

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by




Department  
for Education

Created by



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SPORT  
TRUST





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2020** at the latest.

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 31<sup>st</sup> July 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key priorities to date:	Key achievements to 2018/2019	Areas for further improvement 2019/2020
<p><b>1. The engagement of all pupils in regular physical activity –60 minutes of physical activity a day, of which 30 minutes should be in school</b></p>	<ul style="list-style-type: none"> <li>• Play Leader and Girls' Active leaders were trained up through the PE Specialist and carried out their roles efficiently throughout the year. A group of disadvantaged girls and less active girls were targeted for the group and the overall total was 12 girls attending from year 3 and 4.</li> <li>• Opportunities were tailored to the needs of pupils, with the student voice being asked for clubs and sporting ideas.</li> <li>• Extra-curricular clubs were open to all and were not just development squads. All lunch times had a club on and 3/5 days had an after school club – ran by a teacher, coach or PE Specialist.</li> <li>• The progression towards the 3 year plan of 2 hours of PE has begun and as of September all classes will receive two hours of PE a week.</li> <li>• Active class certificate has been awarded termly for the class who has engaged and completed the daily mile and also GoNoodle the most.</li> </ul>	<ul style="list-style-type: none"> <li>• Significantly more young leaders will be trained through the PE Specialist. The PE Specialist to acquire a play leaders licence through sports leaders UK to deliver the programme to both KS2 and KS1. PE specialist to disseminate back to staff so they can take leadership of a specific area. Aim is to work with Kettering Science Academy to build on leadership across both schools.</li> <li>• Extra-curricular clubs will be again based on the voice of the pupils and tailored towards the school's needs. Most clubs will be free where possible to maximise attendance.</li> <li>• All classes will be participating in two hours of PE per week, which will be taught by their class teacher or the PE specialist.</li> <li>• All classes will be completing the Daily Mile at least three times a week and using GoNoodle as an active filler.</li> <li>• The active class certificate will continue in being awarded, however there will be a winner for each key stage and then an overall termly winner. This will be celebrated at the beginning of the next term and the winning classes will receive a house point, with the overall winning class receiving an extra break time.</li> <li>• Active lessons will be promoted throughout the school and active heat-maps will be undertaken by each class to see how they can improve in their</li> </ul>

		<p>daily timetable.</p> <ul style="list-style-type: none"> <li>• Playground markings will be explored to see how we can develop them to make them more useful and add them to Key stage one playground.</li> <li>• Spare PE kit will be ordered to ensure all pupils are able to participate in the lessons.</li> </ul>
<p><b>2. The profile of PE and sport is raised across the school as a tool for whole-school improvement</b></p>	<ul style="list-style-type: none"> <li>• Sports captains were introduced and help with the running of sports days and lunch time clubs.</li> <li>• PE noticeboards updated regularly and also a book of past fixtures for pupils to look back on with pictures and blurbs.</li> <li>• School games values were celebrated in lessons.</li> <li>• Applied for silver school games mark</li> </ul>	<ul style="list-style-type: none"> <li>• School captains to be introduced from September via an election process. Responsibilities will be greater this year and meetings will be more regular. Vice captains will also be chosen from year 5 to assist with the pupil voice. Sports captains to work closely with Academy Ambassadors to increase physical activity within the school.</li> <li>• Introduction of a Compass VIPs board where outside of school success will be celebrated in sports and other areas as well as it regularly being celebrated in assemblies.</li> <li>• Windows to be painted for a PE display and also displays in the hall of key terminology. Displays will be linked to current events in the sporting calendar to raise awareness as well as assemblies to raise awareness of current sporting achievements.</li> <li>• After successfully gaining Silver School Games Mark, the aim is to be awarded the Gold school games mark.</li> <li>• Create successful links with other subject leads and increase the focus on mental health and wellbeing.</li> <li>• New football strip to be purchased to allow all pupils access.</li> </ul>



