

PE and sport premium monitoring and tracking form *2025/2026*

Commissioned by



Department
for Education

Created by



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PE and sport premium monitoring and tracking form



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- It is intended that this template should be used as preparation for the completion of the statutory DfE PE and sport premium digital expenditure reporting return. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
 - The template is a working document that you can amend and update during the year.
 - Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of you PE and sport premium funding in 2024/25.
 - You should use your evaluation of last year's funding to help you decide what to do this academic year, how you will do it, and what impact you expect it to have.
 - All spending of the funding must conform with the terms outlined in the conditions of grant
 - The summative digital expenditure reporting from June 2026 will continue to include swimming and water safety information. PE and sport premium funding can be used to provide top-up lessons, where necessary, to ensure pupils meet national curriculum swimming requirements
 - To ensure funding is used effectively and based on your school's needs; guidance and examples of best practice across schools can be found here.
 - You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
 - You must develop and add to the PESSPA activities that your school already offers.

Useful Links:

- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2025 to 2026 - GOV.UK](#)

Review of the last academic year (2024/2025)

- Take some time to reflect on your intent, implementation and impact from last academic year to celebrate your wins but to also think about improvements for the year ahead.
- You do not need to complete every box. Just record the information that is key to your school's priorities and areas of focus.

Remember - Be clear about how you focussed spending on key groups such as SEND, girls and disadvantaged pupils.

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	n/a	n/a
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	n/a	n/a
3. Perform safe self-rescue in different water-based situations	n/a	n/a

Review of the last academic year (2024/2025)



- Investment in staff professional development, training and specialist sports coaching has enhanced teachers' confidence, knowledge and skills in delivering high-quality PE lessons.
- The school has successfully increased pupils' participation in regular physical activity through enhanced outdoor provision, active play opportunities and a wider range of physical activities throughout the school day.
- PE and sport have continued to play an important role within the school's wider curriculum and culture. Sporting achievements, participation in events and active lifestyles have been celebrated through assemblies, newsletters and displays, helping to raise the profile of PE across the school community.
- Funding has enabled the school to provide a broader range of sporting and physical activity experiences, ensuring that all pupils have equal opportunities to participate regardless of gender, ability or background.
- The school has provided a range of age-appropriate competitive sporting opportunities through intra-school competitions and inter-school events. Participation rates in competitive activities have increased, with many pupils experiencing the pride of representing their school and developing greater confidence in their abilities.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	PE lead attended termly network meetings sharing good practice among the Kite Academy. Within this the PE lead held pupil conferences within different year groups in the school and observed PE being taught by staff. PE lead worked with staff to help plan and adapt lessons to suit their year groups needs. Observations carried out showed high quality PE being taught across the school using equipment effectively. Staff raised lack of confidence in gymnastics. CPD was provided to model teaching gymnastics and provided opportunities for staff to practise these skills. From staff conferencing they expressed they felt more confident teaching gymnastics in PE and had a better knowledge of the skills needed to be taught in their year group/KS1 school.	For the training to be more beneficial and effective for staff to build on their confidence, moving forward having a sequence of PD specific to gymnastics would be more effective. Allowing staff to try or rehearse new skills with an experienced staff member. This provides staff with more opportunities to observe an experienced member of staff with the intent to finally deliver a lesson independently. From research and previous CPD we have found that if staff are given a sequence of training providing more opportunities to observe and rehearse this raises their confidence in teaching more so than one stand-alone training session. Therefore, next year's CPD we plan to provide a sequence of training with follow on sessions and intend to make training available to all, as some part time staff may miss certain training because of their working patterns.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Last academic year we had sports coaches who provided after school sporting opportunities for children including SEND, PP and girls. They also ran lunch time sports clubs to promote positive play on the playground and increase engagement in regular physical activity. New playground equipment meant that	From conducting playground observations and pupil conferencing there was a need for more modelling of positive play on the playground. Therefore, moving forward to next year we will train up 10 new sports coaches from year 2 who will run games at lunch times available to all. We are also planning to implement a whole school skipping workshop to promote regular physical activity on the playground and increase engagement available to all children.

	children had high quality equipment to engage with.	
3. Raising the profile of PE and sport across the school, to support whole school improvement	PE coaches from outside agency led playground games at lunch times which provided more opportunities for positive play and also modelled sporting skills. Visit from an athlete. Children know that people can have jobs within sport and sport continues into adulthood.	Interviews from staff and children found that children wanted more opportunities to experience different types of sport. The athletes visit was successful but children expressed a want to try new sports. Therefore, next year we aim to provide more opportunities to raise the profile of PE across the school for all children.
4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls	Improvement to playground equipment. New resources provided to offer a broader experience of sport and providing experiences to all children all the playground.	New playground equipment was not always used appropriately. Behaviour incidents still ongoing at breaktimes and lunch times. From playground supervisor interviews they felt children needed more modelling of positive play and structured games on the playground.
5. Increasing participation in competitive sport	Our school took part in Kite Champions day competing against other schools in the academy. All children were provided the opportunity to take party. Our school competed against other schools within the area termly. This provided opportunities for lots of our children to take part in competitive sport.	Opportunities to compete in multi skills festivals termly was only offered to Year 2 pupils. Therefore, more opportunities need to be created for other year groups to increase participation in competitive sport.

