

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

Commissioned by



Department
for Education

Created by



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SPORT
TRUST





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>This section will depend on how you spent the grant last year. The COVID closure period was from March – onwards.</p> <p>Things to consider:</p> <ul style="list-style-type: none"> - How did you access SSP remote support ? CPD , videos , resources etc. - How did you ensure the children at home were active? - How did you ensure the key worker children were active? Many schools used SSP staff to deliver physical activity. - Did you buy any equipment? - Did you buy any curriculum resources? - Did you focus on accessing our SSP virtual competitions? - Did you take part in our remote leadership training , sports journalism competition etc? - How did you use funding to support virtual delivery? <p>Remember everything</p>	<p>This section is based on what you were able to deliver up until July 2020. I would consider the following:</p> <ul style="list-style-type: none"> - The need for young people to be more regularly physically active when in school and at home - To access sport to build communication , resilience and team building. - A broader offer to engage more and different young people - To help teachers recover and rebuild confidence for delivery - To increase the range of opportunities - To move from remote to face to face learning - To support those affected by lockdown/pandemic.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £	Date Updated:
What Key indicator(s) are you going to focus on? Link this to one of the 5 main indicators			Total Carry Over Funding:
			£
Intent	Implementation		Impact
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>SSP examples:</p> <p>Key indicator 1: The engagement of all pupils in regular physical activity.</p> <p>To provide structured daily lunch activity clubs for all children utilising the delivery expertise of SSP specialist sports coaches</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>We worked with the SSP to identify a suitable delivery programme to ensure all children could access a minimum of 1 lunchtime session per week of structured physical activity.</p> <p>We identified activities which supported social interaction, communication and having fun.</p>	<p>Carry over funding allocated:</p> <p>£xxxxx</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:</p> <p>-Number of children taking part between September – December 2020.</p> <p>-Number of sessions delivered.</p> <p>- Teacher observations and quotes as evidence of improved social re-interaction.</p> <p>- Levels of daily physical activity</p>
			<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <ul style="list-style-type: none"> - Continued investment with 20/21 budget - Scale up the project and invest more so more children access increased number of sessions. - Involvement of school support staff (LSAs and mid-days) so they can introduce some of the activities on other days. - Continued focus on 60 active minutes per day which this contributes to.

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.	
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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
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 over and above the national curriculum requirements. Have you used it in this way?	Yes/No

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 pupils today and for the future.

Academic Year: 2020/21		Total fund allocated: £	Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>SSP 'BASIC MEMBERSHIP MODEL – Physical And Health and Wellbeing strands (see attached) To impact on all students in Key Stage 1 and 2.</p> <p>Please note some aspects are deliberately targeted at least active children.</p> <p>To build regular physical activity into the school day for all students.</p> <p>To provide a breadth of opportunities for pupils to be active daily including break , lunch and cross curricular activities.</p> <p>To work with the wider school community and workforce through targeted CPD to ensure staff are competent and confident in</p>	<p>1. SSP Healthy Lifestyle assembly to raise whole school awareness of the importance of regular physical activity. (Adapted delivery due to Covid. SSP provided a video recording of the Healthy Lifestyle assembly with a home learning or in-school task sheet to complete)</p> <p>2. Deliver to a target group of children in Year 3 the SSP Fit4Action health intervention 6 week programme.(Autumn and Summer term)</p> <p>3. Select a group of children to attend 3 x Active Kids festivals to engage the least active students in the school in personal challenges</p>	<p>Points 1-6 are all funded through SSP Basic membership.</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<p>1. Date of Assembly and attendance. Follow up Q and A by class teachers on content. Production of follow up tasks and displays.</p> <p>2. Dates of sessions and profile of students selected. Tracking of students future attendance of activities.</p> <p>3. Register and profile of selected students. Comparative data of baseline activity and track progress.</p> <p>4. Audit of cross curricular activity pre and post training. Staff records of attendance. Measure use of resources and</p>	<p>1. Staff attend assembly to gain knowledge. Staff to provide update assemblies in partnership with the SSP.</p> <p>2. Use this philosophy for other groups within school. Use the resource and content to embed into other areas of the curriculum.</p> <p>3. Use the Personal Challenges to chart activity between festivals. If successful widen the project to a greater number of children.</p> <p>4. Staff to provide in house training for other teaching and support staff. Purchase resources to retain in school.</p>

