

St John's C E Primary School Sport Premium Spend 2018-19

Academic Year: 2018/19	Total fund allocated: £19,480 Spent to date: £17,062.65 (16.7.19)	First Draft: 28th October 2018 Updated: 14th December 2018 Updated: 6th March 2019 Updated: 8th April 2019 Updated: 16th July 2019		
Key indicator 1: The engagement of <u>all</u> 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				Percentage of total allocation: 46.37%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Children in both KS1 and KS2 increased activity breaks during sustained periods of curriculum time. Reduce sedentary time outside of timetabled curriculum physical education	Look into Maths of the Day Supermovers Active 30:30 embedded into curriculum Wake and Shake	£1635	Maths of the day purchased. All staff have log ins and are using this resource as an add-on to our already existing Maths curriculum. Homework is now readily set using Maths of the day – providing children a more active approach to their home learning <i>“Maths of the day is great; I can extend and challenge the children’s learning whilst getting them active at the same time. It’s easy to use and I know the activities set clearly matched the maths curriculum” KS2 teacher</i> <i>“This resource is brilliant – the children love the activities and it has given me a new way to give the children exciting tasks” KS1 teacher</i> All classes endeavour to engage with 5/10 mins of activity breaks during day.	Continue to embed Maths of the Day into the curriculum Liaise with staff to audit what areas of Maths they are using MOTD for. Further activities offered to ensure active learning. Utilising outdoor spaces not currently used regularly for learning opportunities. Provide CPD training on Maths of the Day if need is apparent. Introduce the daily mile to get all pupils undertaking at least 15 minutes of additional activity per day.
Children by the end of KS1 to be confident riding a pedal bike without stabilisers	Balanceability provision for EYFS	EYFS £600	60 Year R children completed their Bikeability - 39 (65%) of children successfully rode their pedal bikes to the expected standards (an increase from 57% of last cohort able to ride a	Cycle Ready provision to continue in EYFS and Year 1 to improve the % of children able to successfully ride.

	Additional Cycle ready provision for Year 1 to increase children's confidence with pedal bike riding	Yr 1 £600	pedal bike): Quote from instructors: <i>"Amazing two days with fabulous results; plucky and resilient children and excellent results. 5 more children than last year riding pedal bikes".</i> 54/60 (90%) Year 1 children completed their Cycle ready training to the expected standards for riding a pedal bike. 34 of these children were cycle ready at the end of EYFS meaning there has been an increase of 20 children (33%) now riding pedals. Quote from instructors: <i>"An amazing two days with fabulous results; lots of children now riding with good confidence – some surprised by how good they were!"</i>	
	Catch up sessions with Year 2 children who did not meet required standards in Year 1	Yr 2 £300	Out of the 18 year 2 children who hadn't achieved Cycle Ready in year 1, 16 (88%) can now ride a pedal bike to the expected standard. The remaining 2 were absent. Over the two years we have been using SP for cycle ready, the majority of children leaving KS1 can now ride a pedal bike without stabilisers	Subject Leader to discuss with Year 2 the possibility of provision for children not achieving the required standard in Year 1 to receive the instruction next year.
Provide children by the end of KS2, the opportunity to learn safe and confident practice riding a bike on the road.	Bikeability provision for Year 4 to increase children's confidence and knowledge of pedal bike riding. To become ready to cycle on roads	Yr 4 £600	56/62 (90%) Year 4 children entered provision for Level 1 Bikeability training. Of these children: 6 (10%) were non completion due to absence or not wanting to take part. 5 (9%) received level 1 certificate only and 45 (80%) achieved their full level 1 qualification.	Children to receive additional bikeability training in Year 5
Encourage KS1 and KS2 children alongside their families to scoot/cycle to school	Dr Bike - Bike servicing ensuring bikes are road-ready	£300	23 bikes serviced	
	Walk on Wednesday - incentive for bike	£330	All classes achieved at least 50% of	Timetabling weeks in the calendar

