

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 2018

Commissioned by  
Department for Education

Created by



YOUTH  
SPORT  
TRUST



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

- Develop or add to the PESPA 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](http://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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

### Total Sports Premium Funding received

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-2020
<b>Lytchett Matravers Primary School</b>	£6052.00	£10230.00	£9834.00	£9856.00	£15,633.00	£19,750.00	£19,750.00

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Five years ago, the school employed a Sports Coach to work alongside every class teacher across the school from EYFS to Year 6 to co-teach one PE lesson weekly. This has developed the teachers' confidence to coach invasion games and athletics, and has achieved lasted impact in terms of teachers' PE CPD. In addition, more teachers are now taking part and supporting extra-curricular sports clubs, which has impacted upon the percentage of children participating in extra-curricular sports, and competitive sports across the school has increased.</p> <p>Differentiation within invasion games and athletics has been a high agenda for the past couple of years, to encourage a greater impact on progress and achievement for all children across all abilities. Teachers have developed their confidence even further in differentiation across PE and this has had an extremely positive impact on the children's technique, learning and skills within PE. Enhanced differentiation is evident on all PE lesson plans, and we have recorded an increase in teachers' subject knowledge, skills and confidence to provide high quality lessons and build our capacity to deliver sustainable P.E. provision. From this, teachers are taking on the coaching of both netball and football in their own PE lessons next year. As a school, we have always strived to increase pupil participation in all physical activities and this year, the figures have risen again. The funding has had a huge impact on the children, as more pupils are joining lunchtime and after school clubs, with an excellent 267 of our children engaging in an extracurricular sporting activity every week and many of our children now attend more than one sporting club. Children of all ages and ability, including the lesser engaged children, have been inspired to take part in more physical exercise for fun and to try and challenge themselves to get into a team to represent the school. Our school sporting teams have competed and qualified in countless Level 1, 2 and 3 fixtures, raising the profile of PE within our school, and inspiring our children to take part in more sport and physical activity. This year, we have competed in tournaments and festivals against other schools; equestrian, athletics, tag rugby, netball, football, swimming, sailing, cross country (competitions and Championships) and cricket. Furthermore, we have once again arranged for our children with SEND to participate in the Dorset School Games 'Can Do Festival' and for some of our more vulnerable children to compete in the 'This Girl Can' festival. Our Year 5 and 6 Sports Leaders are continuing to raise the profile of PE across the school and they have been working with the Play Leaders to plan playground activities and more opportunities for extra-curricular activities across the school. This will continue to remain an area for development in 2019-20. Finally, this year the school achieved the Gold School Games Award, which we are extremely proud of, for the fourth year running.</p>	<ul style="list-style-type: none"> <li>➤ To continue to increase the percentage participation for vulnerable children and those with SEND in all sports.</li> <li>➤ To ensure physical education is fully inclusive and enjoyable for all by embedding clear intervention where needed for physical development, particularly within EYFS.</li> <li>➤ To continue to raise the profile of Sports Leaders and the Sporting Crew across the school.</li> <li>➤ To embed 'Fun &amp; Fit' sessions for EYFS/KS1 and 'Brain Breaks' for KS2, impacting on teaching and learning.</li> <li>➤ To Improve quality of children's physical education in the EYFS and KS1, ensuring staff are competent and confident.</li> <li>➤ To improve quality of children's gymnastics and dance in Key Stage 2, ensuring staff are competent and confident in their subject knowledge.</li> <li>➤ To offer a wider variety of lunchtime and after school clubs to children across the whole school.</li> <li>➤ To improve beach awareness and water safety for children, ensuring pupils leave LMPS with clear water safety awareness in a range of situations.</li> <li>➤ To promote Health and Wellbeing through sport to increase participation in activities.</li> <li>➤ To increase the number of Level 1, 2 &amp; 3 sporting competitions our children attend across LKS2 &amp; KS1.</li> <li>➤ To ensure early intervention is focused in EYFS. To enhance and deliver the physical development curriculum through continuous provision with the support of the Sports Coach, Learn to Move leader and EYFS team.</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75% <i>The impact of in-school swimming lessons for the Year 3 and 5 children has been evident in the assessment of their ability at the end of their 10 week block of lessons. Children have made progress with their stroke techniques as well as gaining more confidence in the water. Children who were working at a lower level in Year 3, were invited to take part in Year 4 to support their progression.</i>
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	95%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	<b>Yes</b> ✓ Lessons for Stages 6 & 7 ✓ Swimming Gala

