

WHAT IS SPORT PREMIUM?

The Sports Premium is allocated to schools based on the number of pupils in Years 1-6. The money is used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2022 to 2023 academic year.

SPORT PREMIUM AT MANDEVILLE SCHOOL 2023/2024

Sport Premium Grant received: 2023/2024	
Total amount carried over from 2022/2023	£4319
Total amount allocated for 2023/24	£17360
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount of funding for 2023/24.	£17360
To be spent and reported on by 31st July 2024.	£21,679

Intended Outcome	Implemented by	Funding	Impact	Suggested Next Step
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
<i>Key Indicator 1: The engagement of all 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</i>				
Pupil make progress with their mobility skills and swimming skills from their starting point in September 2023.	Additional teaching assistants supporting children to access swimming, carryout mobility programmes set by physio and yoga	Additional staff to support + Horsenden Primary School swimming booking fee =	SEE APPENDIX 1 FOR EXAMPLES OF IMPACT Swimming has had a positive effect on the well-being of children with PMLD, promoting muscle relaxation, building stamina, and offering numerous physical and mental health benefits. Hydrotherapy is essential post-surgery: it provides low-impact exercise, allowing the joints to move without bearing the body's full	

	<p>sessions enables pupils to make progress</p> <p>2 classes using Horsenden Primary School swimming pool</p>	<p>£10900</p>	<p>weight. The buoyancy of water reduces strain on the joint, while still strengthening muscles, improving range of motion, and increasing cardiovascular fitness. This combination helps promote healing and overall recovery.</p> <p>Using Horsenden swimming pool: A bigger pool allows them more space to practice and better develop their swimming ability. A bigger pool also allows more staff in the pool which in turn exposes children to different teaching styles whilst further developing the staffs teaching practice. The short transition is a nice change for the children to feel like they're leaving the school grounds whilst being a very short/ controlled period in time. It allows the children to be exposed to the same language in a different context. For example, we can tell the children that we are going swimming, which normally means here at Mandeville, however in this case it is somewhere else, unlike rock climbing that is always outside M. This helps us bring in new symbols and helps us concrete routines as it relies on the children understanding where they are going at that time. The bigger changing rooms, and actual separating changing rooms (gender) allows us to build on skills such as self-dressing as this space is big enough for them to go through the process of getting undressed/ dressed. In a controlled environment, the children are exposed to two different ways of entering the pool. This is a good opportunity to work on their coordination.</p> <p>Daily yoga and Aroma massage for children in targeted classes developed flexibility, body awareness and communication skills. Children practicing yoga made significant progress in their gross and fine motor skills. By the end of the academic year children were able to copy all of the yoga poses and predict the sequence of poses.</p>	
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<p>Improve pupils' attainment in physical development and personal, social, emotional development through physical activities and meeting their sensory needs</p>	<p>Through additional support and small group sessions, pupils make progress with their mobility, fine/gross motor skills, independence skills and health and self-care skills (eating and drinking, dressing, undressing, toileting, washing, tooth brushing) from their starting point in September 2023 through a range of teaching approaches, e.g. floor play, sensory circuits to self-regulate, yoga, eating a wider range of foods through food exploration and toilet training.</p>	<p>Additional staff Costs</p>	<p>SEE APPENDIX 1 FOR EXAMPLES OF IMPACT</p> <p>The extra support has been vital to teach life skills. Children have made progress in the following areas: Developing independence during meals time – self feeding Tasting different foods and experiencing a range of textures of food Developing independence during toilet time Developing independence and following all toileting/ washing hands steps Developing independence during brushing teeth Developing play and social skills Developing sharing and turn taking skills Walking independently Being aware about safety during play and safety using equipment Children being able to regulate themselves, start be able to make choice during eating e.g. by choosing from pictures, asking for more.</p>	
<p><i>Key indicator 2: The profile of PESSPA (Physical Education, School Sport & Physical Activity) being raised across the school as a tool for whole school improvement</i></p>				
<p>Sports Coach to observe PE in other special schools</p>	<p>Sports coach to observe PE in other schools to develop his skills and knowledge of progressing children within lessons.</p>	<p>Cover for sports coach (2 days) £135</p>	<p>Sports coach observed PE in St Ann's school and the PE teacher at St Ann's observed lessons at Mandeville. Practice was shared and an awareness was raised regarding the different and similar need groups of both schools.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