Aims for the next academic year (2025/2026)



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- Using your whole school priorities, school development plan and previous PE, school sport and physical activity data, set out your aims for the year ahead.
- Think about specific areas of need such as **inactive girls, SEND and disadvantaged pupils**
- Remember to also input your swimming data and reflections in the table located at the bottom of this page.
- Consider which of the 5 key areas improvements will be focussing on:
 1. *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 2. *Increasing engagement of all pupils in regular physical activity and sporting activities*
 3. *Raising the profile of PE and sport across the school, to support whole school improvement*
 4. *Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls*
 5. *Increasing participation in competitive sport*

Swimming and Water Safety	Input data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	n/a	n/a
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	n/a	n/a
3. Perform safe self-rescue in different water-based situations	n/a	n/a

Aims for the next academic year (2025/2026)



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Aim	Why?	Key area	Supporting evidence
Develop lunchtime play provision to increase activity for least active groups by training play leaders	Model positive play on the playground and increase engagement in physical activity for all children.	Key indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities	Pupil conferencing Playground observations Behaviour incidents
To promote cycling, walking to school as a healthy option to travel to school	Create opportunities and engagement for all children in physical activity – SEND, PP, girls.	Key indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities	Parent questionnaires Pupil conferencing
To develop opportunities to compete in sports with others	To increase competitive sport and to make physical activity inclusive to all by providing opportunities to compete for every child.	Key indicator 5: Increase participation in competitive sport. Key indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils and to ensure equal access to sport for boys and girls.	Pupil conferencing
To raise the profile of PE and sport within the school	Children know that people can have jobs within sport and sport continues into adulthood	Key indicator 3: Raise the profile of PE and sport across the school, to support whole school improvement.	After school sports clubs
Curriculum leader's skills and knowledge updated. Enable Teachers to be secure in delivery of PE, assessment and progression.	Staff feel confident teaching PE and to refresh skills from last years.	Key indicator 1: Increase all staff's confidence, knowledge and skills in teaching PE and sporting activities.	Staff CPD Skipping workshop Youth sport trust membership PE attainment across the school
Develop outdoor spaces to improve engagement in physical activity throughout the school day.	Improving opportunities in sport and physical activities for all pupils including SEND	Key indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities	Playground observations Pupil conferencing Staff conferencing PE attainment across the schools

Plan, monitor and evaluate (2025/2026)



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- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead.
- Consider which of the 5 key areas improvements will be focussing on:
 1. *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 2. *Increasing engagement of all pupils in regular physical activity and sporting activities*
 3. *Raising the profile of PE and sport across the school, to support whole school improvement*
 4. *Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls*
 5. *Increasing participation in competitive sport*

Plan, monitor and evaluate (2025/2026)

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme), Midday supervisor training, Staff CDP to develop their understanding of games and play, Range of equipment, Youth voice activities to understand pupils wants and needs Outdoor play provision such as OPAL	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model. A happier, more active playground that meets the needs of all pupils especially SEND and girls.	Youth voice data through half-termly surveys and interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Midday supervisors have grown in confidence and far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played. Girls are proving to be the hardest group to engage as some are still choosing not to be active	Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Establish lead midday supervisors to empower them and give them ownership. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence?	100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others. Interviews by random selection were conducted and 92% of pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: - Am I involved with games at lunch time - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes	Staff CPD

Your Objective: Key indicator 2: increase all pupils' engagement in regular physical activity and sporting activities.

Key indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils and to ensure equal access to sport for boys and girls.



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	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Pupils will be offered a wide range of sports enrichment clubs to support the amount of physical activity undertaken and enrich their experience of sports.	Offer sporting clubs to all children, including Pupil Premium children, enabling them to access clubs regardless of financial resources. Range of resources/equipment	Children including those who are pupil premium being more engaged in physical activity. Allowing them to be inspired by sports and providing an equitable offer for all.	Half-termly child interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Children have high quality physical education throughout the day. Developing stamina in exercise – children have gradually increased active times during the year.	Lunch time clubs include all children including Pupil Premium children and provide opportunities to try a range of different sports. These improvements are sustainable and have proved to be impactful to the engagements of pupils taking part in regular sport. Develop and train play leaders to run games in the playground. Staff to organise and run lunch time clubs with the children.	The number of behaviour incidents on the playground has decreased due to lunch time clubs modelling positive play. Children are playing a broader range of sports.	TS external coaching costs

Your Objective: Key indicator 2: increase all pupils' engagement in regular physical activity and sporting activities.