	riding to school		the class walking, cycling or scooting to school each week with the highest results at 81%. <u>See WOW data sheets</u>	where incentive given to travel in a different way to school – get a booklet stamped – enter a prize draw
KS1 and KS2 Children more active during break times and lunch times.	PASS representative to initially run and then train 10-15 year 5 children to set up and lead a number of lunch time activities. Addition of playground markings for games on Outdoor Adventure Play Area. Timetable for when each class can use the equipment. Timetable in activity breaks to use equipment.	Part of £6600.00 SILVER PASS Package (£1,200 allocated for Key Indicator 1) £3000	Families encouraged, where a car is necessary, to stop further away from school, park and walk the rest of the way. Children comment on enjoying bringing their scooter or bike to school as a fun way of travelling. The incentive of bronze, silver and gold stickers means children are asking their adults to walk with them to school. Quotes from children re: playground markings <i>“The new markings make our time on the adventure play even more exciting. We can create an assault course to complete where we have to work in teams to help each other. We can also make up games and use our imaginations” Yr 6 child</i> <i>“I love the new lines on the floor – it’s my favourite day of the week when we play on the adventure play” Yr 2 child</i> <i>“The new markings have allowed more children to use the area even if they are not wanting to actually be on the equipment. The area feels calmer with more children active”. MMS</i>	Improve storage for number of bikes/scooters able to be safely stored at school Look to add further markings on other underused areas of the playground – liaise with MMS staff and children focus groups to determine what would be good to add.
Challenge time in EYFS – preparing children for Year 1. Development of fine and Gross motor skills, building teamwork and problem solving skills	- Liaise with EYFS team to identify gaps in provision within challenge time to improve fine and gross motor skills - Equipment purchased as identified by EYFS team as necessary to develop the children’s activeness within their challenge time.	£25 £30	Equipment is used as part of all child initiated ‘challenge time’ and has positively impacted on the children’s physical development in the Early Learning Goals. <i>“This year we have benefited from new outdoor play equipment and a fire pit to enhance our activities using the field and woodland areas. The level of</i>	Liaise with EYFS and Yr 1 staff to assess gaps in provision to further enhance challenge time. From this, create a plan to purchase new equipment and then collate evidence from staff in terms 1 & 2 and 3 & 4 to monitor use of equipment and how they children have progressed in areas still requiring resources.

<p>Challenge time in Year 1 – those children still needing to further develop fine and Gross motor skills, building teamwork and problem solving skills</p>	<p>- Liaise with EYFS/year 1 team to identify gaps in provision within challenge time to improve fine and gross motor skills</p> <p>- Equipment purchased as identified by Year 1 team as necessary to develop the children’s activeness within their challenge time.</p>	<p>£208.43 £84.60</p>	<p><i>children who reached expected level in Moving and Handling came to 41.7% with 48.3% meeting exceeding level. The new equipment enhanced the children's ability to improve core strength and gross motor skills both in Teacher Directed sessions and in Child Initiated time. Having the fire pit has also helped to plan more outside activities for the children and is helping to improve the children's health and self-care learning, with 95% of children scoring expected or exceeding level” <u>EYFS lead</u></i></p> <p>Children in year 1 take part in challenge time every afternoon, completing a range of activities to further develop fine and gross motor skills, building teamwork and problem solving skills.</p> <p>All children have made progress in their level of development within these areas.</p> <p><i>“The children do not realise they are learning because they see the activities as ‘fun’ and ‘play’. They are highly motivated to achieve all the tasks set for them and get their activity passport completed by the end of the week. Although not the main priority, due to a focus on active learning through exploration and discover, we have found the quality of English and Maths work delivered by the children has had a great improvement too”.</i> <u>Year 1 teacher</u></p>	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 7.05%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

