

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on ‘**whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school**’.

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

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

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](http://gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£2631
Total amount allocated for 2020/21	£18770
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2155.75
Total amount allocated for 2021/22	£19200
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,355.75
Total 21/22 (2155.75+11200+8000) = £21,355.75 Total spend = £21,345.18	

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. Please see note above	86%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	86%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	86%
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?	No

This form is also used as an end of year PESSPA report. Some items on this report have not been funded through SP – these items are written in grey font.

## 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: 2021/2022		Total fund allocated:	Date Updated:	
<p><b>Key indicator 1:</b> 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</p>				Percentage of total allocation: %
Intent	Implementation		Impact	Sustainability and suggested next steps:
<p>Improve outdoor area to enable more active play and support active learning</p>	<p>Expand EYFS playground – move fence to create a larger area and re-surface the walk through outside Cropredy Class.</p>	<p>£3966.60</p>	<p>The larger area has provided the children with more space which has resulted in increased levels of physical activity. The space is also used for outdoor learning.</p>	<p>This space will be enjoyed for years to come and will be essential for next years larger cohort.</p>
<p>To encourage even more activity during lunchtimes.</p>	<p>Organise Y6 playground leaders Sports reps to ask classes what personal challenges and competitions they would like during lunchtimes. LSC to run these with sports rep. and house captain support during lunchtimes. Activators clubs to target the least engaged.</p>	<p>LSC £11,332.91</p>	<p>Playground leaders present on EYFS/KS1 playground supporting and boosting active play. Football competition was voted to be the most popular across KS2. T2/3 57% of LKS2 played in lunchtime football tournaments, T4 50% of girls in UKS2 played in lunchtime football tournaments. Sports Leaders independently ran KS2 cricket and KS1 football clubs during Summer Term. Youth Activators clubs during Summer Term boosted lunchtime activity for the least engaged. Handball, Ultimate frisbee, gymnastics activities have also</p>	<p>Top up playground equipment – sports representative led survey to find out what children would like. Provide playground leader training for new Y6s in Autumn Term. Meet with new Sports Leaders team in Autumn Term to establish a lunchtime programme for 2022/2023 Book Youth Activators for Summer Terms to work with least engaged again.</p>

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<p>Engage all children in the sports/physical activity extra-curricular programme.</p>	<p>Run a variety of physical activity clubs (lunchtime and after-school). Monitor/track involvement in extra-curricular sports/physical activity clubs to ensure all are involved. Identify those who haven't engaged during T1-4 and provide targeted provision for them during the summer term.</p>	<p>LSC</p>	<p>taken place during lunchtimes as well as extra-support for G+T pupils in preparation for attending competitions.</p> <p>LSC ran a variety clubs (additional clubs run by outside providers, teachers and sports leaders). Lots of children engaged in physical activity extra-curricular clubs across the terms (figures do not include sports leaders clubs).  T1 – 133 children engaged  T2 – 137 children engaged  T3- 104 children engaged  T4- 171 children engaged  T5 – 150 children engaged  T6 – 134 children engaged  Audit identified children who did not engage in extra-curricular sports/physical activity clubs during Autumn and Spring Terms  - These children targeted and attended Activators Lunchtime Clubs during Summer Term.</p>	<p>Complete a whole school pupil voice during Autumn Term to establish what after school clubs the children would like. Further expand provision by involving parents.</p>
<p>Targeted provision for the least physically fit KS2 children</p>	<p>Identify the least physically fit (CV fitness) and run Friday morning fitness interventions for the least physically fit.</p>	<p>LSC</p>	<p>T3&amp;4 - 17 Y5 children identified as lacking physical fitness and/or self-motivation are taking part. T1 cross country results and T1 HRF assessment data used to identify. Pre intervention fitness test (bleep test) completed and</p>	<p>Hold whole school cross country in Autumn Term. Use data to identify the least physically fit and/or those lacking self-motivation. Run fitness interventions during Spring Term to increase fitness</p>

