



PE at Calverley Parkside – 2023-24

Total amount allocated for 2023/24

£ 16000 + 2090= 18,090

Swimming data:

Meeting national curriculum requirements for swimming and water safety.	Leavers 2023	Leavers 2024
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2022.</p> <p>Please see note above</p>	81%	84%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	81%	84%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	81%	84%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	No	No

Sport Premium – Planned Expenditure

Academic Year: 2020/21		Total fund allocated:		Date Updated:	
<p>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</p>					<p>Percentage of total allocation:</p> <p>19.35%</p>
Intent		Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>	
<p>All pupils to enjoy being active and want to increase their own physical activity and fitness levels.</p> <p>Develop provision for physical activity at break and lunchtime to enable children to participate in physical activity at these times.</p>	<p>Development of playground zones to ensure children are engaged in physical activity and a range of games are on offer to suit different interests and talents. This will again adapt and change.</p> <p>Invest in equipment and areas of outdoor provision to offer this.</p> <p>Further CPD for other games and activities. This includes the implementation of more imaginative play and theme-based tasks..</p> <p>Develop the role of ‘Sports’ Leaders’ where pupils lead activities for younger children – will be overseen by teaching staff and children will receive training and support. New Y6 cohort will need training.</p> <p>Create weekly themes for imaginative play.</p>	<p>£3500</p>	<p>Established playground zones are increasing participation and activity – cricket zones, tennis zones, construction zones, skipping zones. Children are enhancing skills such as being able to jump in big ropes, children from Reception age are developing skipping skills and older children model more complex skips.</p> <p>More children are developing their batting skills with the provision of more tennis rackets and tennis balls, increasing hand-eye co-ordination from earlier ages.</p> <p>Sports leaders – this has not been consistent, the leaders have not maintained their role so this will need some development.</p>	<p>Playground Zones for Physical Activity</p> <p>Sustainability: Regularly updating and adapting playground zones ensures they remain engaging for all children. By creating zones that appeal to a range of interests and abilities, the school encourages long-term participation in physical activity.</p> <p>Next Steps: Establish a review process where students and staff provide feedback on the zones.</p> <p>Investment in Outdoor Equipment</p> <p>Sustainability: Investing in durable, high-quality outdoor equipment will minimize the need for frequent replacements, ensuring longevity. Additionally, selecting versatile equipment that can be used for</p>	

			<p>Weekly themes has not yet developed.</p>	<p>multiple activities will maximize the value of the investment.</p> <p>Next Steps: Conduct an annual audit of equipment to assess wear and tear. Set aside a portion of the budget each year specifically for equipment upkeep and potential new additions based on the evolving needs of the children.</p> <p>Sports Leaders Program (Year 6 Students Leading Activities)</p> <p>Sustainability: Empowering older students to take responsibility not only enhances their leadership skills but also fosters a culture of peer-led learning and engagement. The continuous cycle of training new Year 6 students each year ensures the program is sustainable.</p> <p>Next Steps: Formalize the training process with structured guides or manuals that can be passed on each year. Gather feedback from both Sports Leaders and younger participants to refine the program. Additionally, consider expanding the leadership roles to include students from other year groups for a broader leadership development approach.</p> <p>Weekly Themes for Imaginative Play</p>
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<p>be supported to develop more proficiency and confidence in their sporting/physical abilities.</p> <p>CPD and release time to develop the assessment of PE and monitor assessment, recognising children who need further support to develop interest in physical activity and motivation.</p>	<p>‘Owlcotes Elements’ that link to PE, School Sport and Physical activity so that ALL pupils are given opportunities to take part in PESSPA (see posters in individual classrooms).</p>	<p>for the participants but also for their peers. This has the added benefit of promoting a culture where physical activity is celebrated, which can encourage students who may have previously been hesitant to get involved.</p> <p>Outcome: The termly sports assemblies provide a regular platform to highlight and celebrate achievements, ensuring that recognition is consistent and visible. This approach also helps to maintain momentum for the school’s sports agenda throughout the year, reinforcing the value placed on physical education and participation in competitions.