

Physical Education, School Sport and Physical Activity Development Plan and Premium Impact Report Template

at Collierley Primary and Nursery School

In 2020 – 2021, Collierley Primary School received **£17,210** Primary PE & School Sport Premium (**highlighted in red**). This will be used in conjunction with other grants and funds from the school budget to raise standards in curriculum **Physical Education, School Sport, Physical Activity** and Healthy living (PESSPA).

Coronavirus Impact: In the 2019-2021 funding Collierley Primary School received ~~£c20,000~~, **£8702** of which was unspent due to the 2020 government national lockdown, school closures and subsequent safety considerations for the pandemic control (see our school 2019-2020 published impact report). The **£8702** will be rolled over into the 2020-2021 development plan below (**highlighted in blue**) and **spent by March 2021** in line with DfE compliance.

Vision: ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

Objective: To build **capability** within school and achieve **self-sustaining improvement** in the **quality** of PE and sport in primary schools against the 5 key grant condition indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles. Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Any further school or subject development priorities:

- a) Active 30 in school
- b) Active 60 including physical activity at home
- c) After-school clubs
- d) Competitive school sport
- e) Forest Schools

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The following **PESSPA Development Plan** includes all planned and continued actions to support the schools PESSPA programme and its vision, building upon previous achievements and sustaining the most valued approaches that support positive pupil outcomes.

This action plan is a working document **subject to change** throughout the academic year. Actions may be RAG rated to support school self-review.

In the planning stages, costs are estimated where possible and **actual spend** recorded when known.

This development plan will also include (and state clearly) actions and areas not funded directly from the PE & Sports Premium grant (free or other) to support a move towards a self-sustaining approach. See our School PE and School Sports Premium Budget- ledger for any further specific cost breakdown.

The Primary PE and Sport Premium 2020-2021 spend and IMPACT will be finalised and published on our school Website by e.g. 31st July 2020 in line with DfE compliance. Any collated evidence referenced to support impact statements, can be requested from the Subject Leader or SLT.

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| Sports Premium Grant Conditions 1-5 | INTENT <i>What are your aims?</i> <i>What do you to achieve?</i> | IMPLEMENTATION <i>What steps and actions will you take?</i> <i>How will you achieve it?</i> <i>Link actions to support intentions.</i> | SPEND Predicted, known or estimated Estimated spend Actual 2020-21 Spend Actual 2019-2020 Carry Over Spend | IMPACT <i>What will the impact of our actions be?</i> Intended impact Actual Impact and Evidence (Qualitative and Quantitative) | SUSTAINABILITY <i>What actions need to be continued, developed or altered?</i> <i>How will cost implications change?</i> <i>What considerations will you make for the next academic year or developmental cycle?</i> |
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| 1. The engagement of <u>all</u> pupils in regular physical activity – kick-starting healthy active lifestyles. Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school. | 1) Buy equipment and provision for curriculum-based after-school clubs with the aim of improving quality of provision and attendance at clubs to engage pupils in regular physical activity. | 1) Buy equipment to resource after school clubs. After-school clubs to be curriculum based in order to further develop skills taught within PE lessons and provide a pathway from physical education teaching to competitive sport. After-school club provision is also linked to our Local Games School Offer to provide a clear pathway from physical education to skills development to successful competitive sport. | £5000.00 £4970.55 | 1) Intended Impact: - To increase the number of children attending after-school sports clubs. - To increase the quality and enjoyment of children accessing after-school sports clubs (measured through parent and child surveys with qualitative and quantitative data). - To increase children’s attainment in physical education | - PE Lead to lead after-school sports clubs alongside staff members. PE lead to upskill staff members in the delivery of these clubs. - Equipment bought from reputable, quality providers and manufacturers that we have used before and provide quality, robust |