Attend NOSSP festivals targeted at the least active and least confident	Attend Y3/4 orienteering festival during T2. Attend Y5/6 orienteering festival during T3. Attend Y3/4 rounders festival during T5 and enter a team into the targeted competition.	NOSSP affiliation £2200	repeated at the end – 15 children improved their result evidencing an improvement in physical fitness/self-motivation. T6 - 15 Y6 children have been identified for this intervention using criteria above. 14 children showed increased fitness/self-motivation following the intervention.  45 children attended targeted festivals, boosting activity and confidence to take part in regular exercise.	levels/attitudes.  Attend further NOSSP targeted festivals – C4L festival, boccia, archery, FAN festivals next year.
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<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: %
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Intent	Implementation	Impact	Sustainability and suggested next steps:
Identify and target pupils with social, emotional needs and implement physical activity interventions	Run physical activity interventions and monitor impact on identified needs as well as academic progress. <ul style="list-style-type: none"> <li>EYFS (T3-6) Social/emotional (Improving ability to work confidently with peers)</li> <li>Y1/2 (T2-6) Social (Improving interpersonal skills)</li> </ul>	LSC  Children identified. 86 children worked work across the year, 22% = disadvantaged, 35% SEND and 10% both DA and SEN. The remaining 37 pupils are classed as vulnerable pupils due to low well-being, and emotional and mental health needs. Pre-	LSC continue physical activity interventions.

	<ul style="list-style-type: none"> <li>• Y3/4 (T2-4) Social (Improving interpersonal Skills)</li> <li>• Y3/4 (T5-6) Emotional (Stress buster)</li> <li>• Y6 (T2) Emotional (Building self-belief and resilience)</li> </ul> <p>Use teacher knowledge and pe self-assessments to identify children. Teachers complete a pre-intervention survey to identify specific needs. KS2 children complete a pre-intervention survey.</p> <p>Book Youth Activators for lunch time sessions – targeted group with a friendship focus</p>	<p>NOSSP affiliation</p> <p>£105</p>	<p>intervention surveys completed by teachers and children. Discussion and activities linked to identified needs – eg social interaction, connection, collaboration, teamwork, personal challenge to develop self-belief and confidence, relaxation.</p> <p>Pre and post intervention surveys and emotional check ins have evidenced a positive impact in all interventions -</p> <p>EYFS (T3/4) – impact score +183  EYFS (T5/6) – impact score +114  Y1/2 (T2-6) – impact score +117  Y3/4 (T2-4) – impact score (student) +46 (teacher) +165  Y3/4 (T5-6) +87  Y6 (T2) + 64</p> <p>Across RWM combined Years 1-6 participating children, 69% (10% above the NA 2022) have achieved EXS +. 57% of participating FS children have achieved GLD.</p> <p>60% of participating children in Years 1-6 made EXS+ progress in RWM combined.  65% of disadvantaged KS1/KS2 children have made good progress across all areas (RWM)  83% of SEND KS1/KS2 children have made good progress across</p>	
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<p>To deliver high quality PE lessons which are aligned to the physical, social, emotional and cognitive needs of the children.</p>	<p>Subscribe to Complete PE PE lessons incorporate physical, social, emotional and cognitive skill development. Use Complete PE units to deliver this and Complete PE assessment tool to measure the impact. KS2 complete termly self-assessments including in depth assessment of a social/emotional skill.</p>		<p>all areas (RWM)</p> <p>Youth Activators came during T1 and worked with 20 Y3/4 children with a focus on building relationships.</p> <p>Complete PE curriculum map designed and being followed by all staff. Teacher assessments and KS2 self-assessments completed. Data analysed to check attainment (all children + identified groups – boys/girls/SEND and disadvantaged) and to identify and provide children with additional support where needed (physical activity interventions/extra-curricular involvement). Analysis of data shows a high percentage of children meeting age related expectations across the activity areas. No vast differences between boys and girls. Disadvantaged attainment is in line with non-disadvantaged. SEND attainment is lower than non-SEND in some activity areas. Children who did not meet age related expectations in certain activities have been provided with additional support and opportunities.</p>	<p>Y4 Mental Health Activator Sessions booked for T3</p> <p>Continue to subscribe to Complete PE to support the delivery of high-quality PE.</p>
