

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



YOUTH
SPORT
TRUST



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

- Develop or add to the PESPA 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 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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
-See previous report for a detailed list	<ul style="list-style-type: none"> - Assessment of current Year 5 pupils shows that they are less confident swimmers than the current Year 6. A pool has been booked for additional top-up swimming lessons for these pupils whilst they are in Year 6. - Additional lunchtime clubs - Continue to develop CPD of staff, especially as we have several new staff starting - Extend dance/martial arts opportunities - Work towards Platinum School Games Award - Focus on children being sporting leaders - Increase activity of least active/least confident - More clubs for girls e.g. cricket with the aim of entering the girls' cricket tournament in 2020

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	93%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	81%
What percentage of your current Year 6 cohort can perform safe self-rescue in different water-based situations?	93% Whole cohort had lessons with a level 2 swimming teacher on safe-rescue and water safety.
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	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 students today and for the future.

Academic Year: 2018/19	Total fund allocated: £20,000	Date Updated: July 2019		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 40%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Active lessons in class – ‘Maths of the day’ and timed activity breaks. - Active playgrounds - playground markings on both KS1 and lower KS2. - Table tennis tables – active lunchtimes, competition - Reorganisation of the lunchtime clubs run by older pupils to develop leadership and maintain children’s interests. - Additional staff to run an additional early morning club (sensory circuits) to get more 	<ul style="list-style-type: none"> - Sports/Play leaders – a new cohort have been trained by PASS and are currently running activities for Y1-2. - Termly personal challenge set by PASS – this is aimed at competition and raising level of fitness and interest. - On our school heat map, ensure maths lessons are more active. 	£8,000	<ul style="list-style-type: none"> - Pupils have enjoyed mixing PE and maths; being active really makes a difference to engagement and motivation. Chn’s attitude to maths is really positive when Maths of the Day activities are used. - Charlton Athletic Club came in for a term to work with year 3 and 5 for 6 weeks with a focus on healthy living. Children had to fill out a survey at the beginning of the term asking them how they felt about exercise and being healthy. They then re-did the same to see if there was an improvement in attitude. At the beginning of the term most children said they enjoyed PE but didn’t understand how to be healthy. There was a noticeable improvement by the end of the 6 weeks which showed the children’s improved understanding of this subject. Year 3 child <i>“I really enjoyed that. I learnt about how to be healthy and the games were fun as well.”</i> - Standards achieved in PE NC are improving - Sports Leaders: provided children with the opportunity to develop their social, communication and organisation skills through leadership roles in sport and developed more Level 1 competition (e.g. house events) within school. Year 5 sports leader: <i>“I am enjoying leading a group especially with the new</i> 	<ul style="list-style-type: none"> - Continue to embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching

children active who struggle with concentration.
- More walking to school days: Move on Monday/Trot on Tuesday/Waddle on Wednesday

- Purchase table tennis tables

markings on the playground.”

Sports leader impact: *‘So helpful and fantastic with the younger children; they really impress me’* staff feedback on the older children being leaders for younger.

- Table tennis tables have given additional opportunities for active lunchtimes. They’ve also added a competition element

New playground markings boosting activity levels:



Playground markings have improved behaviour incidents at break and lunchtimes. Children are more active and are focusing on team work, resilience and sport skills.

Leadership opportunities extended across the school into English with children reporting on sports events for the school website and newsletter. See:

<http://www.palacewoodschoools.org.uk/page/?title=Sports+News&pid=20>

WIDER IMPACT AS A RESULT OF ABOVE:

- Writing, maths and combined KS2 results continue to be above national average. Reading is inline. The success maths results in KS1 and 2 show a positive impact of ‘Maths of the Day’.