<p>Pupils access PE and sports throughout the school week</p>	<p>Training for all staff on pupils engaging in sports activities during play time. Both in and outside.</p>	<p>£ 2000 resources</p>	<p>Due to one sports coach leaving Mandeville there has not been the capacity to develop this area.</p> <p>Head SMSA ordered a range of resources for playtime.</p> <p>SMSA's received training on how to support children with play. Children more purposefully engaged during lunch playtime.</p>	
<p>Pupils effectively using sensory rooms to meet their physical needs</p>	<p>Training staff on using the sensory rooms, adventure rooms, outdoor gym to meet the pupil's needs.</p>		<p>SEE APPENDIX 1 FOR EXAMPLES OF IMPACT</p> <p>OT delivered sensory circuit training. Sensory circuits are effectively set up in classrooms and in the school dining hall for children to be supported to self- regulate throughout the day.</p>	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

<p>Engage children in physical activities outside in the local community – children able to wear safety harnesses for climbing; children develop confidence and skills in climbing (positioning of foot, gripping with hands, planning</p>	<p>Harrow Climbing wall</p>	<p>Booking fees + additional staff to support = £4596</p>	<p>SEE APPENDIX 1 FOR EXAMPLES OF IMPACT</p> <p>Teachers recognise that Rock climbing is a fantastic way to allow children, who are compelled to climb, to climb in a safe controlled environment.</p> <p>Having a different adult (not Mandeville staff) put on and remove their harness is a great way for them to interact with other adults, and because they are motivated they will often be compliant.</p>	
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<p>where they want to move to next)</p>			<p>Climbing has benefits to their strength, core and coordination. The range of climbing walls test their skills on differing levels, particularly their grip. It's a practical way for the children to further develop their transitioning skills on a larger scale. Leaving the school and travelling there is beneficial as it helps build on skills such as patience and being safe that is relevant to the real world. Having access to the 'hard play area' is a great change from the 'soft play areas' at Mandeville and encourages the children to play differently using different muscles.</p> <p>The climbing wall experience supported pupils by: Developing very trusting and positive relationships. Providing children with a positive and safe activity outside of school. Allowing children to increase their confidence and practice safety rules and transitioning between the environment of the school and a venue outside of the school Being aware about safety and using the equipment safely. Developing climbing skills Developing listening and follow instructions Being a part of climbing community Making friendships Developing sharing and turn taking skills.</p>	
<p>BMX outreach sessions</p>	<p>Access sport block of 6 to 10 weeks of free BMX cycling sessions at the Harrow Pump Track in Kenton Recreation Ground Friday afternoon 1.45 – 2.45.</p>	<p>SLT – time – planning including risk assessment Additional member of staff - Driver -</p>	<p>SEE APPENDIX 1 FOR EXAMPLES OF IMPACT</p> <p>Children who had the opportunity to attend the BMX sessions: Learned the importance of safety as they had to wear the safety equipment to be able to ride the bike.</p>	

