

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
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 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 2020** at the latest.

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 2020. 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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Specialist PE teacher for two days a week • Professionals upskilling staff across a range of sports, including links with the local tennis club • Get Active week – introducing children to new healthy and active experiences for their physical, social and emotional well-being. • Implemented the daily mile • Partook in BSP sports competitions • Football and Netball leagues • Very successful new sports day format 	<ul style="list-style-type: none"> • Continue to upskill all members of staff. 4 new members of staff across KS1 and 2 this year and 2 NQTs. • To provide a wider range of sporting activities through the curriculum. • To provide a wider range of extra-curricular sporting activities and clubs. • Increase children's physical activity levels outside of PE lessons • To provide more opportunities for pupil premium and SEN children. • To increase leadership opportunities for children across the school within PE.

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p>	<p>90%</p> <p>(this is from 51 out of a possible 60 responses)</p>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%

<p>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?</p>	<p>No</p>
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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: 2019/20		Total fund allocated: £19,610 £4430.99 Carried forward		Date Updated: 1 st July 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					%
Intent	Implementati on		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:
To engage all pupils in regular physical activity in order to improve their retention and recall and physical, social and emotional well-being.		£500 new resources/ Additional equipment.	Participation in the daily mile has increased significantly, with many class teachers completing the daily mile with their pupils. Feedback has been incredibly positive and pupils and teachers have said that completing it with their children has increased motivation of less active children and increased speed. Daily mile challenges have been set across the school in the lead up to Christmas and the Olympics with year 6 also creating competitions between class mates. Sports captains given responsibility of logging daily mile activity.		Sports captains to continue logging daily mile participation for their class and also any other physical activity completed in the classroom. PE teacher to monitor this and target less active classes with new and creative ways to fit physical activity into their day.
Daily mile	Ensure that all teachers are building in regular time for the daily mile, ideally every day or as a minimum of 3 days a week on non-PE days. Between subject changes, rather than before breaks or end of the day.				
Gonoodle 5 min move – Joe Wicks or other Cosmic Yoga PE with Joe	Staff and pupils to gain and understanding of the importance of regular activity and the impact this				Continue to make the daily mile exciting and motivational for children.

Play leaders	can have on wellbeing and learning. Include 1 of these into their daily plan. (not to replace daily mile)		Due to Covid 19 we were unable to log data for how much the daily mile was specifically being completed by each class.	All classes to have a daily mile challenge each term.
2 hours of PE	Member of staff to lead play leaders and help train the children. New exciting and innovative activities to be delivered and equipment to be ordered.		Our Pupil Voice was also postponed and although we tried to complete it virtually, this was not possible.	Play leaders rotated on activities and activities changed once during the year. This will keep motivation of play leaders and new children joining in.
Termly log of participation in physical activity to identify different active and non-active pupils.	Ensure that all pupils are receiving 2 hours of timetabled PE a week. Check timetables.		Selected play leaders received training to increase their understanding of their role and to feedback to other play leaders. Children continue to have lots of opportunities at lunchtime to participate in more structured play. A wider variety has been included and play leaders can rotate ensuring they do not get bored, increasing their motivation to lead.	Some funding towards any new play leader equipment needed. Play leaders to be more visible and being displayed around the school for pupils to know who they are.
	PE lead to send out spreadsheet in spring term to class teachers. They are responsible to complete a termly check of how much physical activity children are completing.		A termly physical activity log was due to start in the second half of the Spring term, but was unable to be implemented, so will start from September for the new Autumn term.	Play leaders to keep a log of numbers of participants and PE lead to monitor this to target less active year groups.
				Class teachers will complete termly physical activity log to monitor least active children.