KS2 results

Children achieving the expected standard

	Reading	Writing	Maths	GPS	Combined
Palace Wood	75%	81%	88%	74%	68%
National	75%	78%	76%	78%	64%
Difference	=	+3%	+12%	-4%	+4%

Average progress

	Reading	Writing	Maths
Palace Wood	0.0	1.7	1.7

Key Stage 1 Results

Children achieving the Expected Standard

	Reading	Writing	Maths
Palace Wood	73%	73%	83%
National	75%	70%	76%
Difference	-2%	+3%	+7%

Phonics Results

	Year 1	By the end of Year 2
Palace Wood	93%	97%
National	82%	92%
Difference	+11%	+5%

- Attitudes to learning

improved with better concentration in lessons. Quote from child who attends sensory circuits: *"I love sensory circuits – I love being active. It helps me concentrate in class."*

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

10%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>- Complete all required actions to ensure the school maintains its Gold Sports Mark. This will showcase the school's commitment to sport and ensure that a variety of sports are introduced to a variety of children.</p> <p>- Change sports day - more practice, staff training after school to ensure sports day runs smoothly. Use sports premium to pay for additional staff training.</p> <ul style="list-style-type: none"> - Improve children's understanding of healthy eating and a healthy lifestyle - Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies. - Maths of the Day subscription purchased - House competitions run by House Captains – raising profile of newly 	<p>Sports day will have a maintained high profile but have a more competitive 'sports' focus. Money put into staff training for this.</p> <p>Whole school fruit and veg competition to design artwork</p> <p>Growth mindset input</p> <p>Maintain School Games Mark Gold Award</p> <ul style="list-style-type: none"> - PE noticeboard – high profile, regularly updated. - New sports kit purchased to fit new uniform. Inspire pride - Different sporting opportunities: Quidditch session, tennis day, cricket coaching, hockey sessions, archery, handball. - Newly appointed House Captains have designed and run different competitions throughout the year: 	<p>£2,000</p>	<p>School has maintained the School Games Gold Award – awarded June 2019</p>  <p>- School sports day maintained a high profile with both a competitive nature (more sporting activities. Money used to buy archery sets for example) and inclusion for all to provide the growth mindset approach. Staff felt more confident in running their own sporting activities after the CPD. Staff feedback after sports day:</p> <p><i>'I thought it was one of the best sports days, it seemed to run seamlessly. Good events and just the right length of time. Well done, looking forward to next year now!'</i></p> <p>Parent feedback on sports day: <i>'a very well organised sports day, children seem to very much enjoy the new activities e.g. archery and the set up with spectators in the middle worked so well. I have heard many parents making similar comments.'</i></p> <ul style="list-style-type: none"> - The notice boards are full of information about matches/clubs/results and pupils are keen to get involved. - Children are proud to wear the new navy and white sports kit. - House boards and new points board. This has had a noticeably positive impact. Children are talking about their house points and are keen to earn more. One child said: <i>"I like being able to see who is in 1st place."</i> <p>WIDER IMPACT AS A RESULT OF ABOVE:</p> <ul style="list-style-type: none"> - Pupils are very proud to be involved in assemblies/photos on notice boards etc. which is impacting on confidence and self-esteem. - Increased self-esteem/confidence are having an impact on learning across the curriculum. 	<p>- School will work towards Platinum School Games Award next year</p> <p>- The SLT has seen the benefits of the raised profile and continues to be committed to funding these areas if the Primary PE and Sport Premium is discontinued.</p>

