

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

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, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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](#).

Created by:



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£16,530
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£16,915

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	91%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	91%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	91%
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?	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: 2022/23		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:
Purchase new equipment. Essentials (following audit)	Equipment audit carried out September, Spring and Summer.	£1,000	<p>Quality resources for high-quality PE lessons and after-school clubs. Pupils engaging regularly in a wide range of physical activity, using high quality and age/ability-appropriate equipment.</p> <p>Equipment and additional resources will be placed on the top of our agenda for this academic year, along with staff development to ensure that our vision for school PE is delivered to the highest level.</p>	A PE audit is completed each term to ensure lunch-time and after-school clubs as well as PE lessons are delivered at the highest standard.
Review: Tennis balls and a range of different equipment purchased throughout the school year to replace and replenish – did not spend total £1,000 allocated (£350). 23-24: PE audit September 23				

Employment of lunchtime activity leader	3 x 5 x 1 hour/week. Contracts from 2021 to continue through to 2023.	£9,000	More children (least active) engaged with physical activities during break times.	Children establishing more active habits and gaining more confidence.
<p>Review: activity leader has helped support lunchtime provision and increased physical activity. Observations made throughout the year show almost all pupils being physically active during lunch break.</p> <p>2023-2024: continue employing activity leader. Additional/ongoing in house training to continue. Also CPD to be booked again through our Rural Sports Partnership</p>				
CPD for lunchtime activity leaders arranged through Rural Sports Partnership. Plus PDF resources to help with delivery. Additional/ongoing in house training to continue.	AW and JF to ensure training booked. Activity leaders to attend.	£50(part of the £750 package)	Confident adults delivering effective and engaging activities.	Pupils, including least active, engaged in physical activity during breaks.
<p>Review: lunchtime activity leaders delivering more structured, organised, fun and engaging sessions during lunch and break-times. Increased participation.</p> <p>2023-2024: additional/ongoing in house training to continue. Also CPD to be booked again through our Rural Sports Partnership</p>				
Cycle/walk to School Days	JF, AW, BS, PB to organise and deliver during the spring and summer term (2023).	£0	Pupils have access to an increased number of sporting opportunities. Pupils developing good habits.	Pupils encouraged to establish more active lifestyles.
<p>Review: due to staff absences, the whole-school events planned have not taken place during the summer term. Weather permitting, these will be delivered early during Autumn term September 23.</p> <p>Bikeability sessions have been used to encourage pupils to ride their bikes more regularly and with confidence.</p> <p>23-24: continue to plan this event(s), potentially increase the number of times we do it. Important to deliver event whilst daylight hours are longer.</p>				

4 new pupils to receive Small School Sports Partnership: School Sport Organiser Crew (SSOC) and Change for Life (C4L) pupils. New pupils to attend official training at Anthony Gell Secondary School.	AW/SR to arrange annual membership payment. 4 motivated pupils. 4 newly trained and motivated individuals. Increased physical activity at break times. Increased awareness of healthy lifestyles throughout school.	£50(part of the £750 package)	School Sport Organising Crew busy at break times organising activities, aiming to get the least active pupils active.	These pupils will continue in the role for the foreseeable future. They will be supported by their class teacher in this role. If motivation dwindles throughout the year – class teacher to monitor closely and support in-house training of additional members.
<p>Review: Pupils enthused and competent at delivering activities during lunchtimes. ROTAs established alongside school staff. Pupils taken charge of organisation of school PE shed.</p> <p>2023-24: ensure new pupils have training at Anthony Gell Secondary School (pupils did not attend the training this year, instead the responsibility of the role and training was done ‘in house’ by students, who had previously been in the role and class teacher). Training at Anthony Gell will instil a further sense of purpose and clarity of role to new SSOC.</p>				
Purchase C4L Hoodies Delivery of Change for Life lunchtime club.	JF/SR to arrange payment Sport student ambassadors to wear hoodies when ‘on duty’ during breaks. Support and guidance given to the four C4L leaders	£80	SSOC and C4L pupils to wear Increased participation in physical activity – particularly for less active pupils. Increased awareness of healthy lifestyles promoted throughout school.	These pupils, supported by their class teacher, will support their peers in at lunchtimes – planning and preparing physical games and activities. Their aim will be to get the least active pupils engaged. These children will also be allocated time within the school timetable to produce information around healthy eating and lifestyles (supported by their class teacher).
<p>Review: Hoodies not purchased (previous year’s hoodies passed down) (£80 not spent).</p> <p>23-24: New hoodies required</p>				
Small Schools Sports Partnership (SSSP)	JF to attend training at Anthony Gell.	£50 (part of the £750 package)	Staff training. Support for Sports Coordinator, who can then relay information and training to staff.	Improved sports provision in school. Up-to-date best practice shared.

