

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department  
for Education

Created by



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](#) 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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. The funding **should** be spent by 31<sup>st</sup> July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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 2023. To see an example of how to complete the table please click [HERE](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£19,570
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,595
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 19,595

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p><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></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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 2023.</p> <p>Please see note above</p>	73.21%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	94.64%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	98%
<p>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?</p>	Yes/No

## 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: 2022/23	Total fund allocated:	Date Updated:		
<b>Key indicator 1: 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</b>			Percentage of total allocation:	
			19%	
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:
<p>Least active children to be identified from Y2 and Y3 with relation to point 2 of the School Development Priorities for 2022-23</p> <p>Pupil Voice to support engagement</p>	<ul style="list-style-type: none"> <li>Y3 staff to identify least active children</li> <li>Sports Apprentice to complete Active literacy sessions with children during Songs of Praise</li> <li>CT to discuss benefits on children’s vocabulary and engagement.</li> <li>PE Lead to track Least Active attendance at extracurricular clubs</li> <li>Pupil voice to take place in Spring 1 to then further</li> </ul>	<p>£937.50 Spark Active Buy In</p>	<ul style="list-style-type: none"> <li>Sports apprentice worked with the Y3 least active boys during SOP</li> <li>Least active Y5 children took part in a Tri Golf competition – Tri Golf – 13.3.23</li> <li>Least active and attended pupils are invited to competitions and added into clubs as priority if apply.</li> <li><a href="#">Competitions new.xlsx</a></li> <li><a href="#">Y4/5/6 Least Active opportunities</a></li> <li>Pupil voice took place in Spring 1 – Feb 1<sup>st</sup>. 2</li> </ul>	<ul style="list-style-type: none"> <li>Least active children to continue to be invited to competitions as a way of motivation and opportunity</li> <li>Continue to use the tracking system to ensure every child that applies gets the chance to partake in a club</li> <li>Progression of skills to be developed based on Head, Hands and Heart as well as physical skills to allow achievement for all pupils</li> <li>Sports apprentice to continue this in Summer Term</li> <li>Continue to conduct the British Values vote to allow chances for</li> </ul>

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<p>through club choices. Pupil voice to identify clubs that are not provided and what children may want to see</p>	<p>develop club options children may want to see and influence British Value sports for the votes.</p>		<p>members of sports council visited a class, with a list of clubs already being offered. They then asked the children for any ideas of other clubs they would like to see and incorporated British Values by asking them to vote for their favourite sport.</p> <ul style="list-style-type: none"> <li>• Sports council reported the feedback to PE Leads allowing this to be analysed and investigate any possibilities for sports mentioned that are not given as opportunity. This was then used to narrow down 2 sports per year group for the regular British Values vote.</li> </ul>	<p>democracy</p> <ul style="list-style-type: none"> <li>• Hold meetings with Sports Council to discuss any feedback they have received (another form of pupil voice)</li> </ul>
<p>PE Apprentice to embed structured activities to ensure 60 Active minutes is accessed by all children with relation to point 7 of the School Development Priorities for 2022- 23</p>	<ul style="list-style-type: none"> <li>• PE Apprentice to support play leader involvement for 60 active minutes</li> <li>• Artist to design active menu with play leaders input</li> <li>• Active menu to be populated weekly with activities and daily with play leader faces.</li> <li>• Sports Council to present the menu to staff and children to ensure that they have an understanding of the offer.</li> <li>• Pupil Voice to be completed to gauge variety of sports wanted</li> </ul>	<p>£2515.13 PE apprentice  £250 Active Menu</p>	<p>Active Menu displayed and reviewed weekly with Sports Apprentice and Play Leaders. Play Leaders in Year 3 allocated to lead KS1 play time.</p> <ul style="list-style-type: none"> <li>• <a href="#">Designing Active Menu</a></li> <li>• <a href="#">Working with a local artist</a></li> <li>• <a href="#">Sports Menu</a></li> </ul> <p>Play leaders are involved in the planning of the weekly offer. They have a visual reminder when it is their day to play lead, which has resulted in a regular presence on the playground.</p>	<ul style="list-style-type: none"> <li>• Continue to support Year 3 play leaders with the new role with regular meetings and reminders.</li> <li>• Consider the Year 3 children coming up from the year group below so there is play leaders from Autumn for KS1 next academic year.</li> </ul>

