

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department  
for Education

Created by



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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2023. To see an example of how to complete the table please click [HERE](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2022-23	£0
Total amount allocated for 2022 - 23	£18,460
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£18,460
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£18,460

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p><b>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</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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 2022.</p> <p>Please see note above</p>	93%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	79%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	64%
<p>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?</p>	Yes

## 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: 2023/34		Total fund allocated: £18,460		Date Updated: July '24	
<b>Key indicator 1: The engagement of all 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</b>					Percentage of total allocation: £6160 33%
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:
Children to continue to be able to to apply their skills to competitive situations against other children and other schools through engagement with South Axholme Academy activities	Pledge to participate in all competitions and festivals at South Axholme ensure that staffing a support for all to engage. <ul style="list-style-type: none"> <li>• Competitions</li> <li>• Festivals</li> <li>• Swimming gala entries and transport</li> </ul>		Minimal funding required. Internal staffing 300	All year groups have attended all of the SAX events across the year and have engaged in both competitive and non competitive events through out the year during curriculum time. EPA are also competing in the summer swimming gala.	Continue to subscribe to the SAX events programme.
Continue to develop staff ability through further direct coaching and support from a range of people to ensure that the children receive as high as standard of Physical education as possible	<ul style="list-style-type: none"> <li>• Modelling and support from SAX Staff</li> <li>• Modelling and support from PE Lead</li> <li>• Modelling and support from PE specialist</li> <li>• Modelling and support from Dance specialist</li> <li>• Cricket coaches</li> </ul>		500	Through monitoring of the curriculum, staff voice and pupils voice the quality of the curriculum has improved in both quality and confidence of staff knowledge.	Continue with staff CPD through a range of methods. Courses, videos, coaching.

For children to continue to be able to access a range of afterschool clubs linked to Sport enabling the children to be able to continue sporting activity in school	<p>Enable a range of clubs e.g:</p> <ul style="list-style-type: none"> <li>• Dance</li> <li>• Street dance</li> <li>• Football</li> <li>• Running</li> <li>• Rounders</li> <li>• Taekwondo</li> <li>• Morris dancing</li> <li>• Circus skills</li> </ul>	1000	Children attend a wide range of after school and lunch time clubs at EPA to engage with a wide range of interests and engagement	Continue to support a wide range of sports activities both lunch time and afterschool clubs
To continue to provide top up swimming in the summer term for those children in year 5/6 who have yet to reach 25m. This will aim to ensure that all children can swim the minimum distance.	<ul style="list-style-type: none"> <li>• Top up swimming for all Y5/6 children that can't swim 25 metres</li> </ul>	760 + staffing	Intent for all children to be able to swim 25m at least. Children % increasing for completion of 25m	Continue to pay for top up swimming where possible to ensure all children can swim
Ensure that there is a highly organized, well resourced Sports Day led by the PE lead for children to be able to compete in intra school competition.	<ul style="list-style-type: none"> <li>• Sports day</li> <li>• PE lead to organise</li> <li>• Rotational sports day for all to be engaged</li> <li>• Medals and trophies</li> </ul>	No sig funding required. Mostly internal cover	High quality sports day completed which the children thoroughly enjoyed as well as parents. Allowed children to compete and take part in equal measure. Attended by over 400 parents	Continue with sports day layout as this is successful.
To continue to embed high quality training to ensure high quality delivery of new Get set4PE scheme	<ul style="list-style-type: none"> <li>• Training</li> <li>• Modelling</li> <li>• Quality resources</li> <li>• Quality storage of resources</li> </ul>	1400	The curriculum and resources have proved to be very popular with both staff and children in terms of ability to deliver and enjoyment.	Continue to pay for the licence for the scheme.
Continue to ensure that there are a range of lunch resources so that both play leaders, wellbeing ambassadors and children are able to access a wide range of physical activity during a lunch time	<ul style="list-style-type: none"> <li>• Audit lunch resources</li> <li>• Play leader training to use resource</li> <li>• Staff training to use resources</li> <li>• Purchase of resources for lunch times</li> <li>• Play Leader Hats</li> </ul>	300	Children enjoy lunch times with a high level of activity with resources. Minimal number of issues.	Continue to ensure that there are sufficient resources available.

