

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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 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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Silver School Games mark achieved July 2020 and was maintained in all aspects during the 2020 – 2021 academic year, despite the difficulties of the pandemic. • Gold Quality Start mark achieved June 2020 and was maintained in all aspects during the 2020 – 2021 academic year, despite the difficulties of the pandemic. • Virtual School Games mark awarded in July 2020 for provision during school closure. • Whole school Dance CPD delivered April 2019. • Improved provision and progress of gymnastics following whole school training. • Whole school athletics CPD delivered Summer 2021 which resulted in improved provision following lesson observation. • Inline with the school’s value of Endurance and it’s approach to a Growth Mindset, inclusion sport equipment was purchased, plans were written and CPD delivered. On pupils return to school, March 2021, pupils in years 1 – 6 completed set units of work. • Adaption of curriculum to meet the needs of pupils during COVID. • Outdoor Education implemented during the 2019 – 2020 academic year and adapted in 2020 – 2021 to include OAA and orienteering. • Implementation of a whole school Daily Mile during the 2019 – 2020 academic year. Spring 2021, stop watch was added to the start point to promote competition and a growth mindset approach. • Investment in new KS 2 play equipment including a new KS 2 climbing frame and resources. • Investment in playground re-surfacing and school playground markings to promote and support active playtimes 	<ul style="list-style-type: none"> • Adapt the provision of PE so pupils receive high quality PE following the adaption of the school’s risk assessment in response to COVID – 19. • Improve the provision and progression of racquet sports across the school with a key focus on tennis. • Use PE as a whole school improvement tool for pupils’ well-being linked to the 5 to Thrive approach. • Provide children with a broad curriculum by imbedding inclusion sports during the summer term. • Further improve the provision of Outdoor Education by imbedding OAA and the school’s orienteering course. • Ensure pupils have greater access to active break times following adaptations to the school’s risk assessment. • Further improve pupils’ access to climbing equipment. • Measure the impact of CPD linked to athletics, gymnastics and inclusion sports. • Ensure that pupils have access to a range of sports clubs and these are well prompted across the school. Develop clear links to sports clubs to improve pupils access and opportunities.

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| <ul style="list-style-type: none">• Funding to train the PE co-ordinator continues to have a positive impact on the provision of PE across the school. | |
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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: £1,196	Date Updated: November 2020		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £1,196
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Promote active Lunchtimes and encourage healthy lifestyles.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Pupils are provided with a range of resources to use at lunchtime to keep them active. Each class provided with suitable bag of resources which is regularly restocked based on pupil need.</p>	<p>Carry over funding allocated:</p> <p>£1,100</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>Pupil engagement during break and lunch is high with a range of activities such as skipping, tennis, football, basketball.</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> <p>Resource bags are to be re-stocked for break and lunch time activities. In supporting pupils' communication and resilience additional activities will also be structured at break and lunch times.</p> <p>To support a progression of skills, resources need to continue to match pupils' abilities e.g. progression of tennis skills and resources.</p>

	<p>Identified TA to attend 19.11.20 training to support active break times.</p> <p>TAs promote active lunchtimes by providing activities e.g. skipping</p>	<p>£70 In school CPD</p>	<p>Due to observed interest in football for Year 5 girls, they have received additional information regards Bognor Regis football club. Pupil voice: <i>'Because we were interested in football we were given the number of Bognor Football club. My mum has the number'</i></p> <p>TA attended training Jan 2021 and was provided with resources to support lunch time games. Greater evidence of skipping games during the Summer term.</p>	<p>Develop clear links with a wider range of clubs including girl's football.</p> <p>To support more pupils being active at break and lunch times and the removal of restrictions, use Premier Sports 2 x a week for KS 2 lunch times.</p> <p>To further support resilience and communication skills, there will also be a wider range of activities at break and lunch times including: water play and construction.</p> <p>Disseminate training across the school.</p>
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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 2021.	87%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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 This is part of the school's Partnership Package. During the Summer Term 2021, Year 6 pupils were provided with top up swimming inline with the school's risk assessment.