<p><b>3. Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>	<ul style="list-style-type: none"> <li>• Staff have received consistent updates about new initiatives that they could try during spare time. Cosmic yoga, GoNoodle and just dance have been favoured.</li> <li>• Staff audit has been sent out and staff have raised concerns.</li> <li>• Director of sport delivered CPD session to staff and answered questions.</li> </ul>	<ul style="list-style-type: none"> <li>• PE Specialist to continue to send out information regarding active fillers and active lessons as well as new initiatives the school will be using such as beat the street and the aldi get set eat fresh programme.</li> <li>• Staff CPD is a priority this year as all pupils will be taught by their class teacher. PE Specialist to observe and coach staff on an effective PE lesson using the 'jump in' method. Monitoring of lessons to happen on a regular occurrence and regular audits to be sent out to staff.</li> <li>• CPD sessions for staff will be termly and relevant to their needs.</li> <li>• PEHub will be the centralised website for planning and will be used for the majority of lessons to ensure consistency.</li> <li>• Staff will be assisted on the input of the assessment data and use of PE booklets for each child will focus on self and peer assessment.</li> </ul>
<p><b>4. Broader experience of a range of sports and activities offered to all pupils</b></p>	<ul style="list-style-type: none"> <li>• Have accessed the KSSP competition calendar and entered 22 competitions.</li> <li>• Northamptonshire Sport Inclusive programme has also been entered to enhance the provision of pupils on the SEND register who would not ordinarily access these sporting opportunities.</li> <li>• Boxing coach and football coaches brought in to enhance provision.</li> <li>• Sports Week saw reception to year 6 take part in different sporting events each day and also an academic project related to sport. They were off timetable for the whole week. Clip n Climb and boxing sessions were accessed out of the Sports Premium.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to the KSSP calendar and also the inclusive calendar for come and try events and also development events targeting pupils who would not necessarily experience that sport.</li> <li>• Boxing coach will be working with year 6 pupils over a 5 week programme during term 3. This is to develop confidence and self-esteem. They will also be working with year 4 to target behaviour problems within the year group. These will begin in term 2.</li> <li>• Christmas fair to be used to identify local sporting clubs and allow them to promote their clubs within our community.</li> <li>• Scootfit sessions will be used for KS1 and Reception. This will be embedded in a scooter club which will run</li> </ul>

	<ul style="list-style-type: none"> <li>• The use of the Multi-use sports court was used in lessons and as an extra-curricular space.</li> <li>• Boxing was implemented to year 4 pupils and engage them in activity and improve their social and cognitive skills.</li> </ul>	<ul style="list-style-type: none"> <li>• after Christmas. Encouraging active play and also walking/scooting to school.</li> <li>• Chance to shine programme and KOGSF to be accessed for year 6 and year 4.</li> <li>• Sports week will continue in a similar format and parental engagement will be essential to increase uptake.</li> <li>• Balanceability lunchtime club to be introduced as well as intervention groups for pupils who cannot ride bikes in KS1. 2 wheeled bikes have been brought in to prepare for this.</li> <li>• The curriculum has been tailored to offer a broad and balanced sporting curriculum in addition to the extra-curricular provision.</li> <li>• Swimming is a priority - Year 4 will be swimming in smaller groups and receive a 6 week block. Year 6 will be going in intervention groups to enhance those who cannot swim to get them to the required standard.</li> <li>• Outside agencies will be contacted in regards to offering sporting clubs.</li> <li>• Nursery to have allocated PE slots to increase fundamental skills in preparation for reception.</li> </ul>
<b>5. Increased participation in competitive sport</b>	<ul style="list-style-type: none"> <li>• Accessed the Kettering School Sport Partnership calendar and enter into various competitions as well as Inclusive programme to enhance the participation for the pupils on the SEND register.</li> <li>• Curriculum content to still coincide with generic competition calendar.</li> <li>• Intra-school competitions are now embedded in the school routine and will continue next year.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to access the competition calendars and participate in friendly competitions with local schools to increase our sporting ability. Increase the amount of friendly fixtures and have three 'B' Teams and one 'C' team entered into competition.</li> <li>• Curriculum offers a variety of sports and coincides with generic competitions structure.</li> </ul>

