



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

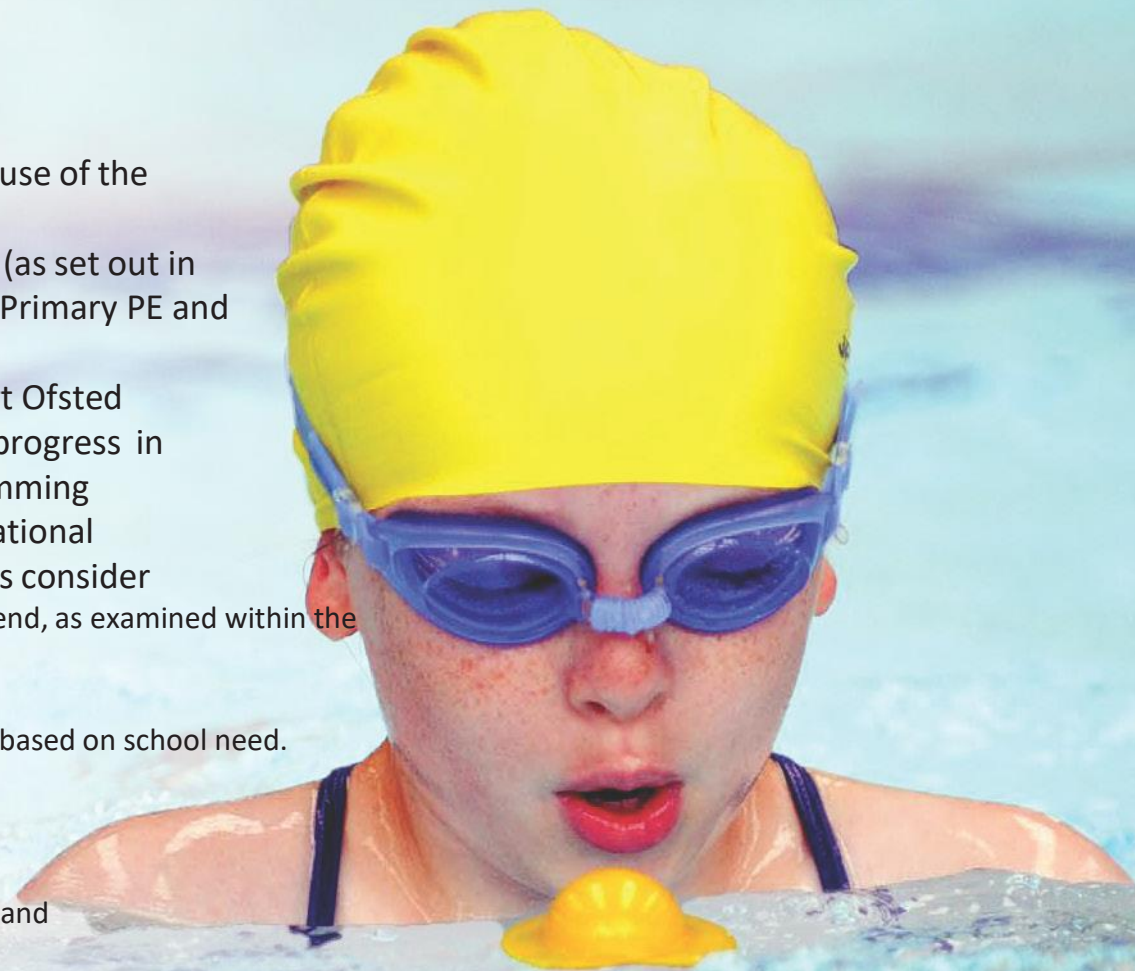
Commissioned by



Department for Education

Created by





This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA)

they offer. This means that you should use the Primary PE and sport premium to:

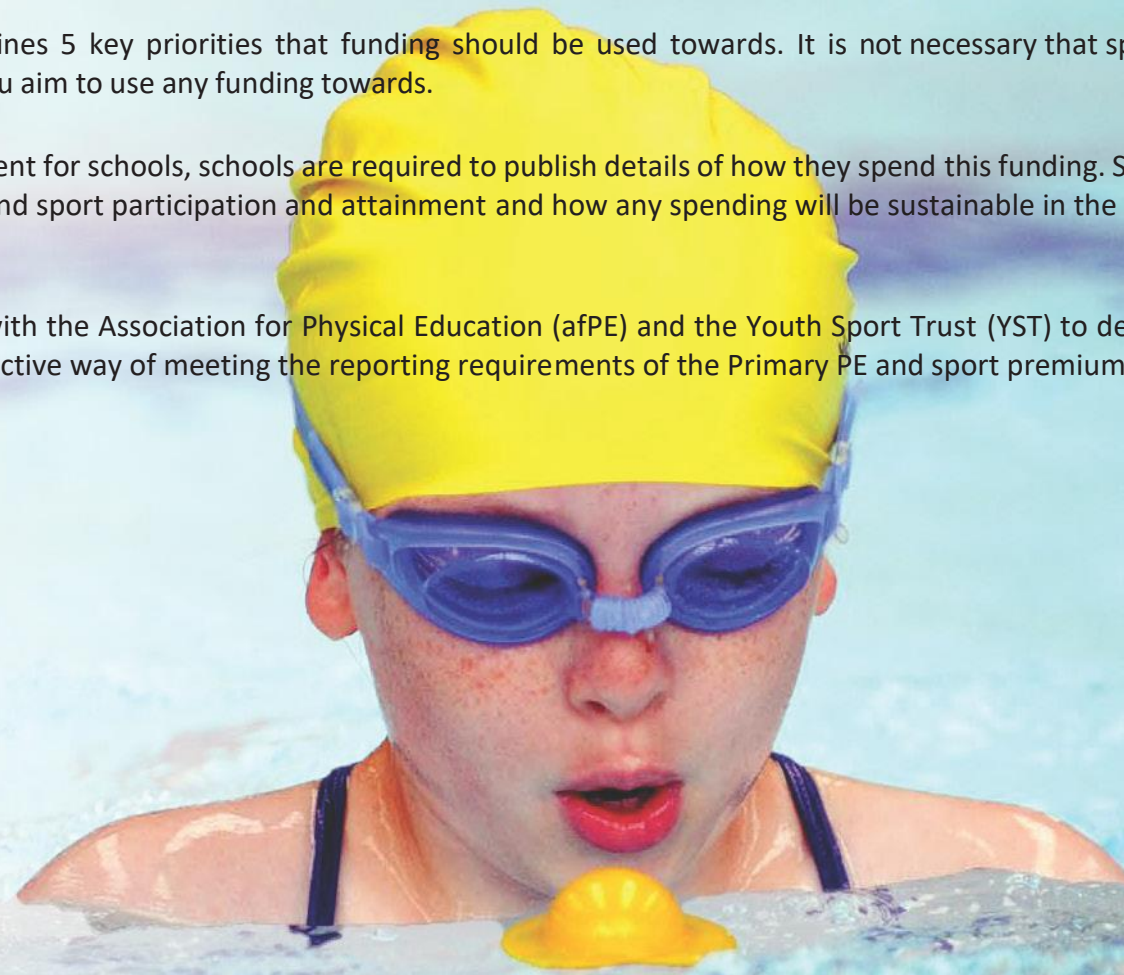
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not necessary that spending must meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.



Details with regard to funding

Please complete the table below.