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<p>Develop children’s reading as well as their knowledge and understanding of the importance of healthy lifestyles. Inspire children to take part in physical activity.</p> <p>Promote the importance of healthy eating to ensure all children have a good understanding of keeping healthy.</p> <p>To achieve a ‘Healthy Schools’ rating</p>	<p>Build a library of books about health and physical activities.</p> <p>Eat them to Defeat Them Campaign Use of campaign resources to discuss healthy eating in class Send stickers/reward charts home Encourage parents to include featured weekly veg/fruit in lunch boxes Communicate our involvement with the caterers</p> <p>Staff on duty to hand out stickers for children eating the veg/fruit of the week</p> <p>Participate in Sport England’s Active Lives Survey. Complete teacher survey to achieve rating.</p>	<p>£738.89</p>	<p>KS2 have used their self-assessments to set themselves targets for improvement in each activity area.</p> <p>Library of books for all ages purchased and displayed in foyer area. Wrap around children have read books before and after school.</p> <p>All children received a sticker chart to take home. Children have received stickers from lunchtime staff for eating the featured vegetable each week. Children have been motivated to collect all the stickers and lunchtime staff have reported that the children have been keener to eat their vegetables than usual.</p> <p>Student/parent/teacher surveys completed – awaiting results.</p>	<p>Facilitate more children to have access to the books.</p> <p>Participate in this campaign next year</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>	<p>Percentage of total allocation:</p>
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Intent	Implementation		Impact	Sustainability and suggested next steps:
<p>Ensure all children are taught a high-quality, progressive PE Curriculum which focuses on the whole child.</p>	<p>Subscribe to Complete PE Carefully select Complete PE units to allow for a progressive curriculum, linking to whole school themes where possible. Set out key learning against physical/social/emotional/thinking skills across the years for each activity area to map progression. Set out key leaning across the year for each year group to show progression. Ensure that staff are following the curriculum map. Establish confidence levels and PE CPD needs through a staff confidence survey at the beginning of the year.</p>	<p>(£105)</p> <p>LSC</p>	<p>2 Year rolling curriculum map designed and on home page of the Complete PE portal. Supporting documents mapping physical/social/emotional/thinking progression in each of the activity areas from EYFS to Y6 and across the year for all year groups. These have been sent to teachers and are on the website. Teachers are following the units of work and report that they are user friendly and help in the delivery of high-quality lessons. Survey completed by all teachers and needs noted allowing for targeted support and improvement in the teaching of high quality PE.</p>	<p>Re-subscribe to Complete PE to further develop consistency and high-quality teaching of PE.</p> <p>Audit teachers early Autumn Term to establish current confidence levels and provide/organise support where necessary.</p>
	<p>Provide CPD Staff to attend CPD where needed (provide cover if needed)</p>	<p>LSC + NOSSP affiliation</p>	<p>CPD attended and evaluated with teachers reporting increased confidence, knowledge and skills in teaching PE. -Gymnastics CPD delivered to KS1 teachers to support the delivery of safe rolling within the Traditional Tales Unit. -Complete Pe Gymnastics workshop watched by teachers.</p>	

