

# PE and Sport at St Pauls C of E Primary Withington

## Action plan 2020/2021 and position statement



**Subject leaders: J. Fleet**

## Primary Physical Education and Sport Premium allocation 2021-2022

Sports Premium **Action Plan** St Paul's CofE Primary

Reported by J.Fleet

**Amount of Grant– £18,540**

The Action Plan aims to ensure the effective use of the new Primary PE and Sport Premium. The vision aims for all pupils leaving our school to be physically literate and equipped with the knowledge, skills and motivation necessary for healthy, active lifestyles and lifelong participation in physical activity and sport.

The plan aims to **(intention)**:

- improve the quality and breadth of PE and sporting provision
- increase participation
- ensure all pupils develop healthy lifestyles
- ensure all pupils achieve the performance standards they are capable of
- make improvements now that will benefit pupils joining the school in future years

The 5 indicators we aim to see improvements against are **(impact)**:

- The engagement of all pupils in regular physical exercise – kick starting a healthy lifestyle
- The profile of PESSPA being raised across the school as a tool for whole school improvement
- Increased confidence , knowledge and skills of all staff in teaching PE and Sport
- A broad experience of a range of sports and activities being offered to all pupils
- Participation in competitive sports increased
- Fitness levels of all year groups increased

This plan was shaped by the advice offered to schools by the Department for Education in its communication to schools in June 2013. It was designed to directly address the key findings and recommendations of the Ofsted Report:

**“Beyond 2012 : Outstanding PE for all Schools”**

Key achievements to date: See impact report for detail, summary below	Areas for further improvement:																				
2019/2020	2020/2021																				
Assessment St Paul's 2020/21 (impact) Data for 2019/2020 unavailable due to COVID	<b>FOCUS ON FITNESS OF PUPILS SINCE LOCKDOWN THROUGHOUT SCHOOL</b>																				
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<p>Increase in above from reception to year 2 by 9% but then a dip by the end of year 4 by 13% which is a big decrease. More children made expected in Year 4 than in Reception with an increase of 10% even with a dip in Year 2. Although more children are below there has been an increase in those who are above expected. Overall, expected or better than expected is 92.1% which is more than English and Maths of that year.</p>																					

PP wouldn't have had as much access to fitness/exercise during lockdown, whereas, other children would have had a lot of access to extra exercise at home which would explain the increase in above.

### ENGAGEMENT OF PUPILS IN REGULAR PHYSICAL ACTIVITY (intention)

#### Implementation and impact

- When children were in school
- In autumn term and summer term pupils had 2 hours minimum curriculum plus a 30-minute fitness slot a week
- EYFS took part in all their city sessions which increased active minutes.
- More able groups challenged; evidence found within medium-term planning.
- During spring term when it was remote learning, there were physical activities put onto Google Classroom along with things for mental health and wellbeing of parents and children.
- JF leading on fitness project with KS1 linking active lessons and fitness levels in spring and summer term
- Active 30 minutes extra was taken up by all staff
- After school clubs were allowed to commence in summer term. These were free and had very high attendance.

### THE INCREASED PROFILE OF PE AND SPORT (intention)

#### Implementation & impact

- More pupils have had opportunities to go to an after-school club which was very popular.
- Information has been tweeted in regards to external activities plus emails sent for parents
- European Day of Sport was an excellent success
- We also participated in Healthy Eating Week and Sports Leaders ran competitions all week to encourage children to get active.
- Profile of PE has been raised with new displays, Sports Leaders and discussions in One Voice.

### THE INCREASED PROFILE OF PE AND SPORT (intention)

#### Implementation

- Bike right will come in the autumn term to target those in year 6 who missed out and again in another term.
- Continue with Sports Leaders who will encourage further activity on the pitch and do assemblies
- Participate in European Day of Sport, National walk to school week and Healthy Eating Week.
- Continue with working PE display
- Continue to work on children's level of fitness; agencies and NPQML project, staff support.
- Continue with Sports Leaders; 6 in Year 3/4 and 6 in Year 5/6. Their role will be to encourage children to get active and be involved in PE and activities at lunch and break time.
- Sports Leaders make sports more visible and use One Voice to support this.
- Meet governors twice in a year; JF to lead on this.
- Celebration days; national walk to school week, healthy eating week and sports days.
- Continue to tweet and send letters out to parents regarding up and coming sports opportunities for their children.