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| | | | | <p>(measured through teacher assessment of curriculum areas).</p> <p>- To increase success in competitive sports through our Local School Games Offer (measured by increased placement in competitive sport competitions).</p> <p>1) Actual Impact:</p> <p>- Measured (as above) throughout the academic year.</p> | <p>products in view of lasting us for the next 10 years.</p> <p>- PE lead to organise year six children to be in charge of ensuring (daily) that all equipment is stored safely and accounted for.</p> <p>- Cost implications remain static as equipment is bought then accounted for regularly. PE lead to maintain high standards of storage, maintenance and organisation.</p> |
| | <p>2) To provide children with 30 minutes of quality physical activity daily. School to commit to the Active 30 pledge.</p> | <p>2) School has committed to the Active 30 pledge for this academic year.</p> <p>Active 30 to be met by the following:</p> <ul style="list-style-type: none"> - iMoves - Active Maths - Golden Mile - After-school sports clubs - Lunchtime directed activities - OPAL - Forest Schools | <p>£100</p> <p>£0</p> | <p>2) Intended Impact:</p> <p>- Children to increase physical activity levels and cardiovascular fitness through all of these Active 30 activities within school (measured by half-termly Golden Mile assessment). Those children not making progress or causing concern to be targeted for interventions.</p> <p>- Child and parent questionnaires to ascertain engagement, physical activity and fitness levels.</p> <p>2) Actual Impact:</p> | <p>- Many of the Active 30 activities already embedded within school. Costs are kept to a minimum as procedures, training and resources are already in place.</p> <p>- Small funding amount allocated for continued staff-development and upskilling and the further development/accrual of resources.</p> |

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| | | | | - Measured (as above) throughout the academic year. | |
| | 3) Forest Schools leaders to be trained in the delivery of Forest Schools sessions with the aim of providing weekly Forest Schools sessions for all children in school to add to whole school physical activity. | 3a) Forest schools leaders trained in Forest School delivery. 3b) Quality Forest Schools equipment accrued to further develop quality delivery of Forest Schools sessions <i>and provide a broad experience of physical activity for our children.</i> | 3a) £997 x3 3a) £997 x3 3b) £1000.00 3b) £0 | <p>3) Intended Impact:</p> <ul style="list-style-type: none"> - To provide children in school with quality, weekly Forest Schools sessions to increase physical activity levels by 2 hours per week (measured by completion of Forest Schools training course, Forest Schools weekly timetable, Facebook pictures of children engaged in Forest Schools activities and Forest Schools flow books). - To provide children with a <i>broad experience of physical activity</i> through the use of Forest Schools activities (measured as above). <p>3) Actual Impact:</p> <ul style="list-style-type: none"> - Measured (as above) throughout the academic year. | <ul style="list-style-type: none"> - Several staff members already trained in delivery of Forest Schools. Qualification stays for life and regular upskilling of staff by each other to happen. - Equipment bought from reputable, quality providers and manufacturers that we have used before and provide quality, robust products in view of lasting us for the next 10 years. - Forest Schools leaders to maintain high standards of equipment maintenance and storage to ensure our equipment lasts for the long-term. |
| | 4) Golden Mile completed weekly to improve children's cardiovascular fitness levels. Golden Mile used as an assessment benchmark to monitor progress. Golden Mile to improve children's | 4) Golden Mile to be completed by each class weekly. Golden Mile assessment to be completed by teachers half-termly. | £ 0 £ 0 | <p>4) Intended Impact:</p> <ul style="list-style-type: none"> - Weekly engagement of Golden Mile to be monitored by PE lead through regular discussion with year group children to ascertain whether they have engaged in the Golden Mile that week. | <ul style="list-style-type: none"> - Golden Mile track already in place. 10 year guarantee. - PE lead to maintain high focus on Golden Mile and <i>raise the profile of Golden Mile across school as a tool</i> |