			<p>They learned to ride the hilled circuit alone - where their speed and confidence grew, and they could complete the circuit independently.</p> <p>All children made amazing progress and became very confident riding the 2 wheel bike on the BMX track.</p> <p>They developed their balance skills by balancing themselves independently and were overall more confident when using a bike.</p>	
<p>Pupils in walkers engage in a range of sports activities, e.g. football, bowling, curling</p>	<p>Walkers Group – x5 children – Ocean hall</p>	<p>Resources, specialised ramps, balls with bells, Kurling mats</p> <p>Additional member of staff 1 hr a week = £350</p>	<p>SEE APPENDIX 1 FOR EXAMPLES OF IMPACT</p> <p>Children who were given the opportunity to attend walkers group significantly improved their walking skills.</p> <p>They improved their strength and stamina and coordination. Skills were transferred so that they can take part in other physical activities e.g. riding a bike.</p>	
<p>Zumba run by UPR teacher</p>	<p>KS 2 – 6-week block</p> <p>EYFS/KS 1 – 6 week block</p>	<p>Once a week.</p> <p>£294</p>	<p>Children who had access to Zumba experienced a number of physical benefits.</p> <p>Zumba:</p> <p>Promoted physical fitness by getting children moving</p> <p>Enhanced cognitive skills, teaching dance steps, rhythm, and coordination.</p> <p>Boosts confidence and self-esteem.</p> <p>Encouraged social interaction</p> <p>Children:</p> <p>Learned about different body parts.</p> <p>Followed movements and copied different actions</p> <p>Improved their stamina and fitness</p> <p>Had fun and were happy to join the sessions</p> <p>Developed anticipation and initiated actions</p> <p>Socialised and developed interactions with other children</p>	

<i>Key indicator 5: Increased participation in competitive sport</i>				
Pupils participate in interschool competitions as well as competing against children from others schools.	Identify the needs of groups at Mandeville Identify the needs of groups at St Ann's Select focus sports activity Competition to be held at the end of Spring 2024 – YR 5 and YR 6 Mandeville ST Ann's YR 7 and 8	Cover for meetings Additional staff for the cooperation Minibus costs 2 competitions in Spring and Summer	Competing with other schools to be re visited. This did not take place due to lack of capacity following one of the sports coaches leaving. Sports day at Mandeville – teaching of sports day activities was introduced into class PE lessons in the term prior to sports day. This made sports day more meaningful to the children.	
Total:				

SWIMMING REPORT 2023-2024

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	0%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	0%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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

Head Teacher: Denise Feasey

Date:

APPENDIX 1: Pupils make progress with their mobility skills and swimming skills from their starting point in September 2023.

Additional teaching assistants supporting children to access swimming, carryout mobility programmes set by physio and yoga sessions enables pupils to make progress. 2 classes using Horsenden Primary School swimming pool

The additional 1.5 hours of support in the Angelfish class has made a tremendous impact on the entire group of 8 children, enabling them to participate in weekly swimming lessons. Swimming is essential for children with profound and multiple learning disabilities (PMLD), as it supports their unique physical needs and contributes significantly to their overall development and quality of life.

Without this support, the whole class would not be able to attend swimming lessons, as assisting with changing and providing in-water supervision requires one or two adults for most of the children.

Swimming has had a positive effect on the well-being of each child, promoting muscle relaxation, building stamina, and offering numerous physical and mental health benefits.

One child made significant progress and recovery after hip surgery.

Swimming was a crucial part of rehabilitation because it provides low-impact exercise, allowing the joints to move without bearing the body's full weight. The buoyancy of water reduces strain on the hip, while still strengthening muscles, improving range of motion, and increasing cardiovascular fitness. This combination helps promote healing and overall recovery.

Pupils in Seal class received support in dressing and undressing skills. Most of the children need a high level of prompting and support with this.

Support allowed for showering pupils when needed.

The additional support gave a child access the pool as he needs two adults to change him and 1:1 support in the pool.

With additional support one child is significantly more active and does not drop to the floor when walking. He can now walk up to 30 min in the school and in the community.

Mother now feels confident taking him to the park for exercise. Using some gym equipment in outdoor gym.

He goes up and down stairs without adult support.

He now walks the therapy dog most days and has made friends with another child doing this.

The Physical Development Target for a child in class 5:
 To be able to lift his feet off the ground in the swimming pool, supported by an adult.
 With additional support in the water for swimming, we could focus on building up his confidence in the water, by an adult being 1:1 with him, to give him that reassurance and comfort in the water.
 At the start, he would be a bit scared, hold on to the adult tightly. By the end of the year, he was able to float on his back supported by an adult. He was unable to stand and walk across the pool himself. But he was happy and relaxed, supported by an adult to lay on his back. This was a big achievement.

