



Thorn Grove Primary School



Evidencing the impact of the PE and Sport Premium

Amount of Grant Received	£ 17,700	Proposed Spend	£17624	Date July 20	Final Update July 20
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RAG rated progress:

- **Red** - needs addressing
- **Amber** - addressing but further improvement needed
- **Green** – achieving hg consistently

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 3 year action plan and impact report shows ongoing progress.


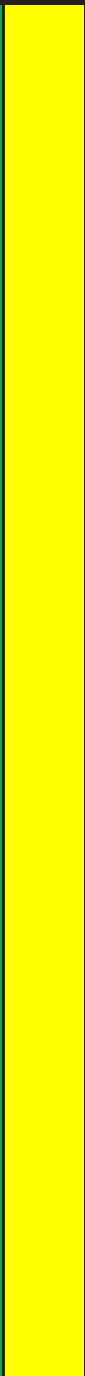
Meeting national curriculum requirements for swimming and water safety	
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	80%
What percentage of your Year 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?	80%
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?	73%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/ No

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:	18/19	19/20	20/21
Create additional opportunities for physical activity during the primary school day/ curriculum	<ul style="list-style-type: none"> Develop regular PE sessions in EYFS (twice a week) with a focus on fun, FMS and physical literacy (Try to engage parents in this as well and maintain the 92% progress measure from last year) Introduce new sports to the whole school rather than concentrating on specific year groups in KS2 (Ensure all pupils from 1-6 access) Create a culture of active classrooms and continue to include curriculum days where sport and activity is the stimulus for all lessons. 	<p>£6350 (To fund one SSCO for whole year)</p> <p>£3355 Health & Fitness Training and cheerleading for all year groups over the whole year</p>	<p><u>EYFS FMS Sessions</u> SSCO were due to begin delivering FMS sessions for Nursery and Reception in the Spring and Summer term children but these could not go ahead due to school closures. The aim was to improve FMS in all children to assist transition through to KS1 and set good foundations for excellent PE, sport and activity further up the school. Assessment showed that, up to the point of school closures, over 90 % of the children made good progress in the areas being measured.</p> <p>Introduce new sports. All year groups in KS1 and KS2 have accessed Health & Fitness Training and Cheerleading sessions and numbers at clubs were improving prior to school closures.</p> <p>Cheerleading at KS1 and KS2 grew to over 30 in both sessions.</p> <p>The successful HIIT Initiative and curriculum day at the end of the 2018-19 academic year led to the introduction of weekly Health & Fitness Training sessions for all classes KS1 - KS2 and a lunchtime club open to all year groups.</p>	<p>Continue to facilitate this next year.</p> <p>Decisions to be made on curriculum delivery. This will be based on current guidelines and risk assessments.</p> <p>Continue to try to facilitate these sessions in Autumn 2 - perhaps outdoors depending on guidelines.</p>			
Develop organised activities at Lunches & playtimes to a level where participation and daily activity is increased.	<ul style="list-style-type: none"> SSCO to train new sports leaders. (Aim to train and qualify 20 Year 5 children in Autumn term) Re-structure playground activities based on pupil voice 	<p>£1000 To fund TA support at lunch times</p>	<p><u>Sports Leaders</u> SSCO trained 32 children (year five and six) and supported them as sports leaders. They helped to organise the following lunchtime clubs: KS1 football Gymnastics KS1 Dodgeball</p>	<p>Look to develop leaders from year three and four to support five and six</p>			