	on the playground			
<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: 14%
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:
PE Lead to embed Girl's Active afterschool club. Y3/4/5 girls to be targeted. Girls to be monitored to ensure that they are taking advantage of other opportunities. Children to have opportunity to in a festival with other schools.	<ul style="list-style-type: none"> <li>Y4/5/6 Girls to be targeted with a girls' football club to start with ran by apprentice.</li> <li>Girls to be tracked to see if they attend other clubs.</li> <li>Pupil Voice to be completed to establish what the girls want to see next.</li> </ul>	<p>£2515.13</p> <p>Installment 2 PE apprentice</p>	<ul style="list-style-type: none"> <li>PE sports apprentice ran Girls Football Club on a Monday weekly for Year 4,5,6 girls during Spring 1. This was extremely successful. This increased motivation and confidence for the biggest girls football game ever:</li> </ul> <p>Biggest Girls Football Game ever day: Event recorded by Sports Council</p> <ul style="list-style-type: none"> <li>Pupil Voice suggested the girls benefitted from a Girls only football club and loved taking part.</li> <li>Whole school 'Biggest Girls Football Session' participation, girls playing football at break times,</li> </ul>	<ul style="list-style-type: none"> <li>PE Apprentice to continue running Y4/5/6 Girls Football Club due to popular demand</li> <li>Continue to partake in any virtual or national competitions such as Biggest Girls Football Match</li> </ul>

<ul style="list-style-type: none"> <li>• Children to continue use British Values throughout their PE lessons with relation to point 6 of the School Development Priorities for 2022-23. Pupil Voice to be completed to ensure that children can vocalise their learning.</li> <li>• Continue to raise parental awareness of the importance of physical activity. Sports Council to continue to raise awareness of PE across school.</li> <li>• PE apprentice to complete Y3 least active (PP and SEN) focus</li> <li>• PE apprentice to complete Reception intervention for SEN children</li> </ul> <p>- Meet with PE governor in Summer term</p>	<ul style="list-style-type: none"> <li>• Event tweets after each competition/festival</li> <li>• Newsletter snippets</li> <li>• Sports Board to be updated</li> </ul> <ul style="list-style-type: none"> <li>• PE apprentice working with PP/SEN least active children during Summer 2</li> <li>• PE apprentice working with Reception children for sensory intervention</li> <li>• PE Leads to meet with PE governor regarding PE for this academic year</li> </ul>	<p>£223.20 Living Streets Walk 2 School</p>	<p>lunch times and after school.</p> <p><a href="#">Sports Council raise parental awareness by tweeting Rudolph Run</a></p> <ul style="list-style-type: none"> <li>• Sports Council visited classes and promoted the Walk 2 School campaign prior to the event.</li> <li>• They delivered packs for the children and promoted the awareness of this. This was also further promoted to parents in the newsletter. The walk 2 school was loved by the children.</li> <li>• PE governor visited school. A learning walk took place, then a conversation with PE Leads.</li> <li>• <a href="#">PE Governor meeting 2023.docx</a></li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use Sports Council pupils when photographing events such as the above to provide them with responsibility for tweets and newsletter snippets</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:
				5%
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:
PE Lead to support new PE Leads in relation to point 8 of the School Development Priorities for 2022- 23. New PE Leads to attend training opportunities	<ul style="list-style-type: none"> <li>JW &amp; TP to attend PE Lead training opportunities with Spark Active to develop knowledge and understanding.</li> <li>PE Lead to provide training for new leads on booking competitions and events.</li> </ul>	£937.50 Spark Active Buy In	3.1.23 - TP, JM, JW and JMct met with Heather – Spark Active 5.1.23 - TP, JW, JM met regarding PE handover 12.1.23 - TP, JW, JM met regarding PE action plan 13.1.23 - TP, JW, JM met regarding PE clubs 19.1.23 - TP, JW, JM met regarding play leaders 20.1.23 - TP, JW, JM met regarding Sports Council 26.1.23 - TP, JW, JM met regarding events 17.11.23 - JW attended Module 1 of PE Lead training 1.3.23 - TP and JW attended Module 2 of PE Lead training	<ul style="list-style-type: none"> <li>JW and TP to attend Summer PE Lead training to further support development</li> <li>Progression of skills document to be created as a follow on from training</li> <li>Head, Hand and Heart to be a focus for Team Teaching as a follow on from training</li> </ul>