In Seahorse class, at snack and lunchtimes, the additional support assisted children with their feeding, by helping them to become more independent and/or improve their feeding skills. They also helped to develop their self-help skills in what concerns their personal care by assisting them in washing hands, toileting and brushing teeth.

For play, staff engaged children in turn taking ball games with each other, throwing, catching and kicking ball on demand. Some children were supported to ride tricycles and scooter boards. This has helped them improve their balance, mobility and body awareness.

Children in Reef class had access to the spa pool and additional support on a weekly rotation
 Children were more co-operative with dressing and undressing skills, through use of back-chaining technique e.g. pulling socks off, pull up and down his trousers etc...

Children in Reef class made significant progress in yoga sessions:
 Reduces stress
 Improves concentration
 Builds relationship and confidence
 Create a positive and supportive environment, allowing children to explore at their own pace without pressure



In class 10 Children benefited from Yoga:

Improved Focus and Attention:

Children began yoga sessions and were not able to copy yoga moves at all or would only be able to copy some yoga poses. Attention was limited. By the end of the academic year all children who participated were engaged and were able to focus and concentrate for a full 25 minutes yoga session (We're Going on a Bear Hunt Yoga).

Improved Motor Skills and Coordination:

Children made significant progress in their gross and fine motor skills. All were able by the end of the academic year to copy all of the yoga poses and predict the sequence of poses.

An SMSA stayed on as extra for this session. She particularly helped with Praveen who struggled to copy and do the yoga poses. The SMSA helped him through physical prompting, then faded out the prompting. By the end of the academic year Praveen was able to do every single yoga pose in the session.

Increased Body Awareness:

The pupils began to be aware of their space and the space of others. With physical prompting support at the beginning pupils were supported through the poses. By the end of the academic year the pupils were able to set up their own yoga mats, stick to their yoga mats, and were aware of the space that their bodies took up in the room. (At the beginning of the session the pupils were bumping into each other or sometimes stepping or rolling on each other). Pupils also started to learn the names of their body parts.



Turtle class had additional help that was used for taking one child for the year to swimming as a part of her physio support.

She made significant progress with her mobility, she started crawling around the room to search for toys. She increased her muscle strength and started weight bearing. Weekly practising being on her tummy in the swimming pool helped her to develop confidence when turning to the crawling position.



Daily yoga and Aroma massage for children in Dolphin class developed flexibility, body awareness and communication skills.

A child in Starfish class was scared of the water, but now, with only a little help, can swim from one edge of the pool to the other.

One child can remain afloat with no help, in the past, he had to be supported or he would otherwise tilt forward and drink water.

One child was scared of the water, but now he can swim with support. When he is on his back he can use his legs to kick a light ball.

In hydrotherapy one child in Dolphin class was supported to relax her whole body, relieving her symptoms of dystonia. It enabled her to develop independence by floating for several seconds on her own and supporting her to maintain her range of movement

For one child they were able to develop and maintain the range of movement after an injury. He built up his confidence to move his legs freely again

Swimming Support for all children in Dolphin class helped to maintain their range of movement, reduce high tone / dystonia and promoting independent movement and confidence in the water.

Also supporting with respiratory difficulties in helping to clear excess secretions

Class 7 received support with transition (an additional adult), which helped children to follow the instructions and safely crossing the road between Mandeville and Horsenden - Children practised undressing and independent dressing with the support of adults and visual prompts.

One child was afraid of the water at the beginning. It took her some time and adult's support to become more comfortable. At the end, she was feeling comfortable in the water, walking to the swimming pool independently, using the swimming equipment independently, following the swimming teacher's instructions, playing with the ball in the swimming ball, using the can to play with the water, lying on the foam and attempting to kick.

One child expanded her swimming techniques: jumping independently in the water under the adult's supervision, frog style swimming (trying independently), diving to collect some toy (under the adult's supervision), she also was wearing her swimming goggles.

