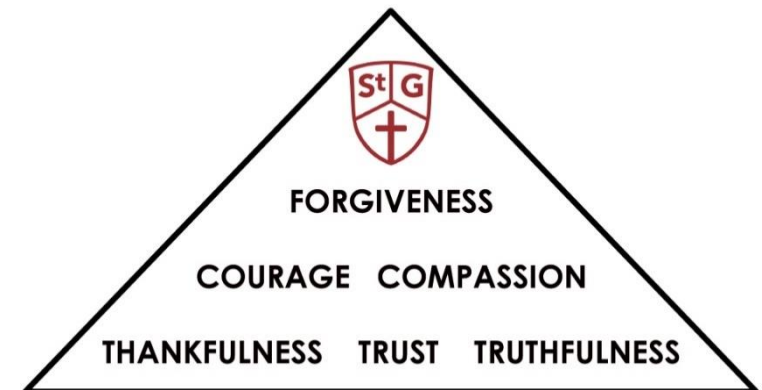
## OUR INTENT

### 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 vision and values:

**With God's guidance, we nurture our St George's Family to have a passion for learning and give them the strength to face challenges, so that they succeed and flourish in life's journey.**



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.

## DETAILS IN REGARD TO FUNDING:

Total amount of funding for 2022/23.	£17,700
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## SWIMMING DATA

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 then 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**

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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2023. Please see note above

42%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

Please see note above

31%

### What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

78%

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?

Yes- training a lifeguard to provide extra top-up sessions

## ACTION PLAN AND BUDGET SETTING

### ANNUAL SPEND AGAINST THE 5 KEY INDICATORS

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:

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.

Academic Year: 2022/23	Total fund allocated: £17,700	Date Updated: July 2023	Percentage of total allocation:
<p><b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</b></p>			<p>23%</p>
<p>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.</p> <p>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.</p>			

**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](http://www.mentalhealth.org.uk).

Inte nt	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p><b>1. Mental Health Through Yoga/relax kids</b></p> <p>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 75 children.</p>	<ul style="list-style-type: none"> <li>• Source a qualified yoga instructor.</li> <li>• 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</li> </ul>	<p>£750</p>	<p>The aim is to improve focus, memory, self-esteem, academic performance, and classroom behaviour, and can even reduce anxiety and stress in children.</p> <p>Impact:</p> <p>T.A who is a trained Yoga instructor and mental health lead will carry out the after-school club. – The impact of this has meant that the children who have been targeted for this afterschool club have a safe space in which they can learn breathing techniques, calming strategies and encourage them children</p>	<p>During the start of the academic year, the next steps are for the children to be discussed and chosen as to who will benefit from this club the most.</p> <p>This club will begin once all the children have been identified and a member of staff can help support the mental health lead/ yoga instructor.</p>
<p><b>2. Playground Leader Lunchtime Supervisor</b></p> <p>To provide suitable safe physical activity for the children at lunch</p>	<ul style="list-style-type: none"> <li>• Organise sports equipment for lunchtimes</li> <li>• Organise a rota for football at lunch</li> <li>• Organise play leaders</li> </ul>	<p>£3400</p>	<p>To help organise the children and help with day-to-day routines. The impact of this will create an organised lunchtime where supervisors will have zones which will enable children across the playground to have an adult close by to support.</p>	<p>Next steps are for the playground supervisors to know what area/ zone of the playground they will be monitoring based on the zones that have be outlined for them.</p>



			Impact: A lunchtime supervisor has been enrolled at St Georges where they will for 1 hour daily supervise the children.	
<p><b>3. Play leader training for Y5 children</b></p> <p>Children to delivery and offer a range of activities and games at lunch time that support all 216-children to be active and meet the 30 minutes of activity a day.</p>	<ul style="list-style-type: none"> <li>• Source and complete training from the Wyre Forest SSP</li> <li>• Children to deliver assemblies about games</li> <li>• Play leader t-shirts or hoodies to be purchased</li> </ul>	£0 (part of membership to WFSSP)	<p>This has allowed the children to take charge of their own learning Children have been trained to teach other children how to play new games by teaching them. Children across the school will be engaged by activities helping them to keep active and fit. The impact of this means that there will be even more inclusivity at break and lunchtime where children have a variety of games they can learn. All children to feel part of the Family of St George's as there is always a play leader who can help them. An email has been sent to the Wyre Forest where children will be trained up by a coach in how to lead other children in</p>	<p>The next steps are for</p> <ul style="list-style-type: none"> <li>- The Play Leaders to be grouped together by the PE Lead where they will be given a rota of what days they will asked to help teach other children lots of games that they have learnt from the previous year/ include all children.</li> <li>- These children will oversee checking of equipment to ensure each class has a full box for playtime every day.</li> </ul>