Review: Sports co-ordinator attended several online meetings alongside other affiliated leaders from surrounding schools. Good practice shared. Regular emails and correspondence throughout the academic year has also helped to ensure high-quality provision of PE.

23-24: continue.

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:
Sports board to raise awareness of sports and healthy lifestyles in school. E.g. participation in various competitions, advertising local clubs and providing pupils with the opportunity to share their experiences.	Time allocated during the school day for pupils to complete 'Information Posters'. This to be done a different points throughout the school year – autumn, spring and summer. Pupils encouraged to bring flyers from their clubs.	£0	Increased awareness of local clubs. Increased participation.	The school sports board is a fantastic way for the school community to celebrate sporting success. The board is an opportunity for pupils' sporting success to be shared within the school – with pupils, parents and staff. Pupils are also encouraged to bring certificates from home (that they have achieved whilst participating in external clubs). The focus is not only on success, for example: one of our school current trophies recognises 'honestly' during competition. The board encourages children to get involved and be active.
Junior children to create sports poster – to provide/share information about the clubs they attend/ their participation in physical activity outside of school.	Pupil PowerPoint presentations during Collective Worship to promote clubs.		Increased awareness of local clubs. Increased participation. Inform, update and engage parents, staff, pupils and local community in school sport.	

Review: sports board on display in school corridor, displaying photographs of sporting events. Trophies displayed within Y3/4 classroom. Pupils across the school have produced sports cards. Awareness of extra curriculum clubs shared across school and during Friday Collective Celebration Worship.

22-23: complete pupil sports card at different points in the school year – discussions with pupils highlighting that they participate in different clubs throughout the year. Friday Celebration Worship to continue sharing success and achievements in extra curriculum clubs.

Regular match reports uploaded onto school website – produced by staff and pupils. Videoed pupil reports also uploaded to the school sport website. Intramural and intermural match reports a regular item on the school newsletter.	Time allocated for this activity provided within school timetable. SSOC and C4L leaders to take responsibility.	£0	Increased awareness of local clubs. Increased participation. Increased motivation. More emphasis on sporting benefits.	Through sharing and communicating with others, pupils have encouraged their peers to join out of school clubs in the community. Informing the wider community of our success is an important aspect of sport at Stanton. Whilst an integral part of our old website, this element is a working target on our new one.
Review: monthly reports and information included within the ‘Sport at Stanton’ section of school’s newsletter. Highlighting pupils’ success and achievements each month as well as providing detailed summary of events. Sport section of the school website used to share photographs of the events. School Instagram also actively posting during events. 23-34: pupil to write match reports. This didn’t take place this year, but is something that should remain a target. Newsletter, website and Instagram posts to continue.				
Sports Premium regular item on governor meeting agenda.	JF to produce regular updates.	£0	Inform, update and engage parents, staff, pupils and local community with school sport.	Governors’ opportunity to regularly scrutinise is an important aspect of our sports premium.
Review: discussions had regarding spending, governors’ ideas taken into account. Best practice shared across the federation. 23-24: governor visits to observe PE lessons and provision in school.				
Evaluation of impact of sports premium on pupils for parents and children.	JF to produce and distribute. Important to do this at least three points throughout the school year – autumn, spring and summer terms.	£0	Will ensure pupils’ health and wellbeing is a key focus point within the school throughout the year.	Questionnaires are collected and data is analysed. Staff will also assess the impact on pupils throughout the school year. Parents and pupils engaging with physical activity – talking about it at home, celebrating success.