Whole school consistency of planning used	<p>PASS to supply a P.E scheme of work written by specialist teachers to ensure progression of learning through a unit of work.</p> <p>PASS to supply a P.E scheme of work written by specialist teachers to ensure progress through year groups for each unit of work. Skills refined/added to each year.</p> <p>Curriculum mapping plan ensures all skills are taught</p>	Part of £6600.00 SILVER PASS Package (£1,320 allocated for Key Indicator 2)	<p>Staff have been asked to provide opinion on current planning. Areas included:</p> <p>Ease of use – equipment identified? Clear on how to set up activities?</p> <ul style="list-style-type: none"> - Quality of learning outcomes - Progression of skills <p>Staff have worked with subject leader to adjust curriculum mapping to fit with wider school commitments and where best activities would fit in the academic year for each class. Curriculum map to be adjusted for academic year 2019/20 to reflect this.</p> <p>All classes are receiving at least two timetabled P.E lessons a week – covering both indoor and outdoor units of work. Additionally, children in Year 1, 2 and Year 4 have received cricket coaching from a qualified coach which has led to entry into inter-schools competition. Year 5 received coaching from a Charlton athletic coach focussing on dodgeball and handball; two sports currently not timetabled into our curriculum overview</p>	<p>Look into different schemes of work</p> <p>Introduce team teaching a P.E lesson with a colleague in a different Key Stage to ensure CPD of all staff</p> <p>Maintain observation and assessment of P.E lessons</p> <p>Introduce self-assessment criteria for all children after lessons</p> <p>Plan to utilise P.E specialist to aid delivery of lessons staff specifically request help with.</p> <p>Staff to suggest areas of teaching P.E they would like to work on further – differentiation, assessment etc.</p> <p>Liaise with outside agencies to confirm provision of coaching for next academic year</p>
A broader range of activities offered as extra-curricular activities in line with School Games Calendar	<p>Look at School Games Calendar and timetable PASS P.E coach to run lunchtime and after school clubs in line with competition times. 2 x clubs per 2 terms.</p> <p>Pupil voice to understand which activities children would like to see run as clubs</p>	No Cost	<p>Extra-curricular clubs run by PASS representative and % of children attending</p> <p>After School:</p> <p>Basketball – Year 5 & 6</p> <ul style="list-style-type: none"> - 19 children attending - 26.3% female - 73.7% male - 5.3 % pupil premium <p>Hockey – Year 5 & 6</p> <ul style="list-style-type: none"> - 11 children attending - 45.6% female 	<p>Pupil voice to determine clubs to be timetable for next academic year</p> <p>Pupil voice of groups not currently engaged with extra-curricular activity to gauge what activities would make them become more active.</p> <p>Target groups not yet actively engaging with extra-curricular activity – ask TAs if they would be interested in running targeted clubs.</p>

			<ul style="list-style-type: none"> - 54.5% male - 18.2% pupil premium <p>Rounders – Year 5 & 6</p> <ul style="list-style-type: none"> - <u>28</u> children attending - 46.4% female - 53.6% male - 10.7% pupil premium <p>Lunch Time:</p> <p>Speed Stacks- Year 3,4,5&6</p> <ul style="list-style-type: none"> - <u>48</u> children attending - 64.6% female - 35.4% male - 8.3% pupil premium <p>Hockey – Year 3 & 4</p> <ul style="list-style-type: none"> - 22 children attending - 59.1% female - 40.9% male <p>Tri Golf – Year 3 & 4</p> <ul style="list-style-type: none"> - <u>25</u> children attending - 44.0% female - 56.0% male 	<p>Seek additional offering of clubs from other external agencies.</p>
<p>Celebration assemblies to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies</p>	<p>Achievements celebrated in assembly (match results + notable achievements in lessons etc.).</p>		<p>All sporting achievement is celebrated in celebration assemblies. Particular mention to children who show one of our core or sporting values is given. Children feel appreciated and proud of their representation of the school. This, hopefully, encourages more children to want to get involved with extra-curricular clubs and in turn enter level 2 School Games competition.</p> <p>We had a local GB gymnast visit who demonstrated skills whilst inspiring children to follow their sporting dreams.</p>	<p>Plan in other assemblies to raise profile of other Olympic sports – particularly as 2020 is an Olympic year.</p>
<p>Extra notice boards in main hall to raise the profile of PE and Sport for all children</p>	<p>Buy notice boards and arrange to have them fixed.</p>		<p>Notice boards and website pages are updated termly by subject leader or</p>	<p>Liaise with other subject leaders to plan an academic year of house</p>

