Primary Physical Education and Sport Premium Plan and Evaluation 2018 - 2019

Collaton St Mary Primary School

The following document is a working document to outline the intended expenditure of PPESP for the 2018 – 2019 academic year. Throughout the year, the actions completed will be evidenced and evaluated.

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The Government's introduction of the Sports Premium funding has had a huge impact on PE and Sport in Primary Schools. This ring-fenced money has been utilised to promote high quality teaching and learning in Physical Education and Sport.

From appropriate use of the Sports Premium Grant, our current provision across the school has been awarded with the 'Gold School Games Mark', a government led awards scheme to reward schools for their commitment to the development of competition across the school and community. Key elements included attending festivals, involving pupils to contribute towards PE (play leaders), providing a range of extra-curricular activities and following guidance for participating in 2 hours of PE a week.

Collaton St Mary Primary School has used a proportion of the Sports Premium funding to join the Paignton Community & Sports Academy (PCSA) partnership. This enabled teaching staff to access a wide range of CPD and training, leading to an increased knowledge and understanding. This also gave our pupils the opportunity to take part in numerous cluster festivals and tournaments in which Collaton had the highest participation rate in. These festivals give pupils the opportunities to compete in sports and tournaments against other schools, playing in A,B and C teams.

Through our involvement with the partnership, Collaton were also given the opportunity to gain specialist support from secondary PE specialists. In 2018-19, three different secondary teachers worked closely with teachers and pupils in most year groups, developing their Tag Rugby skills, hockey, netball, introducing the new sport of Handball and developing gymnastic key skills. Pupils at Collaton also benefitted from further collaboration with Sports Leaders from PCSA.

A new addition and attendance this year for the school was to participate in a festival of dance. Schools who participated had the choice of a range of cultures to represent and had specialised chorography coaching from an external coach. Following this event, we were inspired to create a performing arts club for 2 lunchtimes a week. The children are given free access and are enjoying spending quality time learning routines.

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The funding also enabled us to buy in specialist coaches to provide high quality coaching in a range of sports. Torquay United in the Community have worked alongside our teaching staff to deliver excellent PE lessons and discuss assessment tools to track our pupils.

The school has increased the number of extra-curricular clubs available for the children this year. We have represented in local school leagues in Year 3/4 football, Year 5/6 football and in Year 5/6 Netball. Each club has been run by a member of staff but the equipment and resources bought through the sports premium has ensured that the children and staff can fully benefit.

We have also considered how can use the Sports Premium grant in a way that will be sustainable and benefit the pupils of our school in the future. We developed a piece of land into 'Collaton Woods' which is an outdoor area for our children to be active in and learn new and essential skills. The Sports Premium Grant has been helped develop the area to allow access to outdoor education. The pupils are learning to build dens, make camp fires, forage food to be used in cooking lessons and enhance their ability to work as a team.

New to this year, Collaton St Mary has used part of the Sports Premium grant to fund **additional** swimming tuition. In addition to statutory swimming tuition, we provided swimming tuition for those who excelled in swimming earlier in the year and for pupils who required extra swimming support towards achieving the end of Key Stage 2 expectations. As a result of these sessions, our competitive swimmers won the Brixham swimming gala (first time in 10 years) and our development swimmers have gained more confidence in the water. The following table show the percentage of children achieving the expected swimming standard at the end ok Key Stage 2:

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
	- Increase the number of extra-curricular club opportunities for children in Key Stage 2 - Develop a woodland area that children and staff can use to learn teamwork skills, in an active environment. - Increase the percentage of children achieving the expected standard of swimming at the end ok Key Stage 2 - Increase the number of opportunities pupils have at competing against other schools.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? **N.B.** Even though your children may swim in another year please report on their attainment on leaving primary school.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2018/19	**Total fund allocated:** £18,180	**Date Updated:** July 2019	
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 **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils **Key indicator 5:** Increased participation in competitive sport			Percentage of total allocation: %

