



Ladybridge Primary School



Evidencing the impact of the PE and Sport Premium

Amount of Grant Received £17,210	2018-19 £ 17,647 2019-20 £17,560 2020-21 £ 17,210 2021-22 £ 25,234	Amount of Grant Spent	2018-19 £17,647 2019-20 £16,295 2020-21 £ 9,216.99 Short fall due to school closure (Summer 2020/ Spring 2021) to be used 2021-22 2021-22 £25,234	Date	July 2022
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RAG rated progress:

- **Red** - needs addressing
- **Amber** - addressing but further improvement needed
- **Green** – achieving hg consistently
- **Purple** – not able to achieve due to school closure/Covid measures

As a result of reviewing achievements to date in each of the 5 key indicators from DfE and considering priority areas for further development needs, the following 4 year action plan and impact report shows ongoing progress.

Meeting national curriculum requirements for swimming and water safety	NB No swimming from March to June 2020
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What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	16/28 57%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	16/28 57%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	25/28 89%
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?	No – we have used existing provision to enable as many Year 6 to catch up as possible.

Key indicator 1: 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

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	17/18	18/19	19/20	20/21	21/22
Ensuring all pupils can access provision.	<ul style="list-style-type: none"> Maintain provision of PE kit suitable for all weathers to all pupils. Purchase of additional kits to replace as needed. Half-termly washing of kit by school. 	<p>6 half terms x 6 class kits = £125</p> <p>Purchase of additional kits £880</p>	Following removal of barrier to learning, all children now participate in PE/Games lessons.	<p>Kits redistributed at end of year for next academic year.</p> <p>Additional kit of larger sizes enables access for all.</p>					
Additional opportunities for physical activity during the primary school day – curriculum	<ul style="list-style-type: none"> Use of BBC Super Mover sites Use of GoNoodle activities. Change 4 Life sessions twice weekly. Change 4 Life Champions group once a week. Daily activity session during lunch break. Ad hoc assemblies/workshops promoting active life style, eg basketball assembly, Drumzaloud workshop. Commitment to developing physical play equipment as funding allows. 	<p>Within SCFC Community Trust costing (£3900 pa)</p> <p>Within SHAPES costing (£6500 pa)</p> <p>Workshops 2021-22 Drumzaloud £425</p> <p>Installation of climbing frame in EYFS to encourage early physical development/co-ordination £7,500</p>	<p>Increased engagement in physical activity of least active pupils, through Change4Life group, generally within PE/Games Lessons.</p> <p>Change for Life Champions group every Thursday – run by Year 5 for Year 4 at lunchtime. Training by SHAPES.</p> <p>Enthusiasm for active participation in clubs increased, eg joining basketball team following basketball assembly.</p>	<p>Culture of active classroom established but needs maintaining – look for other resources / review provision in classroom...</p> <p>Maintaining engagement in physical activity for least active pupils.</p> <p>Increasing number of workshops to 1 per term; revisiting popular workshops.</p> <p>Seeking assembly offers form sports clubs, eg SCFC.</p>					
Lunches & playtimes	<ul style="list-style-type: none"> Provision of sporting activities at lunchtime (3 x week). 10 minute daily work out with SCFC Community 	<p>Within SCFC Community Trust costing.</p> <p>Within SHAPES costing.</p>	Raising levels of physical engagement in school, eg increased numbers involved in lunch time activities.	Engaging all children so that more choose to join physical activities at lunchtime.					

	<p>Trust coaches/SHAPES coaches (4 x week).</p> <ul style="list-style-type: none"> Change 4 Life Champions group once a week. Commitment to developing physical play equipment as funding allows. 	<p>Installation of climbing frame in EYFS to encourage early physical development/ co-ordination (see above)</p>	<p>Targeted provision for Year 4 pupils through Change 4 Life Champions.</p>						
<p>Extra-curricular (Breakfast & After school clubs)</p>	<p>Review of extra-curricular clubs that involve physical activity, eg provision of clubs at lunch time.</p> <p>NB Only Football Club able to be maintained following to Covid measures and 'bubble' restrictions.</p>	<p>Support staff funding available 1 hour per week. Eg 1 x £10 per week £10x39= £390</p> <p>Within SCFC Community Trust costing</p>	<p>Review of how to maintain range of sports/ physical activity given restrictions and limited staff numbers.</p> <p>Involving extra-curricular clubs in inter-school events.</p> <p>Extending accessibility for SEND pupils.</p> <p>Maintaining and increasing numbers involved.</p>	<p>Using pupil voice to advise on clubs to be offered.</p> <p>Providing CPD to support staff to facilitate extra-curricular provision.</p> <p>Engaging support staff in delivery of clubs to widen the number and offer.</p> <p>Payment of staff for extra-curricular provision.</p>					