14,751

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/2024	£21,353
How much (if any) do you intend to carry over from this total fund into 2024/25?	£6600
Total amount allocated for 2024/25	£27,953
Total amount of funding for 2024/25. Ideally should be spent and reported on by 31st July 2025.	£27,953

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 practiced safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>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</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>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 2023.</p> <p>Please see note above</p>	68%
<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>	70%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	47%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	Yes/No

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Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2023/24	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:	
<p>All children at Manor Park are encouraged and supported to adopt a holistic approach towards their health and wellbeing. PE and school sports is a key component in this shared vision. All children from Reception to Year 6 have equal opportunities to participate in PE lessons in a range of engaging spaces across the school environment including the halls, our extensive fields and outdoor learning environments. The children take part in one high quality PE lesson each week which is aimed at improving each child's physical performance, confidence and competency. All lessons are designed carefully and progressively and include differentiation to enable all children to succeed and excel in all aspects of PE. Successes are valued and celebrated during lessons, assemblies and through competition events. Children are taught a broad and balanced range of sports, games and physical activities, carefully pitched to support and challenge every child. Children are encouraged to achieve their personal best, measure their own improving performance and adopt a life-long love passion for being involved in physical activity. As well as this, at Manor Park, we encourage and scaffold sportsmanship, recognising that this is something we all need to be established in, to be well rounded, reputable sports people. These factors together contribute to a greater understanding of how a sustained, active and healthy lifestyle leads to high levels of confidence and wellbeing. We aim to embed 60 minutes of physical activity throughout the school day in addition to weekly PE sessions. Lunchtime activities are run by coaches and junior sports leaders and are extremely well attended by children from across all year groups. During the better weather particularly in early autumn, late spring and the whole summer terms, activities based on the school field are hugely popular with large numbers of children. Where possible, we provide active learning to inspire children to become more active throughout their school day and enhance their learning. Every Friday afternoon as part of Manor Park University children choose a course of their choice. Sporting courses range from cycling, dance, netball, cricket, taekwondo, tag rugby, swimming and outdoor action and adventure where children learn skills in our forest school.</p>			69%	
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:

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<p>All children across the school including EYFS, KS1 and KS2 are involved in at least 1 hour of physical activity each day.</p> <p>Successful breakfast club established and embedded to encourage more pupils to attend school earlier, get involved in activities and support working families.</p> <p>Recent outdoor gym which was installed at the beginning of the 2022/23 school year continues to be used effectively at break and lunchtimes and has remained popular with all children.</p> <p>We provide experiences such as celebrating sporting events in the weekly newsletter, promoting the active walk to school week and encouraged inter house competitions. E.g. during our annual school sports day.</p> <p>Children can choose from a range of sporting courses as part of Manor Park University each Friday.</p> <p>Children at Manor Park are given the opportunity to join a range of extracurricular activities after school. They range from traditional sports such as football and netball, to other sports such as archery and parachute games.</p> <p>SEND children are often given</p>	<p>Our sports coaches have planned high quality, lunchtime sports activities and have been supporting children during these sessions. Regular, high quality sporting activity has been embedded across school successfully.</p> <p>Sports coaches employed by school and from local clubs to lead and contribute to whole school sporting events, including Manor Park University. Courses for all children from EYFS, KS1, KS2 to include several options with a focus on physical, outdoor and adventure modules for children to engage in.</p> <p>Curriculum enrichment dance teacher employed to work with all pupils (one year group per half term)</p> <p>Swimming lessons take place weekly during the Manor Park University slot. There has been a key focus on water safety and safe self-rescue in different water-based situations, as well as children learning to swim (at least) 25 meters using a range of different strokes effectively.</p>	<p>£10,225</p>	<p>Increased physical activity and love for movement.</p> <p>All pupils are offered opportunities to access dedicated sports coaches during after school clubs and enrichment activities including Manor Park University and lunchtime.</p> <p>As a result, all children are benefitting from expertise and high-quality physical activity and training with professional sports coaches with links to core subjects including maths, English and topic/creative curriculum.</p> <p>Children with SEND demonstrate improved confidence, self-esteem and independence and focus across the curriculum because of these sessions. In turn this promotes good behaviour and cater for children with challenging sensory needs.</p> <p>From speaking with teachers, SEND pupils are demonstrating increased levels of confidence and self-esteem after competing in sports events such as school team sports, PE sessions that require teamwork and in the recently revised house-based sports day.</p>	<p>Close professional links between SLT, MLT, PE subject lead and sports coaches have been maintained to ensure high quality sporting opportunities during curriculum teaching and extra-curricular enrichment.</p> <p>Lunchtimes and after school clubs are monitoring for quality assurance and to ensure the school is getting value for money from suppliers.</p> <p>Continue to upskill school teaching staff with the view to increase confidence, skill and sustainability of expertise.</p> <p>When completing pupil voice, children enjoy PE lessons quoting the variety of activities on offer in both PE lessons, lunchtimes, after school clubs and school teams.</p> <p>Children are eager to attend active after school clubs which run at full capacity and children often choose sporting clubs as part of their enrichment.</p>
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<p>additional opportunities to develop core strength skills through use of resources such as balance beams, obstacle courses and yoga-style inflated balls during 'sensory circuits.' This provision is carried out daily as an additional intervention.</p> <p>To improve water confidence, safety and swimming ability to all our pupils from Reception - year 6. This is delivered via PSHE lessons.</p> <p>All children in Year 3 receive a term of swimming lessons at our local leisure center and are provided with travel to the venue. This year, children from Year 4-6 have also had the option to take part in 'top up' swimming lessons during the 2nd half of the Spring term and for all of the Summer term.</p>				
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>The PE team audited the skills of staff each year focusing on confidence and competency in all aspects of teaching in PE. This enabled us to develop and organise a comprehensive, innovative staff training programme to build skills and confidence in teaching outstanding PE. Members of the PE team provide exceptional CPD opportunities based on their own expert knowledge, supported by comprehensive and up to date feedback from external courses they have attended.</p> <p>In depth curriculum maps, individual lesson plans and assessment formats are consistently outstanding and adapted to ensure understanding of how best to deliver and achieve excellent PE lessons is in place across all key stages. These include clear lesson objectives linked to The National Curriculum and Development Matters Framework for Early Years. They also show a clear breadth, balance and progression in skills across a range of physical activities and sports. Age related vocabulary is included in lesson plans and used in teaching and learning to promote fluency and understanding. The PE subject SEF and policy shows clear intent, implementation and impact statements personalised to Manor Park Primary School including strengths and areas for development. Regular inter school competitions take place between schoolhouses and we acknowledge and celebrate national and international sporting events by regularly attending and hosting school games competitions.</p>				<p>Percentage of total allocation: 5%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	

Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>Continue to raise profile of sports and high-quality physical activity for all children across school. This is done through regular updates of displays, assemblies related to current sporting events, e.g. the Olympics/Euros. Also, through the successes of school teams and through taking part in local sporting events, e.g. 'The Flame of Friendship Relay Race,' to celebrate the 2024 Olympic and Paralympic games.</p> <p>Children continue to be given choices about the types of curriculum activities they want to take part in.</p> <p>Focus on health and wellbeing for all children including identified groups.</p> <p>Greater shared understanding of how making informed choices about nutrition, diet and exercise improves health. (PSHE/Science lessons)</p> <p>Quality of curriculum including coverage, planning, assessment, teaching and learning.</p> <p>Full audit of equipment undertaken to ensure any issues were addressed and new equipment was purchased.</p>	<p>Celebration of in school and out of school PE achievements is celebrated regularly in the school newsletter. Examples of good learning behaviour are modelled through this as an aspirational target for children. Regular chances are provided to represent school through sports teams who have competed across different events and against local schools throughout the year.</p> <p>Sports coaches employed by school and from professional organisations lead and contribute to whole school sporting events, including sports days, Manor Park University courses for all children from EYFS, KS1, KS2 to include several options with a focus on physical, outdoor and adventure modules for children to take part in.</p> <p>The PE mark is currently being assessed, with the hope of it remaining as the Distinction mark for the new academic year 2024/25.</p> <p>Children wear PE kit to school for the whole school day, to encourage pupils not to forget the correct attire on the day they are being taught PE. This also ensures that no PE time is</p>	<p>£810</p>	<p>Sporting achievements are celebrated through school newsletters, website, twitter and Seesaw which is establishing a shared love of sport by children, staff and parents.</p> <p>Raised awareness and understanding of importance of making healthy choices through nutrition, diet and exercise.</p> <p>Children were invited by Warwick University to take part in the Flame of Friendship Relay Race, as a way of welcoming the summer Olympics. Selected children ran the torch to a local school, where it was then passed over to them. This promoted teamwork, sportsmanship, unity and celebrated diversity within the sporting world.</p> <p>Raised standards and improved outcomes across the school as part of PE review.</p>	<p>Governors to carry out pupil voice to gauge children's knowledge, understanding and vocabulary directly linked to this subject.</p> <p>PE lead to observe lessons across the school and provide support when required.</p> <p>Raised profile continues to increase popularity of PE and sport.</p> <p>Children to continue to be given opportunities to demonstrate to others their developing skills in PE and other sporting activities during assemblies, Manor Park University displays and competitions.</p> <p>Pupil voice continues to be valued and used to drive outcomes.</p> <p>Sports leaders from UKS2 trained and given opportunities to support peers and younger pupils in school.</p> <p>PE lead to work closely with outside providers to ensure of</p>