## 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 students today and for the future.

Academic Year: 2019/20	Total fund allocated: £19,750.00	Date Updated: September 2019		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>To continue to increase the percentage participation for vulnerable children and those with SEND in all sports.</b></p> <p><i>These Action points, link to the PE Inclusive Health Check Audit and Action Plan.</i></p>	PE Lead to feedback materials and resources with staff, to support both individual and group learning.	1x Staff PDM 2x NCT £120	Staff to use ideas and strategies to support the inclusion of those children with SEND in physical activity and sport.	<p>Teachers have had more confidence in inclusion during their lessons with SEND children.</p> <p><b>Next steps</b> – proved STEP approaches to teaching and learning for a range of sports for more opportunities to be provided</p> <p>Higher number of vulnerable and SEND children have been attending extra-curricular clubs (lunchtime and after school)</p> <p>Have participated in a range of Can Do festivals, which have impacted SEND children’s confidence and commitment to PE</p> <p><b>Next steps</b> – Explore activities for SEND children that we can attend, for example, climbing, sailing.</p>
	Outdoor Education Lead and PE Lead to provide opportunities for children with SEND to take part in adventurous outdoor sporting activities.	£1000 (incl. KN to support fixtures & attend PEDSA to network for greater opportunity for SEND)	Lessons observed to display clear differentiation for children with SEND across all year teams.	
	PE Lead and Inclusion SEND Lead to re-analyse participation in extra-curricular sports activities.		Increased % of children with SEND participating in extra-curricular sporting activities.	
	Children’s questionnaire to ascertain baseline of our current children with SEND’s level of PE both inside and outside of school.		Increased % of children with SEND participating in sports outside of school.	
	Outdoor Education Leader to champion opportunities for children to attend ‘taster’ sessions for; sailing, climbing, kayaking etc.	£250.00	Increased % of pupils attending sporting activities compared to last year. Higher uptake for Level 1 & 2 Sailing courses. Sailing team to compete at DCC tournament.	
	School to ‘part fund’ Sailing Level 1 and 2 courses to increase engagement.	£382.85	‘I Can festival’ and ‘This Girl Can’ festival attended and impacting upon those less confident in PE and children with SEND.	
	School to re-enter the ‘I Can’ festival for children less confident within PE, and those with SEND.	£200.00		