	<ul style="list-style-type: none"> • Train midday assistants/ TAs on how to supervise and facilitate activities (Trained TA to be in place by end of Autumn Term 2) • Continue to offer a diverse range of lunchtime clubs organised by teachers and Sports Leaders. (Offer teachers CPD opportunities through the SSP program to attend training to support) • Purchase equipment for new clubs 		<p>KS2 Dodgeball Tri Golf Health & Fitness Training Cross Country</p> <p>They were also responsible for managing the break and lunchtime playground sports rota.</p> <p>This is an increase in 2 children from last year</p> <p><u>Re-structure Playground Activities.</u></p> <p>KS2 The rota continues to provide structured and supported activities every break time. The current sports on offer are: cricket, football, jump rope, netball, hockey and basketball. This is equal to the activities on offer last year.</p> <p>Up to school closures, over 65% of children in KS2 were accessing a structured playground activity at lunch and break time.</p> <p>KS1 The sports leaders delivered KS1 dodgeball and football.</p> <p><u>Train TAs and midday assistants</u> TA restructuring and school closures meant that this action will be deferred to 20-21 school year.</p>	<p>Look to support the continuation of this schedule by updating equipment</p> <p>TA already trained in motor skills united. Investigate how TAs and MDAs can be used across 'bubbles' to support this implementation.</p> <p>Look at how sports leaders in 'bubbles' can support this.</p> <p>Reintroduce Change 4 Life based on 'bubble' groups</p>			
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<p>Continue to increase attendance at Extra-curricular clubs (Breakfast & After school clubs)</p>	<ul style="list-style-type: none"> ● Increase attendance at least one club to above 90% of pupil population (1-6) ● Map out activities for the year to ensure balance and coverage is not negatively impacting numbers. Maintain number of different activities at 20 or above. ● Maintain the balance of male and female attendees by monitoring clubs and offering balance options. ● Address the low attendance at clubs of specific groups of children in the school community SEND: Maintain at above 92% PP/FSM: Aim to increase to 85% or above. 	<p>£250 Allocated from total of £1,100 SSP split cost.</p>	<p>A wide range of clubs were offered again this year with notable new successes being the sports leader led Netball, Cross Country and Fitness and Health</p> <p>Up to the time of school closures, the percentage of pupils attending 1 or more extra curricular club was maintained at over 85%</p> <p>We aimed to continue to offer 20 separate clubs aimed at different ages and groups.</p> <p>82% of the male pupil population attended at least one extracurricular activity and 85% of the female population attended at least one club up to the time of the closures This maintains the balance and shows a developing trend for high female participation over the last two years.</p> <p>We continued to work very hard to encourage different groups to attend clubs by offering support through additional staff and communicating with parents.</p> <p>SEND attendance was over 95% this year prior to school closures.</p> <p>PP/FSM attendance was static at 95% at the time of the closures.</p>	<p>Continue to push to develop attendance at 90%+</p> <p>To try to encourage more attendance in areas historically under-represented e.g. males attending cheerleading.</p>			
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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:	18/19	19/20	20/21
Use PE and sport funding to develop behaviour/attitudes to learning and social and emotional support	<ul style="list-style-type: none"> Continue to develop a pathway for children with specific physical needs attend clubs and competitions Look to match or increase PP/FSM participation from 90% at clubs and from 80% in competitions Look to maintain SEND participation at:95%+ at clubs and from 70%+ in competitions 	£250 Allocated from total of £1,100 SSP split cost	<p>All children from the deaf resource and mainstream children with other specific needs represented school at specialist events.</p> <p>15 children with specific needs went on to represent school at mainstream competitive sports events (Tri Golf and Kurling, basketball).</p> <p>PP/FSM pupil attendance at a least one extracurricular was static at 95% this year up to the time of closures</p> <p>PP/FSM attendance at least one competitive event was in line to exceed last year's mark prior to the closures, but many events were cancelled due to this</p> <p>SEND pupil attendance at a least one extracurricular activity was 95% at the time of school closures.</p> <p>PP/FSM attendance at least one competitive event rose to 71.4% which is an increase of 4.4% year on year</p>	<p>Continue to offer support and develop the range of clubs (Kurling, Boccia etc..) To further encourage participation and engagement of these groups.</p> <p>Continue whole school approach to rewarding physically active & sports achievements e.g. assemblies. (Aim to publish reports on all sports events on the website and deliver a half termly newsletter to community) Look to develop Twitter and the school games website as a platform to further promote.</p>			
Improving Academic Achievement	<ul style="list-style-type: none"> Develop a sports themed curriculum day in the Spring and Summer Terms. 		This was planned for Wimbledon and Olympics but unfortunately school closures caused this to be cancelled. Remote learning opportunities were provided for children at home and a virtual sports day was held.	Look at including this more regularly in the curriculum and developing termly focusses and training sports leaders to develop sessions based on non-competitive physical activity.			
Develop and deliver Health & Well Being messages to the school community	<ul style="list-style-type: none"> Deliver termly assemblies which have a focus on Healthy lifestyles Continue to encourage health and wellbeing to all pupils Continue to celebrate success through newsletters and website 		The successful HIIT Initiative and Curriculum Day at the end of the 2018-19 academic year led to the introduction of weekly Health & Fitness Training sessions for all classes from Y1-6, as well as a popular lunchtime club which was attended by a large number of pupils from all year groups.	Re-launch Walk to School scheme in September 2020.			