and visitors. One for Competition results, one for House Team competition/points/celebration on in school achievement	Update boards with relevant information Website used to promote P.E Regular updates in the newsletter informing parents and P.E and Sport news		year 6 house captains – children know who their house captains are, what competitions are running and how they can get involved with different house activities around school. <u>See school website – P.E & Sport news section</u>	competition – link in with Maths Week and Book Week competitions which can easily have a house focus to them. Continue to promote school's extracurricular sporting activity within school, in weekly newsletter and also on school's website. Re-elect house captains – in Term 1
Raise the profile of the house system – embed in all of school life	House captains – vote and badges Inter house competition to associate sporting heroes with P.E values – link to Christian Core Values Inter-house sporting competitions held each term. Compete as a house but also against self in terms of Personal Challenge.	£52.44 (5 years of badges purchased)	House Captains have led their houses and feel responsible for creating a positive atmosphere within their houses. They enjoy leading and running events such as inter-house competitions during lunch times, working on personal best challenges and they helped run a whole school 'run for the rainforest' project. They have showed excellent leadership and motivation skills for younger children.	House competition timetabled throughout academic year to continue enthusiasm of belonging to a team Timetable events that House Captains will plan and deliver
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10.65%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Improved quality of children's physical education in Key Stage 1 to ensure they are competent and confident.	PE subject leader and Sport Premium Governor to attend CPD training and then to provide updates throughout the year in staff meetings. Primary P.E Conference	£50.00 x 2 = £100.00	Primary P.E Conference attended with Sport Premium Governor – From information received at this event, Maths of the Day purchased, swimming data collated more rigorously and information re: P.E planning scheme gathered.	Staff to identify areas for their professional development next year Arrange team teaching opportunities for year group/phase teachers to observe each other's practice. Ensure continued development of top quality teaching, learning and assessment
Improved quality of children's physical education in Key Stage 2 to ensure they are competent and confident.	All teaching staff to receive at least one term's unit of work with PASS representative. The staff will be working on a unit of work they expressed a desire to improve their subject knowledge in through last academic year's staff questionnaire. Staff have expressed the area of teaching P.E they would like to focus on – differentiation, provision for most able etc.	Part of £6600.00 SILVER PASS Package (£1,320 allocated for Key Indicator 3)	Teachers continue to improve the % of time children are active during lessons. The engagement and enjoyment of P.E lessons continues to improve too. Survey answers included. <i>"I love having the chance to be active and to be outside. We get to do a lot of different sports in the year and learn new skills. I really enjoy having the</i>	Subject leader to work with new staff to ensure they are consistent with the teaching of P.E Twilight training identified – teachers split into groups dependent on their areas for development.