School focus with clarity on intended **impact on pupils**:	K.I	Actions to achieve:	Funding allocated:	Evidence and impact: Ongoing update	Sustainability and suggested next steps:
Continue to pay into the PCSA Sports partnership Increase the opportunities for pupils to participate in competitive activities. Staff to work alongside secondary PE teachers for pedagogical development	**2** **3** **4** **5**	• Each year group to attend at least 3 festivals during the year • Target staff for develop through the use of PE specialist – consider sport to be developed • Use PE specialist to deliver CPD opportunities • Use opportunity for play leader development with Year 6 pupils	£3600 1/5 of total budget	See evaluation report supplied by PCSA. **Attached below**	With appropriate funding, the partnership is sustainable and beneficial for all pupils and staff. Staff will use new knowledge in the future. **Next Steps** – seek specific support for dance and gymnastics CPD as requested by staff.
Additional swimming Provide transport and tuition to extend confident and least confident swimmers in order to meet KS2 expected standards.	**2**	• Identify pupils from first 2 terms who are high/low attaining in swimming. • High attaining pupils to work further on techniques • Low attaining pupils to work towards KS2 standards	£2000	High attaining pupils across KS2 worked on technique and pace. The children in the group represented the school at the Torbay swimming gala and won for the first time in 10 years. Pupils in year 6 who were not meeting the standard were given	By targeting pupils earlier in the key stage, we hope for there to be fewer children entering year 6 with lower confidence. **Next Steps** – Try to increase the number of pupils meeting the end of KS2 expectations by the end of Year 5.

				extra tuition and met the end of KS2 standards. Other pupils in KS2 were also identified in order to 'keep up' with year group standard.	
Torquay United Specialist coaches to provide CPD, during curriculum time, for staff.	**3**	• Target staff for develop through the use of PE specialist – consider sport to be developed	£2080	Torquay United have worked with the majority of teaching staff across the school. They have worked alongside staff in a co-teaching capacity where teaching staff can experiment with new teaching knowledge the following weeks and evaluate the impact with Tqy Utd expert	Staff will become more skilled in the delivery of effective PE lessons. **Next Steps** – PE lead to work closer with teacher and external coach to discuss effective PE.
Internal CPD Cover provided for staff to watch the PE leads across the trust for professional development.	**3**	• Target staff for develop through the use of PE specialist – consider sport to be developed • Arrange for cover to be put in place to release members of staff to observe effective PE	£450	All teachers have had the opportunity and access to improve and lead on their development of PE. 2 teachers observed the PE plead within the school in invasion games and 2 different members of staff visited other PE specialist within our trust. In addition to this, the PE lead was released from class in order to create a progression of knowledge needed in each year group.	Cover costs could be reduced through internal cover in the future. This action does develop staff for future teaching. **Next Steps** – Aim to remove this from next year's plan and cover internally through HLTA use.
Performing Arts KS2 pupils to have access to a lunchtime performing art club.	**4** **3**	• All KS2 pupils to have access to a performing art club during a lunchtime at no cost. • Performing arts club to work towards a form of production	£950	Over 50 children across KS2 took advantage of the free performing arts club, increasing their active minutes during a school day. They worked on a production (high school musical) which they performed at the Riviera Centre in front of hundreds of children and parents.	Staff member working with external expert to benefit. **Next Steps** – Work towards more than one production throughout the year. Move to an afterschool club to increase participants?