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:		
<p>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</p>			Percentage of total allocation:	
			43%	
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:
Increase pupils' regular physical activity, which has a positive impact on their mental health, by implementing the daily mile approach across Key Stages 1 and 2.	All pupils are time tabled to complete daily mile 3 times a week outside of the PE lesson.	N/A	Active brain breaks are now embedded in all year groups. Use of Jump Start Johnny and Daily mile is now common place across the school.	Continue to subscribe to Jump Start Johnny. Continue to use daily mile 3 x a week.
Pupils know the positive impact the Daily Mile has on their well-being.	Signage and stop watch for the Daily Mile are purchased and used by the children to promote a Growth Mindset approach.	£5,000 est	Add pupil voice regards the positive impact of the Daily Mile and the use of the timer. Pupil voice: <i>'I enjoy using the timer because I can set a personal best'</i> <i>'Time timer helps motivate me to go faster'.</i>	Use signage to add competition and set up a leader board for top scores.
Improve pupils' fitness and wellbeing.	Whole school worships, Autumn, Spring and Summer Term, focused on the importance of exercise. The school engages in whole school mental health weeks.		Pupils in Year 1 & 2 completed a 'Power of a team day' where	Use success to 'Power of Team day' to use more plan more

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Increase pupil's physical activity by implementation of 'Jump Start Johnny' across the school.	Autumn 1, all pupils participate in a well-being week as they return to school.		each class used the daily mile to complete sponsorship.	team work days.
	Termly data is collected across KS 2 so pupils are able to see the progress they make.		All school engaged with mental health weeks with evidence of work in PSHE.	Ensure Little Leaders and Bronze Ambassadors are trained and used effectively next year.
Increase pupils' physical activity in the school day.	Purchase subscription for Jump Start Jonny.	£219		Collect data with greater consistency to support the school's value of Endurance and approach to a Growth Mindset.
	Pupils in ks1 to access and use Jump Start Johnny for active brain breaks.			
	Pupils to receive 2 high quality PE lessons a week. Pupils to attend school in PE kit to promote PE.		All pupils are receiving 2 lessons of PE a week and pupils attending in PE kit has increased awareness and maximised lesson time. Lesson observation we undertaken in summer term where a high quality lesson was observed following CPD.	Continue to provide pupils with a range of equipment to keep children active at lunchtimes.
	Teachers to utilise active brain breaks in lessons to avoid prolonged periods of sitting.			Look into providing more lunchtime clubs/activities e.g Bronze Ambassadors running a club for KS1. The use of Premier Sports will support this during the Autumn Term as the school's COVID risk assessment is adapted in light of government updates.
	School to identify and train Bronze Ambassador and Little Leaders to help facilitate active lunchtimes.	Subject leadership time £165	The lunchtime activity bags ensure pupils are active at lunchtime and they are regularly restocked to meet pupil needs.	
Each term, evaluate impact of 30 active minutes through pupil voice.		Due to Covid Little Leaders and Bronze Ambassadors were not trained however they may be an opportunity in Autumn term to get them trained.		
SL to review the current provision.	Subject leadership time Allocated above.			
Update and improve current				