<p><b>To ensure physical education is fully inclusive and enjoyable for all by embedding clear intervention where needed for physical development, particularly within EYFS.</b></p>	<p>Specialist Sports Coach to be timetabled 4x mornings each week in EYFS, to focus on PD &amp; ensure early intervention has clear impact.</p> <p>Staff trained in essential information and practical ideas on meeting the needs of children with motor co-ordination difficulties.</p> <p>SWi to deliver weekly Learn to Move interventions for those children identified by the 2019-2020 PE/PD assessment/SEND register.</p> <p>SWi to feedback progress and assessment to 'Learn to Move' children's class teachers, Information to be used within class teacher's lessons to provide further inclusion.</p>	<p>£829.00 for the school year – 1x afternoon to run the LTM intervention.</p>	<p>SENDCO &amp; Inclusion leader to work closely with teachers to identify the lowest 20% of pupils for rapid intervention.</p> <p>Clear assessment and resources to effectively support pupils put in place, including:</p> <ul style="list-style-type: none"> <li>• How to recognise specific difficulties</li> <li>• How these difficulties impact on learning</li> <li>• What support is necessary</li> </ul> <p>Clear programme in school embedded, supporting pupils and teachers.</p>	<p>Physical education is fully inclusive and enjoyable through clear intervention where needed for physical development, particularly within EYFS.</p> <p>Lowest 20% have been identified and worked with to develop their movement</p> <p><b>Next Steps</b> – To continue developing intervention within EYFS and introduce it into KS1 to all children, to assess where it is most needed due to COVID-19.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>To embed 'Fun &amp; Fit' sessions for EYFS/KS1 and 'Brain Breaks' for KS2 children, impacting on teaching and learning.</b></p>	<p>PE Lead to continue to embed and monitor;</p> <p>i) EYFS and KS1 'Fun and Fit' – After Oct half term</p> <p>ii) KS2 'Brain Break' sessions daily.</p> <p>Teachers to record impact on pupils following these sessions in teaching and learning throughout the day.</p> <p>Increased concentration levels &amp; pupil participation tracked.</p> <p>PE lead to provide materials and examples of active learning opportunities throughout the school and for all children.</p>	<p>£75.00 NCT x2 = £150.00</p>	<p>Children more 'ready to learn' following their 'Brain Breaks' – measure impact. The children know more and are remembering more across the curriculum.</p> <p>Increased % towards 30/30 minute per day of physical activity.</p> <p>Increased % of children being inspired through new opportunities and possibly taking up more extra-curricular activities.</p> <p>Increased % of children being 'ready to learn' after a 'Brain Break'.</p> <p>Improved mental health of pupils' long term.</p>	<p>Children have been more engaged with their learning.</p> <p><b>Next Steps</b> - Include a Daily Mile to provide children with a daily opportunity of 10 minute exercise to support learning in the classroom, develop fitness and aid mental health</p>
<p><b>To continue to raise the profile of Sports Leaders and Sporting Crew across the school.</b></p>	<p>Increase physical activity of all children at play and lunchtimes.</p> <p>To train Year 5 Sports Leaders to work with Year 6 (trained in 2018-2019) to ensure they increase opportunity for all children to become more active and participate in a sport.</p> <p>LMPS to attend training – 7<sup>th</sup> Oct 2019.</p> <p>Sports Leaders to write their own action plan with KS2 PE Lead.</p> <p>Sports Coach to work alongside PE Leader to develop the Sport Leader Role within school.</p>	<p>£80 Sports Leader T-Shirts</p> <p>6x 1hr NCT for ½ termly meetings: £150.00</p> <p><b>Only had 1 meeting</b></p> <p>£175 (SW supply to attend training)</p> <p>£200.00 (KN support)</p>	<p>Increased % of children participating in lunchtime activities, particularly across KS2. Whole school impact tracked.</p> <p>Continue to maintain a decreased % of First Aid injuries during break and lunchtimes.</p> <p>Sports Leaders to have an increased impact across the school, working with Student Voice &amp; Play Leaders.</p> <p>Clear provision has increased for all pupils across the school during lunch and break times.