Forest Fun Development Provide a different way for children to be active through Collaton Woods. Pupils to develop their ability to work as a team.	**1** **2** **3** **4**	• Allocate time for classes to work in the woodland area • Forest School trained expert to work with staff • Use funding to buy equipment needed for pupils to use and keep site safe. • Identify pupils who need further physical activity for small group intervention	£4000	Collaton Woods has really developed over this year. An expert has worked with staff to increase confidence in working outdoors and made the site safe and engaging. Pupils have made bee hotels, built dens, built a pond and learnt about the environment around them – offering a different active hobby from mainstream sports. Children who are least active have been given small group opportunities to work in Collaton Woods.	By developing the site and staff knowledge, Collaton Woods will soon be an area which is self-sustaining. **Next Steps** – Train a member of staff to specialise and lead on outdoor learning to share with staff.
Play leader at lunch times Increase active play at lunch times	**1**	• Use a member of staff to encourage active play • Train member staff with the knowledge of engaging pupils in active games	£2700	An adult play leader has been deployed to work with Year 6 play leaders and children to increase the number of active minutes at lunch time. Pupils play organised activities and adult play leader has focused on targeting least active pupils during this time.	Adult play leader ensures Year 6 play leaders are effective **Next Steps** – Consider effective use of playground – research tools such as zoning?
New/Replenishment of equipment Have a enough equipment for all pupils to be engaged and a range to provide a variety of experiences.	**1** **2** **4** **5**	• Identify interests in sport from pupils • Consider equipment to be used at lunchtimes to make them more active • Identify essential equipment to be able to deliver effective PE lessons and after school clubs	£1500	New equipment has been bought throughout the year in order for pupils to gain the best experiences in PE and sport. For example, pupils have a rugby ball/football each during the lesson is essential for all to make progress. Equipment has been bought for fun play times and to further enhance sports day (athletics equipment)	New equipment bought this year will continue to be used in following year **Next Steps** – Further equipment opportunities required for break times and lunchtimes
Grounds and maintenance Increase active play times and lunch times	**1**	• Improve playground facilities for break time engagement • Field cutting and markings for use in competitive games	£820	New markings were made on the playground in order to encourage active playtimes, especially for the KS1 pupils. Field marking were also kept up to date throughout the year in order for the clubs to use the football pitch for practice and	Many of the markings made last year will be fine for the forthcoming year. **Next Steps** – Ideas to be used during curriculum time

				competitive fixtures	
Affiliations with leagues and tournaments Increase opportunities for competitive fixtures	**5**	• Identify opportunities to compete against other schools • Provide opportunities for pupils to practice towards competitions • Identify staff who could lead on these teams	£120	This year, we have increased the number of extra-curricular clubs available for our pupils. Yr 3/4 football, Year 5/6 football and Yr 5/6 netball have had teams representing the school throughout the year – all of which we have paid to be part of an affiliated league.	Many of the markings made last year will be fine for the forthcoming year. **Next Steps** – Opportunities for KS1 competition. Varied sporting competitions within the trust.

Collaton St Mary Primary School

Paignton Academy PE & Sport Support
2018/19 Academic Year

This year, all primary schools in England received PE & Sport Premium Funding of £16,000 + £10 per pupil.
Collaton St Mary has used a proportion of this investment to work in collaboration with Paignton Academy, to improve a number of the following outcomes associated with the funding.
The funding should be used to:

- develop or add to the PE and sport activities that the school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

There are 5 key indicators that schools should expect to see improvement across:

1. the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE and sport is raised across the school as a tool for whole-school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

he following document looks at how the collaborative approach with Paignton Academy has significantly contributed to improvements across all 5 ıdicators.

1. The engagement of all pupils in regular physical activity:
Curriculum Support:
A key part of the support that Paignton Academy provides to its primary schools is to provide a PE professional, who works with the school for the whole academic year.
This year, three members of Paignton Academy PE staff have each spent a term working with the school. The PE staff have delivered lessons alongside primary colleagues, modelling high quality teaching and learning.
The lessons have been active and engaging, underpinning the importance of regular physical activity. The children have responded well to the specialist input and have fully engaged in all of the lessons.
The focus of this support has included working with a number of different groups. Year 2 spent some time on handling, catching and running through tag rugby games and activities. Using small sided

games and fun challenges to practise the skills needed to participate in the sport; the children have been motivated and engaged during the lessons. This has allowed them to not only acquire new skills, but also to ignite a love of being physically active.
Through the netball activities with Year 5 and handball activities with Year 4, the children have developed agility, balance & coordination.
Recognising their own improvements and experiencing success, motivates the children to want to take part in the lessons; and equips them to be able to fully participate in a wide range of other activities.
Ian, Matt and Adam have all reported that the children they have worked with have all made good progress this year and have been fully engaged in the lessons. The children are therefore better prepared to be able to take part in regular physical activity. The children have enjoyed the lessons and are motivated to be more active outside of lessons as well.