	<ul style="list-style-type: none"> <li>Rewards for pupils in the winning house will be given during assembly including house points and eventually lead to a reward day at the end of term for the house with the most house points.</li> </ul>	<ul style="list-style-type: none"> <li>Intra- school competitions will be embedded into curriculum at the end of each half term. They will be designed for the year group and be based on the sport they have just completed.</li> <li>Personal challenge will be led by sports captains to increase personal competition. This will be running after October half term.</li> </ul>
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Meeting national curriculum requirements for swimming and water safety	2018/2019	2019/2020
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school during the summer term 2020.	25%	57%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	25%	39%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	48%	63%
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	YES

## Action Plan and Budget Tracking

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

Academic Year: 2019/2020		Total fund allocated: £19,520		Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					6%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"><li>• Increase leadership at the academy through use of resources.</li></ul>		<ul style="list-style-type: none"><li>• Primary leaders license to be brought through sports leaders UK to allow play makers and energy club to be delivered effectively.</li><li>• Year 4/5 leaders to be trained up with support from secondary school pupils.</li><li>• Leadership programmes to be created for key stage 1 and lower key stage 2.</li></ul>		<ul style="list-style-type: none"><li>• Primary Leaders license has been brought and resources have been created using this.</li><li>• 8 Pupils have been selected to be the first cohort to go through the PlayMaker training with the assistance of KSA Leaders.</li><li>• Covid-19 has meant that those pupils selected have been unable to complete their training and will complete it next academic year.</li></ul>	
<ul style="list-style-type: none"><li>• Have tailored opportunities to increase participation for pupils who are less active</li></ul>		<ul style="list-style-type: none"><li>• Pupil voice to determine extra-curricular programme.</li><li>• Personal challenge will be introduced after Christmas.</li><li>• Girls Active club and energy</li></ul>		<ul style="list-style-type: none"><li>• Sports Captains have surveyed pupils regarding extra-curricular programme.</li><li>• Personal challenge has been launched at lunch</li></ul>	
				<ul style="list-style-type: none"><li>• PE specialist to recruit members of staff to lead different groups.</li><li>• Leadership to be deployed to other areas of the school to create a Compass Primary Sport Leadership Academy.</li><li>• To continue working with Secondary school to enhance leadership.</li></ul>	
				<ul style="list-style-type: none"><li>• Personal challenge to be integral part of curriculum.</li><li>• Increase attendance from targeted pupils to attend clubs.</li></ul>	



<ul style="list-style-type: none"> <li>Introduction of new playground markings to increase physical activity at break times and lunchtimes on the KS1 playground as well as additional equipment for the KS2 playground.</li> </ul>	<ul style="list-style-type: none"> <li>club to be introduced to increase participation of target pupils.</li> <li>Sensory circuits club to run three times a week to target SEND pupils.</li> <li>Consider ways of rewarding pupils who have regular attendance at clubs.</li> </ul>	£1000	<ul style="list-style-type: none"> <li>times and records of this is being updated by Sports Captain</li> <li>SEND pupils targeted with Sensory Circuits twice a week.</li> </ul>	<ul style="list-style-type: none"> <li>Create a club passport for pupils to track attendance which will aid rewards for next year.</li> </ul>
	<ul style="list-style-type: none"> <li>Student voice to be used to identify what markings pupils would like on the playground.</li> <li>Key stage 1 playground to be focus as currently no markings.</li> </ul>		<ul style="list-style-type: none"> <li>Pupil voice has surveyed pupils and new ideas regarding lunch time have been discussed.</li> <li>£500 has been allocated for new playground markings on the KS1 playground.</li> <li>Equipment has been ordered: 1 Basketball Hoop 1 Playground Kit 1 Racket and Ball set 16 large cones 20 hula hoops</li> </ul>	<ul style="list-style-type: none"> <li>Playground markings to be sustainable and be used for future years.</li> <li>Equipment to encourage pupils to be physically active at extended provision, breakfast club and during lunchtimes.</li> <li>Some equipment to also be used during PE lessons when required.</li> </ul>
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1%
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:

<ul style="list-style-type: none"> <li>• Embed sports captains in the academy and give them responsibilities within the school.</li> <li>• Increase the profile of sport and physical activity across the academy.</li> <li>• New sports strip to be brought to establish a team community.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of second cohort of sports captains.</li> <li>• Regular sports meetings will be held and assistance in planning sporting events will be there responsibility.</li> <li>• Promote clubs inside and out of school to pupils.</li> <li>• Celebrate success through social media on a regular basis and also through assemblies.</li> <li>• Compass VIP board to be used to promote success outside of school for any physical activity.</li> <li>• Active class certificate will be embedded across the academy.</li> <li>• New noticeboards for use within the hall.</li> <li>• Strip to be ordered and worn for sporting events.</li> </ul>	<p>£30</p> <p>£60</p> <p>£169.04</p>	<ul style="list-style-type: none"> <li>• Meetings with Sports Captains held fortnightly.</li> <li>• Sports Captains have been involved in various fundraising opportunities and have also planned and organised them.</li> <li>• Christmas Fair, Kettering Hockey promoted their club as well as flyers being handed out for clubs who could not attend.</li> <li>• Certificates awarded for pupils who attend competitions in assemblies and also celebrated on social media.</li> <li>• VIP board promotes activity both in and outside of school.</li> <li>• Active class certificate is awarded by sports captains every half term.</li> <li>• New strip has been worn to 3 events.</li> </ul>	<ul style="list-style-type: none"> <li>• Embed and evolve throughout coming years, with their roles growing each year.</li> <li>• Embedding physical activity throughout the school will increase uptake of clubs inside and outside of school.</li> <li>• Active class certificate to be embedded across the school.</li> <li>• New noticeboards will promote different aspects of PE.</li> <li>• Strip to be used for future years.</li> </ul>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				65%
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:
<ul style="list-style-type: none"> <li>Promote and embed active lessons in the curriculum as well as ensuring pupils receive high quality PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>PE specialist to disseminate resources appropriately to staff and ensure they are using them appropriately.</li> <li>Use of heat maps to show active lessons and impact.</li> <li>PE specialist to send out jump in timetable to all staff prior to the term to assist in the teaching of PE.</li> <li>Audits to be provided to staff each full term to track their individual progress.</li> <li>PE specialist to ensure planning and curriculum can be accessed by both staff and pupils.</li> <li>PE Specialist to lead CPD sessions and assist individual teachers where necessary.</li> <li>PE Specialist to identify needs of pupils within lessons and act accordingly.</li> </ul>	£12277 – one day of salary	<ul style="list-style-type: none"> <li>PE Specialist to plan and source curriculum.</li> <li>PE Specialist has delivered two CPD sessions to staff at Compass Primary as well as creating various resources to assist in the teaching of PE.</li> <li>PE Specialist attend staff's PE lessons to conduct jump ins regularly.</li> <li>PE specialist has created an assessment structure to be used across the school.</li> </ul>	<ul style="list-style-type: none"> <li>PE specialist embedding academy with skills that can be utilised in future years.</li> <li>PE specialist to continue to increase confidence in teaching of PE to enable it to become effective throughout the school.</li> </ul>
<ul style="list-style-type: none"> <li>Ensure all equipment is ready and safe to be used.</li> </ul>	<ul style="list-style-type: none"> <li>Equipment audit to be carried out and new equipment to be ordered in.</li> </ul>	£ 350	<ul style="list-style-type: none"> <li>Long Jump Mat</li> <li>Big Snakes and Ladders</li> <li>Swimming hats</li> <li>Cones</li> <li>Rugby Balls</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring equipment is suitable to use for prolonged usage.</li> <li>Equipment to ensure smooth running of curriculum and equipment</li> </ul>