	Upskill Y1/2 staff in delivery of Complete PE multi-skills activities.	LSC	-SS attended FA teachers course in November. -DW attended NOSSP ECT Day – in June. Delivering the theoretical & practical basics of teaching PE in 2022. Largely practical day looking at what works in the classroom.	
	Mentor all teachers in the delivery of high-quality PE lessons through observation to identify strengths and areas for improvement. Provision of detailed feedback and identification of 2/3 agreed action points. Check on progress during T6.	LSC	All teachers observed and feedback given. Agreed action points recorded on feedback forms. Learning walks during T6 have provided evidence of progress and the teaching of high quality PE.	
Increase staff confidence, knowledge and skills in teaching cricket	'Chance to Shine' cricket coaches to deliver programmes to children with teachers working alongside		Y3/4 'Chance to Shine' sessions delivered Increased levels of teacher confidence in teaching cricket	Chance to Shine resources shared
Ensure that staff have access to quality equipment to facilitate the delivery high quality PE	Repair/replace/top up equipment as needed – Barrier tape for cross country	£15.96	Staff have access to equipment in order to deliver high quality PE lessons. Break, lunchtime, activity	Replenish equipment where necessary to sustain high quality resources for lesson.

Audit Pe and Sport provision	Gymnastics ribbons Cricket Tees  Affiliate to NOSSP to gain YST membership. Complete YST Quality Mark Online Self-Review Tool to review PE	£34.93 £22.80  NOSSP affiliation	breaks, clubs etc. are also well resourced and therefore facilitate higher quality activity and sport.  Gold Quality Mark awarded reflecting high-quality provision of physical education and its commitment to promoting and engaging children in sport.	This is a working document with clear areas for development identified, this will be used to inform our development plan for 2022/2023.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	Sustainability and suggested next steps:
Broaden KS2 curriculum offer  All Y6 children to participate in BMX sessions.	Use Complete PE to add Hockey, Dodgeball, Endball and Leadership units to KS2 curriculum Purchase equipment where needed Hockey sticks and balls  Organise for all Y6 children to attend the finish line of the Women’s Cycling Tour of Britain.  Mike Mullen to deliver BMXing sessions to Y5/6 children	(£105)  £528  NOSSP affiliation  £610	2 year curriculum map designed with new units added for next year  All Y6 children attended the tour and experienced riding a BMX on a pump track. All children took part in Mike Mullen’s BMX sessions. These experiences have boosted rider confidence and inspired them to cycle more. Y6 children have reported that they have been riding their bikes on the ramps at skate parks.	Hockey, Dodgeball and Leadership Units will be taught next academic year.  Re-establish EYFS ‘ready, set, ride’ club next year and introduce a KS2 ‘Go Ride’ cycling club.

<p>All children to participate in FootyKids taster sessions, increase numbers engaging in extra-curricular football</p>	<p>Organise FootyKids taster days and clubs in the Autumn and Spring terms.</p>		<p>Taster Day 1 September Years 1-5 participated (Y6 on PGL) 60 children signed up for Autumn Term Club Taster Day 2 March Whole school participated 46 children signed up for Spring Term Club</p>	<p>Taster sessions booked for next academic year – 12<sup>th</sup> September and 20<sup>th</sup> February.</p>
<p>Inspire children to run for fun by organising a Charity Fun Run</p>	<p>Organise a Katherine House Santa Fun Run</p>	<p>LSC</p>	<p>All children participated in the Katherine House Santa Fun Run at school which included a 12 days of fitness challenge. Raised £434.50</p>	<p>Organise a similar event for next academic year.</p>
<p>All children to participate in Olympian led sessions</p>	<p>Organise for an Olympian to visit the school</p>	<p>£598.17</p>	<p>Brogan Crowley: Team GB Junior level heptathlete turned Team GB Skelton visited for the day. Brogan was inspirational. The children loved the practical sessions.</p>	
<p>Introduce Handball to Y3/4 children</p>	<p>Organise lunchtime Handball sessions for Y3/4. Enter the NOSSP Handball Festival</p>	<p>LSC NOSSP affiliation</p>	<p>Lunchtime Handball sessions attended by 57% of Y3/4 children. 20 children attended the NOSSP Handball festival February.</p>	<p>Organise a lunchtime handball competition during Autumn Term and attend NOSSP festival.</p>
<p>KS2 children to learn how to play 'Dynomos' Cricket.</p>	<p>Organise for Chance To Shine to deliver a Y3/4 engagement day during Summer Term. Y5/6 children to take part in a</p>		<p>Chance To Shine delivered sessions to all Y3/4 children in May to including an assembly and 3x1hour Dynamo sessions. 30</p>	<p>Book Chance to Shine for a full programme next year.</p>

<p>For Y6s to experience swimming in a local outdoor swimming pool.</p> <p>Establish what other sports/physical activities the children would like to take part in at The Grange</p>	<p>'Dynamos' competition</p> <p>Arrange a trip to Woodgreen Leisure Centre for all Y6s to swim in the lido</p> <p>Participate in Sport England's Active Lives Survey to find out what sports and activities the children take part in both inside and outside of school as well as if there are new ones they'd like to try. Sampled classes = KS1 classes, Y3 + Y5. Pupils voice for all these classes + parental survey for Hanwell. Sport England will send a report.</p>	<p>£160</p>	<p>Y5/6 children attended the NOSSP Dynamos Cricket Competition.</p> <p>All Y6s attended and fully engaged in the session. The non-swimmers developed water confidence. Many of the children had not been before but said they would like to go again in their own time.</p> <p>Active Lives survey completed by Y1,3,5 classes. Results will be sent to school September 2022.</p>	<p>Organise a similar experience for 2022/2023.</p> <p>Use results to inform curriculum and extra-curricular programme</p> <p>Complete a whole school pupil voice next year during September/October</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	Sustainability and suggested next steps:
Achieve the gold standard for School Games Mark	Ensure we meet the SGM gold criteria	NOSSP affiliation	Pending validation	Complete the process next year to help maintain and drive forward standards
To engage all children in Intra-School Competitions	<p>Organise KS1 and KS2 House Cross Country</p> <p>Sports reps to ask classes what personal challenges and competitions they would like during lunchtimes. LSC to run these with sports rep. and house captain support during lunchtimes. Track children's participation to monitor engagement. Organise sports leader led Commonwealth lunchtime challenges and a Commonwealth Games Day</p>	LSC	<p>All children participated in House Cross Country during Autumn Term</p> <p>See section 1</p> <p>Whole school participated in Commonwealth Games Day which linked to Summer Term Dynamics Theme. Activities were designed and led by KS2 sports leaders. Sports leaders also organised lunchtime Commonwealth Challenges which 87% of children participated in. All children in targeted groups (least engaged and least physically fit/motivated) engaged in these activities.</p>	