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| | cardiovascular fitness levels, evidenced in increased number of laps completed over standard assessment time (10 minutes). | | | <p>- Children to improve the number of laps they do for each assessment. This to be closely monitored by PE lead and teachers. Those children not making progress to be targeted for intervention through focused support during PE lessons, focused activities during lunchtime and gross and fine motor interventions (measured by Golden Mile assessment).</p> <p>4) Actual Impact:</p> <p>- Measured (as above) throughout the academic year.</p> <p>- A 14% increase in children's physical fitness ability has been measured through our Golden Mile assessment based on this time last year.</p> | <i>for whole-school improvement.</i> |
| | 5) iMoves subscription bought to engage children in daily physical activity both in school and at home. During remote learning periods, children to access iMoves daily to engage in physical activities. Aim to increase fitness levels. | 5) iMoves subscription bought. Teachers to continuously engage in new activities with the children in school and set daily activities for children at home during periods of remote learning due to coronavirus lockdown. | <p>£1000</p> <p>£1196.40</p> | <p>5) Intended Impact:</p> <p>- Children to engage in daily iMoves 'active blasts' physical activity. Fitness levels to increase (measured by Golden Mile assessment).</p> <p>- Engagement in school and at home monitored by discussions</p> | - iMoves subscription bought based on need to engage children in physical activity during remote learning brought above by coronavirus school closures. Subscription to be reviewed in the coming academic year. |

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| | | | | <p>with children and teachers (measured by parent and child PESSPA questionnaires).</p> <p>5) Actual Impact: - Measured (as above) throughout the academic year.</p> <p>- Parents have commented on how iMoves has “given their children structure” and “supported them in feeling motivated to do their work” when engaged in remote learning at home.</p> | |
| | <p>6) Active Maths sessions delivered daily by all teachers in school. Children to do 15 minutes of active maths before maths lessons in view of waking them up, engaging their brains and getting them active before engaging in maths lessons. Active maths to improve links in brain to develop maths ability and fluency.</p> | <p>6) Active maths sessions promoted by PE and Maths leads in school.</p> | <p>£ 0</p> <p>£ 0</p> | <p>6) Intended Impact: - Increased engagement in maths lessons (measured by teacher PESSPA questionnaires and maths attainment, maths lesson observations and learning walks).</p> <p>6) Actual Impact: - Measured (as above) throughout the academic year.</p> | <p>- iMoves subscription to support staff in development of active maths sessions.</p> <p>- Staff to develop skills in Active Maths delivery during Active Maths Continuing Professional Development sessions.</p> |
| | <p>7) Active Maths and English at South Stanley Infant and Nursery School. Development and upskilling of staff.</p> | <p>7) Key Stage One to attend SSI&NS’s Active Maths and English sessions, children to engage in sessions, staff to engage in delivery and upskilling and</p> | <p>£ 500</p> <p>£ 0</p> | <p>7) Intended Impact: To upskill KS1 teachers in the delivery of active maths and English sessions (measured through staff CPD forms).</p> | <p>- Staff to be upskilled in the delivery of effective, engaging active maths and English sessions. Staff to then deliver these sessions in future and upskill other</p> |

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| | | CPD forms to be completed upon return. | | <p>- Children to engage in sessions to engage them in curriculum focused activities (measured through child PESSPA questionnaires).</p> <p>7) Actual Impact: - Measured (as above) after sessions at SSI&N School.</p> | staff members across school in their delivery. |
| | 8) Lunchtime activities to be directed by lunchtime play leader. Lunchtime play leader to encourage physical activity and engagement during lunchtimes from children not engaging in physical activity and those in need of intervention based on Golden Mile Assessment. | <p>8) Lunchtime play leader employed and trained in delivery of OPAL. Lunchtime play leader to be given list of children to encourage physical activity engagement with directed physical activity tasks such as:</p> <ul style="list-style-type: none"> - Tree climbing - Football - Obstacle courses - Golden Mile - Wheels Wednesday - Throwing and catching activities | <p>£ 4118.00</p> <p>£ 4118.00</p> | <p>8) Intended Impact: - Increased engagement in physical activity during lunchtime OPAL sessions (measured through teacher, parent and child PESSPA questionnaire).</p> <p>- Increased Golden Mile attainment of those children targeted for intervention by the lunchtime play leader.</p> <p>8) Actual Impact: - Measured (as above) throughout the academic year.</p> | - Lunchtime play leader to upskill and develop staff around them through continued professional discussion. |
| | 9) OPAL equipment maintained for children to engage in physical activity during lunchtime sessions. | <p>9) OPAL play equipment accrued by PE lead, headteacher and OPAL leads in school such as:</p> <ul style="list-style-type: none"> - Tyres - Wood - Toys | <p>£ 200</p> <p>£ 0</p> | <p>9) Intended Impact: - Quality of equipment measured through ascertaining how many children are engaging in equipment (and which types of equipment) by the lunchtime</p> | <p>- Equipment to be maintained by lunchtime supervisors.</p> <p>- Supervisors and children to maintain high standards of storage and</p> |