<p>named houses and giving opportunities to earn house points throughout the year.</p>	<p>Palace Wood has Talent – this involved a variety of different acts including gymnastics, dancing etc. Allows children with a particular sporting talent to display their skills.</p>		<ul style="list-style-type: none"> -Personal challenges: chn are trying new challenges and trying to beat their own times. -chn are following the whole school values of GROW during the challenges and applying them to PE lessons. Assemblies also promote this -Whole school assembly on healthy eating. House competition to use fruit and vegetables to design a sports scene. Used sports premium to buy a healthy eating prize. Healthy eating has a positive impact on healthy minds. - Sports Leaders: provided children with the opportunity to develop their social, communication and organisation skills through leadership roles in sport and developed more Level 1 competition (e.g. house events) within school. -chn are proud to be part of their house and are enjoying house competitions -Quidditch workshop raised the profile of reading, which is a whole school target <i>“I wanted to find out more about the Harry Potter characters. After the Quidditch workshop, I could not wait to read the Harry Potter books.”</i> Year 4 pupil 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Maintain and continue to improve quality PE teaching for all pupils	<ul style="list-style-type: none"> - ensure teacher experience different topics for training next year to continue to develop strength in PE teaching - Maintain whole staff training -Had a staff meeting on progression in games -Invested in PASS and LL Academy who are/were teaching alongside our teachers from Y1-6 -Staff triads have also involved PE - CPD for staff for sports day - maths+PE staff meeting for ACTIVE MATHS 	£4,000	<p>Pass Coach – working each term with a different year group. Year 5 teacher: <i>“Excellent variety of activities and examples of differentiation. I have been able to apply this learning to other sports taught this year.”</i></p> <p>Staff meeting: Active lessons and development of skills. Year 3 teacher: <i>“A great way to visually see how the skills from early years through to year 6 develop within a skill. Also the introduction of the timer for activity was a great idea. I will be using this in my classroom.”</i></p> <p><i>“In my opinion, the football coach was really good. He taught us well and gave us feedback when we need it. As well as this, he played fun games with us.”</i> Pupil voice</p> <p><i>“It was really helpful for my CPD to observe the sports coaches. They have made me feel more confident.”</i> Staff voice</p> <p>EYFS leader attended PE training for KS1 : <i>“I attended the PASS PE course, Fundamental Movement skills for EYFS and KS1 recently. Our trainer was such fun and so informative. It was so inspiring, fast paced and very useful to my role in EYFS. I have shared all the information with my colleagues in Year One and Two and I now feel much more confident that we are teaching vital skills well and showing good progression across the three year groups.”</i></p> <p>WIDER IMPACT AS A RESULT OF ABOVE:</p> <ul style="list-style-type: none"> - Skills, knowledge and understanding of pupils are continuing to evolve - Pupils continue to enjoy PE and sport, are very keen to take part and demonstrate a real desire to learn and improve -Staff are learning from each other and improving their own skill set 	<ul style="list-style-type: none"> - Continue to ensure staff know to seek support in PE subject knowledge if needed. - New PE specialist teacher joining the school – look at ways to share her expertise -PE subject Leader to support new staff in school with planning for delivery of physical education. - PE Subject Leader to monitor and to provide support as appropriate in order to ensure progress and achievement are maintained by all pupils. - assess new staff – areas of strength that could be shared/areas to develop

			<p>-staff training on active learning has meant that we have introduced more sensory circuits, and also thought more about how much sitting children are doing. Classes use timers to remind them when they need to move. This helps improve concentration and focus.</p> <p>- PE and maths lead have held staff training for another primary school on creating active maths lessons</p>	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>- Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p> <p>- Continue to cease opportunities for different sports competition to enter in order to broaden the children's experiences of sport.</p>	<ul style="list-style-type: none"> - Attend the same competitions as this year but add more where possible. - Involve external coaches to work with staff in clubs. - Ensure PP children are given ample opportunity to attend clubs and competitions. - Quidditch workshop – encourage love of reading and sport - More after school clubs 	£4,000	<p>Below is a table showing all the clubs currently offered in the school. There is a wide range of sporting opportunities including Tri Golf, archery, tchoukball, tennis, rounders. Children are being exposed to lots of different sports that they would not necessarily have the opportunity to partake in.</p> <p>Y3 parent quote on achieving the GOLD School Games Award: <i>"Thank you to all of the staff that made this happen. The range of activities made available to the children is incredible."</i></p>	<ul style="list-style-type: none"> - Maintain current provision with PASS PE coach but look into new sports eg. Table tennis club, lacrosse lessons - Staff will continue to work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion. - Any new opportunities to