Play Leader Training:
The school is able to access play leader / sports leader training for a group of older Key Stage 2 children. This is bespoke training delivered by John Julyan, who also leads on work across the County for Leadership, Coaching & Volunteering, in association with the Youth Sport Trust. The training is due to run during the summer term and will include:

- Understanding the role and responsibilities of a young leader
- Exploring the skills, qualities and knowledge needed to fulfil the role of a young leader
- Learning new games and creating their own games that can be organised and run by a young leader
- Consideration of their own strengths as a young leader and the things to practise
- Describing the key roles they would like Young Leaders in their school to have

Following discussions with the school, one of the main outcomes of the training will be to plan how best to utilise the spaces available at lunchtimes. The leaders will take on responsibility for making sure this recreational time is safe, active and fun for all children in the school.

Festivals:
Collaton St Mary Primary School has attended almost all of the festivals made available to them this academic year, through the Paignton Academy Cluster.
The festivals have enabled the younger children in Key Stage 1 to develop the fundamental skills required to participate regularly in sport and physical activity, through fun sport based events, including: handball, sports hall athletics, multi skills, striking & fielding, tag rugby, basketball, football and dance.

addition, the older children have taken part in hockey, outdoor education, cricket, rounders and a traditionally structured sports day. The festivals help all of the children learn the concepts of competing against others, playing within rules, sportsmanship and fair play. All of these are important skills to learn, to assist them in leading active lifestyles and assisting them to take part in regular physical activity.
A table listing the festivals the school has attended this academic year is included in the Appendix at the back of this document.

2. The profile of PE and sport is raised across the school as a tool for whole-school improvement:

Curriculum Support:

The curriculum support from the three Paignton PE staff, although focused on PE, has included pedagogy ideas that can be used across the curriculum. Active learning is something that can be embedded in to other lessons fairly easily. This means that the ideas and teaching approaches used by the teachers can be taken on by all staff at the school and utilised in other curriculum areas.

Another focus that Matt Godfree brought to his lessons has been to concentrate on developing teamwork and social skills. The class teacher of the group he worked with identified that they often struggled to work effectively together. His lessons provided the right environment to help the children develop these skills, through the activities he taught. Utilising PE lessons in this way has contributed to the development of these transferable skills, which the children can take in to their learning across the school. The class teacher is also able to use and refer to the strategies used by Matt in other lessons with the same class.

There is a growing bank of evidence that demonstrates the correlation between physical activity and better concentration levels. Many studies cite that active young people are more likely to learn better and achieve better results than more sedentary peers. This type of evidence, coupled with the modelling of high quality PE lessons has been a great way of raising the profile of PE and sport as a tool for whole school improvement.

Festivals:

This year, Collaton St Mary has attended almost all of the festivals. The children have loved walking up to Paignton Academy to take part in a wide range of activities, linked to the PE curriculum and also focus sports. All of the festivals have had three principles underpinning them: fun/enjoyment, maximising participation and learning.

The school acknowledges the role that PE and Sport can play in improving attitudes, attendance, emotional wellbeing, behaviour, attainment, relationships with parents and transition. The festivals have played a key role with impacting upon some of these areas.

All of the festivals are led by Key Stage 3 sports leaders from Paignton Academy. PE & sport is more than just about taking part as a player or performer and the festivals demonstrate how it can help to develop leadership skills. The sports leaders, coach, officiate, score and support the children to take part in the various activities. Not only does this help the sports leaders to develop their confidence, empathy, communication and organisation skills, it also acts as a way to model positive behaviours and teamwork, that primary schools can reinforce with their children.