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<p>implementing daily activity strategies.</p> <p>To work with the SSP through events and festivals to inspire regular activity and provide a daily mile/activity strategy.</p> <p>To utilise the Active School Planner tool to identify areas to improve the offer across the day for students to be active.</p> <p>Through SSP membership – our school has participated in the provision documented in this section with the specific aim of supporting the wellbeing of our students during the pandemic (lockdown period). This has ensured opportunity and access to 60 active minutes per day.</p>	<p>and to develop a love of being active.(3 x Multi skills virtual festival resources were created and made available to all schools, these included video instructions to allow children to complete the festival at home or in school)</p> <p>4. Select and book appropriate staff to attend Active Literacy and Maths of the Day as part of the SSP CPD offer.(Adapted delivery due to Covid meant these CPD sessions were delivered virtually)</p> <p>5. Staff to attend ‘Healthy Movers’ CPD and utilize the resources to engage our youngest students and families in being more regularly active.(Resources online)</p> <p>a. Creation of SSP web page for the storing and sharing of a wide range of remote learning resources.</p> <p>b. Between January – Easter 2021 the delivery of a daily ‘free to access’ virtual sports and activity club via zoom led by the SSP team. In place to allow children to access extra-curricular sport during the lockdown and restricted period.</p>		<p>approach.</p> <p>5. Audit of school EY offer and action plan. Staff records of attendance. Tracking of active minutes per day.</p> <p>Evidence could include – methods and examples of communication for this period, lists of students participating , completed work samples , entry dates , records of classes and teachers accessing support , evidence of parental engagement.</p>	<p>5. Staff CPD and resources specific to the setting.</p>
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	<p>c. Throughout January, February and March – the SSP delivered a ‘live’ PE afternoon with KS1 and KS2 sessions available through zoom for students at home and in school to access.</p> <p>d. Throughout February and March (during lockdown period) the SSP Get Up and Active daily early morning club was free to access for all students to re-engage students with physical activity and get them ready for the school day.</p> <p>e. A large bank of pre-recorded video resources created by the SSP team to support at home/in school PE delivery and physical activity participation.</p> <p>f. The creation and delivery of regular physical activity challenges , festivals and competitions delivered virtually to increase participation.</p> <p>g. The SSP provided fortnightly ‘home learning’ activity cards and packs which were set as daily tasks for PE at home and used by staff in schools.</p>			
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached)</p> <p>To impact on all students and staff in Key Stage 1 and 2.</p> <p>To work with targeted pupils on whole school priorities using PE and School Sport as the vehicle to raise standards.</p> <p>To ensure training takes place to enable the school to facilitate active and productive break and lunch times.</p> <p>To ensure all staff access PE specific CPD across the academic year to raise the profile and importance of the subject.</p> <p>To provide development support for staff to raise the quality of PE and School Sport on offer which , in turn, will raise the profile of the subject.</p> <p>To ensure the PE subject lead is given time to develop the subject and to share learning and best practice</p>	<p>1. Identify SSP interventions and support to target whole school issues e.g. training of PALs and Mid-days to improve behaviour at lunchtimes.(Adapted delivery due to Covid – SSP designed virtual sports leaders schemes for KS1 and KS2. These included SSP Mini Sports Leaders KS1 and Super Sports Leaders KS2 . Video resources , written tasks and documents produced and made available to all students at home and in school. On completion , certificates awarded.)</p> <p>2. Book 1 x termly staff inset PE specific sessions through the SSP based on internal staff needs to raise the profile of PE across all staff.(Adapted delivery – a full offer of staff inset sessions made available remotely through zoom)</p>	<p>Points 1-6 are all funded through SSP Basic membership.</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<p>1. Whole School Development Plan and reference to the contribution of PE, SS and PA. Tracking of number of incidents recorded at lunchtimes.</p> <p>2. Attendance of staff at sessions, engagement, surveys of engagement. Tracking systems of use of new skills.</p> <p>3. Registers and staff attendance.</p> <p>4. Annual tracking of staff attending CPD mapped against whole school priorities e.g. Literacy Coordinator attending Active Literacy course.</p> <p>5. Records of both teaching and support staff working</p>	<p>Sustainability and suggested next steps:</p> <p>1. Tracking of interventions against whole school priority of lunch time behavior. Use of evidence to improve future plans and training needs.</p> <p>2. Survey pre and post staff on confidence and profile of PE. Observation of quality of delivery and links to whole school priority improvements. Eg. greater engagement of girls in PE lessons following Dance Staff Inset.</p> <p>3. Regular PE feedback slot at staff meetings to share knowledge.</p> <p>4. Sharing across all staff and informing schemes of work across a range of subjects.</p>