	provision to ensure challenge and promote physical activity for KS2/EYFS.		The lunchtime activity bags ensure pupils are active at lunchtime and they are regularly restocked to meet pupil needs.	Resource bags are to be restocked for break and lunch time activities. In supporting pupils' communication and resilience additional activities will also be structured at break and lunch times.
The school's trim trail is maintained and improved to challenge pupils across Key Stage 2/ the EYFS climbing equipment is maintained.	Pupils are provided with a range of resources to use at lunchtime to keep them active. Each class provided with suitable bag of resources which is regularly restocked based on pupil need.	Maintenance and improvements: £1,642 £1,100 resources.		To support a progression of skills, resources need to continue to match pupils' abilities e.g. progression of tennis skills and resources.
Promote active Lunchtimes and encourage healthy lifestyles.	Identified TA to attend 19.11.20 training to support active break times.	£70 In school CPD	See key indicator 1.	Due to the age of the trim trail, further research will be completed on replacing key elements for the 2021 – 2022 academic year.
	TAs promote active lunchtimes by providing activities e.g. skipping			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				50%
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>Greater outdoor learning opportunities with help to improve pupils' wellbeing and resilience.</p>	<p>Clear timetable for pupils to access outdoor learning opportunities and a progression of skills as part of the school's Learning for Life Curriculum (L4L)</p>		<p>All pupils have timetabled half termly outdoor learning opportunities. Pupil voice reflects the positive impact on pupils.</p>	<p>Continue to timetable Outdoor Learning for all classes.</p>
	<p>Plan clear progression of OAA into the Outdoor Learning curriculum.</p>	<p>Resources: £500</p>	<p>New orienteering course installed and teachers received CPD during the Summer Term.</p>	
	<p>An orienteering course is developed and implemented for pupils across the school.</p>	<p>£1,050</p>	<p>Summer 2 ODL unit, focused on orienteering and team building activities. Pupil voice reflects the positive impact of orienteering.</p>	
<p>Pupils to develop a growth mindset approach to learning by setting their own targets and recognising the importance of setting and achieving their own targets.</p>	<p>Signage and stop watch for the Daily Mile are purchased and used by the children to promote a Growth Mindset approach.</p>	<p>Cost allocated above</p>	<p>Daily mile signage purchased and installed which has increased pupil engagement – see Key Indicator 1.</p>	<p>Use signage to add competition and set up a leader-board for top scores.</p>
<p>Broaden pupil experiences in sport and PE. Pupils are to compete in a range of events.</p>	<p>As part of the SSP package, identified year groups participate in virtual events.</p>	<p>Sports package: £6,100</p>	<p>Whole school participated in Winter Sussex Games raising the profile of the school and earning certificate/award for participation.</p> <p>During the lockdown, the school received a participation and achievement certificate in the Virtual Games winning three awards.</p> <p>Class Dojo posts show high levels of engagement from pupils who</p>	<p>Continue to take part in competitions either in person or virtually as part of the package.</p>