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	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Pupils will be offered a wide range of sports enrichment clubs to support the amount of physical activity undertaken and enrich their experience of sports. To train and develop school playleaders.	Develop pupil leadership (TS coaching), Midday supervisor training, Staff CDP to develop their understanding of games and play. Train 10 leaders as play leaders who can connect in with lunchtime supervisors and support making the playground more active and structured, ensuring physical skills are developed and resources are fit for purpose. Children's well-being improved through engagement in positive play.	Pupils will use their leadership skills to support and coordinate the facilitation of physical activities at lunchtime. A happier, more active playground that meets the needs of all pupils especially SEND and girls. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model.	Half-termly group discussions with play leaders. Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Having qualified sports coaches to lead lunchtime clubs has had a positive impact on pupils' physical activity levels, engagement, and wellbeing. The clubs have provided structured, enjoyable opportunities for children to be active during lunchtime, helping to increase participation in a range of sports and physical activities.	Having given the children experience of leading games at lunch time we plan to skill and develop playleaders next year to continue to run lunch time activities.	Staff have observed improved behaviour and engagement during lunchtime, as pupils are positively occupied in organised activities. The clubs have also supported the development of teamwork, communication, leadership, and sportsmanship skills, contributing to pupils' personal and social development.	TS lunch time clubs - £8,920

Your Objective: Key indicator 1: increase all staff's confidence, knowledge and skills in teaching PE and sporting activities.

Key indicator 3: raise the profile of PE and sport across the school, to support whole school improvement.



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	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To invite a skipping teacher to model skills required for skipping to children and staff.	Skipping ropes use effectively during playtimes. Staff knowledge of skipping skills improved.	Children and staff have increased skills and knowledge about skipping. Encouraging positive play and social skills in the playground. Inclusion of all – SEND, PP, girls in sport Midday supervisors and all staff leading a range of physical activities like skipping and joining in with movement daily to role model.	Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	The skipping workshop had a highly positive impact on pupils across the school, providing an engaging and inclusive way to increase physical activity levels. Pupils developed their skipping skills, coordination, balance, and fitness through a range of fun and challenging activities suitable for all abilities.	We plan to run this activity again next year because of the positive impact it had. Based on funding we hope to raise enough to offer this to our new children in the next academic year.	More positive play on the playground and enjoyment of exercise. Improvement in children's coordination, team work, cooperation and self belief has been noted.	Skipping Workshop - £375 Staff CPD - £2,275.16

Your Objective: Key indicator 2: increase all pupils' engagement in regular physical activity and sporting activities.



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	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To promote cycling, walking to school as a healthy option to travel to school	Start a regular 'walk to school' day. Cycle and scooting session Bunny hop session Daily run	To support children and families to live healthy active lives. To embed the foundations of positive and enjoyable participation in regular physical activity. To improve children's and parents knowledge about the need to be more active throughout the day.	Government guidelines recommend that children and young people should participate in moderated to vigorous intensity activity for at least 60 minutes a day.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	As part of our Community week children took part in Walk to School week. They were motivated to raise money for the schools charity and raise the most within their class. This had a positive impact on the amount of physical exercise children. Through school assemblies children were more aware of the benefits of physical exercise on their overall health.	As this had a positive impact on the children and the wider community within the school we plan to run this again as a whole school next year.	The walk to school week generated valuable funding, promoted daily exercise, developed pupils' understanding of healthy habits, and strengthened community engagement. The success of the Sponsored Walk to School Week demonstrates the positive impact that whole-school events can have on both pupil wellbeing and the development of school sport.	No costing.

Your Objective: Key indicator 1: increase all staff's confidence, knowledge and skills in teaching PE and sporting activities

Key indicator 2: increase all pupils' engagement in regular physical activity and sporting activities.

Key indicator 3: raise the profile of PE and sport across the school, to support whole school improvement.