Key indicator 2: Raising the profile of PE & Whole School Improvement

- *The profile of PE and sport being raised across the school as a tool for whole school improvement*

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	17/18	18/19	19/20	20/21	21/22
<p>Provision of quality PE and Games lessons.</p>	<ul style="list-style-type: none"> Continued use of SCFC Community Trust coaches to provide quality PE and Games lessons in Key Stage 1 and 2. CPD support for all teachers through SHAPES during lesson time – collaborative team teaching. CPD support for all 	<p>Within SCFC Community Trust costing. Within SHAPES costing.</p>	<p>Raising attainment in PE – monitored termly.</p> <p>Staff increasing subject knowledge reflected in CPD focus/lesson delivery.</p> <p>Use of Lead HLTA to plan and deliver PE/Games lessons.</p>	<p>Assessing coverage of CPD to date and ensuring balanced provision across KS1/2.</p> <p>Focus on teachers new to school.</p> <p>Sharing CPD opportunities through SHAPES input.</p>					

	<p>teachers through SHAPES after school.</p> <ul style="list-style-type: none"> PE lead to attend termly SHAPES meetings. 		Observations of PE/Games by PE lead.	Using SCFC Community Trust coaches to model lessons with teachers. Use trained HLTA staff to deliver Games/PE lessons and further own CPD. Consideration of need for intensive CPD in 2022-23; opportunities to use Sports Grant in other areas.					
Additional opportunities for physical activity during the primary school day – curriculum	<ul style="list-style-type: none"> Use of BBC Super Mover sites Use of GoNoodle activities. Change 4 Life sessions twice weekly. Change 4 Life Champions group Commitment to developing physical play equipment as funding allows. 	<p>Within SCFC Community Trust costing.</p> <p>Within SHAPES costing.</p> <p>Installation of climbing frame in EYFS to encourage early physical development/ co-ordination (see above)</p>	<p>Increasing engagement in physical activity of least active pupils, eg involvement in Change4Life groups.</p>	<p>Culture of active classroom maintained- initially with in Covid restrictions.</p> <p>Maintaining engagement in physical activity for least active pupils.</p>					
Extra-curricular (Breakfast & After school clubs)	<p>Review of extra-curricular clubs that involve physical activity, eg provision of clubs at lunch time.</p> <p>NB Only Football Club able to be maintained following to Covid measures and 'bubble' restrictions.</p>	Support staff funding available (see above)	<p>Review of how to maintain range of sports/ physical activity given restrictions and limited staff numbers.</p> <p>Involving extra-curricular clubs in inter-school events.</p> <p>Extending accessibility for SEND pupils.</p> <p>Maintaining and increasing numbers involved.</p>	<p>Using pupil voice to advise on clubs to be offered.</p> <p>Providing CPD to support staff to facilitate extra-curricular provision.</p> <p>Engaging support staff in delivery of clubs to widen the number and offer.</p> <p>Payment of staff for extra-curricular provision.</p>					
Improved behaviour and attitudes to learning through engagement in active curriculum.	<ul style="list-style-type: none"> Active curriculum Whole school approach to rewarding physically active and sports achievements e.g. 	<p>Within SCFC Community Trust costing.</p> <p>Within SHAPES costing.</p> <p>Transport to events - allocated £200 per class</p>	<p>Reduction in instances of:</p> <ul style="list-style-type: none"> Time out of classroom Loss of playtime Internal exclusion 	<p>Pupil focus/concentration, commitment & self-esteem enhanced.</p> <p>Continued move away</p>					