<p>Each half term the winning house receives a prize. We have previously used local sports clubs or athletes to deliver a workshop. The emphasis this year has been on more practical prizes based on other areas of the curriculum.</p> <p>Teachers model high expectations for attitudes towards PE through participation, wearing appropriate kit themselves, using specific vocabulary and following through expectations for working hard and being active for the duration of the sessions.</p>	<p>wasted on getting changed to be able to take part in the lesson.</p>			<p>high-quality lunchtime and after school provision.</p> <p>Children show a desire to learn and improve and consistently demonstrate our school values. S.O.A.R (Self-sufficient, Original, Attitude and Resilience). This is supported by the positive feedback from pupil voice which shows many children enjoy PE.</p> <p>During a combination of pupil voice and discussion with teachers it is apparent children enjoy PE and are engaged and motivated learners. PE kits are rarely forgotten to be worn on PE days, and teachers acts as role-model by wearing PE kits whilst teaching.</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Teaching is typically good or outstanding as evidenced by lesson observations which focus on identifying strengths and areas for development in the teaching of PE, which provide feedback to staff to support and develop best practice. PE leader shared planning with teaching staff, and ensured all staff were aware of the required skills needed to ensure teaching is comprehensive and progressive, enabling learning of PE subjects to consistently move all learners forward. Pupils experience high quality learning experiences that develop skills, knowledge and understanding in all aspects of PE including games, athletics, gymnastics, dance, outdoor and adventure activities and swimming. Teachers have high expectations of their students who are supported to develop resilience and perseverance for their own work. Equally, they are continually encouraged to foster a positive attitude towards themselves and the work of others. Pupils have excellent attitudes to their learning and take responsibility for their progress. Through their learning in health and physical education, children are encouraged to develop a positive and responsible attitude to their own physical, mental and emotional, social, and spiritual well-being that includes valuing themselves and other people.</p>	<p>Percentage of total allocation:</p> <p>2%</p>
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Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>Provide staff with professional development, mentoring, training and resources to help ensure confidence in teaching and delivering high quality PE resulting in higher quality teaching.</p> <p>Staff supported through the new version of the school inter house sports day. Support given via CPD relating to the new process for sports day, documentation, events and running order.</p>	<p>PE leader to attend professional development courses which is then cascade to staff in school.</p> <p>New scheme of Work is embedded with a clear curriculum map across all phases.</p> <p>Staff are trained appropriately to ensure quality of teaching.</p> <p>Staff confident to deliver quality sporting opportunities. Mid-day supervisors to work cooperatively with children during lunchtimes.</p> <p>Manor Park University courses specifically targeting areas of National Curriculum PE to provide greater coverage and opportunities for children to work towards.</p> <p>Dance specialist used to teach timetabled PE sessions and support/upskill staff.</p>	<p>£240</p>	<p>Improved subject knowledge and confidence PE team attended PE courses aimed at sharing practice in quality of teaching and learning, inclusive approaches to PE, how PE impacts across other curriculum areas, effective differentiation and Sports Premium Funding - shared with staff in CPD meeting.</p> <p>Delivered to share practice, updates and initiatives. Teacher and pupil engagement to be monitored by PE lead. Improved ability and skills for pupils.</p> <p>Development of school lesson and medium-term plans.</p> <p>Improved knowledge and confidence of delivery, planning and assessment.</p> <p>Children and staff increased participation in attending and delivering after school sports clubs which are tailored to needs and</p>	<p>All staff to continue to be supported to ensure greater confidence is established to deliver high quality PE lessons.</p> <p>PE leader to continue to lead on CPD sessions. PE leader and team to quality assure all planning, teaching and learning is of the highest standard and to support staff with the delivery of sessions.</p> <p>PE leader to observe lessons and gather evidence through pupil/ staff voice.</p> <p>PE leader to organise questionnaire for staff, including new staff and trainees, to identify training needs and improve staff confidence and competency to teach high quality PE lessons.</p> <p>PE leader to monitor and provide support where</p>