make new links with local clubs will be explored

Club	Member of staff or external staff	Location	Cost	Day	Time	Year group	Tick box
Tennis	Hotshotz	Y5+6 playground	£36 (£4/session)	Monday	3:15-4:15	3+4	<input type="checkbox"/>
Super Science	Mrs Fullagar and Mrs Homewood	Acorns' hall	Free	Monday (term 6)	3:15-4	EYFS+1	<input type="checkbox"/>
Archery and Tchoukball	Progressive Sports	Field	Free	Monday	3:20-4:30	5+6	<input type="checkbox"/>
Board games	Mrs Nolan	Panthers' classroom	Free	Tuesday	3:20-4:30	3+4	<input type="checkbox"/>
Tri golf	Mrs Sargeant	Field	Free	Tuesday (term 5)	3:20-4:30	2, 3, 4	<input type="checkbox"/>
Rounders	Mrs Sargeant	Field	Free	Tuesday (term 6)	3:20-4:30	5+6	<input type="checkbox"/>
Reading	Mrs Apps	Leopards' classroom	Free	Tuesday	3:20-4:30	3, 4, 5, 6	<input type="checkbox"/>
Explorers	St. Nicolas church	Library	Free	Tuesday	3:20-4:30	3, 4, 5, 6	<input type="checkbox"/>
Nutritional Ninjas	Nutritional Ninjas	Oaks' hall	£40	Tuesday (term 6)	3:20-4:30	3, 4, 5, 6	<input type="checkbox"/>
Nutritional Ninjas	Nutritional Ninjas	Acorns' hall	£40	Tuesday (term 5)	3:20-4:30	1+2	<input type="checkbox"/>
Computing	Miss Mason	Crocodiles classroom	Free	Tuesday (term 5)	3:20-4:30	3	<input type="checkbox"/>
Film Club	Mrs Ball	Acorns' hall	Free	Wednesday	3:15-4:15	1+2	<input type="checkbox"/>
Cheerleading	Right Step Dance	Oaks' hall	£9.50	Wednesday (term 5*)	3:20-4:30	3+4	<input type="checkbox"/>
Cricket	Mr Tree	Field	Free	Wednesday	3:20-4:30	5+6	<input type="checkbox"/>
Netball	Mrs Homewood	Y5+6 playground	Free	Thursday (term 5)	3:20-4:30	5+6	<input type="checkbox"/>
Animals	Amazing animal encounters	Penguins' classroom	?	Thursday	3:15-4:15	EYFS+1	<input type="checkbox"/>
Pedal Tigers Cycling	Cyclime tots	K51 playground	£30 (£6/session)	Friday (term 5*)	3:15-4	EYFS	<input type="checkbox"/>
Tennis	Hotshotz	Y5+6 playground	£44 (£4/session)	Friday	3:15-4:15	1+2	<input type="checkbox"/>
Reading	Mrs Wallace	Stephans' classroom	Free	Friday	3:15-4:15	1+2	<input type="checkbox"/>
Art	Mrs Lembo	Rhinos' classroom	Free	Friday	LUNCHTIME	3, 4, 5, 6	<input type="checkbox"/>

potential for a second term if enough interest!

Sport	Number	% of SEN	% of PP	B:G
Tennis	24	15%	15%	11:13
Archery	26	23%	11%	19:7
Tri golf	22	15%	10%	12:10
Rounders	32	25%	19%	19:13
Cheerleading	22	8%	10%	0:22
Cricket	28	10%	15%	28:0
Netball	34	12%	20%	15:19
Boys Football	34	12%	15%	34:0

Girls football	26	10%	10%	0:26
Nurtitional Ninjas	24	15%	25%	12:12
Hockey	22	8%	15%	13:9
Sportshall Athletics	24	10%	15%	11:13
Multi skills	24	10%	15%	16:8
Basketball	24	20%	14%	14:10

more opportunities for the children to develop their skills and try something new

-*“The Quidditch workshop was good because everyone could play all of the positions, which means everyone got to be the chaser (this was the most fun). It was also good because of the brooms you got to put through your legs. I thought it was a great way to feel like Harry Potter.”* Pupil voice

-Quidditch workshop linked English/book week with active movement

-*“We are very lucky to be having Mrs Sargeant as our handball teacher. I think I can speak for the whole class when I say we thank her for introducing this new sport. We love it and cannot wait to see who is selected for the tournament!”* Pupil voice

WIDER IMPACT AS A RESULT OF ABOVE :

- attitude towards PE and sport is high and is embedded within the school’s growth mindset culture

-96% of pupils say they enjoy PE at Palace Wood (pupil survey July 2019. They say that the best lessons are when they ‘try something new’, ‘learn a new sport’ or ‘have a sports coach’. They also enjoy competitive game situations.)