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| | | | | <p>play leaders. Reported back to headteacher and PE lead.</p> <p>- Quality of equipment (measured by child PESSPA questionnaire).</p> <p>9) Actual Impact: - Measured (as above) throughout the academic year.</p> | <p>maintenance of OPAL equipment. Children know to clean up after themselves and put equipment back safely when they hear the “three whistles”.</p> <p>- Where possible, equipment to be accrued from sources such as builders’ merchants for little or no cost.</p> |
| <p>2. The profile of PE and sport being raised across the school as a tool for whole school improvement</p> | <p>1) PESSPA bulletin board to feature prominently in school advertising our School’s PESSPA Offer and celebrating our accomplishments within school. Aim to provide a focal point for all of our PESSPA and promote it within school in view of engaging children and parents in our Offer.</p> | <p>1) PE Lead to maintain and develop bulletin board across the year, keeping it up to date with relevant events, clubs and achievements. PE Lead to be released from class 1x termly to ensure bulletin board is of a high standard and encourages children to engage in our PESSPA offer.</p> | <p>£ 200 x2</p> <p>£ 0</p> | <p>1) Intended Impact: - For the bulletin board to increase participation in PESSPA across school (measured by child PESSPA questionnaire and engagement in PESSPA across school such as after-school sports clubs).</p> <p>1) Actual Impact: - Measured (as above) throughout the academic year.</p> | <p>- PE Lead to maintain high standards of the bulletin board. Once the initial release time has been done, it will be easy to maintain without the need of being released from class and the associated cost.</p> |
| | <p>2) A glass trophy cabinet to feature prominently alongside the bulletin board to, again, promote the achievements we have made as a school, inspiring and engaging children to become</p> | <p>2) Glass trophy cabinet bought to host our trophies, certificates and achievements to inspire children to engage in PESSPA and raise the profile of PE and Sport as a tool for whole-school improvement.</p> | <p>£ 200</p> <p>£ 0</p> | <p>2) Intended Impact: - Increased engagement in PESSPA as a result of prominent feature of inspirational awards display.</p> | <p>- Cabinet to be maintained throughout the years and added to in line of our sporting achievements as a school, including intra-school sporting</p> |