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: £0	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
PE boards in the school hall and near main entrance to celebrate sporting achievements across the school and how we inspire pupils in PE.	Designated person to regularly update the PE board. Take photos of teams and record results. PE captains to help maintain the board and collect information.		Children can see what the schools 4 key principles in PE are and how we aim to achieve them. They are more aware of sporting achievements and when clubs are running. Feedback has been positive and there is definitely an increased desire for children to compete in sports opportunities to have their photo displayed for all to see. Children, teachers and visitors are all able to view the large hall board and the sports stars board. It has also led to other challenge boards being displayed, like the road to the Olympics. There is a much stronger presence of PE around the school.	PE Leads and sports captains/council to regularly update the hall sports display. Include a list of local sports club training for children to attend and other community sports events. Sporting Stars board to have space for match and competition results.
To introduce a sports council/captains to help raise the profile of PE.	PE lead to communicate and meet termly with Sports captains and allocate roles.		Sports captains' selection has been very popular. Each term we had 20 sports captains across year 1-6, across the year totalling 60 leadership roles. They have had the opportunity to organise and lead house events and support PE teacher.	Find a space for a well-being board to support children's emotional well-being.
Website	School website to be updated with clear information and intent of PE and updated termly with sporting achievements, photos etc.			A sports council for Upper KS2 to be utilised across the year, including in a mentoring programme. More designated responsibilities required and more allocated time
School newsletters	Office to be provided with sporting			

<p>Sporting successes highlighted in weekly assemblies.</p>	<p>achievements during the week to be shared in weekly school newsletter.</p> <p>Designated pupils to create a short match report to share in assembly. Sports star selected by PE teacher each week and picture displayed on sports stars board.</p>		<p>The website update now includes a lot more information across the whole of PESSPA at Northgate, ensuring visitors to the sight fully understand our intent, implementation and impact of PE.</p> <p>With more competition happening in school sport, the newsletter has included a higher amount of sporting achievement allowing parents to understand the importance to Northgate of celebrating success in PE. This is the same for weekly sports stars.</p>	<p>for meetings.</p> <p>Website to be updated termly by PE teacher with competition photos and updates in PE.</p> <p>Club schedule and long term plan to be visible to parents on website.</p>
<p>Apply for the Gold PE Quality Mark.</p>	<p>Time needed to gather evidence and complete form – Meet with school Governor. PE lead to monitor and ensure on track with gold criteria.</p>		<p>Due to Covid 19 the decision to pause the 2019 Games Mark was made by the SGM, therefore we will retain Silver status until next year. We are however in a much better position with planning for evidence collection at the beginning of next year.</p>	<p>1 termly PE assembly to discuss something to do with PESSPA to the children as a whole school. This could be to discuss the PE values or a guest speaker.</p>
<p>Increase opportunity for competitive sport and representing the school through competition.</p>	<p>Increase entries into tournaments, competitions and leagues through school games and locally. This will provide more opportunities for more pupils to represent the school across the year groups.</p>	<p>£ See below BSP package</p>	<p>The school is actively completing in the Hertfordshire finals virtual school games.</p> <p>We have increased the amount of competitive sporting opportunities substantially this year.</p> <p>For the Autumn term and Spring term we had entered 10 Birchwood Sports Partnership competitions out of a</p>	<p>Apply for Gold Sports Mark. PE leads to ensure criteria is on-track and being met throughout the year.</p> <p>Continue to enter as many competitions, tournaments and leagues as possible with staffing resources that we have. Look at more local school links.</p>