<p>All children to attend at least one inter-school NOSSP competition/festival</p>	<p>Attend NOSSP events. Track children's participation to ensure all participate</p>	<p>NOSSP affiliation £83.93 cover £125 transport £20 card for certificates</p>	<p>85% of KS2 children have attended at least one event.</p> <ul style="list-style-type: none"> <li>• 5/6 Banbury Area Rugby – winners!</li> <li>• 3/4 + 5/6 Banbury Area Cross Country - 5 children finished in top 10 of their race and the 3/4 boys, 5/6 boys and 5/6 girls qualified for North Oxon Finals at Sibford.</li> <li>• 3/4 WPA Cluster Orienteering</li> <li>• 3/4 WPA Cluster Football – girls came 2<sup>nd</sup>, boys 4<sup>th</sup></li> <li>• 5/6 WPA Cluster Orienteering</li> <li>• 3/4 WPA Cluster Handball Festival – girls came 3<sup>rd</sup>, boys came 2<sup>nd</sup></li> <li>• 5/6 WPA Cluster Sportshall Athletics – 2<sup>nd</sup></li> <li>• 5/6 WPA Cluster Football – Girls came 4<sup>th</sup>, boys came 3<sup>rd</sup></li> <li>• Y2 Multi-Skills Festival</li> <li>• Y1 Multi-Skills Festival</li> <li>• 3/4 Rounders Festival – B team won their competition</li> <li>• 5/6 Cricket Competition</li> <li>• 3/4 &amp; 5/6 Quadkids Athletics – 3/4 came 2<sup>nd</sup> and 5/6, 15 children finished in top 10</li> </ul>	<p>Attend more targeted events next year to ensure all children attend at least one event.</p> <p>Continue to track</p>
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<p>Participate in the U11 Banbury Primary Schools Football League</p>	<p>Select 16 boys to form a Y5/6 boys football squad. Organise for a Community Coach to run a squad practice every Monday lunchtime throughout T3,4,5 Enter the league. Purchase football socks for football kit.</p>	<p>£225</p> <p>£57.99</p>	<p>positions. Individual 1<sup>st</sup> in 3/4 boys and 5/6 girls</p> <ul style="list-style-type: none"> <li>• 3/4 &amp; 5/6 Quadkids Athletics North Oxon Finals – both teams finished 4<sup>th</sup>, 5 children in top 10</li> </ul> <p>Boys selected and attending practises every Monday lunchtime run by a Banbury United Community Coach. Came 3<sup>rd</sup> in their League.</p>	<p>Increase coaching to include girls football next year. Organise girls football matches.</p>
<p>Children to participate in sports day</p>	<p>Consult Sports Leaders on sports day plan and plan accordingly. Book inflatable assault course etc for afternoon.</p>	<p>£520</p>	<p>Sports day incorporated competitive track races with a 'just for fun' active element in the afternoon.</p> <p>Children were motivated to achieve their personal best and demonstrate values through sportsmanship and attitudes. All children participated in at least 3 races which included traditional egg and spoon, obstacle races and</p>	<p>Include questions on whole school pupil voice to inform planning for sports day 2022/2023</p>

			<p>more competitive relay races and longer distance runs for KS2. Afternoon activities focused on fun and enjoyment and included inflatable assault courses, an inflatable slide and optional skill challenges run by the sports leaders and WPA ex-Grange Y7s.</p>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	