<p>Improved role modelling of healthy active lifestyle behaviours by all school staff to reach all children.</p> <p>Implement a new high-quality whole school P.E scheme to ensure skill progression is evidence as children move through the school</p>	<p>PASS representative to team teach and carry out informal observations. Feedback and next steps provided to teachers on how to improve their practice.</p> <p>Impact reports created by PASS representative to evidence what has been worked on and the targets to focus on when next teaching this unit of work.</p> <p>PASS representative to work with staff assessing children. Working on initial pre-unit assessments and then post unit assessments too. Assessed against Bronze/Silver/Gold criteria from scheme of work.</p> <p>PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject.</p> <p>All staff encouraged to partake in Active 30:30 activities alongside children Staff to partake in Daily Mile alongside children</p> <p>TAs offered opportunity to run after school club to target groups</p> <p>Attend P.E conference to see what schemes area available.</p> <p>Trial various schemes</p> <p>Receive feedback from children/staff on effectiveness of using scheme.</p> <p>Purchase a high-quality scheme of work</p>	<p>£654.00</p>	<p><i>chance to compete in our house teams” UKS2 pupil</i></p> <p><i>“P.E is really fun. I love playing games in a team and I think I have got better at being a good team player this year”</i></p> <p>All teachers worked with a qualified P.E teacher working for specialist coaching company (see termly timetable). Teachers completed post unit questionnaires from working with PASS representative.</p> <p><i>“Having worked with the specialist P.E coach for several years now, I feel my confidence and subject knowledge in being able to deliver high quality P.E lessons has increased continually year on year. As much as it will be a shame to not continue to work alongside the coach next year, being on my own with my class does not faze me and I know I can use lots of the skills and techniques in my own practice”</i> KS2 teacher. <u>See teacher questionnaires for additional responses</u></p> <p>Assessment shows children have made good or better progress in individual lessons and also over a whole unit’s learning (see assessment data)</p> <p>PASS representative has completed observations of each teacher to see the effect observing the coach and team teaching has had. Coach commented that staff have applied their knowledge of what they have observed and were able to independently run sessions whilst including guidance given from coach (See Impact Reports). Next steps</p>	<p>Gather feedback from pupil voice focus group to determine what they would like to see change/improve within their P.E lessons</p> <p>Further incentive to take up clubs offered to Tas – club day etc.</p> <p>New curriculum map to be created to include new activities not previously offered in old scheme. Liaise with teaching staff to determine when best to plan in certain skill sessions.</p> <p>Teaching staff to receive two twilight CPD sessions. Staff audit to determine areas of curriculum to be</p>
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			<p>given to each teacher to show how to further improve their practice.</p> <p>Get Set 4 P.E purchased – 4 week trial completed with positive feedback from teachers.</p> <p><i>“I’m looking forward to working with such a user-friendly scheme”</i></p> <p><i>“Brilliant lessons and easy to follow”</i></p> <p><i>“A good range of activities that are easy to follow and implement”</i></p> <p><i>“The skill development and progression seems easy to assess”</i></p>	delivered. Support staff invited to training too.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10.22%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p> <p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p>	<p>Introduce a wider range of clubs and maintain current provision.</p> <p>Attend the same competitions as last academic year but add more where possible.</p> <p>Involve external coach to run extra-curricular clubs</p> <p>Arrange a pupil survey to ascertain what pupils would like.</p>	<p>Part of £6600.00 SILVER PASS Package (£1,320.00 allocated for Key Indicator 4)</p>	<p>Children have engaged with a varied curriculum which has delivered knowledge and skills in a variety of indoor and outdoor activities.</p> <p>A full programme of clubs have been run this year with the addition of speed stacks for LKS2 and hockey for UKS2.</p>	<p>Pupil voice as to which activities they would like to experience next year</p>
	<p>Football equipment purchased to deliver lunch time club working towards entering School Games and Local League for Girls and Boys Football competitions.</p> <p>Additional Speed Stacks equipment purchased to meet demand for club – used for activity breaks too.</p>	<p>£40.50</p> <p>£40.81</p> <p>£38.00</p>	<p>League games for netball and girls and boys football were entered.</p> <p>Within these games, all children attending the club received experience of playing in a competitive situation. Quarter final matches played in both Netball and Football</p>	<p>Enter netball and football leagues.</p> <p>Develop rotational practice sessions to ensure all children are receiving quality coaching.</p>
<p>Increased Inter-house competition for all children in KS1 and KS2</p>	<p>All children to experience working as part of a team to develop awareness of fair play and rules.</p>	<p>£249.50</p>	<p>School Games competition entered.</p> <p>Whilst children developed in confidence throughout the games and</p>	<p>Enter competition and run clubs again. Try to work children in set teams earlier so they can develop</p>

	<p>All to learn new skills and then apply them to competition scenario Timetable of year groups and activities generated</p> <p>Children tasked to create activities for end of year Sports Days. Each Class to develop and test field and track event. House Captains, PASS representative and Subject Leader to work together to produce a programme of new events for end of year whole school Sports Days Equipment purchased for these events</p>	<p>£207.03</p>	<p>enjoyed the experience, the desire would have been for a better final placing.</p> <p>Inter-house competitions run for whole school in terms 2 (hula-hoop challenge), 4 (bounce challenge) focus on personal challenge (see inter-house challenge data and timetables). All children entered the competition, had time to practise and then improve their personal best.</p> <p>Term 5 – all Year 6 children working with PASS representative and developing games. List of resources purchased as a result of games created.</p> <p>Two successful sports days culminating in all children in the school competing in the house teams in a range of track and field activities whilst promoting the values of sport. Year 6 children were all given the opportunity to lead activities, score events and assist children where needed.</p> <p><i>“A well organised day of activities where it was evident all children were actively involved and enjoying themselves. Having the year 6 children leading the events meant I could fully focus on helping my class carry out the activities”. KS1 teacher.</i></p> <p><i>“I loved sports day! The activities were really fun. It was intense because we wanted to do our best and win! I really enjoyed being part of my team” UKS2 pupil</i></p>	<p>strategies and tactics for themselves.</p> <p>Use House Captains to develop inter-house competition. Train house captains to deliver programme of events.</p> <p>Assess the activities that worked well and those that can be adjusted to further engage all children in high quality activities with a good level of challenge.</p>
Increased % children with good level of	After school club continued from	£23.00	See timetable of activities for each	Target children not achieving good