Offering a wider variety of inclusive sports clubs across all years during lunch times. (See below)	PE teacher to deliver 2 lunchtime clubs a week alternating the year groups. Increase links with volunteer coaches and local clubs to offer more opportunities.		<p>possible 11, which allowed 259 opportunities represent the school.</p> <p>As well as this over 40 pupils represented the school in netball and football leagues.</p> <p>PE teacher delivers two 30 minute lunchtime clubs per week across a range of sport and year groups. This has increased opportunities for children to participate, especially from years 3&4. Selected children from year 5&6 have also been provided with leadership opportunities supporting KS1 in clubs.</p>	<p>Continue to increase amount of inclusive sports clubs being offered, as long as we have volunteer coaches willing to offer this.</p> <p>More opportunities especially needed for KS1 children.</p> <p>Hall availability on Friday lunchtime and afterschool. PE leads to continue working on creating links with volunteer coaches.</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>Specialist PE teacher to upskill staff – for all PE teaching to be good or outstanding.</p> <p>Teachers to be provided with more structured learning sequences and key areas of learning, to aid their planning and understanding of the curriculum.</p>	<p>All KS1 and KS2 teachers to have one PE session a week team teaching with a specialist teacher. Termly lesson observations of staff to monitor impact and % of good/outstanding teaching.</p> <p>Teachers to use Cambridge SoW (published SoW) where possible to aid their planning and delivery. A good amount of time should be spent on planning to use resources to meet the time frame and needs of PE lessons.</p>	£20,144.64	<p>Pupils are benefitting from having specialist teaching in 1 PE lesson per week, providing a higher standard of subject content knowledge being delivered. Teacher's feedback has shown more confidence in teaching PE and utilising the time allocated to ensure as much physical work is being completed by pupils as possible.</p> <table border="1"> <thead> <tr> <th></th><th></th><th>WT</th><th>ARE</th><th>GD</th></tr> </thead> <tbody> <tr> <td>Total</td><td>354</td><td>54</td><td>194</td><td>106</td></tr> <tr> <td>%</td><td>100</td><td>15</td><td>55</td><td>30</td></tr> <tr> <td>KS1</td><td>119</td><td>19</td><td>71</td><td>29</td></tr> <tr> <td>%</td><td>100</td><td>16</td><td>60</td><td>24</td></tr> <tr> <td>KS2</td><td>235</td><td>35</td><td>123</td><td>77</td></tr> <tr> <td>%</td><td>100</td><td>15</td><td>52</td><td>33</td></tr> </tbody> </table> <p>Of 11 staff observations that were conducted, 80% PE lessons considered good and 20% requiring improvement.</p>			WT	ARE	GD	Total	354	54	194	106	%	100	15	55	30	KS1	119	19	71	29	%	100	16	60	24	KS2	235	35	123	77	%	100	15	52	33	<p>Increased team teaching between PE teacher and class teacher. Termly observations to continue to monitor and record progress and improvement in PE lessons. Class teachers to continue to be open minded and enthusiastic about PE lessons.</p> <p>Use an allocated part of funding to buy into Complete PE. This will add to resources and offer staff and the school more support with lessons and assessment. PE teacher to monitor medium term planning more closely.</p>
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Regular termly CPD covering various aspects of PESSPA. BSP provide specialist coaching.	PE leads to support staff through meetings, 1:1s, and presentations, with understanding any new changes or implementations of PESSPA across the school. Deliver 1 termly practical CPD session on a particular area of learning within PE.		Teachers like having a more structured 6 week learnings sequence provided in the CSOW. They are able to review previous weeks learning and use future weeks to help with their teaching.	Allocated time before new academic year starts and then 1 after school slot per term to deliver CPD to teaching staff. Continue platinum membership for BSP.
To attend the Primary Sports and PE conference and any other sharing good practice meeting between local schools.	Specialist PE teacher and PE lead to attend course and feedback to teachers during a staff meeting.	£150	<p>Due to COVID 19 BSP were unable to offer specialist coaching. Time limitations had an impact on CPD offered to staff.</p> <p>PE leads have gained further knowledge in how to increase physical activity within the school and evidence this, as well as many useful resources surrounding teaching and learning, as well as around what makes a high quality PE lesson.</p>	Attend conference next 2021 to continue increasing knowledge and opportunities in PESSPA for the school. Continue sharing and implementing ideas this with teaching staff.

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>Wider range of sporting activities and clubs to be offered to pupils after school and at lunch time. (See below)</p> <p>Wellbeing week</p> <p>To enter BSP competitions Additional after school training after school for competitions.</p>	<p>PE teacher, volunteers and other staff to offer clubs at lunchtime or after school.</p> <p>All children to take part in a wellbeing week. Focus on mindfulness activities. All children to have a 30 minute yoga session. PSHE – discuss the importance of less screen time and more physical activity. All pupils to make a healthy snack in class.</p> <p>PE teacher to organise entries and teams, ensuring a mix of children are able to participate. Additional training led by PE teacher and external coaches. Office to keep a record of who has attended competitions.</p>	<p>£150 transport Birchwood games</p> <p>£ See below for package funding allocation</p>	<p>As above Due to COVID 19 a number of planned opportunities were paused. Volunteer cricket coach set up to deliver inclusive cricket coaching to years 3-6 in Summer term Links made with nearby school to look at participating in sports tournaments and accessing their specialist coaches.</p> <p>The amount of inclusive sports clubs offered this year has increased dramatically, resulting in more opportunities for all children to participate.</p> <p>Successful Well-being week introducing children to new healthy experiences like mindfulness, mediation and smoothie making.</p> <p>Up until the Covid 19 pandemic we entered 91% of BSP competitions.</p>	<p>PE teacher to contact a number of local sports club to increase volunteers for running clubs. Develop link with nearby school to increase coaching opportunities. Find out if any parents have are able to offer coaching or support with clubs, so numbers can increase.</p> <p>Space allocation at lunchtime for clubs.</p> <p>First week after October half term to be allocated to well-being week.</p> <p>PE leads to organise a selection of activities with class teachers to be delivered throughout the week. More variety needed and more activities throughout the week.</p> <p>Sports captains to promote well-being week amongst pupils.</p>