One child at the beginning needed encouragement to go inside the swimming pool, with the adult's support was able to walk from the shallow to the deep end at the end, splashing with the water.

At the end he shouted while walking independently in the water 'I love swimming'

Improve pupils' attainment in physical development and personal, social, emotional development through physical activities and meeting their sensory needs.

Through additional support and small group sessions, pupils make progress with their mobility, fine/gross motor skills, independence skills and health and self-care skills (eating and drinking, dressing, undressing, toileting, washing, tooth brushing) from their starting point in September 2023 through a range of teaching approaches e.g. floor play, sensory circuits to self-regulate, yoga, eating a wider range of foods through food exploration and toilet training.

The extra support for Goldfish class has been vital to teach life skills.

Three children were not able to sit while eating, they would run around with their food or lie down while eating (putting themselves in danger of choking). Now all three children sit at the table to eat and we can work on their independency.

We took the children to Mc Donald, where they had their meal sitting nicely at the table.

Additional staff in class 7 for play/snack/lunch –

Developing independence during meals time – self feeding

Tasting different taste and textures of food

Developing independence during toilet time

Developing independence and following all toileting/
washing hands steps

Developing independence during brushing teeth

Developing play and social skills

Developing sharing and turn taking skills

Walking independently

Being aware about safety during play and safety using
equipment

Having some extra support during snack and is a crucial time of the day for Starfish class. It is helping us to give better support to the children in enhancing their independence and communication skills.

One child has been using PECS. She started by choosing from real items and she has now moved on to PECS stage. She is also doing toilet training; she has recently started to show the need to be taken to the toilet.

One child has recently started toilet training and, supported by the extra adult, she is making steady progresses.

Additional staff in Turtle class for play/ snack/ lunch duties- It helped children to regulate themselves, start be able to make choice during eating e.g. by choosing from pictures, asking for more.

For one child with adults slowly reducing support, the child was able to start using a spoon to feed herself with more independence.

With additional help we were able to take the child regularly to toilet during toilet training and go through toilet training successfully. The child is not using a nappy any more.

Help during play time was allowing children spend more active break, use equipment with supervision, split into few areas on playground- e.g. using bikes

In Reef class additional support helped with:

Developing PECS

Selective eaters (messy play, food exploration during snack time)

Some children needed 1:1 support during snack time

Splitting the group during snack time

Splitting the group during play time e.g. playground- courtyard

All children make significant progress in term of self-help and independence skills e.g. brushing teeth, toileting, eating and drinking.

Children in class 2 received additional adult support which allowed for helping with PECS and Selected eaters (messy play, food exploration during snack time)

Some children needed 1:1 support during snack time

Splitting the group during snack time

Splitting the group during play time e.g. playground- courtyard

All children make significant progress in terms of self-help and independence skills e.g. brushing teeth, toileting, eating and drinking.

With the additional adult support a child in Rainbowfish class started sitting on the blue bench with minimal support and then sitting independently. Another child and started pulling himself up to a sitting position when lying on the floor.

Pupils effectively using sensory rooms to meet their physical needs.

Training staff on using the sensory rooms, adventure rooms, outdoor gym to meet the pupils' needs.

In class 10 benefited from support from the PE coach:

Activities:

Heavy Work

Sensory Circuit/Diet Activities

Organising Activities

Impact:

Regulation of Sensory Input

One child would often become dysregulated (either becoming overstimulated or under stimulated). The sensory circuit activities and heavy work provided a structured way to help Dylan regulate his sensory input. DM particularly responded to heavy work and organising activities.

Reduction in Behaviours that Challenge

Activities like lifting heavy objects, and pushing and pulling activities that were introduced helped to regulate DM and gave the sensory input that he needed to help regulate his emotions. Dylan behaviours that challenge significantly reduced.

Improved Focus and Attention

With regular input in these activities Dylan's attention and focus increased. He began to start to look and symbols and demonstrated an understanding of the symbols he was shown. He also started to respond to instructions given through symbols.