Key indicator 5: Increased participation in competitive sport	Percentage of total allocation:
	10%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:																																
<p>Introduce a wider range of clubs and maintain current provision. Attend the same competitions as this year but add more where possible.</p>	<p>-Work with PASS to discuss various options of formats for the day -more personal challenges to improve on their own original achievements -Inter-house competitions organised and successful taken place with high profile - Attend additional sporting events -Monitor number of different children attending sporting events. - Enter more than one team where possible - encourage participation of girls – enter girls football competition again but this time have a girls football club that leads to it</p>	<p>£2,000</p>	<p>-Palace Wood organised the Maidstone girls netball tournament this year alongside our PASS coach. -girls football club was well attended. Positive impact on girls' attitude to sport.</p> <p>-Inter-school competition calendar below:</p> <table border="1" data-bbox="1037 427 1440 1453"> <thead> <tr> <th>Sport</th> <th>Competition</th> </tr> </thead> <tbody> <tr> <td>Squash</td> <td>1 team mixed</td> </tr> <tr> <td>Change 4 Life</td> <td>1 team mixed</td> </tr> <tr> <td>Basketball</td> <td>2 teams mixed</td> </tr> <tr> <td>Hockey</td> <td>3 teams mixed</td> </tr> <tr> <td>Sportshall athletics</td> <td>1 team mixed</td> </tr> <tr> <td>Boys Football</td> <td>1 team all boys</td> </tr> <tr> <td>Infant Agility</td> <td>1 team mixed</td> </tr> <tr> <td>Handball</td> <td>2 teams mixed</td> </tr> <tr> <td>Girl Football</td> <td>1 team all girls</td> </tr> <tr> <td>Cross Country</td> <td>Individual event – mixed</td> </tr> <tr> <td>Cross Country County event</td> <td>Selected individuals - mixed</td> </tr> <tr> <td>Tennis</td> <td>3 teams mixed</td> </tr> <tr> <td>Cricket</td> <td>2 teams mixed</td> </tr> <tr> <td>Netball</td> <td>1 team all girls</td> </tr> <tr> <td>Tri Golf</td> <td>1 team mixed</td> </tr> </tbody> </table>	Sport	Competition	Squash	1 team mixed	Change 4 Life	1 team mixed	Basketball	2 teams mixed	Hockey	3 teams mixed	Sportshall athletics	1 team mixed	Boys Football	1 team all boys	Infant Agility	1 team mixed	Handball	2 teams mixed	Girl Football	1 team all girls	Cross Country	Individual event – mixed	Cross Country County event	Selected individuals - mixed	Tennis	3 teams mixed	Cricket	2 teams mixed	Netball	1 team all girls	Tri Golf	1 team mixed	<p>- Use the Platinum Award criteria as a driving force for even more sporting opportunities (more children as leaders). - continue girls football – extend to a girls cricket club? - enter as many competitions as possible, with as many teams allowed as possible -Continue to look for new opportunities to try new sports</p>
Sport	Competition																																			
Squash	1 team mixed																																			
Change 4 Life	1 team mixed																																			
Basketball	2 teams mixed																																			
Hockey	3 teams mixed																																			
Sportshall athletics	1 team mixed																																			
Boys Football	1 team all boys																																			
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Handball	2 teams mixed																																			
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Cross Country	Individual event – mixed																																			
Cross Country County event	Selected individuals - mixed																																			
Tennis	3 teams mixed																																			
Cricket	2 teams mixed																																			
Netball	1 team all girls																																			
Tri Golf	1 team mixed																																			

Aqua Splash	1 team mixed
Rapid Fire	3 teams
Cricket	mixed

-This year, alongside PASS (our paid for PE teacher), we organised the Year 5+6 girls netball tournament at Aylesford Rugby Club.
 -Certain competitions, we have selected PP or less active children
 -Inter-house competitions organised and successful taken place with high profile
 -more able sportsmen/women are able to try a variety of sports comps. We have also entered competitions like the cross country at county level to allow our strongest athletes to compete at these levels. Any child that shows particular promise is signposted to local clubs for further development.
 - The recent success at hockey means that Palace Wood represented Maidstone and Mid-Kent at the county finals in June. We have paid for the hockey coach using our sports premium; she also attended the tournament.



-chn write reports on these competitions for the school newsletter
 -*"I thought hockey club really helped the team to win the competition. It helps a lot if you have a teacher who is really confident in the sport. I think hockey club really helps to build confidence and I learn a lot. It is really fun."* Pupil voice
WIDER IMPACT AS A RESULT OF ABOVE :

			<ul style="list-style-type: none">- Improved standards in invasion games in curriculum time- improved confidence when representing the school-growth mindset attitude, thriving to be the best sporting success that they can – beat their personal targets	
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