bikeability	<ul style="list-style-type: none"> <li>Y5 to take part in bikeability</li> </ul>	300	All children completed bikeability ensuring that they are not only encouraged to be active but also encouraged and know how to be safe on their bikes.	Continue with bikeability
Continue to provide time for the PE lead to ensure the quality provision across the subject is in place, to then drive forward standards in teaching of the subject.	<ul style="list-style-type: none"> <li>Cover time to monitor</li> <li>Support to monitor where required</li> <li>Strategic planning with senior leadership</li> </ul>	300	PE is well monitored with SL knowing clearly where strengths and areas for development are throughout the academy.	Ongoing monitoring to continue.
To ensure that PE Leader is able to access high quality CPD through National conference and Subject pioneer meetings.	<ul style="list-style-type: none"> <li>Access to national conference</li> <li>Release for subject Pioneer meetings</li> </ul>	300	National conference and subject pioneer meetings all attended.	Continue to attend national and local events.
To provide an Elf Run to engage those reluctant runners with an activity which may subsequently engage them in running.	<ul style="list-style-type: none"> <li>Planning and organisation time</li> <li>Evaluation time of impact</li> </ul>	0	Every child took part in the elf run. Each child ran / Walked a min of 1mile. Most completed 1.5miles.	Continue to complete the elf run
To continue to take part in the SAX Partnership agreement which will enable all children across the academy to access a wide range of activities, the staff to access CPD and coaching and have good practice modelled in the delivery of Physical Education and organization of mini tournaments.	<ul style="list-style-type: none"> <li>Purchase SAX partnership bundle</li> <li>Engage in all areas</li> <li>Utilise training from SAX staff.</li> </ul>	1000	A wide range of events both competitive and social have been completed against or with other schools. This has allowed all children to take part in a range of activities.	Continue to take part in the SAX partnership agreement.

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: £3900 21%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Continue to provide access to a range of different Athletes who will be invited into school to engage the and inspire children.	<ul style="list-style-type: none"> <li>Children to be able to speak to a range of athletes (Table tennis, Disability Golf, World trampoline champs)</li> </ul>	300	Children met and spoke to a range of international athletes during the year. This enabled them to see what it takes to be an international athlete.	Continue to try to engage with international athletes.
Provide a wide range of trips to allow children to see sport and athletes perform at the highest level to inspire them in a sport they perhaps never thought of doing.	<ul style="list-style-type: none"> <li>Provide a range of sporting trip opportunities. Ballet, Horse of the year show, world trampoline champs, Women international cricket, disability cricket, Drag Racing, Davis cup tennis, Dance, Basketball, Superbikes, Mens T20 cricket)</li> <li>Ensure that these trips are staffed by knowledgeable staff to further engage the children's interest</li> </ul>	1000	Children engaged in a huge range of trips across the year. These trips allowed the children to see high quality international athletes first hand. In a lot of cases for the visits they were also able to speak to some of the international athletes.	Continue to ensure that there is a programme of trips to see high level sporting events.

Continue to allow children to be able to apply their skills to competitive situations against other children and other schools through engagement with South Axholme Academy activities	<ul style="list-style-type: none"> <li>• Every year group to compete in a wide range of competitions against other schools.</li> </ul>	0	All year groups have attended all of the SAX events across the year and have engaged in both competitive and non competitive events through out the year during curriculum time. EPA are also competing in the summer swimming gala.	Continue to subscribe to the SAX events programme.
Introduce a Girls football team to build on the engagement following women's international football.	<ul style="list-style-type: none"> <li>• Enter competition</li> <li>• Partake in friendlies</li> <li>• Purchase football kit</li> <li>• Provide training</li> <li>• Mini bus</li> <li>• staffing</li> </ul>	500	During the year we have started a girls football team with 14 members who have competed and represented the school fantastically well.	Continue with the football team moving into next year.
Introduce a Boys football team to compete competitively	<ul style="list-style-type: none"> <li>• Enter competition</li> <li>• Partake in friendlies</li> <li>• Purchase football kit</li> <li>• Provide training</li> <li>• Mini bus</li> <li>• staffing</li> </ul>	400	During the year we have started a Boys football team with 20 members who have competed and represented the school fantastically well.	Continue with the football team moving into next year.
Purchase Football kits for both Boys and Girls teams.	<ul style="list-style-type: none"> <li>• Children choose kits</li> <li>• Purchase quality kits for the children to be proud of.</li> </ul>	1000	Children chose the football kit and enjoyed wearing it to represent the school.	Kit now in place.
Ensure that the student experience during physical education is completed with appropriate high quality resources	<ul style="list-style-type: none"> <li>• Audit resources</li> <li>• Ensure high quality storage for resources</li> <li>• Ensure that each unit has high quality resources available for it.</li> </ul>	Release time 100	Resources in place for all sports. Where they require replacement these are replaced.	On going replacement of resources.