Review: questionnaires to be distributed during final 3 weeks of school. 23-24: communication with stakeholders at various points throughout the school year.				
End of year report presented to full governing body.	JF, as part of his governor duties, to report and update regularly. End of year review shared with governors prior to final meeting to allow opportunities to scrutinise.	£0	Will ensure these children are a key focus. Governors to scrutinise impact of spending – offer suggestions.	Governors' opportunity to regularly scrutinise is an important aspect of our sports premium.
Review: item to be placed on the agenda for final meeting in summer term.				

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:

Create and Implementing PE Assessment in School	Subject lead to establish and communicate an effective method ways to document.		Class teachers and support staff fully aware of how assess pupils correctly.	Small steps of progression easier to identify. Increase in pupils' physical ability and ultimately engagement.
Review: new scheme purchased and implemented which uses a clear and effective approach to assessment. 23-24: continue to implement new assessment tool to support pupil progress and development.				
CPD for lunchtime activity leaders arranged through Rural Sports Partnership. Additional/ongoing in house training to continue.	AW and JF to ensure training booked. Activity leaders to attend. Teaching staff to model and guide where necessary.	£50 (part of the £750 package)	Confident adults delivering effective and engaging activities. Lunchtime activity leader leading fun and engaging physical activity session to children who most require it.	Pupils, including least active, engaged in physical activity during breaks. Lunchtime supervisors equipped with more skills and confidence resulting in more successful lunchtime sporting activities.
Review: lunchtime activity leaders delivering more structured, organised, fun and engaging sessions during lunch and break-times. Increased participation. 2023-2024: additional/ongoing in house training to continue. Also CPD to be booked again through our Rural Sports Partnership				
Lesson Observations.	PE co-ordinator to liaise with teaching staff- share good practice and observe lessons.	£0	Increase provision of quality PE. Teachers receiving constructive feedback.	Teachers continue to work with confidence and stay up-to-date with contemporary practice.

Review: lessons observed and good practice evident. Staff have also delivered lessons to different year groups.
New PEPlanning resource having a positive impact on PE across the school from EYFS through to Year 6. All staff highlighting its effectiveness.

23-24: continue to use the PEPlanning scheme for lessons. Observations by subject leader to ensure correct vocabulary and terminology is being used by all staff.

Whole school PE days.	Planned Whole School PE days structured into each term. School House System used to group children and create intramural competition.	£0	Staff working together, sharing good practice, developing their own knowledge and understanding. Pupils of mixed ages and abilities working collaboratively together. Support staff also involved – opportunities for them to observe best practice.	Analyse and Evaluate each session. Opportunities for pupils to be assessed. Inform future planning.
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Review: House system well-established and house events encouraging pupils to participate in physical activity have been a success. Team building events, scavenger hunts and sports day.

23-24: continue to use house system as a tool to implement more whole school PE days.

Review school PE policy	Continue to research best practice, reflect and evaluate. Review school policy to ensure it reflects school's approach.	£0	PE in line with school ethos and core values.	Governor review. Teachers review.
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Review: current policy (2020) in line with school's vision.

23-24: review again and update to ensure in line with new PEPlanning scheme

Small Schools Sports Partnership (SSSP)	JF to attend training at Anthony Gell.	£150(part of the £750 package)	Staff training. Support for Sports Coordinator, who can then relay information and training to staff.	Improved sports provision in school. Up-to-date best practice shared.
<p>Review: Sports co-ordinator attended several online meetings alongside other affiliated leaders from surrounding schools. Good practice shared. Regular emails and correspondence throughout the academic year has also helped to ensure high-quality provision of PE.</p> <p>23-24: continue.</p>				
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:
Small Schools Sports Partnership (SSSP)	<p>Pupils (4 SSOC and C4L pupils) to attend training at Anthony Gell.</p> <p>Then to deliver new and exciting games and activities to their peers during lunch breaks.</p>	£100(part of the £750 package)	<p>C4L leaders to post regular updates on school website. Pupils have the skills to write high quality reports.</p> <p>Wider range of sporting activities participated in by all,</p>	A sustainable impact lead by the pupils – providing ownership.