across the school. To use cross curricular PE/SS and PA interventions to raise standards in core subject performance.	<p>3. Attendance at PE Lead meetings and share outcomes across whole school. (half-termly virtual meetings for PE Leads)</p> <p>4. A structured plan of staff across the whole school to attend and access CPD opportunities. (Adapted delivery – the CPD calendar for 2020/21 is available remotely)</p> <p>5. Engage with Team Teaching opportunities through SSP projects, PALs, Flying Start and Fit4Action for teaching and support staff. (Largely delivered in Autumn and summer terms)</p> <p>6. Engagement of more staff in preparation of festivals and attendance to cross curricular CPD to ensure PE, SS and PA are impacting across all elements of school life (Adapted delivery – all available through the virtual calendar)</p>		<p>alongside projects. Dates of sessions and profile of outcomes and participants</p> <p>6. An annual plan of involvement in festivals, e.g. LSA to lead preparation of Dance Festival. Aim to engage and raise profile across all staff.</p>	<p>5. Follow up activities to projects by in – house staff and records of future engagement.</p> <p>6. Develop an ethos of shared responsibility across PE, SS and</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>SSP 'BASIC MEMBERSHIP MODEL' – all strands contribute to this area (see attached) High Quality PE is most prominent.</p> <p>To impact on all students and staff in Key Stage 1 and 2.</p> <p>To ensure that all staff are trained in a range of topics to deliver high quality PE sessions.</p> <p>To ensure students are able to actively participate in and contribute to high quality PE lessons.</p> <p>To ensure that students have a broad and detailed knowledge of a wide range of sporting activities by the end of KS 2.</p> <p>To ensure all students have a firm understanding of the importance of PE /SS and PA relevant to their age and stage.</p> <p>To ensure students can select and make choices to participate in a wide range of their chosen extra-curricular</p>	<p>1. Access and tracking of impact of CPD attendance on quality of lessons and confidence of staff. (Adapted delivery – virtual CPD through zoom)</p> <p>2. Deliver 3 x staff inset sessions based on staff audit of needs. Track impact. (Adapted delivery – virtual delivery through zoom)</p> <p>3. Ensure all opportunities to team teach with SSP specialist staff are taken across projects and interventions for both teaching and support staff. (Autumn and</p>	<p>Points 1-6 are all funded through SSP Basic membership. Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<p>1. Attendance records and course details, certificates if required. Observations and monitoring of PE delivery.</p> <p>2. Details of staff audit, topics covered, dates and resources collected.</p> <p>3. Staff records of project involvement. Staff records on follow up activities. Future interventions.</p> <p>4. Records of meetings, notes and handouts.</p>	<p>1. A wide range of staff attending courses to ensure skills remain in school. Opportunities through staff meetings for staff to share acquired skills and knowledge. A structured approach to lesson observations.</p> <p>2. All staff have the opportunity to attend. Follow up discussions around impact on lesson delivery. Evaluation of effectiveness of training.</p> <p>3. Staff briefing to ensure a deeper understanding of CPD through team teaching. Resources and knowledge retained in school.</p> <p>4. PE Lead has the opportunity to share within whole staff meetings.</p> <p>5. Central whole school</p>

<p>activities , delivered by highly motivated and competent staff.</p> <p>To utilise external expertise to ensure students benefit from detailed subject specific knowledge.</p> <p>Students are exposed to and comfortable with participating in school sport opportunities with other schools.</p>	<p>summer term)</p> <p>4. Attendance at SSP PE Lead meetings to gain knowledge to share (Delivered remotely)</p> <p>5. Gathering and use of SSP PE resources to support staff in school with the delivery of lessons.(All videos , resurces and fortnightly home learning tasks made available through the web page)</p> <p>6. Wider use of SSP infrastructure to network and share ideas.</p>		<p>5. Making use of the SSP resource bank to support schemes of work and lesson planning.</p> <p>6. Attend and utilize SSP networking opportunities and sharing of ideas between schools.</p>	<p>base for resources accessible to all in school.</p> <p>6. Allowing staff time to attend events and then share findings.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Additional achievements: SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) School Sport is most prominent.</p> <p>To impact on all students and staff in Key Stage 1 and 2</p> <p>To ensure every child has the opportunity to represent the school in an external inter school</p>	<p>1. Access to broad range of Festivals, competitions and leagues. Preparing children.(Adapted delivery – a full calendar of virtual events , competitions and challenges)</p> <p>2. Entering groups of children in events aimed at less active</p>	<p>Points 1-8 are all funded through SSP Basic membership. Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<p>1. Records of events entered, records of children and participation levels and percentages across school.</p> <p>2. Records of events and students selected – track pre and post levels of activity</p>	<p>1. A plan to ensure all students have termly opportunities to prepare, attend and represent school.</p> <p>2. Tracking of students attendance and engagement in broader extra- curricular sport post event.</p> <p>3. Investment in additional</p>