To ensure that all children are able to compete in Competitions in a range of sports these will include both Inter / Intra competitions	<ul style="list-style-type: none"> <li>• Every year group to compete in a wide range of competitions against other schools.</li> <li>• Enter swimming gala</li> <li>• Enter football tournaments</li> </ul>	See above	All year groups have attended all of the SAX events across the year and have engaged in both competitive and non competitive events through out the year during curriculum time. EPA are also competing in the summer swimming gala.	Continue to subscribe to the SAX events programme.
Enable children who are not as competitive to take part in sports festivals for engagement and enjoyment	<ul style="list-style-type: none"> <li>• Enter all of the sports festivals to allow non-competitive children to experience sport on a wider stage.</li> </ul>	100	All year groups have attended all of the SAX events across the year and have engaged non competitive events through out the year during curriculum time.	Continue to subscribe to the SAX events programme.
To engage children in reading and writing through the use of Study United supported by Scunthorpe united.	<ul style="list-style-type: none"> <li>• Children to attend study United</li> <li>• Staff study united with staff that are going to engage the children in sport rather than supervise.</li> </ul>	500 – not carried out	In the end this event was cancelled.	This will not be continued next year.
Ensure that there are trophy cases in the academy to display awards and sporting achievements as well as new trophies for events	<ul style="list-style-type: none"> <li>• Purchase trophy case</li> <li>• Value trophies</li> <li>• Purchase high quality trophies.</li> </ul>	300	Trophy case and new trophies are in place	Just update medals for sports days.
Through assemblies and social media ensure that the academy and children's sporting achievements are celebrated.	<ul style="list-style-type: none"> <li>• Stickers and rewards purchased</li> <li>• Production of End of term news letter.</li> <li>• rewards</li> </ul>	0	Stickers and medals in place for sports and activities.	Continue to replace resources where required to promote sport.

Support of children and staff to play / coach at high level	<ul style="list-style-type: none"> <li>• provide cover / funding to support the development of high quality support for all</li> <li>• ensure cover to allow staff to model high quality sport to feed back and engage the children</li> </ul>	200	2 children have been released to compete in national competitions with one member of staff being released to coach a GB canoeing side at the European championships. This has then been fed back to the children in assemblies and activities.	Release will happen as and when required.
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: £7000 38%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Continue with Getset4PE scheme which is up to date and has high quality resources to teach from and allows non-specialists to teach confidently, but doesn't limit specialist teachers	<ul style="list-style-type: none"> <li>• Research new scheme</li> <li>• Speak to schools who have scheme</li> <li>• Trial scheme</li> <li>• Purchase scheme</li> <li>• Provide CPD and Planning time to be able to access the new scheme effectively</li> </ul>	See above	Scheme continues to be purchased and resourced where required with support for staff as and when needed. Children engaged with high quality PE now across the curriculum	Continue to develop and support delivery of PE scheme.