			interests of children.	<p>appropriate to ensure progress and achievement are maintained by all pupils. ECT's to observe excellent PE practice.</p> <p>Teaching staff to observe members of PE Team delivering outstanding lessons.</p> <p>Governors to carry out pupil voice and speak to a range of pupils about their attitudes, knowledge and understanding towards PE</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Healthy lifestyles are continually promoted at Manor Park through a wide range of innovative opportunities. Our extensive fields, playgrounds and outdoor learning environments are designed and equipped with the highest quality resources to enable the children to immerse themselves in fun and enjoyable structured physical play opportunities during break and lunchtimes. Children from all ages across the school are offered opportunities to extend and explore their personal interests, talents and preferences in sports through our exceptional extra-curricular programme and competitive activities. They are given rich and varied opportunities to extend their physical talents and interests through our bespoke Manor Park University curriculum enrichment offer. Autonomy and personal choices are central to these enhancement opportunities, enabling children of all ages to steer their learning and pursue their dreams and aspirations. Personal values are advocated, celebrated and embedded across the school. Children and staff show respect towards one another, and only exceptional behaviour is accepted in PE lessons and throughout the times of the school day where physical activities take place. Resilience and perseverance to achieve the highest outcomes during physical team games, personal best challenges and individual work underpins all PE lessons.