	<ul style="list-style-type: none"> assemblies Regular participation in competitive sporting events (both at level 1 and 2) Involvement in Mental Health and Physical Activity programme (Taekwondo) 	<p>Total spent £1250</p> <p>Within SHAPES funding</p> <p>NB – limited programme of external events accessed this year.</p>	<ul style="list-style-type: none"> Fixed term exclusion <p>Improved behaviour/ conduct on playground.</p>	<p>from time out of class /fixed term exclusions.</p> <p>Increased engagement in whole curriculum by children identified as having SEMH difficulties on SEND register.</p>						
Improved well-being through engagement in active curriculum.	<ul style="list-style-type: none"> Change 4 Life sessions twice weekly. Re-establishment of House competition and role of Year 6 House captains. Establishment of Change4Life Champions (Year 5) in leadership role. Whole school approach to rewarding physically active and sports achievements e.g. assemblies Celebrating success through newsletters, website and social media (Twitter, Class Dojo) 	<p>Within SCFC Community Trust costing.</p> <p>Within SHAPES costing.</p>	<p>Increased participation shown through:</p> <ul style="list-style-type: none"> Sporting achievements shared in assemblies Engagement with sport during lunch break. Numbers involved in clubs Tweets/posts shared with parents. 	<p>Clear role for House captains in organisation of House competitions.</p> <p>Retrain new Year 5s to be Change 4Life Champions. 2022-23.</p> <p>School values/ethos are complemented by sporting values.</p> <p>Pupils understand the contribution of physical activity and sport to their overall development.</p>						

Key indicator 3: High Quality Teaching

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

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	17/18	18/19	19/20	20/21	21/22
Regular review of the quality of teaching PE Lead allocated time for planning and review.	Annual action planning and termly review of action plan. Lesson observations. Staff self-review for CPD. Termly assessment in PE. Termly review of assessment levels in PE by PE lead. Pupil voice interviews.	3 sessions per term for PE lead. Cover for leadership time 3 x £150 = £450 1 session per term for PE Lead. Cover for leadership time 1 x £150 = £150	Staff access support to achieve and confidence to teach high quality lessons increased. Move towards increasing independence of all teachers in lesson delivery. Targeted support to teachers who have had least access to SHAPES CPD. Impact measured through observation/pupil voice/liaison with SSCo.	Regular review and planning of areas covered in CPD to avoid duplication and ensure sustained development. Discussion with staff to ensure balanced provision, eg 2022-23 focus on ECT staff.					
Allocation of CPD from SSCo, courses and other sources.	Weekly CPD programme to cover all teachers in 12 month period provided through SHAPES. Opportunities for CPD after school course through SHAPES (NB this has been limited by Covid restrictions). Looking at other means to deliver CPD, eg SCFC Community Trust coaches.	Within SHAPES costing Within SCFC Community Trust costing	PE Trained HLTA delivering PE to target classes. All classes had access to CPD. High quality PE/Games taught across school. Wider range of PE/Games taught across school.	Regular review and planning of areas covered in CPD to avoid duplication and ensure sustained development. Extend number of target classes for HLTA. Discussion with staff to ensure balanced provision, eg 2022-23 focus on ECT staff.					
Review of PE equipment to support quality delivery	Regular audit of resources and purchase as necessary. Use of SSP list of essential PE equipment to review audit.	Equipment spend £294	Replacement of equipment as necessary. Wider range of equipment provided to reflect wider	Audit sheet for staff to maintain to assess levels/quality of equipment.					

	Regular maintenance of games kit for pupils to ensure safe participation (see Key Indicator 1). Replacement of gymnastics apparatus. New storage system to accommodate equipment safely in hall.	Gymnastics apparatus and storage system £3,500	range of PE/Games. Establish a new set of new gymnastics apparatus and storage system to reduce maintenance costs in future and ensure full gymnastics provision.							
Targets relating to 30 active minutes to form part of classroom expectations in appraisal.	Discussion with HT and individual staff regarding appraisal target setting.		Audit indicates all classes access at least 20 minutes of activity in addition to timetable PE/Games lessons. 30 active minutes in appraisal targets as part of class teacher responsibilities.	Termly update of 30 active minute timetable to measure implementation. Relaunch in Autumn 1 to ensure year to year momentum.						
Support staff and other adults in school to access relevant CPD to enhance the school delivery of PE and Games.	Signpost SHAPES CPD. Encourage further support staff participation/leading of extra-curricular sport. NB This has been limited by Covid restrictions	Support staff funding (see above)	Some support staff attending relevant CPD. Wider range of extra-curricular clubs offered. NB this has been limited by Covid restrictions – Autumn/Spring terms	Payment of staff for extra-curricular provision. Need to widen participation further.						
Develop an assessment programme for PE to monitor progress.	Implementation of new, more detailed assessment tracking proforma from September 2019. SCFC Community Trust coaches to assess after each lesson from Autumn 2019 onwards.	Within SCFC Community Trust costing	Clear expectations for teaching of PE/Games and related areas for learning. Regular completion of assessment data. Improvement in accuracy of assessment data.	Review of chosen assessment system by all teaching and support/coaching staff (weekly flick / co-ordinator monitoring). Develop co-ordination with SCFC Community Trust coaches' assessments.						