<p>Promote equality and inclusion through adapting the school's PE curriculum to include inclusion sports during the Spring Term.</p>	<p>SL to liaise with SGO to provide range of inclusion sport e.g Boccia, Goalball</p> <p>SL to plan units of work.</p> <p>SL to run effective CPD for staff.</p> <p>Enable me to run workshops for key year groups on inclusivity and equality within sport.</p> <p>Implement and range of new sport/experiences for pupils. Including inclusions sports.</p> <p>Make links with clubs in community and invite in speakers to promote sport.</p>	<p>Resources: £1,000</p> <p>Subject leadership time: £165</p> <p>Workshops: £750</p>	<p>were not attending school in the events.</p> <p>Inclusion sports were planned and implemented with 100% of classes, Yr 1 – Yr 6 accessing the planned units of work.</p> <p>Pupil voice: <i>'really like it. Never tried it before. I like the way that you have to push the stone and make it roll away as far as you can.'</i></p> <p><i>'I liked curling because of the way it rolls. I like aiming for the target. It's difficult and it is a game of skill.'</i></p> <p><i>'it's like bowling and you can have lots of fun with it.'</i></p> <p>On pupils return to school in March, all classes participated in 'Just Different' workshop to increase their understanding of disability.</p> <p><i>'I really like meeting Toby. He has a great life. I like how he can go skiing and everything.'</i></p> <p>Due to COVID restrictions, and a reduced number of staff working for sports groups, links with clubs could not be made.</p>	<p>All classes to be timetabled inclusion sports as part of the PE curriculum and the school's value of Endurance.</p> <p>All plans and resources are in place.</p> <p>Organise future 'Just Different' workshops to coincide and support inclusion sports.</p> <p>For the 2021 – 2022 academic year, develop further links with a range of sporting clubs.</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:
				2% Sports Package allocated under KI 2
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:
Ensure the provision of PE across the school so pupils develop their skills linked to different sports. Through effective CPD, ensure greater consistency of athletics and improve the quality of teaching and learning in athletics. Teachers have a clear understanding of progression across the school.	<p>Subject leader to attend the SSP meeting.</p> <p>Subject leader to organise for CPD linked to progression of skills within athletics.</p> <p>Staff complete CPD and improved provision is in place.</p> <p>Subject leader released to monitor the impact of the training, Summer 2020.</p> <p>Teachers are provided with a clear progression document.</p> <p>After CPD subject leader to provide clear planning for athletics.</p>	<p>Sports package: £6,100 (allocated in KI2)</p> <p>Subject leadership time £165</p>	<p>CPD for orienteering and Athletics were delivered during the Summer Term 2021.</p> <p>Observed lesson showed, reflected the positive impact of the received CPD.</p> <p>All classes accessed orienteering in outdoor learning using resources purchased. Pupil and staff voice demonstrated the positive impact of the CPD.</p> <p><i>Pupil voice:</i> <i>'I really liked it because I liked exploring the school'</i></p> <p><i>'I enjoyed exploring the school as it will help me in the future. I enjoyed looking for the animal'</i></p> <p><i>'I liked looking around for the clues'</i></p>	<p>Continue to use the orienteering course set up in the school. No additional resources are needed in terms of sustainability as they were purchased with this academic year.</p> <p>Review what CPD is required for the next academic year.</p>

<p>Staff have a clear understanding of the progression of OAA as part of Outdoor Learning.</p>	<p>Subject leader to organise for CPD linked to progression of skills within OAA.</p> <p>Staff complete CPD and improved provision is in place.</p> <p>Outdoor Learning overview is adapted to provide improved opportunities for OAA.</p>	<p>Subject leadership time £165</p>	<p><i>Staff voice:</i> <i>'The pupils really enjoyed orienteering and it engaged them all lesson'.</i></p> <p><i>'We loved it! It was really nice to see different children rose to the occasion'</i></p> <p><i>'It was great how active the pupils were'</i></p> <p><i>'The children improved their understanding of the map'</i></p>	
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 4% Sports Package allocated under KI 2</p>
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Intent	Implementation	Funding allocated:	Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps: Continue to purchase Regis package</p>

<p>Provide pupils with the opportunity to participate in inter school events.</p>	<p>Purchase the Regis package. Subject leader to identify key events and sign up for them.</p>	<p>Sports package: £6,100 (allocated in K12)</p>	<p>Due to COVID many events prior to March were unable to happen. Whole school participated in Winter Sussex Games raising the profile of the school and earning certificate/award for participation. Year groups were able to compete within their class and the PE SL posted daily challenges on Class Dojo. In school data shows the positive response to this. Results and awards were also promoted through the school's newsletter.</p>	<p>When events begin, ensure school signs up and gives a wide range of pupils' opportunities. Pupils will be invited to attend after school clubs to support them in participating. Links will also be made with local schools so after school competitive events take place in netball and football.</p>
<p>Through the Regis Package ensure pupils across the school have the opportunity to experience a range of sports.</p>	<p>The school holds 1 intra school event each half term.</p>		<p>As part of the Regis package, all classes pupils participated in a 'bubble' based alternative sports day including ultimate frisbee. Summer 2021, pupils participated in a bubble based sports day.</p>	<p>Organise whole school events facilitated by the Regis Package for 2021 – 2022.</p>
<p>Provide a wider range of clubs for pupils across the school.</p>	<p>Identify and invite key pupils. All Key Stage 2 pupils have the opportunity to experience rock climbing.</p>	<p>£800</p>	<p>Due to COVID – 19 restrictions and staffing, the school did not compete in local events. During the Summer Term, all KS 2 pupils, with Yr 6 receiving two sessions, received the experience of Rock Climbing Pupil voice: <i>'I enjoyed it because it was</i></p>	<p>In Autumn 1, begin to promote competition between classes again and adjust the PE long term plan to support this – including opportunities to compete in Inclusion Sports during Summer 1 2022. Look to provide pupils with more (once a year) experiences of rock climbing.</p>