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 ted:	Evidence and impact:	Sustainability and suggested next steps:	18/19	19/20	20/21
Ensure coverage of PE teaching is balanced and that assessment is being completed half termly	<ul style="list-style-type: none"> Purchase continued licence for use of PE Passport Train new staff on the use of the PE Passport Monitor the planning for PE sessions using the PE Passport (All teachers to input units by end of Autumn 1) Monitor planning and assessment half termly using the PE Passport. 	£400 for PE Passport membership	<p>100% of staff, when monitored, were using the PE Passport to support teaching and learning.</p> <p>All units of work for the year were planned and showed balance across all different areas</p> <p>Online Training session was delivered to class teachers and HLTA by Steve Busby - how to successfully use PE Passport as a tool for PE delivery and assessment as well as a tracking tool for clubs and competitions.</p>	Develop the App to be used for self-assessment and to support and improve the use for evidence gathering using film and audio.			
Develop teaching and learning through the targeted use of SSCO as part of continued professional development for staff	<ul style="list-style-type: none"> Purchase SSP package including 1 X SSCO for academic year All staff to receive a self-assessment document at the start of the year or start of units PE Leader to organise that all staff have at least two blocks of working with the SSCOs (Target is for 100% of teaching staff to access support/training) Staff to complete evaluation at the end of each block of support to analyse development and set targets for future sessions SSCO to be targeted based on need (special focus on RQT and NQT if needed) Develop partnerships with recognised local coaching partners LJ Physical Fitness and cheerleading and use these to develop staff teaching strength in these areas (All staff to access this throughout the year) 	£6350 (To fund second SSCO for whole year)	<p>A full schedule of support was developed utilising the SSCO this meant that 100% of teachers would have benefitted from two blocks of support. Unfortunately, the closures meant that some staff did not access both blocks of support but all teachers did access at least one during Autumn - Spring terms.</p> <p>All staff completed self-assessment, prior to, and evaluations after units of support.</p> <p>SSCO worked with NQT as a priority and revisited this in Autumn and Spring terms.</p> <p>New partnerships were formed with.. LJ Physical Fitness Team Spirit Cheerleading</p>	<p>Work closely with SSCO to develop a schedule to support 'bubbles'</p> <p>Look at developing the following next year:</p> <p>Hockey Lacrosse Rugby</p> <p>Continue these partnerships within curriculum sessions.</p>			

Professional Development of PE Leader	<ul style="list-style-type: none"> • PE Leader to attend PLT meetings • Supply to be organised to cover periods outside school • PE leader given management time to complete tasks and duties 		New Impact forms and information passed back to school. Closer links with SSP forged	PE Leader to work within new guidelines to build Action plan to develop PE and Sport .			
Gain accreditation to support excellent work of teachers in the area of PE and Sport	<ul style="list-style-type: none"> • Use the YST quality mark tool to submit application for nationally recognized accreditation 	£200	Submission postponed due to closures	Reassess and look to submit in Summer Term 21			
Review and audit PE equipment	<ul style="list-style-type: none"> • PE Leader to work with SSOCs, Sports Leaders and Ambassadors to audit equipment • PE Leader to order new equipment and distribute 	£1000	<p>After an audit of PE equipment, new storage was purchased alongside updated equipment for general PE use.</p> <p>Kit was also purchased to allow KS2 cheerleading team to perform at National championships (They became national champions)</p>				