Key indicator 4: Broader Range of Activities

- *Broader experience of a range of sports and activities offered to all pupils*

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	17/18	18/19	19/20	20/21	21/22
Regular review of areas of PE and Games teaching in school.	<p>PE lead to discuss planning with SCFC Community Trust coaches.</p> <p>PE lead monitoring of PE/Games planning.</p> <p>PE lead monitoring of SCFC Community Trust delivery of Games in Key Stage 1 and 2.</p>	3 sessions per year for cover for PE lead.	<p>Continued wider range of PE/Games opportunities observed (see planning).</p> <p>Effective use of new assessment to measure attainment and facilitate planning.</p>	<p>Continued discussion with SCFC staff to review planning and range of sports offered.</p> <p>Continued CPD through SHAPES and other sources.</p> <p>Further review of updated assessment system by all teaching staff through termly 'book look' and with support/coaching staff.</p>					
Regular review of access to sporting competition/festivals.	<p>Continue to review and develop offer to ensure each year group and gender are catered for.</p> <p>Ensure access for SEND participation.</p> <p>Provide transport costs to ensure participation.</p> <p>Ensure transport is accessible for all pupils as appropriate. NB This has been limited by Covid restrictions.</p>	<p>Transport to events - allocated £200 per class</p> <p>Transport for teams attending events</p> <p>Transport to residential</p> <p>Total spent £1220</p>	<p>Numbers of children attending sporting competition/festivals returning to pre-closure levels.</p> <p>Range of sporting competition/festivals accessed increasing, eg Year 1 and 2 cross country, tennis coaching.</p> <p>SEND pupils involved in sporting events.</p>	<p>Using SHAPES events calendar to target events.</p> <p>Targeting events in Autumn term.</p> <p>Regular sharing with staff.</p> <p>Funding of transport.</p>					
Review extra-curricular offer.	<p>Review and develop offer to ensure each year group and gender are catered for.</p> <p>SCFC Community Trust to</p>	<p>Support staff funding (see above)</p> <p>Within SCFC Community Trust</p>	<p>Increasing number of children accessing clubs.</p> <p>Increasing range of clubs to pre-closure levels.</p>	<p>Continue to use SHAPES/ SCFC Community Trust to provide high quality extra- curricular provision.</p>					

	<p>provide weekly mixed football club. SSCo to support weekly sports club.</p> <p>NB This has continued to be limited by Covid restrictions.</p>	<p>costing. Within SHAPES costing.</p>	<p>Ensured access for all including SEND pupils.</p>	<p>Develop support staff providing extra-curricular clubs to pre-closure levels.</p> <p>Payment of staff for extra-curricular provision</p>					
Regular review offer for SEND pupils.	<p>Ensure PE/Games lessons accessible to all: discussion/training for teachers, support staff and SCFC Community Trust staff.</p> <p>Ensure access to sporting competitions/festivals.</p> <p>Develop extra-curricular offer to be inclusive e.g. discussion with staff running clubs about additional needs of pupils. Involvement in Mental Health and Physical Activity programme (Taekwondo)</p>	<p>Within SCFC Community Trust costing. Within SHAPES costing.</p>	<p>All SEND pupils participate in mainstream class Games / PE / swimming lessons.</p> <p>All SEND pupils participate in intra-school events.</p> <p>Maintained number of SEND children accessing clubs.</p> <p>Ensuring SEND access to external events.</p>	<p>Raising parent/ carer awareness of opportunities to include SEND children.</p> <p>Raising staff awareness of opportunities to include SEND children.</p> <p>Renewal of SHAPES Inclusion Award</p>					
Target inactive pupils	<p>Continue intervention programmes, e.g. Change 4 Life.</p> <p>Introduce leadership opportunity, Change4Life champions.</p> <p>Sharing Stockport SHAPES family initiatives.</p>	<p>Within SCFC Community Trust costing. Within SHAPES costing.</p>	<p>Established programme of Change4Life (SCFC Community Trust led).</p> <p>Establishing Change4Life champions weekly intervention for Year 4 led by Year 5.</p> <p>Increase in number of inactive children, ie included in Change4Life intervention, who join extra-curricular activities.</p>	<p>Raising parent/ carer awareness of opportunities to include target children.</p> <p>Growing number of families involved in Stockport SHAPES family initiatives.</p> <p>Raising staff awareness of opportunities to include target children.</p>					