Additional support in Seahorse class allowed for a sensory circuit to be set up in class and children were supported to complete it by following staff's instructions to go through different areas and work on gross motor skills to improve their mobility. This activity also helped children to self-regulate and be ready to start their daily activities.

Engage children in physical activities outside in the local community.

- *Harrow Climbing Wall* - children able to wear safety harnesses for climbing; children develop confidence and skills in climbing (positioning of foot, gripping with hands, planning where they want to move to next)

One child in class 6 was experiencing major disruptions in family life which affected his ability to self-regulate. His behaviour was deteriorating, He was having difficulties with behaviour that challenges both at home and at school, problems focusing and tolerating peers, and also problems with attending any activities in community outside of school.

He participated in the climbing wall activities with 1:1 support. This allowed him to develop a very trusting and positive relationship with his new key worker.

It also provided this child with a positive and safe activity outside of school, allowing him to increase his confidence and practice safety rules and transitioning between the environment of the school and a venue outside of the school

In class 8 Children had fun there and was very happy to go again. They made progress in the following areas:

Developing climbing skills

Developing listening and follow instructions

Developing confidence

Being a part of climbing community

Making friendships

Developing sharing and turn taking skills

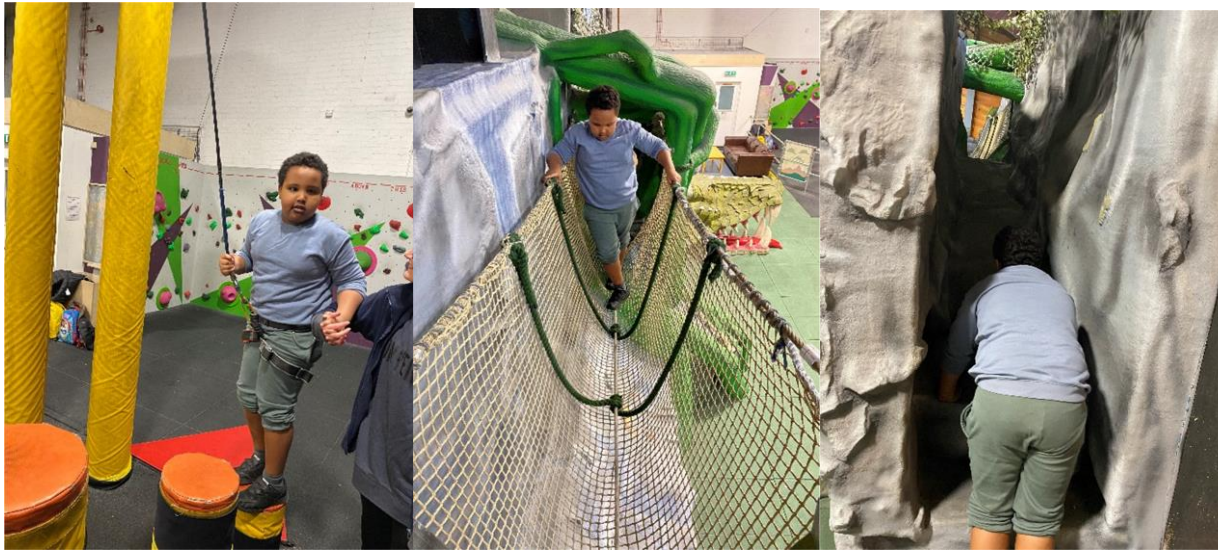
Being aware about safety and using the equipment safely

Feeling confident during transition



Going Rock climbing allowed a child in class 5 to:

Build his confidence by physically exploring in new environments,
 Confidently stand and move his body weight at different heights and in different space diameters.
 Over the 6+ visits to Harrow Wall, you could see him being confident with the routine of his time there,
 and in his movement and ability to move his body weight over all the different equipment.



In class 3 one child:

Happily got on the bus to go to Harrow Climbing Wall for the first session, having had a social story beforehand and photos to hold and look at whilst on the bus. Elon found the first week very difficult and over-stimulating and was unable to access the area. He was very upset and needed support to help him to calm. It took most of the session before he calmed.