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:	18/19	19/20	20/21
Continue to develop key groups across the school and their attendance in extra-curricular clubs	<ul style="list-style-type: none"> • Analyse club numbers and set targets for the next period. • SSOCs to deliver clubs • Develop the timetable for extra curriculum clubs to include offers that will help develop numbers in low attendance groups Increase PP/FSM to 85%+ Maintain SEN attendance at 90% or above • Look to support groups in ways to promote attendance (Eg. Finance or transport) where there is a barrier to attendance • Regularly gather data on club numbers and monitor the attendance via groups 	£250 Allocated from total of £1,100 SSP split cost	<p>Clubs continued to be very well attended during Autumn and Spring terms.</p> <p>A wide range of clubs were offered again this year with notable new successes being the sports leader led Netball, Cross Country and Fitness and Health</p> <p>Up to the time of school closures, the percentage of pupils attending 1 or more extra curricular club was maintained at over 85%.</p> <p>Work mapping the extra-curricular activities helped this and we planned to offer 20 separate clubs aimed at different ages and groups.</p> <p>82% of the male pupil population attended at least one extracurricular activity and 85% of the female population attended at least one club up to the time of the closures This maintains the balance and shows a developing trend for high female participation over the last two years.</p> <p>We have worked very hard to encourage different groups to attend clubs by offering support through additional staff and communicating with parents.</p> <p>PP/FSM pupil attendance at a least one extracurricular was static at 95% this year up to the time of closures</p> <p>PP/FSM attendance at least one competitive event was in line to exceed last year's mark prior to the closures, but many events were cancelled due to this</p> <p>SEND pupil attendance at a least one extracurricular activity was 95% at the time of school closures.</p> <p>PP/FSM attendance at least one competitive event rose to 71.4% which is an increase of 4.4% year on year</p>	Assess if it is possible to maintain at this level for 20/21 with consideration of the new guidelines and different situation in schools			

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:	18/19	19/20	20/21
<p>Maintain and increase the numbers of children who participate in competitive sport across the whole school</p> <p>Target: At least 41 teams At least 14+ sports Maintain at 350 pupil opportunities to compete Maintain 70%+ of pupil population participating in at least one competitive inter school event</p>	<ul style="list-style-type: none"> Purchase SSP package to ensure entry in to full calendar of competitive events Analyse last period competition participation and look to set targets to improve for the next period. Use the SSP calendar to identify competitions to attend Use new SSP booking system to enter events Encourage a wide range of staff to attend to assist in organisation Review pupil representatives and look to increase these pupils and introduce opportunities for those pupils who have not attended competitive events Look to host competitive events to help support participation Host two or more events at school 	<p>£300 to support entry into national cheerleading competition</p>	<p>We managed to maintain high levels of opportunities for children to access competitive sport.</p> <p>Prior to closures we entered 32 teams over 12 sports and were well on target to meet last year's participation levels.</p> <p>Up to the time of closures 62% of pupils (year 1-6) participated in at least one intra or inter school sporting competition, including a Virtual Sports Day.</p>	<p>Look to explore all opportunities to access competitions and develop more opportunities for KS1 pupils to explore more inter school sport based on new guidelines and the ongoing situation.</p>			
<p>Increase competitive participation for children in targeted groups (PP, SEND)</p>	<ul style="list-style-type: none"> Analyse last period competition participation and look to set targets to improve for the next period. 	<p>£100 Allocated from total of £1,100 SSP split cost</p>	<p>All children from the deaf resource and mainstream children with other specific needs represented school at specialist events.</p> <p>15 children with specific needs went on to represent school at mainstream competitive sports events (Tri Golf and Kurling, basketball).</p>	<p>Look to set new targets and develop percentages more</p>			