<p>To increase the % of PP and other groups attending competition and clubs.</p>	<p>PE lead to ensure Pupil premium are offered opportunities for attending clubs and representing school at competitions. Office to keep record of who has attended competitions. PE lead to monitor % of children attending. Is this increasing? Registers to be kept for all clubs as well as those delivered by external coaches.</p>		<p>Year 6 children won basketball and Athletics competitions, which meant they would represent East Herts at the County finals, however due to COVID 19 they were cancelled. The school has not won any of the BSP competitions before. We were able to put on free specialist athletics training and basketball training led by external coaches, in preparation for these events. 82% of PP and 75% of SEND pupils attended school sports clubs. 45% of PP and 45% SEND pupils represented at school competition.</p>	<p>Look into whether PP children can be funded to attend any paid for sports clubs. Continue to monitor PP attendance to clubs and competitions.</p>
<p>To raise the % of pupils leaving year 6 being able to swim at least 25m</p>	<p>Parent survey to find out % of pupils able to swim 25m. Top up sessions to be offered to year 5 and 6 pupils during the summer term.</p>		<p>Increase of 20% from 18/19 of year 6 children being able to swim 25m.</p>	
<p>To provide tennis coaching sessions for all year 6 pupils during the summer term.</p>	<p>PE lead to arrange timings with tennis club and teaching staff.</p>		<p>Due to Covid 19 we were unable to offer tennis lessons to our current year 6 pupils, but they did have some one of golf coaching earlier in the year from a local golf club. We were also able to offer our year 2 pupils some specialist multi-skills and rugby coaching.</p>	<p>Continue to communicate with local tennis club and look into whether this can be offered next year. PE lead to use contacts provided and other links to local clubs to increase the amount of specialist coaching within lessons on an annual basis.</p>

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:
Interclass/inter house competitions	All children to be given the opportunity to play against their opposite class peers in competitive situations (ideally once a term) Children participate in various games/matches in classroom PE. Ensure teachers have allocated time on their plan for this.		We held a really successful end of Autumn term intra-house Multiskills competition for years 1-6. Year 1&2, 3&4, 5&6 all competed against each other in their houses to earn points. The activities were led by sports captains in years 4-6 for the lower year groups. PE teacher has implemented house hoop into PE lessons as an incentive to gain house points by showing various skills, knowledge and team work within lessons. Covid 19, unfortunately put a stop to the spring term house event. Houses have now been introduced to year 1 to provide them with a sense of belonging.	Continue to use the sports captains to lead sports house events, but also plan and organise their own house events and termly charity events. Time allocated to meet with sports captains more regularly.
Inter house – Sports Day	Children compete in a whole school inclusive house event once a term. PE teacher to structure the day. Staff to be allocated jobs to support the day. Sports captains to help run the day.		A socially distanced sports day week was still held for all children in school.	
KAS Football and cricket league and BSP High 5s, Netball and Football league	Football, netball and cricket sessions for boys and girls allowing children the opportunity to train and compete in school matches/tournaments.		KAS winter football league was another successful year with the gold team winning the majority of	Ensure parents are fully informed about football trials and numbers of allocated spaces within the KAS club.
KAS Football Festival	Girls and boys teams across years 4-6 selected to compete in a			