</p> <p>Impact: The use of the school newsletter to celebrate children’s participation in sports events has likely increased visibility of these achievements among the wider school community, including parents and external stakeholders. This helps build a supportive environment where children’s efforts in sports are acknowledged outside the school, further motivating students and fostering pride.</p> <p>Outcome: Parents are kept informed and engaged, which may lead to increased support and encouragement for their children to participate in school sports. Social media recognition also</p>	<p>fosters a culture of celebration and achievement in school sports.</p> <p>Next Steps: Establish a consistent schedule for these assemblies to ensure they are regular and anticipated by the students. Develop a system where student achievements are recorded and highlighted in each termly sports assembly.</p> <p>Celebrating Participation Through School Newsletter and Twitter</p> <p>Sustainability: Utilizing platforms like the school newsletter and Twitter helps maintain visibility of student achievements, not only within the school but in the wider community. This consistent recognition builds school pride and motivates ongoing participation.</p> <p>Next Steps: Assign a staff member to manage and update these platforms regularly. Encourage staff and parents to share content or photos from events to ensure continuous community engagement. Evaluate the effectiveness of these communication tools through feedback from parents and students, and explore other platforms to broaden outreach (e.g., school website or Instagram).</p> <p>Owlcotes Elements for Every Year</p>
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		<p>provides students with the opportunity to share their achievements with a broader audience, reinforcing their commitment to physical activity and school events.</p> <p>Impact: The introduction of dedicated ‘Owlcotes Elements’ for each year group ensures that PE and sports activities are integrated across all year groups, providing equitable access to physical activity opportunities for every pupil. This approach guarantees that all students, regardless of ability or interest level, have structured opportunities to engage in physical activity.</p> <p>Outcome: Having these elements displayed as posters in classrooms likely serves as a constant reminder of the importance of physical activity. This visibility may encourage pupils to be more conscious of their involvement in PE and sports. It also provides teachers with a clear framework to follow, ensuring that PE and school sport are prioritized across all year groups.</p> <p>Impact: The provision of CPD and release time for staff to develop PE assessments has had a direct impact on improving the quality of teaching and learning in PE. Staff are better equipped to assess</p>	<p>Group Linking to PE, School Sport, and Physical Activity</p> <p>Sustainability: By embedding ‘Owlcotes Elements’ into every year group, you create a structured and consistent approach to integrating PE and sports into the curriculum. This ensures that all students, regardless of ability, have opportunities to participate in physical education.</p> <p>Next Steps: Review and refresh the ‘Owlcotes Elements’ annually to ensure they remain relevant and aligned with the school’s overall curriculum goals. Gather feedback from both students and teachers to identify which elements are most engaging. Ensure that posters and classroom materials are updated and interactive, so that they are continuously used as learning tools.</p> <p>CPD and Release Time to Develop and Monitor PE Assessment</p> <p>Sustainability: Investing in CPD and providing release time for staff to develop PE assessments helps maintain a high standard of teaching and ensures that students’ progress and challenges are accurately tracked. Continuous monitoring supports early intervention for students needing additional help.</p> <p>Next Steps: Establish a clear, standardized assessment framework</p>
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		<p>student progress, identify students who require additional support, and tailor lessons accordingly. This ensures that no student is left behind in terms of engagement and development in physical activity. Outcome: As a result, children who may have been less motivated or struggled with physical activity are more likely to receive targeted interventions to help them build interest and confidence. This personalized support helps foster a more inclusive PE environment, where students of all abilities feel capable of participating and improving their physical skills.</p>	<p>for PE, ensuring that all staff are trained in its use. Incorporate regular review periods where teachers can meet to discuss student progress and share strategies for motivating less engaged pupils. Consider digital tools for assessment to streamline the process and provide real-time data for interventions.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19.34%