<p>Staff voice regarding confidence, knowledge and skills to be reviewed by PE Lead.</p> <p>PE Lead to complete learning walks to ensure that lessons are sequential. PE Lead to continue to carry out PE learning walks to ensure that high quality PE is being taught and PE Lead can continue to develop her role as a middle leader with relation to point 8 of the School Development Priorities for 2022-23</p> <p>Staff Voice to be conducted regarding the confidence delivering different subject areas in PE and CPD they'd like to see</p>	<ul style="list-style-type: none"> <li>• PE Hub to be renewed to support PE lessons.</li> <li>• PE Lead to complete learning walks to support teaching and learning on a two-year rolling timetable, working with each year group every term.</li> <li>• Staff form to be conducted, followed by pupil voice. Results will be analysed and inform the further steps with TOC and CPD.</li> </ul>		<ul style="list-style-type: none"> <li>• PE Hub provides structure and sequence of lessons regarding the progression of national curriculum skills</li> <li>• Learning walks completed in Spring 1. Findings were that the use of Head, Hand and Heart could be developed further.</li> <li>• Year 1 monitoring focus – Learning walk completed and initial meeting to discuss what was going well and missing elements/support needed during PE lessons.</li> <li>• 1.2.23 - PE Lead met with Year 1 CT to introduce Head, heart, hands and plan lesson to team teach</li> <li>• 8.2.23 - PE Lead team taught in Year 1, delivering the first part of the lesson modelling how the input should look. This continued to be apparent and taken on board with future learning walks and Pupil Voice.</li> <li>• Staff Voice conducted in Spring 1</li> <li>• The results were:</li> </ul>	<p>Team Teaching to continue into the second half term of Spring and to support staff further moving forward</p> <p>Continue to use Staff and Pupil voice to help with future plans such as Sports Day, clubs etc</p>
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<p>PE Lead to complete learning walks for Year groups not yet worked with to identify areas for improvement</p> <p>Staff Voice regarding improvements for Sports Day 2023</p>	<ul style="list-style-type: none"> <li>Year 3 was identified in Spring 2 as a focus area.</li> <li>May 5<sup>th</sup> – Staff voice took place</li> </ul>		<ul style="list-style-type: none"> <li>TOC is effective but needs to be used more</li> <li>TOC is loved by the children</li> <li>TOC can sometimes take a while to set up</li> <li>The CPD wanted is High Quality PE</li> <li>PE Leads met with Year 3 to discuss a sequence of lessons and incorporating Head, Hands, Heart into lessons.</li> <li><a href="#">Sports Day staff voice.docx (sharepoint.com)</a></li> </ul>	<p>Year 3 to be continued focus area for Summer 1, as well as team teaching in Reception</p> <ul style="list-style-type: none"> <li>SWOT to be completed on Sports Day</li> </ul>
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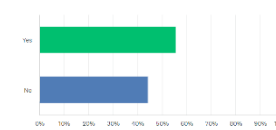
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>	<p>Percentage of total allocation: 57%</p>
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Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Additional achievements:</p> <p>Pupil Voice questionnaire to be completed by children, which will lead into extra-curricular opportunities being structured to ensure that offer is not narrow with relation to point 7 of the School Development Priorities for 2022-23</p> <p>Orienteering to continue to be used to support physical activity throughout the curriculum. With PE Lead to support teachers with consistent approach.</p>	<p>Sports Council to hold a surgery in Spring 2 to give children the opportunity to voice their likes/dislikes</p> <p>Pupil voice to be completed Spring 2 regarding playground games and extracurricular clubs</p> <p>Orienteering app to be renewed</p> <p>Staff to build orienteering into their curriculum planning regularly</p> <p>PE Lead to support class teachers through CPD</p> <p>Pupil voice to gauge impact on children</p>		<p>children have a say in the future clubs, resulting in clubs often being oversubscribed</p> <p><a href="#">Freedom of Choice for afterschool club</a></p> <p>TOC – Orienteering continued to be used across school for physical lessons.</p> <ul style="list-style-type: none"> <li>- The Abbey identified as one of the showcase schools for using the app.</li> <li>- Orienteering app renewed</li> </ul> <p><b>Orienteering and CPD staff voice:</b> How often do you use 'The Outdoor Classroom' (Orienteering) for active lessons? Answered: 9   Skipped: 0</p> <table border="1"> <caption>Orienteering and CPD staff voice: Usage Frequency</caption> <thead> <tr> <th>Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>More than once a fortnight</td> <td>25%</td> </tr> <tr> <td>Less than once a full term</td> <td>10%</td> </tr> <tr> <td>Once a term</td> <td>10%</td> </tr> <tr> <td>Not much at all</td> <td>65%</td> </tr> </tbody> </table>	Frequency	Percentage	More than once a fortnight	25%	Less than once a full term	10%	Once a term	10%	Not much at all	65%	<p>TOC app renewal</p> <p>Take part in TOC showcase day in Autumn 2023 and provide staff with CPD regarding the app following the pupil voice</p> <p>Test the use of TOC in Summer 2 for recap of a Big Question</p>
Frequency	Percentage													
More than once a fortnight	25%													
Less than once a full term	10%													
Once a term	10%													
Not much at all	65%													