When we took him the following week, he went straight into the area, allowed the adult to attach his harness and happily climbed the wall independently once modelled to him.

In class 3 one child:

Enjoyed going from the very first week. He allowed the adult to attach the harness.

He tried the walls a couple of times, but preferred the pencils – blocks that went to a height of about 2 meters.

He gained confidence each week, going higher up and was able to jump off and land on the ground safely and confidently with the harness.

He would be really happy when he knew it was time to go and would be much more relaxed and happy for the afternoon.

➤ *BMX circuit outreach sessions - Access sport*

Block of 6 to 10 weeks of free BMX cycling sessions at the Harrow Pump Track in Kenton Recreation Ground Friday afternoon 1.45 – 2.45.

One child in class 5 Understood he had to wear the safety equipment to be able to ride the bike. To begin with he was just on the flat ground area with the adult support, shadowing him on the bike. Then after a few sessions he was able to ride the hilled circuit alone- and his speed and confidence grew, and he could complete the circuit independently.



Three children in Seahorse class attended the BMX sessions

One child made amazing progress and became very confident riding the 2 wheel bike in the BMX track. Two children progressed on using the 2 wheel bike (with and without stabilisers), balancing themselves independently and were overall more confident when using a bike.

Pupils in walkers engage in a range of sports activities, e.g. football, bowling, curling

Walkers Group – x5 children – Ocean hall

Significant progress for a child in Seal class:
She completed a variety of physio activities with 2 adults
Attended walking group where she worked up to two laps of the corridors in walker
Started to ride a push bike to develop her leg strength.
Would stand in stander for up to 40 min happily.
Would high kneel throughout the school day independently.
Started to stand independently with parallel bars.

Two children in Starfish class took part in the walking group last year.
At the start, one child was not moving his legs and often spent several minutes holding onto the frame without making any move. With time he started to engage and towards the end of the year, he was able to move a few steps forward.
One child followed a similar pattern; he found it difficult at the beginning to move forward, and he was more likely to walk backwards. Toward the end of the year he started to make a few steps forward. Now, when he is in a good mood, he can go quite fast.

Zumba

KS 2 – 6-week block EYFS/KS 1 – 6 week block

In class 3 a child was very happy to move around in the space with the other children. It enabled him to know that being in busy environments could be fun. He would approach children and adults from different classes, building on his personal and social skills. He would also be calmer after attending.

At a later, when it was key stage 2 session, when walking past the hall he requested to go in. We attended the session and he showed excitement in being back at the Zumba session.

In class 3 one child developed her copying skills, following some of the adult modelling, imitating movement

Children in Seahorse class became more aware of their bodies and specific body parts
Children learnt about different body parts.
Children followed movements and copied different actions
Children improved their stamina and fitness
Children had fun and were happy to join the session
Children developed anticipation and initiated actions
Children socialised and developed interactions with other children

In Goldfish class children benefited from meeting and interacting with other children
Listening to the music and moving their body to the rhythm, they could enjoy observing the different movements that the teacher showed them.

In Starfish class a child was not keen to be taken to the hall and she used to stand by the door waiting for the session to be over. After a short time she started to walk around and often she stands in the middle of the room looking at the other children.

This is a good opportunity for one child to be left free to spin around in a safe environment the room without the danger of hurting himself. He enjoys this moment of total freedom and he can remain more focused while placed in his chair for the following sessions.

In class 7 one child was walking with the adult and a symbol in her hands. She needed 1:1 support in the session. She was familiar with the structure. She was showing her excitement by facial expression and body movements. She was participating and copying actions.

The benefits for Reef class children:
Promotes physical fitness by getting children moving
Enhances cognitive skills, teaching dance steps, rhythm, and coordination.
Boosts confidence and self-esteem.
Encourages social interaction.

After Zumba lessons a child in Turtle class copied adults' movements more readily in a class. Parents noticed at home that she start doing dancing movement and practising some poses. The child was happier to dance at home with mum and brother.