</p>	<p>Bronze Ambassadors have been leading daily challenges during AM and PM playtimes – this has resulted in less first aid, increased fitness and the profile of Project Platinum and PE being increased throughout the school</p> <p><b>Next steps</b> – Continue using Project Platinum for personal challenges for children to work towards a goal during their PE lessons - Train further Bronze Ambassadors within school</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>To Improve quality of children's physical education in the EYFS and KS1 ensuring staff are competent and confident.</b></p>	<p>Continue staff CPD. Split PE role across KS1 and KS2 to enable greater support with differentiation and fine tuning of planning, particularly for those children in EYFS (early intervention), vulnerable children and those with SEND.</p> <p>PE plans will continue to be monitored, with a clearer focus on intent and implementation. Sports Coach to provide enhanced CPD, weekly for HLTAs, SENDCO, EYFS &amp; KS1 staff. PE lead, EYFS and Key Stage One teachers to discuss positive outcomes and what areas there are for development.</p> <p>PE coach to teach gymnastics across the whole school, to develop suitable progression during Autumn Term.</p> <p>Teacher questionnaire to be completed. Professional development in subject leadership for PE subject leader – Primary Conference.</p>	<p>£175.00 supply costs to release PE Lead.</p> <p>£6,240.00 KN</p> <p>£30.00 Primary PE Conference</p>	<p>Whole staff attend CPD which resulted in increased confidence and improved teaching and learning.</p> <p>Focus of lessons are child centred and as a result pupils are engaged and are keen to learn and improve.</p> <p>As a result pupils made good or better progress both in lessons and over time (see teachers' planning and assessment records).</p> <p>At the end of Key Stage One, 'drop off' tracked from EYFS PD baseline.</p>	<p>Sports Coach and class teachers have worked together to create detailed and structured planning to follow the EYFS curriculum to allow children</p> <p>Increased level of confidence within EYFS and KS1 where teachers and HLTAs are delivering PE at a high level</p> <p>Teachers confident to teach gymnastics through high quality planning and teaching which has been provided</p> <p><b>Next steps</b> – Further train HLTAs with delivering PE through attending courses in multi-skills</p>
<p><b>To improve quality of children's gymnastics and dance in Key Stage 2, ensuring staff are competent and confident in their subject knowledge.</b></p>	<p>PE lead to work with Sports Coach to plan and deliver high quality gymnastic and dance lessons. PE coach to teach gymnastics across the whole school, to develop suitable progression during Autumn Term.</p> <p>PE lead to provide planning and resources for gymnastics and football to support teachers as they will be teaching football independently during Autumn 1.</p> <p>PE Lead to undertake a series of lesson observations within KS2 to look at teaching, learning and assessment in physical education.</p> <p>Sports Coach to provide enhanced CPD weekly for KS2 teachers.</p> <p>PE lead to meet with KS2 teachers to discuss positive outcomes and what areas can be further developed. Assessment to be carried out within lessons, for progression and attainment to be tracked.</p>	<p>£175.00 supply costs to release PE Lead.</p> <p>£75 – 3x NCT pm = £225</p>	<p>Whole staff to attend CPD to increase confidence, and improved teaching and learning.</p> <p>Lesson observation notes.</p> <p>Focus of lessons are child centred and as a result pupils are engaged and are keen to learn and improve.</p> <p>As a result, pupils made good or better progress both in lessons and over time (see teachers' planning and assessment records).</p>	<p>Teachers confident to teach gymnastics through high quality planning and teaching which has been provided</p> <p>Gymnastics Club has been provided during the autumn term, where % of year's 5 and 6 attended.</p> <p><b>Next steps</b> – Explore how gymnastics can be taught outside and with no equipment; developing core strength, flexibility and basic skills and shapes.</p> <p>With equipment, coach to continue working with teachers to deliver and train high quality gymnastic lessons</p>