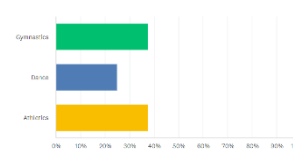
If 'The Outdoor Classroom' (orienteering) training was delivered again, could you see yourself using it more often?

Answered: 0 Skipped: 0



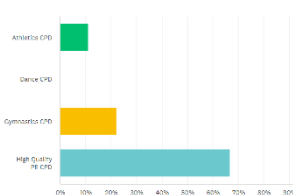
Which of these subjects do you feel most confident delivering in PE lessons?

Answered: 8 Skipped: 1



Out of the list of Staff CPD, which do you feel would benefit you the most?

Answered: 9 Skipped: 0



**Pupil Voice results - Orienteering:**

Children enjoy using the app  
 They would like to see the app used more regularly  
 The children like going outside to do their learning  
 Children enjoy using the app especially for Maths.

Continue to send our half termly votes to incorporate rule of law  
 Consider termly Sports Council lead discussions with year

<p>British Values – Rule of Law. Children to continue to show and understanding of new rules and be able to vocalise the importance of following them. CT to explicitly discuss this throughout lessons. PE Lead to complete a pupil voice to ensure that children can vocalise their understanding.</p>	<p>New goals to be ordered to ensure provision is inclusive (Aut 1) Pool noodles to be ordered to enable active minutes even during poor weather</p>	<p>£4,990 – Goals</p>	<p><u>Understanding the importance of rules</u></p> <ul style="list-style-type: none"> <li>- Children were able to vocalise the importance of rules during this session and eloquently explained not only the rules they had made but the reason they had made them part of their game.</li> </ul>	<p>groups to allow for suggested clubs Continue to carry out Head, hands and heart as a team-teaching focus to allow for link to British Values discussions in lessons</p>
<p>Children to continue to vote half termly for new extra-curricular club. Pupil Voice to be completed in Autumn 2 to gain interests of the children</p>			<p><u>Mutual Respect</u></p> <ul style="list-style-type: none"> <li>- Children were able to model mutual respect towards each other by accepting leadership at all levels during PE lessons.</li> <li>- Sports council conducting the Pupil voice in Spring 1 allowing for more of a say for children</li> </ul>	<p>Continue to hold Sports Council meetings regularly as well as ensuring regular play leader meetings take place weekly with COG</p>
<p>Develop leaders at all levels to ensure offer is broad. Regular meetings to happen half termly to ensure activities are rotated with relation to point 7 of the School Development Priorities for 2022- 23. Apprentice to continue to support this leadership team</p>	<p>PE Apprentice to support playleader involvement for 60 active minutes Artist to design active menu with playleaders input Active menu to be populated weekly with activities and daily with playleader faces. Pupil Voice to be completed to gauge</p>	<p>£250 Active Menu designed by Artist</p>	<ul style="list-style-type: none"> <li>• <a href="#">Sports Council Leading Rudolph Run</a></li> <li>• <a href="#">Working with local artist</a></li> <li>• <a href="#">Promoting Sports Menu</a></li> </ul> <ul style="list-style-type: none"> <li>- Play leaders are involved in the planning of the weekly offer. They have a visual reminder when it is their day</li> </ul>	<p>Continue to monitor equipment and order anything needed Set time to sort and organise PE shed</p>