### THE INCREASED SKILLS AND KNOWLEDGE OF STAFF (intention)

#### Implementation

- Inclusion of competition in KS1; SH will implement this further. Plus, support given through planning and external agencies.
- Perform a deep dive on PE
- JF continue to attend courses; at least two thirds.
- Fitness sessions to continue
- Staff training does need to be updated; perhaps through fitness or a focus on one element of the curriculum.
- Update health and safety within the school and inform staff of changes
- Staff getting further training; one in Key Stage 1 and One in Key Stage 2 plus a further CPD session for a KS1 teacher who hasn't yet had chance

- We participated in walk to school week; pictures, data and tweets.
- Sports Days did take place with smaller class bubbles.

### THE INCREASED SKILLS AND KNOWLEDGE OF STAFF in 2019/2020(intention) Implementation & impact

- Information and ideas were given to staff as how to use their fitness session and all equipment was available (Certain bubbles only/cleaned etc)
- JF attended a third of courses due to Covid
- Portfolio has been updated with remote learning plans along with new EYFS curriculum
- JF knowledge has been upskilled regarding a deep dive
- City worked with EFYS and improved their fitness levels as well as active minutes.

### OPPORTUNITIES TO EXPERIENCE A BROAD RANGE OF SPORTING ACTIVITIES (intention)

#### Implementation & impact

- Pupils offered free clubs but only from summer term
- Use of website and twitter to inform parents of local sports opportunities.
- Forest school was completed by Year 3/4 and stayed within that year group to increase confidence and resilience in order to help transition.
- Children went for an OAA day which was an excellent success.
- Extra fitness sessions for each class to encourage further exercise. These have been used and used effectively. Children have also enjoyed them.

### INCREASED PARTICIPATION IN COMPETITIVE SPORTS (intention)

#### Implementation & impact

- We held competitions within curriculum time and completed sports day.
- More able pupils have the challenge of competition; medium term and long-term plans.
- Athletics was moved to summer 1 in Year 3/4 and also in summer 5/6

to develop their skills in PE. This is via PECS.

- PSC will also support lunch time organisers

### OPPORTUNITIES TO EXPERIENCE A BROAD RANGE OF SPORTING ACTIVITIES (intention)

#### Implementation

- Continue after school clubs and target more vulnerable children
- Continue with Ghyll Head-change to May and make it shorter this increase of likely hood of children going due to cost and entrance exams for Year 6s.
- Year 5s to do an OAA day with an outside agency
- Encourage staff to implement team building and OAA links within their outdoor PE slots
- Maintain focus on fitness levels through external agencies and also JF's NPQML project.
- Buy more EYFS bikes to help support their active minutes including balance and co-ordination

### INCREASED PARTICIPATION IN COMPETITIVE SPORTS (intention)

#### Implementation

- Start competitions back up again and increase the amount and range of children who can attend.
- Encourage staff to take children on school trips/competitions; payment? Rota?
- Train someone up for Year 3/4 play leader as SH moves to KS1
- Inspire KS1 children with further competition in their play time and curriculum lessons which will be done by SH or PSC
- Encourage Key Stages to have competitions at the end of units in outdoor games such as hockey tournaments etc.
- Continue with a rota of games for the three different areas for KS2
- Create two areas on the pitch for KS1 which can be supported by SH.
- Have a visible sports timetable for children to see which activities are on which days.