<p>Targets: Increase PP participation to 85%+</p> <p>Increase SEND participation to 70%+</p>	<ul style="list-style-type: none"> ● Use the SSP calendar to identify competitions to attend ● Use new SSP booking system to enter events ● Encourage a wide range of staff to attend to assist in organisation ● Review pupil representatives and look to increase these pupils and introduce opportunities for those pupils who have not attended competitive events ● Look to host at least two competitive events to help support participation 		<p>PP/FSM attendance at least one competitive event was in line to exceed last year's mark prior to the closures, but many events were cancelled due to this</p> <p>PP/FSM attendance at least one competitive event rose to 71.4% which is an increase of 4.4% year on year</p>				
<p>Organise transport to events to increase participation</p>	<ul style="list-style-type: none"> ● Review costs of local firms to assess the most cost effective option ● Meet with school Business Manager to develop a way to ensure bookings are made and accounts are set up ● Review SSP competitions calendar and book all transport at the beginning of the term for events 	<p>£1500</p>	<p>Transport costs were essential to allowing the pupils to attend the events and maintain a high percentage of competitive opportunities.</p>	<p>Investigate the feasibility of providing transport and how events will be organised based on new guidelines</p>			
<p>Develop local community links with sports clubs</p>	<ul style="list-style-type: none"> ● Look at current links ● Contact local clubs to discuss links 		<p>New partnerships were formed with: LJ Physical Fitness</p>				

	<ul style="list-style-type: none">● Invite clubs in to support in curriculum time● Develop Sports specific coaching programmes● Promote the partnership clubs to the pupil and parents in school		Team Spirit Cheerleading				
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30 Active Minutes Review

	Monday	Tuesday	Wednesday	Thursday	Friday
Reception	<ul style="list-style-type: none"> • Daily Access to outdoor space 	<ul style="list-style-type: none"> • Daily Access to outdoor space • 	<ul style="list-style-type: none"> • Daily Access to outdoor space • 	<ul style="list-style-type: none"> • Daily Access to outdoor space • 	<ul style="list-style-type: none"> • Daily Access to outdoor space • Fun FMS Session •
Year 1	<ul style="list-style-type: none"> • Five a day • Break and Lunch Play Activities led by YSL and Sports Ambassadors • Lunchtime Cross Country Club 	<ul style="list-style-type: none"> • Five a day • Break and Lunch Play Activities led by YSL and Sports Ambassadors • Lunchtime Dodgeball Club 	<ul style="list-style-type: none"> • Five a day • Break and Lunch Play Activities led by YSL and Sports Ambassadors • 	<ul style="list-style-type: none"> • Five a day • Break and Lunch Play Activities led by YSL and Sports Ambassadors • Fitness Club • 	<ul style="list-style-type: none"> • Five a day • Break and Lunch Play Activities led by YSL and Sports Ambassadors • Lunchtime Table Tennis
Year 2	<ul style="list-style-type: none"> • Five a day • Break and Lunch Play Activities led by YSL and Sports Ambassadors • Lunchtime Cross Country Club 	<ul style="list-style-type: none"> • Five a day • Break and Lunch Play Activities led by YSL and Sports Ambassadors • Lunchtime Dodgeball Club 	<ul style="list-style-type: none"> • Five a day • Break and Lunch Play Activities led by YSL and Sports Ambassadors • Lunchtime Cross Country Club • Lunchtime Mini Olympians 	<ul style="list-style-type: none"> • Five a day • Break and Lunch Play Activities led by YSL and Sports Ambassadors • Fitness Club • 	<ul style="list-style-type: none"> • Five a day • Break and Lunch Play Activities led by YSL and Sports Ambassadors • Lunchtime Table Tennis
Year 3	<ul style="list-style-type: none"> • Morning Dodgeball club • PL Time tables • Structured Break and lunch activity rota (Cricket, basketball, jump rope, football) • Lunchtime Organised Football • Lunchtime Cross Country Club 	<ul style="list-style-type: none"> • PL Time tables • Structured Break and lunch activity rota (Cricket, basketball, jump rope, football) • Lunchtime Dodgeball Club • Lunchtime Organised Football 	<ul style="list-style-type: none"> • PL Time tables • Structured Break and lunch activity rota (Cricket, basketball, jump rope, football) • Lunchtime Organised Football • Lunchtime Golf club 	<ul style="list-style-type: none"> • PL Time tables • Structured Break and lunch activity rota (Cricket, basketball, jump rope, football) • Lunchtime Organised Football • Fitness Club • 	<ul style="list-style-type: none"> • PL Time tables • Structured Break and lunch activity rota (Cricket, basketball, jump rope, football) • Lunchtime Table Tennis • Lunchtime Organised Football •
Year 4	<ul style="list-style-type: none"> • Morning Dodgeball club • PL Time tables • Structured Break and lunch activity rota (Cricket, basketball, jump rope, football) • Lunchtime Organised Football • Lunchtime Cross Country Club 	<ul style="list-style-type: none"> • PL Time tables • Structured Break and lunch activity rota (Cricket, basketball, jump rope, football) • Lunchtime Dodgeball Club • Lunchtime Organised Football 	<ul style="list-style-type: none"> • PL Time tables • Structured Break and lunch activity rota (Cricket, basketball, jump rope, football) • Lunchtime Organised Football • Lunchtime Golf club 	<ul style="list-style-type: none"> • PL Time tables • Structured Break and lunch activity rota (Cricket, basketball, jump rope, football) • Lunchtime Organised Football • Fitness Club • 	<ul style="list-style-type: none"> • PL Time tables • Structured Break and lunch activity rota (Cricket, basketball, jump rope, football) • Lunchtime Table Tennis • Lunchtime Organised Football •