<p>Equipment to be monitored in order to ensure that a wide and inclusive provision is being offered</p> <p>Swimming for Y1, Y5 and Y6 pupils. Additional swimming club for Y3/4 PP children.</p>	<p>impact on the playground</p>	<p>£937.50 Spark Active Buy In</p> <p>£2515.13 Installment 1 PE apprentice</p> <p>£243.60 Repair of PE apparatus as a result of Mercury Sports inspection</p> <p>£322.81 Playground equipment</p>	<p>to play lead, which has resulted in a regular presence on the playground.</p> <ul style="list-style-type: none"> <li>- Play leaders attend a minimum of 2 meetings a half term to receive training on new games they can play. Children discuss any issues and work on ways they can be resolved.</li> <li>- Chair of Sports Council meeting took place in Spring 1 electing a chair, vice and play leader monitor</li> <li>- Play Leader Training through Spark Active</li> </ul> <p>Goals delivered Aut 2. Boys and girls football able to happen simultaneously. Goals further used for handball and hockey</p> <ul style="list-style-type: none"> <li>• <a href="#">Drumming</a> Children were able to complete active minutes during poor weather conditions</li> <li>• Pool hire meant that Year 1, 5 and 6 could all have time swimming. This also meant our Year 3 and 4 children were selected for an after-</li> </ul>	
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		£1,920 – Pool hire from Elite active	school club. This allowed 73.21% of our Year 6 children to be able to swim over 25m and 98% of them to be able to save themselves in water.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:	Sustainability and suggested next steps:
PE Lead to explore opportunities for competition through extracurricular provision. Offers for competition will include G&T/PP/SEND and least active groups. Extracurricular clubs to be offered to ensure that children are developing their skills in preparation form competition with relation to point 7 of the School Development Priorities for 2022-23  Sports Council to ensure that competitions/festivals are mentioned with a snippet of news. Snippets of news to be updated on website and school twitter to raise parental awareness.	Target PP/SEN/G&T children for both clubs and competitions recording attendance on spreadsheet  Sports Council to be responsible for recording photos of events held in school such as Rudolph Run and Girls Football game	£100 BCSSA  £937.50 Spark Active Buy In	<a href="#">Y1/2 Commonwealth</a> <a href="#">Y3/4 MultiSkills</a> <a href="#">Least Active Commonwealth Festival</a>  <a href="#">Boys League Football</a>   <a href="#">Rudolph Run</a>	Continue to target PP/SEN/G&T children for both clubs and competitions recording attendance on spreadsheet Continue to attend competitions provided by Spark Active   Continue to use Sports Council children to record events and promote events such as done with Girls Biggest Football Game

<p>All children to continue to be offered access to intracompetition during curriculum time and extracurricular provision with relation to point 7 of the School Development Priorities for 2022-23. Appretnice to support and twitter to be used to raise parental awareness.</p>			<p><a href="#">Mini-Olympics</a>  <a href="#">Y6 Gaelic Competition</a>  <a href="#">Y5 Cricket Competition</a></p>	
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Signed off by	
Head Teacher:	J McTernan
Date:	30.07.23
Subject Leader:	T Pritchard and J Wiltshire
Date:	30.07.23
Governor:	
Date:	