Percentage of total allocation:
11%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>Additional achievements:</p> <p>A wide range of activities both within and outside the curriculum are carefully planned to increase participation and skill level of pupils.</p> <p>Focus on pupils who do not have the opportunity outside school or choose not to take up the additional PE on offer particularly PP children. An example of this was when selecting children to take part in the Flame of Friendship Relay Race Event.</p> <p>SEN pupils' participation carefully monitored and encouraged. PE leader has worked closely with SENCO to ensure those on the SEN register can participate in Sports Day and is inclusive to all our pupils.</p>	<p>After school clubs have run so children have access to a broad range of sports. Children have been entered into a wide range of competitions throughout the year that are inclusive for all children. Purchase new equipment for PE lessons and Manor Park University.</p> <p>Work alongside professional coaches in delivering sports clubs/wide range of activities before, during and after school.</p> <p>Provide a range of inclusive opportunities in and outside of school.</p> <p>Clubs are offered at a reduced fee for children whose families are in receipt of Pupil Premium funding.</p> <p>Clubs kept to an affordable charge to cover costs of coaches and are free of charge where school staff run clubs.</p> <p>Carry out pupil voice to ascertain views of children and what they would like to have more of in terms of the PE offer.</p> <p>School sporting events including assemblies, intra sporting</p>	<p>£ 1,643</p>	<p>Excellent behaviour at lunchtimes in line with the school's behaviour policy supported by SLT, learning mentors, sports coaches and DRAs to develop positive sporting attitudes.</p> <p>A range of extra-curricular clubs to encourage pupils who don't normally take part encouraging a high intake of participation.</p> <p>Clubs that have been successfully run include, Coventry City Football Club training, school football club, modern dance, street dance, tri golf, athletics, parachute games, hockey, martial arts, multi skills, tennis, gymnastics, tag rugby, rounders, athletics and basketball.</p> <p>Clubs are monitored regularly and changed due to popularity and considering pupil voice.</p> <p>Clubs are offered to all year groups including EYFS/KS1 and KS2.</p> <p>Pupils say they enjoy PE and sport provided within school.</p> <p>High quality dance provision. High levels of engagement and enjoyment for a range of competitions</p>	<p>PE leader to monitor equipment and continue to ensure lessons are well resourced.</p> <p>PE leader to find new resources to increase number of sports which are accessed by children at Manor Park.</p> <p>PE leader assessed and identified equipment needed for the inter house sports day as existing equipment was insufficient. Resources provided an excellent quality sports day experience for pupils, staff and parents alike.</p> <p>Equipment was sourced and ordered in plenty of time to endure two sports days ran smoothly.</p>
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	<p>competitions and festivals.</p> <p>Purchase of essential equipment and resources to enable a wide variety of sports to be taught effectively.</p>		<p>including children from Years 1-6. Dance provision comes from individual dance teacher who teaches a different year group per half term, after school club and an MPU group. Provision also comes from a local dance school.</p> <p>Increased level of interest of pupils in sport and desire to emulate them. Increased knowledge, confidence and competency for pupils and staff in all aspects of PE and school sport.</p> <p>New sports equipment purchased, with impact of increased participation in lessons and improvement of skills, as more children have equipment that is fit for purpose. Staff trained; new scheme of PE planning implemented.</p>	
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<p>Key indicator 5: Increased participation in competitive sport</p> <p>PE lessons at Manor Park are designed to carefully consider the ability of all pupils. Planning includes differentiation to enable all children to succeed and excel in all aspects of PE. Curriculum maps show progression and are aimed to develop competence to excel in a broad range of physical activities. Successes are valued and celebrated during lessons, with the whole school community and through competition events. Children are supported to foster a positive and well-balanced attitude towards both inter and intra competitive sporting opportunities. Teams and individuals are supported and encouraged to take part in competitive events and matches within school and against other schools across the city. By participating in competitive sport during their school life, children develop an understanding of what competing means, how it feels to communicate effectively and to be part of a team with a shared vision and goal.</p>	<p>Percentage of total allocation:</p> <p>12%</p>
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Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practise:</p> <p>Hold whole schoolhouse sporting tournaments throughout the year. E.g. Sports Day/lunch time football tournaments.</p> <p>Arrange sporting friendly matches and transport to fixtures, festivals and competitions.</p> <p>Organise School Games competition and transport. Ensure inclusive approach in identifying children to take part in competitions.</p> <p>Arrange girls only opportunities.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>PE leader to implement house competitions.</p> <p>Arrange sporting friendly matches and transport to fixtures, festivals and competitions.</p> <p>Organise School Games activities and transport.</p> <p>Ensure inclusive approach in identifying children to take part in competitions.</p> <p>Arrange girls only opportunities</p>	<p>Funding allocated: £1,834</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <p>All pupils had the opportunity to participate in an intra or inter competition.</p> <p>Manor Park children have been entered and taken part in the following sporting competitions throughout the year:</p> <ul style="list-style-type: none"> - Harry Shaw Cup (Boys) - Chris Rose Cup (Girls) - Coventry City Football Tournament - Coventry Primary Schools Football League (Boys and Girls) <p>Share achievements with parents, children and staff through school website, newsletters, twitter and displays.</p> <p>Friday lunchtimes have been dedicated to girls only football matches, after the successful launch of girl's football as part of the FA campaign #letgirlsplay in March.</p>	<p>Sustainability and suggested next steps:</p> <p>PE leader to set up and co-ordinate 'Team Training' after school clubs in preparation for school teams playing competitive matches against other schools.</p> <p>Continue to encourage and promote the new girls' football club that takes place at lunchtime on a Friday and competes against other schools during competitive match tournaments.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Katy Moore
Date:	
Governor:	
Date:	