Review: pupils delivered engaging activities to peers.

Small Schools Sports Partnership (SSSP)	JF to attend training at Anthony Gell.	£100(part of the £750 package)	Staff training. Support for Sports Coordinator, who can then relay information and training to staff.	Improved sports provision in school. Up-to-date best practice shared.
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Review: Sports co-ordinator attended several online meetings alongside other affiliated leaders from surrounding schools. Good practice shared. Regular emails and correspondence throughout the academic year has also helped to ensure high-quality provision of PE.

23-24: continue.

Infants trip to Lea Green	AW and BS to organise itinerary and book.	£500	Children working collaboratively. Engaging in a wide range of activities, different to those within our curriculum.	Pupils gain experience in a wider range of activities. Providing infant pupils with the opportunity to engage with a wider range of physical activities will enhance their interests and provide them with a deeper insight to the opportunities available to them. Igniting interest and providing opportunity.
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Review: trip did not take place. Infant trip to Chatsworth scheduled for July instead (£500 not spent).

23-24: book venue (Lea Green) and trip early in school year – Autumn/Spring term.

Edale Junior 2 night Residential: providing the opportunity to develop class cohesion, self-esteem and confidence. Pupils experiencing a wide range of activities not possible throughout the normal school week, for example: rock climbing, abseiling, orienteering and gill scrambling.	AW and JF to organise itinerary and book.	£2000	Increased class cohesion – sense of unity within class.	Providing junior pupils with the opportunity to engage with a wider range of physical activities will enhance their interests and provide them with a deeper insight to the opportunities available to them. Igniting interest and providing opportunity.
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Review: successful KS2 trip to Edale – pupils from y3, 4, 5 and 6 participating in a wide range of activities. Confidence and enthusiasm grew over the 3 days.

23-24: Edale residential has been booked again for autumn 23.

2 ½ hrs per/week throughout academic year for Forest Schools TA	Employment of additional teaching assistant to ensure all pupils are safe and sessions are high quality.	£1500	Pupils working in smaller groups. Pupils working on Stanton Moor, the woods and other off-site locations.	
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Review: Forest School has been delivered weekly on a Friday afternoon across the school. High levels of engagement in all year groups. EYFS developing fine and gross motor skills as well as pupils from all ages developing interpersonal skills, confidence and self-esteem. Pupils physically active all afternoon.

23-24: assess pupils levels of wellbeing at 3 points throughout the year (autumn, spring, summer) to help monitor impact
Continue to develop ways of meeting the PE curriculum guidelines by incorporating orienteering into each session.

Summer Residential	AW and JF to organise itinerary and book.	£500		
<p>Review: Lea Green, Matlock. Highly engaging residential. All pupils fully engaged in a wide range of activities including: orienteering, stream scrabbling, night walks, indoor games, high ropes, low ropes and team swings.</p> <p>23-24: Boggle Hole, Whitby booked for summer term. Pupils to engage in activities that they do not usually have the opportunity to – surfing, body-boarding, coastal hikes etc.</p>				
Bikeability and Balance Ability	SR to book instructors to deliver the sessions to all pupils	£1,000	Increased confidence on bicycles. Increase road safety. Increase participation in physical exercise.	Providing the pupils with the opportunity to increase their cycling proficiency will equip pupils with essential skills to help establish regular exercise habits and routines.

Review: Bikeability and Balanceability sessions delivered to all pupils across the school. Year 6 pupils completing additional training resulting in them being safe to ride on roads and in surrounding areas - learning about road safety and bike maintenance.

23-24: book again.

External coaching sessions in school.	Sustain links with local sports clubs.	£0 Sessions run for free.	Children being taught by a range of qualified adult with different skills. Access to a wider range of physical activities.	Continue to maintain links with local clubs.
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Review: no additional coaches in school this year.

23-24: contact local clubs.