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| | involved in our School PESSPA Offer. | | | <p>1) Actual Impact: - Measured (as above) throughout the academic year.</p> | <p>competitions and sports day. - High quality cabinet invested in in view of lasting for many years to come.</p> |
| | 3) Awards and medals for sports-day and intra-school sporting competitions to develop a sense of pride and inspiration that further engages children in our School PESSPA Offer. | 3) Medals, trophies etc to be bought and awarded to the children for intra-school sporting competitions and sports day. Handed out in special, focused assemblies to foster a sense of pride in the children's achievements. | <p>£ 100</p> <p>£ 0</p> | <p>3) Intended Impact: - To increase engagement in PESSPA activities in school (measured by engagement in after-school clubs, competitive sport etc.)</p> <p>4) Actual Impact: - Measured (as above) throughout the academic year.</p> | <p>- Cost is minimal and would be maintained in the event of School Sports Premium funding being discontinued.</p> |
| 3. Increased confidence, knowledge and skills of all staff in teaching PE and sport | 1) Continued implementation of the Merton PE Scheme. PE scheme offering consistent, high quality planning and assessment for teachers to follow. Merton allows us to ensure planning, teaching and assessment is consistent across all year groups. | 1) PE lead to maintain high focus on Merton PE Scheme and offer support, coaching and advice for teachers in need of it. PE lead to complete learning walks to ensure Merton is being applied consistently and of a high standard across school. | <p>£ ALREADY ALLOCATED FROM PREVIOUS YEARS</p> | <p>1) Intended Impact: - To provide high quality, consistent planning, teaching, learning and assessment across the whole school (measured by PE lead learning walks, teacher assessment, teacher and child PESSPA questionnaires).</p> <p>1) Actual Impact: - Measured (as above) throughout the academic year.</p> | <p>- Merton PE Scheme already allocated from previous year's spend.</p> |
| | 2) Continuing Professional Development sessions delivered by PE lead. Aim to upskill staff in | 2) PE lead to deliver a staff meeting each academic year based on the needs of the staff. Needs to be ascertained | <p>£ 0</p> <p>£ 0</p> | <p>2) Intended Impact: - To increase staff confidence, knowledge and skill in teaching</p> | <p>- School staff to also engage in their own CPD of PE and Sport delivery.</p> |

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| | their delivery of PESSPA across school. | based on answers to the teacher and child PESSPA questionnaires. | | <p>PE and sport (measured by teacher and child PESSPA questionnaires).</p> <p>2) Actual Impact: Measured (as above) throughout the academic year.</p> | <p>- PE Lead to continue coaching and developing staff in their delivery of PE and Sport teaching in school.</p> <p>- Cost is minimal and would be maintained in the event of School Sports Premium funding being discontinued.</p> |
| | 3) Release time for PE lead to ensure high standards of teaching across school and personal CPD. | 3) PE Lead to be released from class 1x week annually to conduct learning walks, CPD, monitoring of PESSPA and Sports Premium Funding Allocation responsibilities. | <p>£1000</p> <p>£ 0</p> | <p>3) Intended Impact: - To maintain high standards of PESSPA in school and ensure teaching and learning in PE is of a high standard and consistent (measured by teacher, parent and child PESSPA questionnaires, engagement in PESSPA across school, Golden Mile Assessment, PE Assessment).</p> <p>3) Actual Impact: - Measured (as above) across the academic year).</p> | <p>- Release time based on Sports Premium funding and high government focus on quality delivery of PESSPA throughout school. Should this funding and focus discontinue, this release time would be reviewed.</p> |
| 4. A broader experience of a range of sports and activities offered to all pupils | 1) Table tennis tables bought to offer a consistent, engaging, broad range of sporting activities that are accessible to all pupils in school, encouraging those children who do not currently | 1a) Table tennis tables bought. PE Lead to organise weekly table tennis club with table tennis competitions. | <p>1a) £379.99 x4</p> <p>1b) £50</p> | <p>1) Intended Impact: - To engage more children in after-school sports clubs including children who do not usually participate or engage</p> | <p>- Table tennis tables bought from reputable manufacturers that are of good quality in view of them lasting for years to come.</p> |

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| | engage in PESSPA to do so more willingly. | 1b) Table tennis paddles and balls bought and stored and accounted for in an organised manner. | | (measured by after-school sports club registers). 1) Actual Impact: Measured (as above) across the academic year. | <ul style="list-style-type: none"> - Rules are simple to follow and club easy to set up. Can be done within school with in-staff CPD sessions. - Bats and balls to be maintained and organised to a good standard to ensure they are not lost/broken unnecessarily. |
| | 3) Forest Schools leaders to be trained in the delivery of Forest Schools sessions with the aim of providing weekly Forest Schools sessions for all children in school to add to whole school physical activity. | <p>3a) Forest schools leaders trained in Forest School delivery.</p> <p>3b) Quality Forest Schools equipment accrued to further develop quality delivery of Forest Schools sessions <i>and provide a broad experience of physical activity for our children.</i></p> | 3) ALREADY ALLOCATED ABOVE | <p>3) Intended Impact:</p> <ul style="list-style-type: none"> - To provide children in school with quality, weekly Forest Schools sessions to increase physical activity levels by 2 hours per week (measured by completion of Forest Schools training course, Forest Schools weekly timetable, Facebook pictures of children engaged in Forest Schools activities and Forest Schools flow books). - To provide children with a <i>broad experience of physical activity</i> through the use of Forest Schools activities (measured as above). <p>3) Actual Impact:</p> <ul style="list-style-type: none"> - Measured (as above) throughout the academic year. | <ul style="list-style-type: none"> - Several staff members already trained in delivery of Forest Schools. Qualification stays for life and regular upskilling of staff by each other to happen. - Equipment bought from reputable, quality providers and manufacturers that we have used before and provide quality, robust products in view of lasting us for the next 10 years. - Forest Schools leaders to maintain high standards of equipment maintenance and storage to ensure our equipment lasts for the long-term. |