Key indicator 5: Competitive Sport

- Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	17/18	18/19	19/20	20/21	21/22
Develop in-school competitive sport.	Termly House events focusing on taught sporting skills ie Autumn 1 rounders; Spring 1 hockey; Summer 1 handball. Developing role of Year 6 House captains to support competition.		Re-establishing termly House competition following Covid restrictions. Increased interest in topical sporting competition. Pupil voice indicates enjoyment of House competitions.	Annual diary of events. Pre-planning with SCFC Community Trust. Reselection of House captains yearly.					
Develop inter-school competitive sport.	Develop links with local cluster schools and PE Leads. Arrange regular sporting events. NB This has been limited by Covid restrictions.	Competition costs - none Transport funding provided as necessary – see above	Increase in number of sporting fixtures, eg KS1 cross country. Engagement in football competitions with local schools, eg SCFC Girls' football Nov 2021; Larkhill PS competitions.	Increase number of staff who will facilitate inter-school sport. Introduce competition opportunities to staff in Autumn 1.					
Regular review of access to sporting competition/festivals.	Review and develop offer to ensure each year group and gender are catered for. Use SHAPES Competition Events Calendar to plan competition entries for year/ Review competition timetable with staff in Autumn 1. Review children participating to ensure a wider range of children get involved by choosing events to attract children who have not taken part before.	PE lead review time. Staff meeting time termly. Transport to events - allocated £200 per class Total spent see above	Higher number of competitions entered per Year group. Higher percentage of children taking part in competition More staff members contributing to competitions programme. Increase in first time competitors.	Regular review of competition timetable with staff - introduce competition opportunities to staff in Autumn 1. Encouraging more staff to take responsibility for competition entry/participation.					

	<p>Use SHAPES booking system to enter events.</p> <p>Provide transport costs to ensure participation/Ensure transport is accessible for all pupils as appropriate.</p> <p>NB This has been limited by Covid restrictions.</p>								
Regular review competitive opportunities for SEND children.	<p>Review competition timetable with Resource and mainstream staff to ensure staff awareness of events. Ensure SEND pupils are identified and supported to attend appropriate competition</p> <p>NB This has been limited by Covid restrictions.</p>	<p>Transport funding set to ensure accessibility for all children (see above)</p> <p>Actively seek transport options that ensure SEND participation.</p>	<p>Full SEND participation in House events.</p> <p>Increase in number of SEND pupils attending SHAPES competitions – both SEND specific (Boccia) and as part of mainstream (KS1 Cross Country).</p>	<p>Regular review of competition timetable with staff.</p> <p>Encouraging more staff to take responsibility for competition entry/participation.</p>					
Link extra-curricular provision to competitive events.	<p>Explore opportunities for extra-curricular clubs to engage in competition, eg football competitions through SCFC Community Trust.</p> <p>NB This has been limited by Covid restrictions.</p>	<p>Within SCFC Community Trust costing.</p> <p>Within SHAPES costing.</p>	<p>Increase in number of children involved in sporting events linked to extra-curricular provision, eg extending football club to all KS2</p>	<p>Encouraging more staff to take responsibility for competition entry/participation.</p> <p>Payment of staff for extra-curricular provision</p>					
Create Stronger Links to Community Clubs	<p>Sports specific coaching programmes</p> <p>Holiday sports club provision</p> <p>NB This has been limited by Covid restrictions.</p>		<p>Linked with SCFC to provide holiday sporting club places for LPS children at other schools – Autumn/Spring half term.</p> <p>Creating pathways from school competition to community club participation, eg developing further links with Cheadle Town FC coaching in school.</p>	<p>Development of holiday sporting clubs using school facilities.</p>					