<p>competition , league or festival and be able to articulate how this made them feel.</p> <p>To develop the ‘peer’ workforce to build the skills of young leaders to be able to motivate and inspire other young people in school to be active.</p> <p>Students to be equipped by the end of KS 1 to enjoy a range of skills and activities to fully engage in active play and games.</p> <p>Students to be equipped by the end of KS 2 to enjoy a wide range of sports and have the skills and competencies to both participate and compete.</p> <p>To support each individual child to find ‘their’ chosen sport or activity.</p> <p>To utilise SSP expertise to deliver a wide range of clubs and coaching opportunities to our students.</p> <p>Our students will be able to clearly articulate which sports and activities they enjoy and why.</p> <p>Our students will be able to use correct sporting terminology across a broad range of sports.</p>	<p>students e.g. Multi Skills Festival, Key Stage 1 Winter Games.(Adapted delivery – creation of virtual festivals with videos and resources)</p> <p>3. Use of PALs training and staff inset for support staff to increase levels of activity and range of topics covered during break and lunchtimes.(Adapted delivery – remote learning provided and videos for all leadership schemes and inset for support staff)</p> <p>4. Engaging different students in performance based opportunities such as the Dance Festival, Cheerleading Competition and Skipping Festival. Ensuring children in school can access non-traditional sporting opportunities.(Adapted delivery – SSP Step Up and Dance Challenge (Spring), SSP Virtual Dance Festival (Summer)</p> <p>5. Engage with Active Kids Festivals (Adapted delivery – through virtual festivals , videos and resources)</p>	<p>3. Dates and records of training. Audit of equipment required. Support staff engagement with activities tracked. Numbers of children active during break and lunchtime.</p> <p>4. Entry details in these events. Profile and details of students attending.</p> <p>5. As above</p> <p>6. Completion of community club request sheet. Requests based on consulting students, records of need. Allocation and timetable of breakfast, lunchtime and after school clubs.</p> <p>7. Dates and student records of conference. Links to whole school priorities</p> <p>8. Keep a record of letters, invited students and those who</p>	<p>play and sports equipment. Keeping staff engaged yearly with PALs training. Linking activity levels to whole school priorities.</p> <p>4. A school plan to allocate different opportunities to different year groups and target groups of children.</p> <p>5. Tracking of engagement in broader clubs and extra-curricular opportunities</p> <p>6. Mapping club programme to a wider range of festivals and competitions and festivals to track. Allowing our own school staff to support experts in a range of clubs.</p> <p>7. Leaders to act as Ambassadors in school to advocate a greater engagement from their peers.</p> <p>8. Link selections to performance in PE, School Sport and ensure students are correctly identified by</p>
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	<p>6. Use of SSP Community club scheme to offer a wider range of extra curricular clubs.</p> <p>7. Select students to attend the SSP Annual Leadership Conference for Year 2 and 5 to help young people in our school be at the forefront of developing a broader offer.</p> <p>8. Ensure students from our school access the range of Gifted and Talented holiday camps – different students access different sports and activities.</p>		attended	engaging staff in the process
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) School Sport is most prominent.</p> <p>To impact on all students and staff in Key Stage 1 and 2.</p> <p>To identify a wide range of sporting festivals and sports for our school and students to participate in.</p> <p>To ensure every child enjoys the experience of representing the school in a festival, league or competition (appropriate to their needs) and is able to articulate the learning taken from the experience.</p> <p>To utilise whole school intra competition to raise standards across all subjects with PE and SS as the initial driver.</p> <p>Students to understand and be able to deal with emotionally , both winning and losing in sport.</p>	<ol style="list-style-type: none"> 1. Involvement of a wide range of students in a broad offer of competitions (Adapted delivery – engagement in the virtual offer of competitions, festivals and challenges) 2. Participation in SSP Football and Netball leagues to increase regular competitive opportunities. 3. Entry into Dance Festival 4. Development of intra (in school) competitive opportunities. 5. Ensuring students access Gifted and Talented holiday camps to support their development and pathway into community 	<p>Points 1-5 are all funded through SSP Basic membership</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<ol style="list-style-type: none"> 1. List of competitions entered and records of students attending. Competitive calendar linked to SSP website. 2. Records of fixtures, training and participants. 3. List of students and programme from the event. 4. Annual plan of intra competition to act as trials for inter competition. 5. Records of students who attend, SSP links to local clubs. 	<ol style="list-style-type: none"> 1. Annual calendar discussed and produced in consultation with staff and students. Whole school plan to grow offer on a termly basis. 2. Engagement of a wide range of teaching and support staff in fixtures, transport and training. Investment in kit. 3. In school performance to engage and inspire future students. 4. Build intra competition into whole school diary 5. Celebrate the success of these students

	competitive sport and beyond.			
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	