	<ul style="list-style-type: none"> <li>• Ensure that the academy has all the resources required to deliver the scheme</li> </ul>			
Provide model teaching for staff to observe so that they are more confident in delivering Physical Education. This is to be done from a range of practitioners and through staff either watching delivery of other classes or the model practitioner delivering to the teachers class or being supported through delivery.	<ul style="list-style-type: none"> <li>• SAX staff to model practice</li> <li>• PE Lead to model practice</li> <li>• PE Specialist to lead practice</li> <li>• Dance specialist to model practice.</li> <li>• Team teach PE lessons</li> <li>• Planning support and guidance for delivery</li> </ul>	See above	Through monitoring of the curriculum, staff voice and pupils voice the quality of the curriculum has improved in both quality and confidence of staff knowledge.	Continue with staff CPD through a range of methods. Courses, videos, coaching.
Ensure that there is CPD provided for all staff	<ul style="list-style-type: none"> <li>• Release time for staff for CPD.</li> </ul>	See above	CPD in place providing high quality provision for all staff across the academy	CPD will continue both in house and through external providers.
Utilise South Axholme PE teacher to model practice to teachers to ensure high quality provision is provided	<ul style="list-style-type: none"> <li>• Observe practice</li> <li>• SAX teach to lead sessions with teacher</li> </ul>	See above	Modelling in place through team teaching and staff being released for events at SAX. This allows staff to become more confident to teach and deliver PE across the curriculum.	Continue with SAX sports partnership

Ensure that the PE Lead is able to engage in the Subject pioneer network enabling networking, links to develop and access to the most up to date practice and thinking available.	<ul style="list-style-type: none"> <li>• Release time to lead to attend PE Network</li> <li>• Release time for Networking and activities to see and share good practice.</li> </ul>	See above	National conference and subject pioneer meetings all attended.	Continue to attend national and local events.
Provide clear leadership training for the subject lead to ensure that the PE is clearly driven and assessed	<ul style="list-style-type: none"> <li>• Release time for PE lead to develop own leadership skills working alongside experienced leaders.</li> </ul>	See above		
Engage a PE apprentice to support the delivery and engagement of PE across the academy through support of PE teaching and afterschool / lunch time clubs.	<ul style="list-style-type: none"> <li>• Appoint PE Apprentice</li> <li>• Timetable effectively PE Apprentice.</li> </ul>	£7000	Support for all staff in place to raise the profile of sports. Staff have modelled on going basis delivery of sports by sports apprentice.	Look into whether Sports apprentice can be kept on into following year.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: £1400 8%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
Provide a wide range of trips to allow children to see sport and athletes perform at the highest level to inspire them in a sport they perhaps never thought of doing.	<ul style="list-style-type: none"> <li>• Provide a range of sporting trip opportunities. (Davis cup tennis, Ballet, Disability t20 cricket, Womens international T20 cricket, International drag racing, horse of the year show, world trampoline championships, International basketball, Brmham horse trials, Superbikes, Mens t20 cricket)</li> <li>• Ensure that these trips are staffed by knowledgeable staff to further engage the children’s interest</li> <li>• Mini bus training for staff to allow costs of trips to be brought down with smaller numbers of tickets able ot be purchased.</li> </ul>	See above	Children engaged in a huge range of trips across the year. These trips allowed the children to see high quality international athletes first hand. In a lot of cases for the visits they were also able to speak to some of the international athletes.	Continue to ensure that there is a programme of trips to see high level sporting events.
Ensure that the PE lead has a high level of involvement in the organisation and running of the OAA Residentials allowing for high quality support. Funding is also available to ensure that no child is disadvantaged by the economic issues.	<ul style="list-style-type: none"> <li>• OAA planning time with key staff.</li> <li>• Release time to plan and evaluate residentials</li> <li>• Release time to allow PE lead to attend Residentials</li> </ul>	1400	PE lead has been on and evaluated all OAA residentials. This has allowed her to ensure that each centre develops on from the previous one as well as each one challenging the children involved.	Continue to evaluate value for money for each residential.