30 Active Minutes Review

	Monday	Tuesday	Wednesday	Thursday	Friday
Resource	Movement break - Go Noodle (5 mins) Energy break (10 mins) x2	10 minutes Lunch Time work out - Shapes Movement break - Go Noodle (5 mins) Energy break (10 mins) x2	10 minutes Lunch Time work out - SCFC Movement break - Go Noodle (5 mins) Energy break (10 mins) x2	10 minutes Lunch Time work out - SCFC Movement break - Go Noodle (5 mins) Energy break (10 mins) x2	10 minutes Lunch Time work out - SCFC Movement break - Go Noodle (5 mins) Energy break (10 mins) x2
Reception	Jump Start Jonny/Go Noodle 10 minutes x3	Jump Start Jonny/Go Noodle 10 minutes x3	Jump Start Jonny/Go Noodle 10 minutes x3	Jump Start Jonny/Go Noodle 10 minutes x3	Jump Start Jonny/Go Noodle 10 minutes x3
Year 1		10 minutes Lunch Time work out - Shapes	10 minutes Lunch Time work out - SCFC	10 minutes Lunch Time work out - SCFC Supermovers – Maths (5 mins)	10 minutes Lunch Time work out - SCFC Supermovers – Maths (5 mins) pm movement break - Trim trail games (10 mins)
Year 2	Go Noodle (5 mins) Supermovers – Maths (5 mins) Trim Trail energy break (10 mins)	10 minutes Lunch Time work out - Shapes Go Noodle (5 mins) Supermovers – Maths (5 mins) Trim Trail energy break (10 mins)	10 minutes Lunch Time work out - SCFC Go Noodle (5 mins) Supermovers – Maths (5 mins) Trim Trail energy break (10 mins)	10 minutes Lunch Time work out - SCFC Go Noodle (5 mins) Supermovers – Maths (5 mins) Trim Trail energy break (10 mins)	10 minutes Lunch Time work out - SCFC Go Noodle (5 mins) Supermovers – Maths (5 mins) Trim Trail energy break (10 mins)
Year 3/4	pm movement break - Go Noodle (5 mins)	10 minutes Lunch Time work out - Shapes Supermovers – Maths (5 mins)	10 minutes Lunch Time work out - SCFC pm movement break - Go Noodle (5 mins)	10 minutes Lunch Time work out - SCFC Supermovers – Maths (5 mins)	10 minutes Lunch Time work out - SCFC pm movement break - Go Noodle (5 mins)

Year 4/5	Supermovers – Maths (5 mins)	10 minutes Lunch Time work out - Shapes Supermovers – Maths (5 mins)	10 minutes Lunch Time work out - SCFC Supermovers – Maths (5 mins)	10 minutes Lunch Time work out - SCFC Supermovers – Maths (5 mins)	10 minutes Lunch Time work out - SCFC Supermovers – Maths (5 mins)
Year 6	Go Noodle am (5 mins) Trim Trail energy break (10 mins)	10 minutes Lunch Time work out - Shapes Go Noodle am (5 mins)	10 minutes Lunch Time work out - SCFC Go Noodle am (5 mins) Trim Trail energy break (10 mins)	10 minutes Lunch Time work out - SCFC Go Noodle am (5 mins)	10 minutes Lunch Time work out - SCFC Go Noodle am (5 mins) Supermovers – Maths (5 mins)

Events / Competitions		Number of participants			Number of leaders	Number of staff	Parents / Volunteers	Event level * (level 1 / 2 / 3)	Year Group (s)	ABC teams	Links with clubs
		Boys	Girls	Total							
House competitions	Autumn 1 rounders	78	47	135		7		P	KS1 and KS2		
	Spring 1 hockey	78	47	135		7		P	KS1 and KS2		
	Summer 1 handball	78	47	135		7		P	KS1 and KS2		
	Summer 2 Athletics	78	47	135		7		P	KS1 and KS2		
SCFC Girls Football Competition		0	10	10		2		2	3 and 4	/	
Inter-school football matches		8	4	12		2		2	5 and 6	/	
Inter-school football competition – Larkhill PS		8	2	10		1		2	5 and 6		
KS1 Cross Country		13	22	35		6		2			
Change 4 Life intervention		10	8	18		2		P	2 to 6	/	
Change 4 Life Champions intervention		7	8	15	8	1		P	4 and 5		
Football Club (KS2)		28	5	33		2		P	3 to 6	/	
Taekwondo (Mental Health and Physical Activity programme)		7	4	11		1		P	3 to 6	/	