<p>to support children on sports day which it did.</p> <p><b>PUPILS' SWIMMING ABILITY</b>  <b>DATA 2020/2021 -</b></p> <ul style="list-style-type: none"> <li>• Top up of Year 4 swimmers was completed which meant all year 4s had had at least one term of swimming.</li> <li>•</li> </ul>	<p><b>PUPILS' SWIMMING ABILITY (intention)</b>  <b>Implementation</b></p> <ul style="list-style-type: none"> <li>• Continue with offer of additional swimming though reaching difficult parents – involvement of family worker</li> <li>• Continue to employ additional adult to walk to the baths with the children.</li> <li>• Ensure pupils in year 6 who missed session in year 5 are invited to top up lessons with the Year 3/4 children.</li> <li>• Gather information from parents of which children are unable to reach 25 m</li> <li>• Target year 5/6 pupils for extra swimming who missed sessions and didn't reach expectations.</li> </ul>
<p><b><u>Subject leader sustainability</u></b></p> <ul style="list-style-type: none"> <li>• JF will continue to take full ownership of PE with support from AL</li> <li>• JF will continue in this role</li> </ul>	

<p>Meeting national curriculum requirements for swimming and water safety</p>	<p>Please complete all of the below:  Year 6 start of 2020/2021 – aim to increase</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/No

**Funding:**  
**Total - £18,540**  
 Intended spending, breakdown:  
 P. Callaghan – Fitness session for year £4500 split with PTA for sustainability £2250  
 PSC (primary sports coaching) subsidy of clubs – £2000  
 PSC staff training: £6080  
 Subsidy of broader experience of range of sports (buying bikes and squash) – £200  
 % of playleaders time-  
 Competitions – (transport 14 x £50 = £700, 14 x £27.50 = £385) - **£1085 (transport and payment of staff)**  
 Resources -  
 PE subject lead time to manage staff and consultants –(3 x supply £155) - **£465**  
 PE association for staff development and training - £900  
 City in the community EYFS - £1500  
 Top up swimming – 4111/ 1027 ¼  
 OA Day Venture out Year 5s-£700 PTA contribute a %

Academic Year: 2020/21	<b>Total fund allocated:</b>	Date Updated: September 2021		
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
<b>Impact</b> School focus with clarity on intended <b>impact on pupils:</b>	<b>Intention</b> Actions to achieve:	Funding allocated:	Evidence and <b>impact:</b>	Sustainability and suggested next steps:



<ul style="list-style-type: none"> <li>• Fitness needs to be prioritised due to Covid</li> <li>• JF's fitness project will continue into the autumn term minimum and will also include a class within the 3/4 team as this member took part in the project in summer term.</li> <li>• After school clubs will continue</li> <li>• Pupils offered 30 minutes per day of activity spread over a week.</li> <li>• Number of pupils working below in 2020/21 to increase</li> <li>• Pupils to enjoy PE and Sports</li> <li>• Attainment in PE is raised in KS1 and maintained in other years based on data from 2020/21</li> <li>• Coverage of progressive and challenging curriculum for all</li> <li>• Target pupils motor skills; this will be monitored</li> <li>• Support KS1 to improve their activity levels at playtime and lunch times</li> <li>• Support KS1 in having more competition with play times and curriculum time.</li> <li>• Need to improve how to support staff if bubble goes down in implementing fitness</li> <li>• Need to have further OAA</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with extra fitness slots and ensure that these are taken up by staff.</li> <li>• Gross motor skills group will be set up to support those in Key Stage Two by an outside agency. This will be monitored by them, the class teacher and the subject lead.</li> <li>• Continue with pupils having two hours of curriculum PE</li> <li>• SH is moving to KS1 which gives an opportunity to impact their levels of activity and competition. Support SH in doing this.</li> <li>• City to continue to deliver one-hour sessions to EYFS</li> <li>• EYFS to have an extra hall/outside slot in order to increase minutes.</li> <li>• After school clubs will continue and some will be targeted</li> <li>• Invite Year 5s to complete at day of OAA with an outside agency.</li> <li>• Encourage KS1 and Lower Key Stage to include team games and some map reading within their outdoor games lessons</li> <li>• Encourage all staff to ensure their warm-ups are rigorous enough in order to improve</li> </ul>			
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<p>within the curriculum</p> <ul style="list-style-type: none"> <li>• EYFS minutes to increase</li> </ul>	<p>fitness.</p> <ul style="list-style-type: none"> <li>• Through JF's project encourage more active learning by linking movement and academic subjects. These could be encouraged to be done within their fitness sessions. To be monitored by JF.</li> </ul>			
<p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
<p><b>Impact</b> School focus with clarity on intended <b>impact on pupils:</b></p>	<p><b>Intentions</b> Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and <b>impact:</b></p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>• Pupils to enjoy PE and Sport</li> <li>• Level of fitness to increase</li> <li>• More pupils participate in external and internal opportunities</li> <li>• More parents able to access sports out of school and raise profile of healthy living outside school</li> <li>• Pupils awareness of relevant news relating to sport and raise excitement aiming to inspire pupils to aim high.</li> <li>• Self-esteem of pupils raised, good role models for others to aspire to</li> <li>• Involvement of governors' challenge and monitor funding ensuring a whole</li> </ul>	<ul style="list-style-type: none"> <li>• Bike right will come in the autumn term to target those in year 6 who missed out and again in another term.</li> <li>• Continue with Sports Leaders who will encourage further activity on the pitch and do assemblies</li> <li>• Participate in European Day of Sport, National walk to school week and Healthy Eating Week.</li> <li>• Continue with working PE display</li> <li>• Continue to work on children's level of fitness; agencies and NPQML project, staff support.</li> <li>• Continue with Sports</li> </ul>			