A range of different Athletes will be invited into school to engage the and inspire children.	Children to be able to speak to a range of athletes (Table tennis, Disability Golf, Circus skills)	See above	Children met and spoke to a range of international athletes during the year. This enabled them to see what it takes to be an international athlete.	Continue to try to engage with international athletes.
Embed Delivery of a range of new sports in the academy which the children have not experienced before to ensure that their knowledge and access to different sports is broadened as Epworth is very focused on Football and Netball	<ul style="list-style-type: none"> <li>• CPD for delivery of new sports (Golf / Street Dance / Tag rugby)</li> <li>• Purchase of equipment for new sports (Golf)</li> <li>• Morris dancing</li> <li>• Circus skills</li> </ul>	See above	Children have engaged in a wide range of extra sports. These have engaged the children and ensured that they want to engage more in different activities.	Continue to provide a range of activities.
Ensure that the student experience during physical education is completed with appropriate high quality resources	<ul style="list-style-type: none"> <li>• Audit resources</li> <li>• Ensure high quality storage for resources</li> <li>• Ensure that each unit has high quality resources available for it.</li> <li>• Ensure regular audit updates for resources.</li> </ul>		Resources in place for all sports. Where they require replacement these are replaced.	On going replacement of resources.
Through outside delivery introduce Tag Rugby to the children following the success of the trips to the world cup.	<ul style="list-style-type: none"> <li>• Utilise the local rugby club to deliver Tag rugby to the children</li> <li>• Use the local rugby club to model skills that need delivering to the children</li> </ul>	0	Children thoroughly enjoyed tag rugby with several children join the club outside of school	Continue to offer external providers who deliver activities for children.

<b>Key indicator 5: Increased participation in competitive sport</b>	Percentage of total allocation:
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				£0 0%
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:
Children to be able to apply their skills to competitive situations against other children and other schools through engagement with South Axholme Academy activities	Pledge to participate in all competitions and festivals at South Axholme ensure that staffing a support for all to engage. <ul style="list-style-type: none"> <li>• Competitions</li> <li>• Festivals</li> <li>• Swimming gala entries and transport</li> <li>• Girls and boys football</li> <li>• Cricket.</li> </ul>	See above	All year groups have attended all of the SAX events across the year and have engaged in both competitive and non competitive events through out the year during curriculum time. EPA are also competing in the summer swimming gala.	Continue to subscribe to the SAX events programme.
Ensure that there is a highly organized, well resourced Sports Day led by the PE lead for children to be able to compete in intra school competition.	<ul style="list-style-type: none"> <li>• Sports day</li> <li>• PE lead to organise</li> <li>• Rotational sports day for all to be engaged</li> <li>• Medals and trophies</li> </ul>	See above	High quality sports day completed which the children thoroughly enjoyed as well as parents. Allowed children to compete and take part in equal measure. Attended by over 400 parents	Continue with sports day layout as this is successful.
Provide high level Orienteering opportunities for the children to engage in both onsite and externally to provide sports for those who like the academic more	<ul style="list-style-type: none"> <li>• Release time to plan and deliver Orienteering activities</li> <li>• Purchase of basic mapping software to help with course mapping</li> </ul>	See above	Not delivered.	Add to plan for next year.

Introduce a Girls football team to build on the engagement following women's international football.	<ul style="list-style-type: none"> <li>• Enter competition</li> <li>• Partake in friendlies</li> <li>• Purchase football kit</li> <li>• Provide training</li> <li>• Mini bus</li> <li>• staffing</li> </ul>	See above	During the year we have started a girls football team with 14 members who have competed and represented the school fantastically well.	Continue with the football team moving into next year.
Introduce a Boys football team to compete competitively	<ul style="list-style-type: none"> <li>• Enter competition</li> <li>• Partake in friendlies</li> <li>• Purchase football kit</li> <li>• Provide training</li> <li>• Mini bus</li> <li>• staffing</li> </ul>	See above	During the year we have started a Boys football team with 20 members who have competed and represented the school fantastically well.	Continue with the football team moving into next year.
Purchase Football kits for both Boys and Girls teams.	<ul style="list-style-type: none"> <li>• Children choose kits</li> <li>• Purchase quality kits for the children to be proud of.</li> </ul>	See above	Children chose the football kit and enjoyed wearing it to represent the school.	Kit now in place.

Signed off by	
Head Teacher:	S Woolley
Date:	17.07.2024
Subject Leader:	K Stanham
Date:	2 July 2024
Governor:	S Wilks
Date:	2 July 2024