fine motor skill entering KS2	previous academic year following demand for club. Target children identified by KS1 teachers and parents as children needing additional intervention for fine motor skill. Delivered as fun club where children are not necessarily aware of the learning going on.	£71.65	<p>week</p> <ul style="list-style-type: none"> - Peg board challenge - Threading challenge - Playdoh ball challenge <p>13 year 1 and 2 children completed challenges in the first week of the club to gain a benchmark and then worked on a number of activities to help improve fine motor skills.</p> <p>All children re-tested at the end in the final week of the club.</p> <p>See results below:</p> <p>Peg board challenge: 84.6% improved their time to complete the challenge.</p> <p>Threading challenge 76.9% improved in their time to complete the challenge.</p> <p>Playdoh ball challenge 84.6% improved the number of balls made in the time given.</p>	level of fine motor skills at end of EYFS to attend club
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 13.31%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To introduce additional competitive sports identified by pupils in survey in order to engage more pupils.</p> <p>Opportunities for A, B and C team competition to increase number of KS2 children involved in competition.</p> <p>Maintain the Bronze Sports Mark achieved in academic year 2017/18 whilst aspiring to meet criteria to achieve Silver Sports March</p>	<p>PASS representative to run lunch time and after school clubs in line with School Games timetable of events.</p> <p>Events for both LKS2 and UKS2 to be entered.</p>	<p>Part of £6600.00 SILVER PASS Package (£1,320 allocated for Key Indicator 5)</p>	<p>PASS representative ran lunch time and after school clubs in line with School Games timetable of events.</p> <p>Extra-curricular clubs run by PASS representative and % of children attending After School: Basketball – Year 5 & 6</p> <ul style="list-style-type: none"> - 19 children attending - 26.3% female - 73.7% male 	<p>Look at School Games calendar – programme clubs in line with competition dates</p> <p>Gymnastics to be timetabled for classes to work on Key Steps skills within lessons in line with School Games calendar</p> <p>Subject leader to plan a calendar year of inter-house competition to take place in the last week of every</p>

<p>All KS1 and KS2 children to participate in competition sport within curriculum time.</p> <p>Replace/add to equipment in line with School Games Calendar</p>	<p>Timetabled inter-house competition scheduled with PASS representative in term 5.</p> <p>Equipment and storage to be purchased to replace existing equipment</p> <p>Gymnastics mats and storage purchased</p> <p>New training bibs & bags</p> <p>New netballs and bags</p> <p>New ball pump</p>	<p>£229.95 (trolley)</p> <p>£839.50 (mats)</p> <p>£79.05</p> <p>£76.53</p> <p>£47.66</p>	<ul style="list-style-type: none"> - 5.3 % pupil premium <p>Hockey – Year 5 & 6</p> <ul style="list-style-type: none"> - 11 children attending - 45.6% female - 54.5% male - 18.2% pupil premium <p>Rounders – Year 5 & 6</p> <ul style="list-style-type: none"> - <u>28</u> children attending - 46.4% female - 53.6% male - 10.7% pupil premium <p>Lunch Time:</p> <p>Speed Stacks- Year 3,4,5&6</p> <ul style="list-style-type: none"> - <u>48</u> children attending - 64.6% female - 35.4% male - 8.3% pupil premium <p>Hockey – Year 3 & 4</p> <ul style="list-style-type: none"> - 22 children attending - 59.1% female - 40.9% male <p>Tri Golf – Year 3 & 4</p> <ul style="list-style-type: none"> - <u>25</u> children attending - 44.0% female - 56.0% male <p>Extra-curricular clubs run by school staff:</p> <p>Rugby for UKS2</p> <ul style="list-style-type: none"> - <u>25</u> children attending - 28% female - 72% male <p>Rugby for KS1</p> <ul style="list-style-type: none"> - 15 children attending - 53.3% female - 46.7% male <p>Netball UKS2:</p> <ul style="list-style-type: none"> - <u>41</u> children attending - 85.4% female 	<p>term within P.E lesson – a mix of indoor and outdoor activity.</p> <p>Contact external agencies to run desired extra-curricular clubs.</p>
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