Intent	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>The quality of teaching and learning in PE sessions will continue to be developed and staff apply the range of modelled activities from CPD.</p> <p>Ensure a broad and balanced curriculum for pupils – well matched to their levels of development.</p>	<p>Leeds Rhinos SLA to provide a sports coach to teach PE sessions to different classes throughout the year – for staff to access high quality sessions, observing sessions and implementing the strategies/activities displayed.</p> <p>Further implementation and monitoring of the PE Planning scheme for games sessions - there will be a move away from Real PE and its use, and a whole-school change of approach to use games-based sessions.</p>	<p>£3500</p>	<p>Impact: The partnership with Leeds Rhinos has likely had a significant impact on both students and staff. For students, access to professional coaching has elevated the quality of their PE sessions, exposing them to expert instruction and fostering a deeper engagement with physical activity. The presence of a professional coach also likely enhances student motivation, as they benefit from learning new skills and strategies in an exciting, dynamic environment.</p> <p>Impact on Staff: For staff, observing the sports coach provides invaluable professional development, enabling them to see high-quality PE teaching in action. Staff have the opportunity to learn new techniques, strategies, and activities that they can implement in their own lessons, raising the overall standard of PE across the school. This hands-on form of CPD is practical and directly applicable, which ensures that the skills learned can be easily integrated into the school's PE curriculum.</p> <p>Outcome: The long-term impact of this collaboration is that it not only enhances the quality of PE instruction while the coach is present, but it also has a ripple effect, improving the confidence and competence of staff in</p>	<p>Leeds Rhinos SLA: Sports Coach to Teach PE Sessions</p> <p>Sustainability: Bringing in a sports coach from Leeds Rhinos offers both students and staff the opportunity to benefit from high-quality, professional PE instruction. The sustainability lies in staff observing and learning new strategies, enabling them to integrate these techniques into future lessons.</p> <p>Next Steps: Develop a structured observation plan for staff to attend these sessions regularly, allowing them to gain maximum benefit from the sports coach's expertise. After observing, set up feedback meetings where staff discuss what they've learned and how to implement the strategies in their own teaching. Consider a peer-mentoring system where staff who are more confident in delivering high-quality PE can support colleagues who may need further development.</p> <p>Transition to Games-Based PE Sessions (Moving Away from Real PE)</p> <p>Sustainability: A whole-school shift to a games-based</p>
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		<p>delivering PE independently. This creates a more sustainable model where staff can continue to deliver high-quality sessions beyond the coach's involvement.</p> <p>Impact: The shift from Real PE to a games-based approach represents a significant change in the school's PE delivery. This change likely reflects a focus on engaging students in more traditional, competitive team sports, which can build teamwork, strategy, and cooperation skills. The games-based approach may also appeal to a wider range of students, particularly those who enjoy competitive activities or have an interest in sports beyond individual skill development.</p> <p>Impact on Students: Students benefit from learning the rules, tactics, and techniques of a variety of team sports, which helps to improve their understanding of sportsmanship and fair play. Additionally, the games-based approach likely fosters greater peer interaction and collaboration, which enhances social and emotional development alongside physical skills.</p> <p>Impact on Staff: The PE Planning scheme provides structured resources and lesson plans, making it easier for staff to transition away from Real PE and implement the</p>	<p>approach provides consistency across year groups and focuses on active participation and team-building skills. This approach, when implemented effectively, can sustain interest in PE and ensure that lessons are engaging and relevant to all students.</p> <p>Next Steps: Offer CPD for staff to ensure a smooth transition away from Real PE to games-based sessions. Create a bank of resources, lesson plans, and activity ideas that teachers can draw on. Set up a regular review and reflection period for staff to assess the effectiveness of the new games-based approach and make adjustments as needed. In addition, conduct student feedback sessions to ensure the new approach is meeting their interests and needs.</p>
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<p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved and engaged.</p> <p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p>	<p>Provide the running club to support the development of fitness.</p> <p>Staff to target pupils who do not always engage with sports festivals/competitions. This will include investment in Y2 and Y4 skipping festivals annually.</p> <p>Links within the 'Pudsey Cluster' with local clubs ensures that ALL pupils in KS2 will take part in OAA activities during the school year, from Year 3 up to Year 6.</p> <p>West Leeds Sports Partnership utilised to ensure pupils access inter-school competitions across the cluster and city.