Delivery of forest schools to the Infants and Juniors.	Ongoing throughout academic year. Weekly sessions – Monday afternoons (whole school).		All children participating in weekly forest school sessions. Wellbeing questionnaires autumn, spring and summer.	Forest school's lies deep within our school ethos, providing all pupils with the opportunity to engage with the outdoors – developing their self-esteem, confidence and physical literacy. During each weekly session, which regularly begins with a walk up to the woods or moor, pupils are active for the entire afternoon, learning about their local environment and using their fine and gross motor skills to build, make and engage with various projects.
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Review: Forest School has been delivered weekly on a Friday afternoon across the school. High levels of engagement in all year groups. EYFS developing fine and gross motor skills as well as pupils from all ages developing interpersonal skills, confidence and self-esteem. Pupils physically active all afternoon.

23-24: assess pupils levels of wellbeing at 3 points throughout the year (autumn, spring, summer) to help monitor impact
Continue to develop ways of meeting the PE curriculum guidelines by incorporating orienteering into each session.

Small Schools Sports Partnership (SSSP)		£100 (part of the £750 package)	Increase in number of organised activities that pupils have access to.	Links with sports clubs. Pupils' experience of competitive sports increased. Increase in number of pupils participating in a wider range of sports.
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Review: this partnership has been a huge success. Pupils, throughout the year, have participated in LEVEL 2, LEVEL 3 and LEVEL 4 competitions across different sports: sports-hall athletic and cross-country. Competing in higher tier events has instilled a real belief in pupils that they can progress within sport. The pathway to success is far clearer than it ever has been.

23-24: renew membership

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:
EXTRA TIME: school participating in competitive sport with local cluster schools. 16 events	PE lessons used to prepare children for events.	£1200	Pupils experiencing the competitive nature of sport. Increased levels of teamwork and resilience.	Participating in competitive sport is considered a vital role in children's development at Stanton. Opportunities for pupils of all abilities will continue to be provided regularly throughout the academic year.
Review: a great success. Well-organised events with wide range of activities covered. High levels of pupil engagement. Layout and structure of events accommodates all abilities and helps to instil good sporting philosophies. 23-24: renew partnership				
Hiring of coaches to transport children to cluster events.	SR to book coaches.	£600	Pupils able to compete in local tournaments.	Stanton to host competitions now that the construction of MUGA is complete. Stanton cricket pitch also to be used.

Review: coaches reliable. Parent pick-ups working well and saving money. Pupils also walked to an event (Rounders) – at our close neighbours, Rowsley.

23-24: continue

Additional competitive games arranged between local schools in summer term.

JF to contact schools

£80 – Trophies and medals

Pupils experiencing the competitive nature of sport. Increased levels of teamwork and resilience.

Increased engagement and motivation. Improved physical literacy.

Review: no additional fixtures arranged between local schools in summer term due to staff absence (£80 not spent).

23-24: arrange fixtures for summer term

Intramural sports tournaments and competitions arranged using the school house system.

School staff to organise at least 1 house event each half-term.

£30 – House trophy to be awarded at the end of each academic year.

Pupils should attend intermural competitions with increased levels of confidence and self-belief. A wide range of sporting events planned and delivered – focusing on developing positive attitudes to sport.

Review: a great success. House shield and running total of house points on display throughout the school year in school has continued to motivate pupils. Pupils aware of points tally and show high levels of engagement (£15 pent not £30).

23-24: increase number of sporting events included within the House System.

Small Schools Sports Partnership (SSSP)	JF to liaise with EXTRA TIME coaches and SSSP organisers	£100(part of the £750 package)	Additional opportunities for successful athletes/teams	Successful athletes/teams progressing to county level competitions.
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Review: this partnership has been a huge success. Pupils, throughout the year, have participated in LEVEL 2, LEVEL 3 and LEVEL 4 competitions across a range of different sports: sports-hall athletics, netball and cross-country. Competing in higher tier events has instilled a real belief in pupils that they can progress within sport. The pathway to success is far clearer than it ever has been.

23-24: renew membership

	Total:	£18160	Final spending allocation to be finalised once 21-22 spending is complete and I have received figures	
	22-23 allocation:	£16530		
		£1,630		
	Amount Spent:	£16,915		
		£385		

Signed off by	
Head Teacher:	Alexia Wyer
Date:	July 2023

Subject Leader:	Johnathon Figg
Date:	July 2023
Governor:	Adrian Thornhill
Date:	July 2023