<p>Greater proportion of PP attend sports club therefore experiencing a broader range of sports.</p>	<p>PE lead to identify outside sports coaches that can run afterschool clubs, which also builds greater community links.</p> <p>Identify teachers to lead a sports club.</p> <p>Using in-school tracking systems, identify key groups of pupils to attend sports clubs</p>		<p><i>something new'</i> <i>'I found it challenging because I had not done it before'.</i> <i>'It was hard but I was pleased when I managed to get to the top.'</i></p> <p>Link to sports clubs and clubs were not made/run due to COVID restrictions. In addition to this, a number of local sports clubs have not had the staff to run clubs.</p> <p>During the Summer Term, after school dance club took place for KS 2 pupils.</p>	<p>Due to COVID restrictions, links with clubs could not be made however we will look to making links again in the next academic year.</p> <p>Begin running sports clubs in Autumn term.</p>
<p>Additional achievements:</p>				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1% Sports Package allocated under KI 2
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:
Use SSP package to provide opportunities for pupils to participate in competitive events. Embed intra-school events so pupils are provided with greater opportunities to compete against each other in a range of sports and to applying their learning from PE lessons.	Purchase the Regis package. Subject leader to attend the SSP meeting. Subject leader to identify key events and sign up for them. Implement a tracking document that identifies the progress in competitive events. Facilitate time for pupils to complete 'in-school' coaching before attending competitive events. Organise the curriculum so each phase teaches the same sport. Plan opportunities for pupils to compete in invasion games. Facilitate time for key year groups to complete against each other.	Sports package: £6,100 (allocated in KI2) Leadership time: £165	All pupils have been exposed to a range of sports. This has given pupils the opportunity to build on knowledge gained from previous years. Whole school participated in Winter Sussex Games raising the profile of the school and earning certificate/award for participation. Due to COVID restrictions pupils did not compete in events against other schools. The PE overview ensures there is a range of sports are taught. These have been adapted throughout the year in light of the school's COVID – 19 RA. Teachers are provided with a progression document to ensure pupils are challenged and make	When events begin, ensure school signs up and gives a wide range of pupils opportunities. Like in previous years, track pupils in the clubs and events they attend so that as many pupils as possible can be targeted and less active pupils can be focused on.

	<p>Link the attainment to the school House System and the school value of Koinonia.</p> <p>Organise dates for pupils to compete against each other.</p> <p>Promote the events on the school's website and newsletters.</p> <p>Subject leader released to organise a whole school sports day: EYFS and KS 1 am and KS 2 pm.</p>		<p>progress in PE lessons.</p> <p>Year groups were able to compete within their class during the Sport Package event and the school's Sports Day. The school's house system promoted this.</p> <p>However could not compete against other due to COVID restrictions.</p> <p>Where possible events have been promoted in school newsletter and on social media.</p>	<p>Following changes to the school's risk assessment, end of unit competitions will be implemented again from Autumn 2021.</p> <p>Dates have been set for the school to compete against a local school during the Autumn 2021 in netball and football.</p>
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Signed off by	
Head Teacher:	N Goodwin
Date:	August 2021
Subject Leader:	M Wilson
Date:	July 2021
Governor:	R Robson (CoG)
Date:	August 2021