</p>	<p>£6000</p>	<p>Impact: The running club has likely contributed to improving students' overall fitness levels and cardiovascular health. As a low-cost, accessible form of exercise, running allows a wide range of pupils to engage at their own pace, making it inclusive for different fitness levels. Regular participation in the club encourages healthy habits, endurance, and self-discipline.</p> <p>Impact on Student Engagement: For students who may not typically excel in competitive sports, the running club offers a non-competitive, supportive environment. This can lead to increased self-confidence and motivation to participate in physical activity outside of structured PE lessons.</p> <p>Outcome: Over time, the running club helps to build a culture of fitness and personal achievement within the school. By focusing on individual progress and setting personal goals, students develop a long-term appreciation for physical activity, which can extend beyond their school years.</p> <p>Impact: Targeting students who are less engaged in traditional sports and competitions is a crucial step in fostering inclusivity and broadening access to physical activity. The Y2 and Y4 skipping</p>	<p>Running Club to Support Fitness Development</p> <p>Sustainability: A running club encourages regular physical activity and helps improve student fitness over time. The simplicity and accessibility of running make it an activity that can be sustained with minimal resources.</p> <p>Next Steps: To maintain engagement, introduce variety into the running club, such as themed runs, personal goal-setting, or tracking progress through challenges. Create a system of recognition (certificates, badges) for students who achieve milestones, which can further motivate consistent participation. Additionally, consider expanding the club's accessibility by offering sessions before or after school, so more students can participate.</p> <p>Targeting Pupils Who Do Not Engage in Sports Competitions (Including Skipping Festivals for Y2 and Y4)</p> <p>Sustainability: By identifying and targeting students who are less engaged in sports, you</p>
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		<p>festivals provide a fun, low-pressure way for younger students to get involved in physical activity without the competitive element that may deter some children.</p> <p>Impact on Engagement: Skipping is an approachable activity that appeals to a wide range of students, particularly those who may not see themselves as ‘sporty.’ By introducing these festivals early on, the school nurtures a positive association with physical activity in the younger years, which can carry through into later stages of schooling.</p> <p>Outcome: By targeting less active students, the school ensures that all pupils are given a chance to engage in physical activity in a way that feels comfortable and enjoyable for them. The long-term benefit is that students who may have been disengaged from physical activity are more likely to develop an interest in sports and fitness, improving both their physical and mental well-being.</p> <p>Impact: Ensuring that all KS2 pupils take part in Outdoor and Adventurous Activities (OAA) has had a significant impact on both the physical and social development of students. OAA activities, which often involve teamwork, problem-solving, and perseverance, promote not only</p>	<p>ensure that physical activity is accessible and inclusive.</p> <p>Hosting annual skipping festivals for Year 2 and Year 4 offers a consistent, non-intimidating entry point for younger pupils to engage in fitness.</p> <p>Next Steps: Create a system to track student participation in sports festivals and identify those who are less engaged. Tailor your outreach to these students by offering non-competitive or lower-pressure opportunities to build confidence in a fun, supportive environment (e.g., small-group activities or alternative sports). Monitor student engagement over time and provide personalized encouragement or support as needed. For the skipping festivals, work on expanding the variety of activities or introduce skipping challenges throughout the year to maintain interest.</p> <p>Links with Local Clubs in the ‘Pudsey Cluster’ for Outdoor and Adventurous Activities (OAA)</p> <p>Sustainability: Collaborating with local clubs ensures that all KS2 pupils take part in</p>
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			<p>physical health but also leadership and cooperation skills.</p> <p>Impact on Students: Exposure to OAA allows students to experience physical challenges outside the traditional sports curriculum, broadening their understanding of physical activity. The outdoor element also encourages students to appreciate nature and build resilience.</p> <p>Outcome: By partnering with local clubs and the Pudsey Cluster, the school is ensuring that OAA is a regular and sustained part of the curriculum, offering students new and diverse opportunities to engage with physical activity. The long-term impact is a more well-rounded physical education experience that supports both physical and personal development.</p>	<p>Outdoor and Adventurous Activities (OAA) each year, creating an enduring connection to physical activity beyond the school. This type of engagement encourages teamwork, problem-solving, and fitness in non-traditional settings.</p> <p>Next Steps: Maintain strong communication with the clubs in the ‘Pudsey Cluster’ to ensure the partnership remains mutually beneficial. Regularly review and update the types of activities offered to keep students interested and challenged. Consider incorporating more opportunities for parental involvement or community events to widen engagement. Additionally, create an evaluation system to track students’ progress and enjoyment of OAA activities, ensuring they continue to benefit from these experiences year after year.</p> <p>Utilizing West Leeds Sports Partnership for Inter-School Competitions</p> <p>Sustainability: Access to the West Leeds Sports Partnership provides regular opportunities</p>