<p>school approach and that intention of PE is embedding the whole school aims and intentions.</p> <ul style="list-style-type: none"> <li>• Make PE visible around the school.</li> </ul>	<p>Leaders; 6 in Year 3/4 and 6 in Year 5/6. Their role will be to encourage children to get active and be involved in PE and activities at lunch and break time.</p> <ul style="list-style-type: none"> <li>• Sports Leaders make sports more visible and use One Voice to support this.</li> <li>• Meet governors twice in a year; JF to lead on this.</li> <li>• Celebration days; national walk to school week, healthy eating week and sports days.</li> <li>• Continue to tweet and send letters out to parents regarding up and coming sports opportunities for their children.</li> </ul>			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Impact School focus with clarity on intended impact on pupils:	Intention Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• Target staff to be upskilled in specific needs.</li> <li>• Enhanced quality of teaching and learning</li> <li>• Pupils to be challenged</li> <li>• Pupils to participate with enjoyment</li> <li>• Pupils to be able to sustain physical activity in a safe environment</li> <li>• Lead a quality PE curriculum with confidence impacting of progress of all staff and pupils</li> <li>• Pupils to be offered new opportunities and a wider scale once staff upskilled</li> <li>• More competent and confident staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion of competition in KS1; SH will implement this further. Plus, support given through planning and external agencies.</li> <li>• Perform a deep dive on PE</li> <li>• JF continue to attend courses; at least two thirds.</li> <li>• Fitness sessions to continue</li> <li>• Staff training does need to be updated; perhaps through fitness or a focus on one element of the curriculum.</li> <li>• Update health and safety within the school and inform staff of changes</li> <li>• Staff getting further training; one in Key Stage 1 and One in Key Stage 2 plus a further CPD session for a KS1 teacher who hasn't yet had chance to develop their skills in PE. This is via PECS.</li> <li>• PSC will also support lunch time organisers</li> </ul>			

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
<b>Impact</b> School focus with clarity on intended <b>impact on pupils:</b>	<b>Implementation</b> Actions to achieve:	Funding allocated:	Evidence and <b>impact:</b>	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• Increase participation in wider opportunities outside school</li> <li>• Pupils to enjoy a wide variety of clubs whatever the barriers</li> <li>• Fitness levels increase</li> <li>• Opportunities for extended O&amp;A increased.</li> <li>• Resilience of pupils increased</li> </ul>	<ul style="list-style-type: none"> <li>• Continue after school clubs and target more vulnerable children</li> <li>• Continue with Ghyll Head-change to May and make it shorter this increase of likely hood of children going due to cost and entrance exams for Year 6s.</li> <li>• Year 5s to do an OAA day with an outside agency</li> <li>• Encourage staff to implement team building and OAA links within their outdoor PE slots</li> <li>• Maintain focus on fitness levels through external agencies and also JF's NPQML project.</li> <li>• Buy more EYFS bikes to help support their active minutes including balance and co-ordination</li> </ul>			
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
<b>Impact</b> School focus with clarity on intended	<b>Implementation</b> Actions to achieve:	Funding allocated:	Evidence and <b>impact:</b>	Sustainability and suggested next steps:

<p><b>impact on pupils:</b></p>				
<ul style="list-style-type: none"> <li>• Higher % of pupils included in lunchtime competition</li> <li>• Intra sport competitions</li> <li>• Skill level of pupils in competition increase</li> <li>• Resilience of pupils in competition improved</li> <li>• More able pupils challenged in competitive setting</li> <li>• Increase number of pupils in intra sports competitions</li> <li>• Pupils enjoyment of sport increase</li> </ul>	<ul style="list-style-type: none"> <li>• Start competitions back up again and increase the amount and range of children who can attend.</li> <li>• Encourage staff to take children on school trips/competitions; payment? Rota?</li> <li>• <b>Train someone up for Year 3/4 play leader as SH moves to KS1</b></li> <li>• Inspire KS1 children with further competition in their play time and curriculum lessons which will be done by SH or PSC</li> <li>• Encourage Key Stages to have competitions at the end of units in outdoor games such as hockey tournaments etc.</li> <li>• Continue with a rota of games for the three different areas for KS2</li> <li>• Create two areas on the pitch for KS1 which can be supported by SH.</li> <li>• Have a visible sports timetable for children to see which activities are on which days.</li> </ul>			

Additional actions – leadership and management				Percentage of total allocation:
				N/A
Impact School focus with clarity on intended impact on pupils and staff:	Implementation Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• More confident and competent staff.</li> <li>• Enhanced quality of teaching and learning</li> <li>• Improved standards/ standards maintained.</li> <li>• Increased pupil participation</li> <li>• More pupils involved in competition</li> <li>• Developing leadership skills</li> <li>• Increase staff knowledge and understanding</li> <li>• Action plan to be written and impact report written</li> </ul>	<ul style="list-style-type: none"> <li>• AL to support JF as and when needed</li> <li>• New EYFS curriculum needs to be added to the portfolio</li> <li>• Continue to monitor planning and teaching</li> <li>• Continue to analyse data and fill in column grids</li> <li>• PECS to happen with a member in 3/4 and one in year 1/2.</li> <li>• Further development for another member in school in KS1</li> <li>• Support different team members who have moved to different teams.</li> <li>• Increase competition within the curriculum and in lessons</li> <li>• JF to have opportunity to compete a deep dive into PE with support of AL.</li> <li>• Regularly to demonstrate when actions and impact are happening.</li> <li>• Continue with the analysis of assessment grids.</li> </ul>			

	<ul style="list-style-type: none"> <li>Analyse the data from fitness system created.</li> <li>Monitor planning and teaching</li> <li>Update portfolio</li> <li>Manage and run sports leaders</li> <li>Manage and run competitions</li> <li>Report to governors and SMT</li> <li>Write action plans and impact reports.</li> </ul>			
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**Swimming**

<b>PUPILS' SWIMMING ABILITY (impact) Implementation</b>	<b>PUPILS' SWIMMING ABILITY (intention) Implementation</b>	Funding	Evidence and impact	
<ul style="list-style-type: none"> <li>Children to go swimming in order to get their 25m</li> <li>Target Year 6 children who missed out to Covid by gathering data from children and parents</li> <li>Continue to do swimming with Year 3/4</li> <li><b>Create our own system for tracking if children made their 25m</b></li> </ul>	<ul style="list-style-type: none"> <li>Swimming will continue in Year 3/4 with the class teacher and two other adults on a Friday afternoon</li> <li>Do top up lessons for Year 6s to see who has completed their 25m. Then some of these children will need to go for at least one term with 3/4</li> <li>Three adults needed to walk the children to the baths; another adult will remain paid to do this.</li> <li>Discuss a new system that could be used with AL and the Year 3/4 team so they</li> </ul>			



	can manage it themselves once up and running.			
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