			<p>good practice.</p> <p>20 children have been trained in Y5 to become Play Leaders- they have learnt a variety of playground games and how to be inclusive to all who want to play.</p>	
<p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p><b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>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 St George's C of E 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.</p> <p>According to Wesport the benefits of using coaches in schools are that they:</p> <ul style="list-style-type: none"> <li>• Provide additional capacity to help schools deliver a greater range of sports opportunities for children.</li> <li>• 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.</li> <li>• 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.</li> <li>• Promote lifelong participation in sport and physical activity to young people.</li> </ul>				<p>Percentage of total allocation:</p> <p>54%</p>

<ul style="list-style-type: none"> <li>• Be role models and play a pivotal role in the mentoring and development of young leaders as coaches</li> <li>• 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.</li> <li>• Support the transition between school and community sport through helping to create and develop links with local community sports clubs.</li> </ul>				
Inte nt	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<b>Swimming</b> To increase the number of children achieving the 3 national curriculum requirements for water safety at the end of KS2	<ul style="list-style-type: none"> <li>• Additional top-up swimming lessons to meet the 3 national curriculum requirements.</li> <li>• Pool Hire</li> <li>• Lifeguard</li> <li>• Swimming Teacher</li> </ul>	£2500	With every new stroke a child learns, they will be developing self-confidence and a sense of accomplishment. Learning to swim will also help the children to learn how to set goals and persevere until they have reached their target.  Impact: The school has trained a class teacher to become a lifeguard who will assist each week with the children learning to swim throughout	St George's will continue to swim at Holy trinity where we have organised for Upper Arley who have a trained life guard as well as a teaching assistant to go into the water to assist the Holy Trinity life guard. The next step is to support the Teaching Assistant in supporting each class every half term.

			the year. This has provided 29 children in Year 6 to complete top up swimming sessions.	
<p><b>PE Coordinator release time for school improvement</b></p> <p>Quality assure the delivery of PE to ensure that sequences are progressive and following the trust long term plan. Identify CPD for staff and team teach where necessary to help professional development</p>	<ul style="list-style-type: none"> <li>• Staff skills audit</li> <li>• PE pupil voice</li> <li>• Learning walks</li> <li>• Coaching opportunities with staff</li> <li>• Team teaching with staff</li> <li>• Funding and time for the PE lead to attend all SSP conferences and sessions and utilise resources available to upskill.</li> </ul>	£2000	<p>This will allow the PE lead to look at continuity across the school where they can look at co-teaching with the class teacher and ideas can be shared. This will be carried out throughout the academic year to ensure each year group is given time to talk their planning and sequence of learning through.</p> <p>Impact:</p> <ul style="list-style-type: none"> <li>- Skills audit has allowed the PE Lead to assess the current knowledge/ confidence of PE</li> <li>- Microsoft Forms has informed the PE Lead of the staff knowledge regarding the newly planned curriculum</li> <li>- Gymnastics equipment has been modelled</li> </ul>	<p>Next steps</p> <ul style="list-style-type: none"> <li>- For new staff to complete the skills audit and knowledge audit.</li> <li>- Equipment to be checked for each class daily.</li> <li>- Release time for lesson observations ensuring 'sticky knowledge' is being taught/ learnt which can be repeated to other members of staff specific to that lesson</li> <li>- Follow up with the OAA Oakerwood school trip for year 4</li> <li>- Ensure external coaches understand the schools MTP's and sticky knowledge to follow the LTP.</li> </ul>

			helping to give confidence to staff when using apparatus	
<p><b>Wyre Forest School Sport Partnership Membership</b></p> <p>To provide CPD opportunities for staff to help develop subject knowledge across a range of sports alongside confidence to deliver dance and gymnastics</p>	<ul style="list-style-type: none"> <li>• Early Career Teaching Training</li> <li>• Staff CPD for PE</li> <li>• School sports competitions (see below)</li> <li>• CPD for physical activity across the curriculum</li> <li>• Playground leader training (see below)</li> </ul>	£2282	<p>Being part of this partnership allows the children to benefit from a wide range of organised sporting activities where the children can participate, learn and compete. This is organised and carried out by the WYSSP throughout the year. A list of activities is being sent to the school where we will look at what activities the children can take part in throughout the year.</p> <p>Impact: Tennis, cricket and football coaching has been used in order to upskill teachers in the delivery of high quality PE and extra-curricular provision.</p>	<p>Due to leaving the WFSSP, our next steps are for the PE lead to support teachers with CPD if this is needed (build on from previously learn knowledge from the WFSSP last year).</p> <p>To ensure specific coaches are coming to St George's and are staying for their afterschool club too.</p>