BSP Competitions – Some children across KS1 and KS2 will be invited to participate in a wide variety of sports against other schools.	football tournament. PE teacher to take the lead to enter and organise teams. Timetable to be provided in staffroom. Staff and governors need to be allocated to help support and attend each event. Office to support with admin.	£1250 BSP + £603 Platinum Package	their matches and the silver team also winning a high number. We also entered the BSP winter football league for the first time and the netball high 5s league. We increased the amount of friendlies played locally in football. RD and GC volunteered to look after football teams, which has allowed PE teacher more time to organise other events.	Increase more friendly opportunities for lower year groups in football and year 5/6 netball. We need more teacher or TAs to volunteer to take responsibility for a team, so we have enough resources of staff for the matches.
Cross Country	To enter 4 boys and 4 girls from years 5/6 to compete in county cross country event.	£18.00 Entry	Increased amount of BSP competitions have been entered. See above data. Children and parents have feedback that they can see the positive effect of more opportunities. Many children that have not represented the school before in events were able to do so this year. Timetable visible to class teachers. All sports events added to whole school calendar.	
Partnership Netball/Cricket/Rounders League	Ensure staff attend CPD sessions that are run by the partnership. Enter all competitions and festivals.			Request with SGO more competitive and non-competitive events for years 1-4.
<u>Platinum Package</u> – CPD for staff, G&T, SEN and disengaged opportunities for children. Leagues, KS1/2 multisport festival, KS1 dance festival, cluster competitions, rounders league, swimming gala, use of BSP equipment, active learning resource pack.	School signed up to the platinum package for Birchwood Sports Partnership to provide more opportunities for competitive sport. This includes tournaments, competitions and leagues. Opportunities to win and then represent at county finals.	As above	Cross country entered and completed by year 5 & 6 children, giving them valuable experience in attending a larger external event with 100s of participants. It was planned to enter some selected pupils into the county basketball trials and the Hertfordshire sports partnership	A dedicated PESSPA board in the staffroom for PE teacher and lead to update and keep staff informed.

<p>Free clubs offered at school</p> <p>Autumn Term</p> <p>Netball</p> <p>Basketball</p> <p>Tag Rugby</p> <p>Quick Sticks</p> <p>Multi-skills</p> <p>Rapid Fire Cricket</p> <p>Spring Term</p> <p>Netball</p> <p>Gymnastics</p> <p>Football</p> <p>Summer Term</p> <p>Netball</p> <p>Rounders</p> <p>Kwik Cricket</p> <p>Games</p> <p>Tag Rugby</p> <p>Handball</p>	<p>PE Teacher, class teachers and other volunteer coaches to run 2 inclusive lunchtime clubs per week, changing the sport and year group every half term. Register to be kept to ensure fairness to children attending the club and also which children from across the school are attending.</p> <p>PE leads, teachers and sports captains to promote the clubs.</p>		<p>Mavericks netball tournament, but both were called off due to Covid 19.</p> <p>All the above is from entering the platinum package for the BSP. We have entered every competition and tournament arranged bar 1 which was speed stacking.</p> <p>A timetable of lunchtime clubs were sent out to parents so they were aware of which sports clubs were on offer. PE teacher, class teacher and sports captains had to give reminders when clubs started. Children were able to take part in sports that they enjoyed and try some new sports like handball and rapid fire cricket. The clubs also allowed valuable practice for upcoming competitions and a chance for PE teacher to select teams. It also has provided a chance to target the less active children in the school and invite them to join.</p>	<p>PE leads to ensure timetable of clubs for each term and year group are visible to staff, pupils and parents, in school, newsletter and website.</p> <p>Sports captains to take more responsibilities with clubs and UKS2 sports captains to assist in lower year group clubs.</p>
<p>Paid clubs offered at school</p> <p>Cheerleading</p> <p>Football</p> <p>Dance</p> <p>Tennis</p> <p>Karate</p>	<p>Office to continue liaising with external club providers and pupils that attend these clubs.</p> <p>PE leads, teachers and sports captains to promote the clubs.</p> <p>PE teacher to look into whether pupil premium children can be offered these clubs.</p>			

Signed off by	
Head Teacher:	Jane Tanner
Date:	22 nd July 2020
Subject Leader:	Katie Pursglove
Date:	22 nd July 2020
Governor:	Sarah Cran
Date:	22 nd July 2020