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	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To improve children and parents knowledge and awareness of staying safe near roads. To support children and families to live healthy active lives. To embed the foundations of positive and enjoyable participation in regular physical activity.	Use Brake.org.uk resources for assemblies and teaching road safety. Invite road Safety Roadshow – linked with previous objective - To promote cycling, walking to school as a healthy option to travel to school	Children and families to live more healthy active lives by taking on more movement throughout the day. A happier more active playground including all – SEND, PP and girls. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model.	Parent feedback– what impact has this had on their children in the wider community Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Pupils demonstrated increased knowledge and awareness, with many able to recall important information and discuss how it could be applied in their daily lives.	We plan to run this activity again next year because of the positive impact it had. Based on funding we hope to raise enough to offer this to our new children in the next academic year.	Staff observed high levels of engagement across all year groups, with pupils responding enthusiastically to the practical and visual elements of the roadshow.	Roadshow - £380

Your Objective: *Key indicator 5: increase participation in competitive sport*

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To develop opportunities to compete in sports with others including Kite champions day. Sports Day Markings for Sports day competitive events – provide suitable and sufficient sporting facilities and resources	Kite Champions Day. Provide opportunities for children including SEND, PP and girls to take part in competitive sport. Multi skills festival – links with other schools in the area. Termly competitions to compete against other schools.	Children participate in events and demonstrate the school values including resilience and respect. Increased participation in school sports and equal opportunities for PP, SEND, girls and boys in competitive sports.	Conduct regular observations of the playground to gauge activity levels of the least active children taking part in competitive games on the playground. Staff voice and feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Taking part in competitive events has helped pupils build confidence, resilience, and self-esteem. Children have learned how to cope with both success and disappointment, developing important life skills such as perseverance, determination, and positive sportsmanship. Many pupils have shown increased motivation to practise and improve their performance, leading to greater engagement in physical activity both in and out of school.	Having made strong links between local schools these improvements are most certainly sustainable with each school rotating hosting competitive events. Organised academy competitive sporting event at the end of the year is a sustainable improvement and strong links and communication has been built between staff.	Overall, the investment in competitive sport opportunities has enhanced pupils' physical development, fostered positive attitudes towards physical activity, and helped establish strong foundations for lifelong participation in sport and healthy lifestyles. It has also increased parent engagement and involvement in their child's physical activity and the feedback from parents to school has been positive.	External sports competitions costs

Your Objective: *Key indicator 2: increase all pupils' engagement in regular physical activity and sporting activities.*

Key indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils and to ensure equal access to sport for boys and girls.

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Develop outdoor spaces to improve engagement in physical activity throughout the school day. Remedial work to climbing frame and outdoor areas.	Hands on, outdoor experience will improve concentration and learning. Additional resources bought for sports and physical activity sessions and break times.	All children have access to gross motor throughout the day	Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	The improved outdoor spaces have provided pupils with increased opportunities for active play, physical challenge, exploration, and movement-based learning.	The outdoor developments have also supported inclusive participation, enabling children of different abilities and interests to access enjoyable physical activities in a safe and stimulating environment. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence? Continue to listen to SEND children.	Staff observations indicate higher levels of engagement during breaktimes, lunchtimes, and outdoor learning sessions, with pupils showing increased enthusiasm for active play.	Equipment and resources £4,873.84

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Youth Sport Trust (premium membership) to support PE subject leads and teachers in PE Curriculum leader's skills and knowledge updated. Enable Teachers to be secure in delivery of PE, assessment and progression.	PE lead to attend regular network meetings with other Early Years and KS1 schools in the Kite Academy and our learning partnership Attend additional training offered to support knowledge and acquire new skills CPD opportunities for staff - PD on areas for development.	PE subject leader/T&L leader – they will gain increased confidence in leading and supporting other teachers in delivering high-quality PE lessons. PE subject leader/T&L leader to have better understanding of how to raise profile of PE across the school Teachers – they will gain confidence of teaching high quality PE lessons and facilitating increased opportunities for physical activity.	Observe teachers in PE Team teach alongside teachers to support
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	The Youth Sport Trust has had a positive and lasting impact on the school's PE curriculum by supporting the development of high-quality physical education, increasing opportunities for participation, and promoting the importance of physical activity across the whole school. Through access to training, resources, and best-practice guidance, staff have gained greater confidence and knowledge in delivering engaging and inclusive PE lessons.	The Youth Sport Trust creates sustainable impact by building staff capacity and embedding high-quality PE practices. The trust encourages leadership opportunities for pupils, supports active play initiatives, and provides access to networks of educational professionals, enabling schools to share ideas and continue developing their provision. These lasting improvements help to increase participation, raise achievement, and promote positive attitudes towards health and wellbeing across the school community.	The support provided has helped to broaden the range of activities offered within the curriculum, ensuring that all pupils can experience success and enjoyment in physical education regardless of their ability or background. Lessons have become more progressive and skills-focused, enabling pupils to develop physical competence, confidence, and a lifelong appreciation of healthy, active lifestyles.	Youth Sports Trust - £260

Total

Total £17200 to be spent

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