Performance success has also led to another layer of competition for some of the festivals, where the top schools are invited to take part in Level 2 School Games competitions against other schools in Torbay and potentially across the County at Level 3 School Games events. These events serve as an effective way for schools to celebrate success and also raise the profile of their involvement in sporting competitions.

Collaton St Mary qualified for the Sports Hall Athletics Finals, following exceptional results in the festival at Paignton Academy.

Successes of past students:
Paignton Academy celebrates the success of its students via the Academy website. The feeder primary schools receive personalised email alerts to keep them informed of any successes of their past students. This year, Collaton St Mary was told about Jenny Sinclair, who after an exceptional performance in the 10 metre rifle and pistol shooting competitions at the Devon Scouts Championship in Okehampton, she has been chosen to represent Devon at the National Championships in Wolverhampton.

https://www.paigntonacademy.org/national-championships-await/

Sharing success in this way helps the school to maintain the profile of PE and Sport, even through students who are no longer at the school. As with the festivals, it also serves as a tool to aid transition and to help students on the verge of moving to secondary school feel less apprehensive about the transition.

3. Increased confidence, knowledge and skills of all staff in teaching PE and sport:
Curriculum Support:
All of the curriculum support provided by Paignton Academy is delivered alongside the staff at the school.
The rationale of sending a specialist PE member of staff in to the primary schools is predominantly about staff development. Providing this type of support enables the school to consider its priorities and request a package of bespoke curriculum support to address the needs of its staff.
The school has paired the Paignton Academy PE teachers with the classes where they are able to support the staff most effectively. The idea is to develop the capacity of existing staff members to ensure that the investment has a long-lasting impact.
The structure of this time can be flexible. Often, the staff will model lessons, but there is also scope for team teaching, observation of primary staff, followed by evaluation and feedback. Planning is shared and strategies for assessing children effectively to support future planning and learning can be discussed.
This year, there has been a particular focus on transitions within activities and skill acquisition. This has really helped the teachers to improve the

quality of their own delivery taking on ideas and approaches shared by the PE specialists.
Another aspect that was explored was how to assess throughout the lesson. This has been very useful to the primary staff, helping them to feel more confident about how to assess the progress and performance of their children in PE.

Festivals:
There will have been 20 festivals this year for the school to take part in. The festivals provide an excellent way for staff to pick up new ideas and also to see their children in a different environment, participating in small sided games, individual and team challenges as well as applying skills and knowledge in more traditional sports.
The Key Stage 1 festivals had around 8 different activities for the children to take part in. These activities were conceived to provide appropriate challenge and variety, so that staff could take the ideas and employ them within their own lessons back at school. The activities have included a wide range of aspects associated with the focus sport or curriculum area of the festival, such as: throwing, catching, shooting, dynamic balance, teamwork positioning and coordination at the handball festival.
An Early Years multi skills festival ran for the first time, which provided an excellent opportunity for the teachers to see what their children were capable of doing, through a range of different activities. Primary staff also picked up new ideas to take back to their school.
The Key Stage 2 festivals have covered a range of curriculum areas and sports, including: outdoor education, invasion games, athletics, net / wall and striking and fielding. The festivals have allowed the teachers to observe their children, take on ideas about group organisation and improve their subject knowledge. All of the festivals are run in a way that the primary colleagues are given the time to not only see different approaches and ideas in action, but also the opportunity to discuss these with colleagues from their school.

4. Broader experience of a range of sports and activities offered to all pupils:
Curriculum Support:
Paignton Academy is well resourced and Staff have been able to take some of the Academy's equipment to the primary school and open up additional opportunities for the children they work with. The Academy also has some of the best facilities in this part of the country. Through the curriculum support that is provided to Collaton St Mary, the school has the opportunity of using the facilities from time-to-time, so that children are able to take part in additional sports and activities that cannot be facilitated at the school.
The other way that this intervention has impacted upon opening up a broader experience to a range of sports and activities, is to deliver lessons covering areas of the curriculum that staff at the school are less confident teaching. Staff can sometimes shy away from certain activities and sports that they don't know so well, whereas having a specialist teacher come to the school, the children are able to have a much wider diet of activities and sports. The Year 2's had their first experience of taking part in rugby and some of the older children followed a block of handball. This also helps the primary staff to develop their confidence in teaching some of these new sports and activities. They are therefore better equipped to extend these opportunities with existing and future classes.