			<ul style="list-style-type: none"> <li>• Hula Hoops</li> <li>• Tennis Balls</li> <li>• Cones</li> <li>• Air Balls</li> </ul>	can be used for multi-purposes.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				15%
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:
<ul style="list-style-type: none"> <li>• Offer a diverse and needs curriculum and extra-curricular programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum and extra-curricular programme is focussed around competition structure through KSSP.</li> <li>• Increase club links in local area to provide pathways for pupils.</li> <li>• Only work with accredited club mark clubs.</li> <li>• KOGSF to deliver cricket programme through Northamptonshire Cricket to Y6.</li> <li>• Northamptonshire Cricket to deliver chance to shine programme to year 4.</li> <li>• Jason Strachan Fitness to deliver boxing programme to year 4 and year 6.</li> <li>• Explore external coaches delivering sports to increase participation.</li> </ul>	<p>£660 for year 4 £660 for year 6 funded through pupil premium due to high percentage.</p>	<ul style="list-style-type: none"> <li>• 50% of whole school attended sports extra curricular club</li> <li>• 57% KS2 AND 30% KS1</li> <li>• 57% SEND</li> <li>• 55% PP</li> <li>• KOGSF Delivered cricket programme to Y6</li> <li>• Northamptonshire Cricket delivered sessions to Y4 through Chance to Shine</li> <li>• Jason Strachan Fitness delivered a boxing programme to years 4 and 6 and a celebration assembly was held to celebrate this.</li> <li>• Premier Sport delivered a Hockey Heroes programme for year 2</li> <li>• <b>Data would have increased but die to Covid 19 clubs had to stop after Feb half term.</b></li> </ul>	<ul style="list-style-type: none"> <li>• By increasing club links within the community it will allow a greater pathway for pupils to progress.</li> <li>• Pupils participating in broad range of sports will increase participation overall and provide lifelong participation.</li> <li>• Increase pathways for pupils in the community.</li> <li>• Girls Active and Energy club to target the least active pupils.</li> </ul>



	with parent subsidising.		<p>sport and one project based around a sport but within a different subject. This was completed both at home and during school.</p> <ul style="list-style-type: none"> <li>• This then ended with our sports day.</li> <li>• To prepare for next year's sports week, new equipment was brought to embed new sports within the curriculum but also for use within sports week next year: <ul style="list-style-type: none"> <li>-Tri-Golf full set</li> <li>-Badminton full set and extra set of rackets</li> <li>-Table tennis rackets and free standing nets</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To embed new sports onto the curriculum, based on enjoyment of new sports from pupils.</li> </ul>
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Key indicator 5: Increased participation in competitive sport				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:
<ul style="list-style-type: none"> <li>Increase amount of competitive experiences for pupils</li> </ul>	<ul style="list-style-type: none"> <li>Access the KSSP competition calendar and access regular competitions.</li> <li>Access the Inclusive programme specifically focussed on SEND pupils.</li> <li>Extra-curricular programme is tailored towards competitions allowing all pupils equal opportunities.</li> <li>Intra-school competitions to be a regular occurrence at the end of each term for all years.</li> <li>Inter-school competitions to be organised between schools to provide more friendly competition.</li> <li>Provide a school games day for each key stage, including nursery.</li> <li>Introduce the personal challenge concept during lunch times to pupils and embed it within school.</li> </ul>	£200  £100       £200       £1600	<ul style="list-style-type: none"> <li>14 KS2 competitions accessed</li> <li>2 KS1 competitions accessed through KSSP</li> <li>1 Inclusive programme accessed through Inclusive programme.</li> <li>Intra-House Competitions occurred every half term.</li> </ul>	<ul style="list-style-type: none"> <li>Embed competition within the school and increase pupils desire to attend competitions.</li> <li>Reward pupils who regularly attend competitions.</li> </ul>
<ul style="list-style-type: none"> <li>Provide transport to venues £100 was spent of original budget on this to competitions. Therefore, funding was spent on creating an allotment for all pupils</li> </ul>	<ul style="list-style-type: none"> <li>Introduce an allotment space to allow all classes to have a space.</li> <li>Create an outdoor area,</li> </ul>	£1600	<ul style="list-style-type: none"> <li>18 Allotments created for each class, parents and gardening club</li> </ul>	<ul style="list-style-type: none"> <li>To be sustainable for future years, and allow pupils to be educated on the importance of</li> </ul>

and parents.	where pupils can be educated about healthy eating and where food comes from.		<ul style="list-style-type: none"> <li>Self-sufficient area for pupils to be educated on healthy eating whilst completing gardening activities.</li> </ul>	healthy eating. <ul style="list-style-type: none"> <li>To encourage less sporty people to be active in other ways.</li> <li>To embed the allotment into other areas of the curriculum.</li> </ul>
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Planned total spend: 19,320 99% of allocated funding

Reviewed:

Jan 2020

March 2020

June 2020

Signed off by	
Head Teacher:	Jo Fallowell
Date:	June 2020
Subject Leader:	Hannah Layram
Date:	June 2020
Governor:	Tanya Lee
Date:	June 2020