<p>Year 5</p>	<ul style="list-style-type: none"> ● Morning dodgeball club ● Structured Break and lunch activity rota (Cricket, basketball, jump rope, football) ● YSL And SA leading KS1 lunch and break activities Lunchtime Organised FootballLunchtime ● Cross Country Club ● Lunchtime Vaulting and Gym club 	<ul style="list-style-type: none"> ● Structured Break and lunch activity rota (Cricket, basketball, jump rope, football) ● YSL And SA leading KS1 lunch and break activities ● Lunchtime Dodgeball Club ● Lunchtime Organised Football ● 	<ul style="list-style-type: none"> ● Structured Break and lunch activity rota (Cricket, basketball, jump rope, football) ● YSL And SA leading KS1 lunch and break activities ● Lunchtime Organised Football ● 	<ul style="list-style-type: none"> ● Structured Break and lunch activity rota (Cricket, basketball, jump rope, football) ● Lunchtime Golf club ● YSL And SA leading KS1 lunch and break activities ● Lunchtime Organised Football ● Fitness Club ● 	<ul style="list-style-type: none"> ● Structured Break and lunch activity rota (Cricket, basketball, jump rope, football) ● Lunchtime Table Tennis ● YSL And SA leading KS1 lunch and break activities ● Lunchtime Organised Football
<p>Year 6</p>	<ul style="list-style-type: none"> ● Morning dodgeball club ● Structured Break and lunch activity rota (Cricket, basketball, jump rope, football) ● YSL And SA leading KS1 lunch and break activities Lunchtime Organised Football ● Lunchtime Cross Country Club Lunchtime Vaulting and Gym club 	<ul style="list-style-type: none"> ● Structured Break and lunch activity rota (Cricket, basketball, jump rope, football) ● YSL And SA leading KS1 lunch and break activities ● Lunchtime Dodgeball Club ● Lunchtime Organised Football ● 	<ul style="list-style-type: none"> ● Structured Break and lunch activity rota (Cricket, basketball, jump rope, football) ● YSL And SA leading KS1 lunch and break activities ● Lunchtime Cross Country Club ● Lunchtime Organised Football ● 	<ul style="list-style-type: none"> ● Structured Break and lunch activity rota (Cricket, basketball, jump rope, football) ● Lunchtime Golf club ● YSL And SA leading KS1 lunch and break activities ● Lunchtime Organised Football ● 	<ul style="list-style-type: none"> ● Structured Break and lunch activity rota (Cricket, basketball, jump rope, football) ● Lunchtime Table Tennis ● YSL And SA leading KS1 lunch and break activities ● Lunchtime Organised Football