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| | 4) Residential trips: Howtown and Ford Castle subsidised by School Sports Premium to ensure access to all. Children to engage in a wide variety of activities such as rock climbing, archery, raft building etc. | 4) School to subsidise residential trips to make them more affordable and accessible for <u>all</u> families in view of providing a broad experience of a range of sport and activities for <u>all</u> children in the allocated year groups. | £ 2000 £ 0 (DUE TO CORONAVIRUS LOCKDOWN) | 1) Intended Impact: - Children to engage in residential trips and activities (impact measured by parent and child PESSPA questionnaires). 1) Actual Impact: - Measured (as above) across the academic year. | - Spend to be reviewed each academic year and in view of the continuation of government focus on PESSPA through School Sports Premium Allocation Funding. |
| 5. Increased participation in competitive sport | 1) Subscription to Local School Games Offer to increase participation in competitive sport. School to focus on curriculum and after-school sports-club based activities for our children to engage in and have the highest opportunity of meaningfully competing in and being successful. | 1) Focus on curriculum and after-school club based competitive sporting events. PE lead to engage in the organisation and risk assessment of these events and take children to them each time. | £1000 £ | 1) Intended Impact: - For participation in competitive sport to increase (based on registers of those attending and success in competitive competitions). 1) Actual Impact: - Measured (as above) across the academic year. | - Spend to be reviewed each academic year and in view of the continuation of government focus on PESSPA through School Sports Premium Allocation Funding. |
| | 2) Intra-school sports competitions and sports day done termly to engage <u>all children in school</u> with competitive sport in view of inspiring them to engage in inter-school competitive sport competitions through our Competitive Sport Pathway. | 2) PE Lead to lead curriculum based competitive sporting competitions between 'school houses' termly. Winners and awards to be announced in special assemblies. Medals and trophies awarded to children. | £ALREADY ALLOCATED ABOVE | 1) Intended Impact: - For <u>all children in school</u> to participate in competitive sport termly. For children to enjoy intra-school competitive sporting competitions and engage in after-school sports clubs on our Competitive Sport Pathway (measured by child and parent questionnaires, after-school club attendance and engagement in inter-school competitive sport competitions). | - Funding already allocated. Cost is minimal and would be maintained if School Sports Premium Funding were to be discontinued. |

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| | | | | <p>2) Actual Impact: - Measured (as above) across the academic year.</p> | |
| | <p>3) Transport for inter-school sporting competitions ensuring children can participate in competitive sport safely.</p> | <p>3) Transport organised to and from school to inter-school sporting competitions by PE lead and business manager. Risk assessments undertaken by PE lead.</p> | <p>£500 £ 0</p> | <p>1) Intended Impact: - Safely transport children to competitive sporting events. Give children access to inter-school sporting events who would not be able to access it by car due to parents' lack of access and or work commitments (measured by parent PESSPA questionnaire).</p> <p>2) Actual Impact: - Measured (as above) across the academic year.</p> | <p>- Spend to be reviewed each academic year and in view of the continuation of government focus on PESSPA through School Sports Premium Allocation Funding.</p> |