Festivals:
The following sports and activities have been included this year, at the 20 festivals organised and run by Paignton Academy:
Hockey, tag rugby, sports hall athletics, handball, dance, outdoor education (including target archery), basketball, cricket, rounders, striking and fielding, multi skills, football and a traditional sports day.
Some of the festivals have focused on sports that the school have not previously been able to offer, or activities that have inspired staff and children to want to do more of back within school.
Many of the festivals provide ideas of how schools can teach through different sports. They also demonstrate different ways of organising groups and activities, providing a positive introduction to each new sport or activity. Some of the festivals that were selected this year by the primary schools, were chosen because they represented areas of the PE that they would like more support with.

5. Increased participation in competitive sport:
Curriculum Support:

Some of the curriculum support provided this year has been to prepare the children to take part in the wide range of festivals provided by Paignton Academy.

Children tend to enjoy the festivals more if they have had the opportunity to practise beforehand. The support has helped children to attend the festivals with confidence and enthusiasm, by ensuring that they have some understanding of the rules, techniques and strategies that they will need to succeed.

Competition was very much a theme running through all lessons. Whether it was competing against themselves to try and improve their personal best, or competing against others, the children experienced a wide range of competitive situations.

Festivals:

Festival	Date	Number of children
Quicksticks Y5&6	20 September	30
Tag Rugby Y3&4	27 September	30
Tag Rugby Y1&2	4 October	30
Sports Hall Athletics Y5&6	15 November	30
Sports Hall Athletics Y3&4	22 November	30
Sports Hall Athletics Y1&2	29 November	
Tag Rugby Y5&6	17 January	30
Handball Y1&2	24 January	30
Handball Y3&4	31 January	30
Dance Festival	5 February	0
Outdoor Education Y3&4	7 March	30
Outdoor Education Y5&6	14 March	0
Basketball Y1&2	21 March	30
Cricket Y3&4	2 May	30
Strike & Field Y1&2	9 May	30
Rounders Y5&6	16 May	30
Multi Skills Early Years	13 June	0
Football Y1&2	20 June	30
Cricket Y5&6	27 June	30
Sports Day Y5&6	11 July	0

This year Paignton Academy organised and delivered 20 primary festivals. Several of these festivals linked to the School Games Competition Pathway, which allows the best performing schools to take part in additional competitions against schools from across Torbay.
The majority of the festivals focussed on sports and areas of the PE curriculum requested by the primary schools in the cluster.
The festivals have allowed all children to experience competitive sport and develop early sportsmanship and competition skills.

Participation in competitive activities is a requirement of the PE curriculum and the festivals have provided the opportunity for schools to expand the offer they are able to provide themselves.

The vast majority of the festivals are open to a class of 30 children, which means that all of the children in the school are able to access these competitive activities at some point throughout the year.

This year, the festivals have been designed to maximise participation of all students, whatever their abilities or disabilities.

The festivals aimed at Key Stage 1 were pitched in such a way that each individual competed with their own personal bests, as well as in small teams, competing against other teams made up of children from their class. This approach makes sure that the children are able to experience appropriate competition and are not put in a position where they might become turned-off from taking part.

The Key Stage 2 festivals provided many more opportunities to compete against other schools as well as giving the children opportunities to rehearse and develop their teamwork.
The competitive festivals also allowed the children to learn aspects of strategy, tactics and good sportsmanship. Delivered in this way, the children are encouraged and motivated to pursue further competitive opportunities outside of school. At several of the festivals, the children received details about local community opportunities, such as rugby, hockey and athletics.