<p><b>Staff Subject Knowledge</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Four 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.</li> <li>• Staff audit to be taken</li> <li>• Microsoft Form to be completed to see current knowledge of the new PE curriculum e.g. C-steps</li> </ul>	<p>£800</p>	<p>Through CPD, sporting guests and more knowledgeable others will come for sessions to help the staff.</p> <p>Staff will be sent on training days to upskill and build on their CPD</p> <p>Impact: There is clear understanding of staff limitations to delivery of high quality PE and support has been out in place using cricket, tennis and football coaching. Gymnastics CPD has been delivered to all teachers and the development of C-STEPS has offered a rich inclusive curriculum</p>	<p>Next steps are to check the confidence and knowledge of new staff. CPD will then be put in place dependent on these findings whether this is through teaching, CPD away day or an external coach coming in.</p>
<p><b>Tennis Coach</b></p> <p>To raise the profile of tennis at St George's. To provide staff with CPD to develop subject knowledge. To provide an extra-curricular club in tennis to develop a love of sport and exercise.</p>	<ul style="list-style-type: none"> <li>• 3 hours of tennis per week- 2 hours curriculum time and 1 hour extra-curricular across the school (120) pupils were involved.</li> </ul>	<p>£900</p>	<p>Tennis requires the brain to be creative and involves a combination of planning, tactical thinking, agility, and coordinating different parts of your body. This will help the children to develop their own ability</p> <p>Impact:</p>	<p>The next step is to secure this for the next academic year with an afterschool club.</p> <p>The next step is to continue our relationship with the local Tennis club and arrange these sessions for the summer term 2024 in line with the long term PE plan.</p>

			<p>The LTA have been working with KS2 from Y3-Y6 (120 children) to help upskill the staff and providing CPD for those with less confidence in this area.</p>	
<p><b>Cricket Coach</b> To raise the profile of cricket at St George's. To provide staff with CPD to develop subject knowledge. To provide an extra-curricular club in cricket to develop a love of sport and exercise.</p>	<ul style="list-style-type: none"> <li>• 3 hours of cricket per week for a term- 2 hours curriculum time and 1 hour extra-curricular across KS2 (216 pupils)</li> <li>• Staff to shadow the cricket coach to help upskill personal subject knowledge and delivery and planning.</li> </ul>	<p>£1000</p>	<p>By teaching them to be part of a team – to support, cheer and help each other – Cricket helps the children to begin to understand their relative role in the team and how they can work together.</p> <p>Impact: Chance to Shine have been working with KS2 giving CPD to staff by helping to upskill our own knowledge as well as bring a love of cricket to St George's. Over 25 children have been involved in a cricket extra-curricular activity.</p>	<p>The next step is to continue our relationship with the local the local cricket club and arrange these sessions for the summer term 2024 in line with the PE long term plan.</p>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b> <b>Key Indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation:</p>
<p>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</p>				<p>28%</p>

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.

Inte nt	Implementati on		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<b>Deliver an Inter school competition at St George's across the Black Pear Trust</b>	<ul style="list-style-type: none"> <li>Plan and deliver a tag rugby tournament at STG for BPT (60 children)</li> <li>Plan and deliver a 5 aside football competition at STG for BPT (60 children)</li> <li>Purchase medals and trophies for the event</li> </ul>	£400	<p>This will allow children to take pride in their schools and ability. Children will put their ability into real life situations.</p> <p>Impact: Competitions were organised and arranged but due to to staffing capacity (illness), unfortunately this could not go ahead as planned but will be rearranged for the new academic year.</p>	<p>Meetings have already began to implement these competitions and each school will look at hosting in the trust to showcase their school.</p> <p>Dates have been arranged for September 2023.</p>



<p><b>Minibus</b></p>	<ul style="list-style-type: none"> <li>• Pick up children in the morning and bring them to school to ensure access to high quality PE and extra-curricular provision</li> <li>• Take children to and from competitions/ activities</li> </ul>	<p>£2500</p>	<p>This will allow children to come to school daily without there being any barriers to access sports.</p> <p>Thes will allow the children to travel on school trips or enter competitions that are too far to walk.</p> <p>Impact: We have a varied number of staff who are qualified to drive the minibus where they will be able to help take the children to and from required activities.</p>	<p>Next steps are to begin preparations for the minibus driver's availability for these events in the calendar.</p>
<p><b>Taking part in WFSSP games and activities</b></p>	<ul style="list-style-type: none"> <li>• KS1 and 2 to take part in a variety of multisport competitions such as football and handball as well as athletics</li> </ul>	<p>£300</p>	<p>Athletics helps children to develop character and to learn important social and brain skills such as problem-solving, resilience, perseverance, confidence and teamwork.</p> <p>Impact: Unfortunately, we could not attend as many activities as we intended due to staff capacity.</p>	<p>WFSSP will continue to host activities throughout the year allowing St Georges to take part.</p>

<b>Multisport lunchtime club</b>	<ul style="list-style-type: none"> <li>Children will have the opportunity to be involved in multisport throughout the week where they will learn a variety of skills through a variety of games.</li> </ul>	£1,768	<p>Participating in multiple sports during childhood can aid long-term physical development, with those involved in a variety of sports being less prone to injury.</p> <p>Impact: Multi-sports The Yr 5 children have been trained to teach the school a variety of multi-skills games which has shown a large impact with a rise in inclusivity at playtime. New equipment was purchased which has raised the profile of basketball and football across the school.</p>	<p>Following from the CPD with the PE Lead, the children will follow the class rota where they will be designated zones in the playground with a variety of pre-learnt games to help improve inclusivity during break and lunch time.</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	