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				<p>for students to compete in inter-school sports, fostering a culture of teamwork and school pride. These competitions provide a long-term, structured framework for ongoing participation.</p> <p>Next Steps: To ensure continuous engagement, rotate the types of competitions to include a wide range of sports that appeal to different students. Encourage students to participate in at least one competition per year, regardless of skill level, to foster inclusion. Additionally, work with the West Leeds Sports Partnership to ensure that competition opportunities cater to all ability levels.</p> <p>Review participation data each year to identify which groups of students may need additional encouragement or alternative opportunities to get involved.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				19.34%
Intent	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>Ensure competition is accessible to all pupils in all Key stages.</p> <p>Ensure that competition is included in PE sessions so that all pupils access competition situations within lessons.</p> <p>Pupils across school have the opportunity to take part in a skipping workshop.</p>	<p>PE lead to ensure all pupils are given the opportunity to take part in sport festivals/competitions throughout the year by tracking participation on a whole school sports tracking document (as per last year).</p> <p>Transport provided for arranged events.</p> <p>The 'PE Planning' subscription and portal provides opportunities for competition within each series of lessons within a unit and teaches children how to play a wide range of competitive team sports.</p> <p>Skipping Schools to work with ALL pupils so that they have the opportunity to learn different skipping skills and increase their participation in physical activity at play and lunchtimes.</p>	£3500	<p>Impact: The use of a sports tracking document to monitor participation ensures that the school can provide equitable opportunities for all students to engage in sports festivals and competitions. This system allows the PE lead to identify which students are participating and which may be missing out, helping to target interventions and encourage wider engagement.</p> <p>Impact on Inclusivity: By tracking participation, the school can ensure that students of all abilities and backgrounds are included, promoting fairness and inclusivity in physical activity. It prevents the same group of students from repeatedly being selected for events and offers opportunities to those who may not traditionally engage in competitive sports.</p> <p>Outcome: This system helps the school maintain a balanced approach to physical activity participation, ensuring that students who may have been overlooked or less confident in sports are given the chance to participate. It can also serve as a tool</p>	<p>Tracking Participation in Sports Festivals/Competitions (Whole-School Sports Tracking Document)</p> <p>Sustainability: By tracking participation in sports events across the whole school, the PE lead ensures that every pupil is given the chance to engage, fostering inclusivity and long-term participation. This system also provides valuable data for identifying gaps in engagement and planning targeted interventions.</p> <p>Next Steps: Ensure the tracking document is updated regularly and easily accessible to staff. Use the data to set termly participation targets for different year groups or pupil groups that may require additional support (e.g., students less engaged in physical activity). Hold periodic reviews of the data to celebrate successes in assemblies or newsletters, increasing visibility of participation. Introduce incentives</p>

		<p>to track progress in increasing participation year on year, leading to a more active and inclusive student body.</p> <p>Impact: Providing transport ensures that logistical barriers such as distance or cost do not prevent students from attending sports festivals and competitions. This contributes to equal access for all students, regardless of socioeconomic background, ensuring that no student is excluded from participating due to transportation challenges.</p> <p>Impact on Participation: With transportation barriers removed, the school can guarantee full attendance and participation in events, promoting inclusivity. This also allows for greater representation of the school in a variety of sporting events, giving more students the opportunity to engage in a wider range of competitive activities.