<p><b>To promote Health and Wellbeing through sport to increase participation in activities.</b></p> <p><b>To offer a wider variety of lunchtime and after school clubs to children across the whole school.</b></p>	<p>PE lead to attend Health and Wellbeing Conference, which will focus on how schools can learn from the national Active Lives: Children and Young People Survey.</p> <p>To work with PSHE Lead to lead a Healthy Me Week to promote Health and Wellbeing within the school.</p> <p>To meet with teachers and TAs across the school to ensure that they are confident with activities and subject knowledge that they can provide for the children.</p> <p>To use Bronze Ambassadors to promote H&amp;W to link with their role within the school.</p>	<p>£60 – course cost</p> <p>£175.00 supply cost</p>	<p>Whole staff to attend CPD to increase confidence, and improved teaching and learning. PE lead to disseminate Active lives training.</p> <p>Healthy Me Week completed.</p> <p>Feedback from teachers and children to discuss how they have felt the week has gone.</p> <p>As a result, pupils make good or better progress both in lessons and over time (see teachers' planning and assessment records).</p>	<p>A wide range of clubs were provided during Autumn Term and the first half of Spring Term</p> <ul style="list-style-type: none"> <li>◇ Football (mixed and girls)</li> <li>◇ Netball (mixed Yrs 3-6)</li> <li>◇ Table tennis (Yr 6)</li> <li>◇ Rugby (Yrs 4-6)</li> <li>◇ Dance (Yrs 1-2 and Yr 5-6)</li> <li>◇ Gymnastics (Yrs 5-6)</li> </ul> <p><b>Next steps</b> – Look at what clubs can be run and what others could be started (multi-skills, yoga)</p> <p>Healthy Me Week – a variety of sports and wellbeing activities were completed</p> <p><b>Next steps</b> – Revisit learning when everyone returns to school in September to consolidate learning. In 2 years' time, run another HMW.</p> <p>PE lead led a training session to all members of staff (teachers, TAs and lunchtime supervisors) to provide a range of ideas and games to play with children whilst being socially distanced, this has led to children being active 4 times a day;</p> <ul style="list-style-type: none"> <li>◇ AM break (20 mins)</li> <li>◇ AM PE sessions (40 mins)</li> <li>◇ Lunchtime (20 mins)</li> <li>◇ PM PE sessions (1 hour 10 mins)</li> </ul> <p>A range of sports were covered during this time, where each POD focused on a sport each week</p> <p>Sports Week was provided for all children to participate (from home and within school) where they have worked towards Platinum and</p>
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				achieving their personal best <b>Next steps</b> – To continue using Project Platinum within PE lessons for children to work towards achieve their personal best and using these results as an intra-challenge within the school
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: %
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>To improve beach awareness and water safety for children.</b></p> <p><b>To ensure our Y6 pupils leave LMPS with clear water safety awareness in a range of situations.</b></p>	<p>Year 6 children to attend beach safety awareness course with Swim Safe during the Summer Term.</p> <p>Lifeguard to come and run workshop with children about water safety.</p> <p>Swim Safety sessions to be built into Yr3 and Yr5 Swimming lessons.</p> <p>School to ensure Swim Safety is experienced in the swimming pool and sea.</p>	<p>£280.00 coach</p> <p>£280.00 Swim Safe</p> <p>£110.00 KN</p> <p>£130.00 NCT</p> <p>DH cover for PM. £100.00</p>	<p>Increased confidence and knowledge about water safety in a variety of environments.</p> <p>Increased % of pupils achieving this compared to last year's Yr6 cohort.</p>	<p>This was due to run during the Summer Term, however couldn't happen due to COVID</p> <p><b>Next Steps</b> – To run next year if circumstances allow us to. Explore whether we can take another year group (year 5) to develop their swim awareness</p> <p>Swimming lessons – To complete if circumstances allow us to</p>
<p><b>To ensure early intervention is focused in EYFS.</b></p> <p><b>To enhance and deliver the physical development curriculum through continuous provision with the support of the Sports coach, Learn to Move leader and EYFS team.</b></p>	<p>All EYFS children to have detailed physical development assessments in place.</p> <p>Teaching and development within the outside continuous provision area led by sports coach KN under supervision of EYFS Lead.</p> <p>Interventions for physical development to be supported by SWi through 'Learn to Move' and KN continuously through outdoor provision.</p>	<p>£3,240.00 KN</p>	<p>Increased early identification, intervention and development of physical development within the EYFS curriculum.</p> <p>Increased % of pupils enjoying physical activity and therefore increasing future sport participation %.</p>	<p>EYFS children have been able to develop their physical development through planned intervention and activity within and outside of their PE lessons</p> <p><b>Next steps</b> – To continue delivering high level of EYFS curriculum with assessments to plug gaps which may have developed during COVID, with Year 1 as well</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>To increase the number of Level 1, 2 &amp; 3 sporting competitions our children attend across the whole school.</b></p>	<p>To attend the Yr5/6 Swimming Gala competitions, increasing participation.</p>	<p>£120.00 NCT</p>	<p>Increased % of children attending extra-curricular sporting clubs, fixtures and events.</p>	<p>Children attended after school and lunchtime clubs</p> <p>Attended cross country, rugby, football matches/ tournaments, netball matches/ tournaments, swimming galas, indoor athletics, dance festival</p> <p><b>Next steps</b> – Questionnaire to be sent out to children to see what clubs/ events would like to be attended if possible</p>
	<p>To increase the sporting fixtures that our children attend, competing in Level 1, 2 and 3 School Games Sporting Competitions across all year groups.</p> <p>To increase the variety of after school clubs for all children across the school.</p> <p>Children’s PE questionnaire to be completed.</p>	<p>£110.00 KN</p> <p>£4200.00</p> <p>£350.00</p>	<p>Most able swimmer to attend the Yr5/6 Swimming Gala competitions.</p> <p>Was going to attend Year 3/ 4 swimming gala pre-COVID</p> <p>School teams to compete in varied sporting competitions. School to qualify for the Dorset School Games County Finals for at least 3x sports.</p> <p>Football, Netball, Tag-Rugby, Cross Country, Sailing, Athletics, Tennis, Dodgeball, Climbing and other after school clubs to be run across the year.</p> <p>Have also started: table tennis, dance, gymnastics</p>	
<p><b>To increase the opportunities for KS1 to take part in school competitions and events.</b></p>	<p>PE lead to research competition and event opportunities for KS1 pupils to within Dorset.</p> <p>The school and PE lead to host an event for KS1 children to take part from our school and others.</p> <p>Bronze Ambassadors to support.</p>	<p>£340.00</p>	<p>KS1 children having an earlier involvement in sport events will increase the interest for when children reach KS2 and inspire the children to attend more extra-curricular activities at present time.</p> <p>Increased % of opportunities for KS1 children in our and local schools through hosting an event.</p>	<p>This wasn’t able to happen. We will continue to look into and run next year if possible. If not, we will run an event just for KS1.</p>

Funding Spent
Funding Not Spent
Funding Partially Spent

Due to COVID-19, not all PE funding has been spent. We have £4,200 left over from this year’s funding, which we will be using to ensure we can deliver high quality PE lessons and opportunities to those that may have suffered/ missed out on exercise during the times of school being shut.