</p> <p>Outcome: The provision of transport has a significant positive impact on student participation in external events, fostering a culture where students feel that sports festivals and competitions are accessible and supported by the school. Over time, this ensures that all students, including those from disadvantaged backgrounds, are given equal opportunities to engage in and benefit from competitive sports.</p> <p>Impact: The PE Planning subscription provides a structured framework for competitive sports within PE lessons,</p>	<p>or challenges (such as a "most improved class" award) to motivate broader participation.</p> <p>Providing Transport for Arranged Events</p> <p>Sustainability: Offering transportation ensures that logistical barriers do not prevent students from attending sports events, maintaining equity and inclusivity in participation.</p> <p>Next Steps: Create a budget plan that includes consistent funding for transport to sports festivals and competitions, ensuring that participation remains viable over the long term. Partner with local organizations or parents to explore additional funding opportunities or sponsorships for transportation. Also, communicate clearly with parents to inform them of the benefits and opportunities these events provide, enhancing support and interest.</p> <p>PE Planning Subscription and Portal (Intra-School Competition Opportunities)</p> <p>Sustainability: The PE Planning portal enhances the curriculum by integrating competition into regular lessons, offering consistent opportunities for pupils to learn and practice a wide range of competitive team sports. This builds both skill and confidence, preparing students for inter-school events.</p> <p>Next Steps: To sustain this,</p>
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		<p>ensuring that all students are exposed to a wide range of team sports. By incorporating competitive elements into each unit, students can regularly engage in team sports and practice skills such as teamwork, strategy, and fair play.</p> <p>Impact on Skill Development: Students benefit from repeated exposure to a variety of competitive team sports, helping them to build a solid foundation of physical skills and understanding of different sports. This approach also ensures that students who may not typically engage in external competitions can still experience competitive sports in a more familiar classroom setting.</p> <p>Outcome: The use of the PE Planning portal ensures a consistent and high-quality approach to PE delivery across the school, with regular opportunities for competition. This helps to raise the overall standard of PE lessons, ensuring that students develop both technical sports skills and the social-emotional aspects of competition, such as sportsmanship and perseverance.</p> <p>Impact: The Skipping Schools program has likely had a positive impact on overall physical activity levels during play and lunchtimes. Skipping is a simple and accessible form of exercise, and the program ensures that all students are equipped with the skills and confidence to engage in this activity.</p> <p>Impact on Physical Activity Engagement: Since skipping can be</p>	<p>provide staff with training on how to fully utilize the PE Planning portal, maximizing the variety of sports and competitive games offered. Conduct regular reviews with staff to assess the effectiveness of the units and identify any gaps in pupil engagement. Additionally, consider incorporating student feedback to tailor the competitive elements in lessons to their interests. Set up intra-class or inter-class competitions at the end of units to further motivate students.</p> <p>Skipping Schools Program (Increasing Skipping Skills and Participation)</p> <p>Sustainability: Working with Skipping Schools ensures that all pupils are introduced to an accessible and enjoyable form of physical activity, promoting increased participation during play and lunch times. Skipping is a low-cost, high-impact activity that can be sustained long-term with minimal resources.</p> <p>Next Steps: Ensure that skipping remains a core part of playground activities by providing a variety of skipping equipment and encouraging skipping challenges or games that students can engage in independently. Train playground supervisors or student leaders to facilitate skipping activities during breaks.</p>
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			<p>done individually or in groups, it appeals to a broad range of students, including those who may be less interested in competitive sports. By teaching all students a variety of skipping skills, the program helps to foster a more active playground environment where physical activity is normalized and encouraged.</p> <p>Outcome: The program not only increases participation in physical activity during playtimes but also promotes a sense of achievement and skill development in students.</p> <p>Skipping requires minimal equipment and can be easily sustained over time, making it an ideal way to keep students active throughout the school day. Over time, this leads to improved physical fitness and engagement in physical activities across the student body.</p>	<p>Incorporate skipping into PE lessons or school-wide events, such as "Skipping Days" or skipping competitions, to maintain interest and participation.</p>
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