

# 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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment.

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 July 2023.





## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£ 0.00
Total amount allocated for 2022/23	£ 17,340
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0.00
Total amount allocated for 2022/23	£ 17,340
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 17,340

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  <b>N.B.</b> Complete this section as best you can. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. <b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your pupils may swim in another year, please report on their attainment on leaving primary school at the end of the summer term 2023. Please see note above	63%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	63%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	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?	Yes/ <b>No</b>

## 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: 17,340	Date Updated: 01.07.23	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 33% (£5722.20)
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
1a Commitment for all children who have missed out on swimming lessons to access quality swimming instruction	Two classes to attend weekly swimming lessons  Non-swimmers in Y5 & Y6 offered additional swimming lessons to address this	None as PTA subsidise lessons	Children who have missed out on swimming lessons due to COVID have been able to have lessons – both Y3 & Y4 had swim lessons.  Swim survey to identify children who couldn't swim 25 metres. All were offered chance to attend swim lessons - no take up on this.  There are less non swimmers than historically	Continue to monitor end of Y3 swimming abilities  For non-swimmers to be offered additional lessons – investigate when this could happen & cost  Investigate – could children use STAGs pool?  Engage with parents of non-swimmers – investigate how to engage children  Investigate cost (numbers of children) can lessons be paid for or subsidised?

<p>1b</p> <p>Commitment to the daily mile for all children to increase daily physical activity and enjoyment of sport.</p>	<p>Measure baseline time for all children at the start of the year and every half term to monitor impact</p> <p>Teacher CPD from sports coach to enable all to coach children to develop fitness and stamina.</p> <p>Monday after school cross country Friday after school athletics</p> <p>Updates and support for teachers in staff meetings (Minutes)</p> <p>Class teachers have records of daily mile improvements to support and encourage classes</p>	<p>Sports leader time</p> <p>PE Coach</p> <p>Class teachers</p> <p>(See 3a)</p>	<p>Pupils improve their fitness and this is measured to ensure success.</p> <p>Pupils' stamina is increased against their own starting point.</p> <p>Teachers are more aware of initiatives and how to implement them</p>	<p>Maintain calendar of running events</p> <p>Parental engagement</p> <p>Continue to promote the Daily Mile</p> <p>Develop recognition and reward systems for personal achievements in the daily mile</p> <p>Help to provide sports kit for children</p>
<p>1c</p> <p>Develop offering of extra-curricular clubs with a focus on vulnerable groups and non Participant</p> <p><b><i>Children have the opportunity to develop skills in their chosen sports or activities and they learn and benefit from being part of a team</i></b></p>	<p>Identify KS2 children not participating</p> <p>Review our offer to engage all children</p> <p>Engage external clubs in offering opportunities</p> <p>Reflect on barriers to participation and take action</p>	<p>Sports leader time</p> <p>PE Coach</p> <p>(see 3a)</p>	<p>Pupil participation in extra-curricular clubs is increased.</p> <p>New clubs to engage pupil have been identified.</p> <p>Quality mark achieved.</p> <p>More inclusive representation of the school</p> <p>EG PP (SEND) chn attended Sport carousel at Beaumont Secondary School – St Albans</p> <p>PP (SEND) Tennis taster sessions at Batchwood Tennis Centre.</p>	<p>Termly review of participation in extra-curricular clubs identify children not attending any clubs, investigate what they will participate in.</p> <p>Continue to review extra-curricular club provision for lower KS2 and KS1 and to investigate training and resources and opportunities for clubs to encourage non participants</p>

<p>1d Development of active play at break and lunchtimes</p> <p><b><i>Children are supported to learn new physical fun games, older children have a chance to develop leadership skills.</i></b></p>	<p>Part of sports coaches timetabled day to include</p> <ul style="list-style-type: none"> <li>organising play time activities</li> <li>leading on play time activities</li> </ul> <p>Monitor physical activity during break times with particular focus on vulnerable groups</p> <p>Sports coach to write timetable rota for play equipment use</p>	<p>Sports leader time</p> <p>PE Coach</p> <p>(see 3a)</p>	<p>Children's playtimes are enhanced with new resources (additional resources purchased in 2023), activity ideas and leadership from sports coach.</p> <p>Met with Tanya Angus 10.10.23 Re opportunities for BH children and re play-leader training</p> <p>Rebranding of Y6 play leaders, improved training in September from St Albans Partnership, record of involvement books, recognition end of year in sharing assembly,</p> <p>Behaviour during play lunch times has significantly improved in KS1</p> <p>Playtime issues will diminish as children will have more options of activities</p> <p>MSAs to have bank of games to refer to.</p>	<p>Continue to give quality play leader training in September to new play-leaders</p> <p>Continue to monitor use of play equipment usage and replenish where appropriate.</p> <p>Involve children in decision making process of what equipment they would like – via pupil voice &amp; assemblies</p> <p>Continue to instil culture of responsibility and respect of equipment.</p> <p>Y6 play leaders to lead on respectful use of equipment.</p> <p>Continue to train MSAs and hold meetings to disseminate good practice.</p>
<p><b>Key indicator 2:</b> The engagement of all pupils in regular physical activity – Chief Medical Officers' guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>				<p>Percentage of total allocation:</p> <p>12% (£2080.80)</p>
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:
2a <b>Children increasingly aware that at Beech Hyde we celebrate activity.</b>	Sports ambassador training and ongoing support from sports coach and records of ongoing meetings and planned actions  Publication of sports news shared in newsletter.  Weekly sharing assembly to share Beech Hyde sporting participation and achievement as well as achievements outside school.	Sports leader time PE Coach  (see 3a)	Children are celebrated for their own successes and progress.  Children are enthused by the promotion of sport and fitness to do their best  More extra-curricular clubs have been offered  More PP children are attending clubs	Continue to set up meetings  Continue to promote opportunities for sports ambassadors to support other children  Regular sports ambassador training with PE coach including play leading
2b,  Mental and physical well-being on school improvement via our positive minds animals (page6)  <b>Children understand the links between physical activity, fitness and health</b>	Include mental and physical wellbeing on SIP  Positive minds drivers to be focus in PE / sport activities  Mental and physical wellbeing with links to PSHE scheme- Jigsaw Updates to school development plan	Sports leader time PE Coach  (see 3a)	Continued to refer to Jigsaw scheme with regards to mental health and wellbeing.  Active maths sessions from the Sports' coach ensured physicality through the maths curriculum and ensured all pupils engagement with maths	Continue to champion inclusion of mental and physical wellbeing with links to PSHE scheme- Jigsaw  Measure impact of actions taken and review next steps  To continue with Active Maths sessions where timetables allow
2c, Include use of Beech Hyde Drivers – challenge / inclusion and positive minds in all PE and sport related plans  <b>School community see the inclusion</b>	PE/ sport leader consider how to include drivers in lessons and extra-curricular activities  Photos of teams / events include positive mind animals	Sports leader time PE Coach  (see 3a)	All children were challenged and included and positive minds is at the forefront of teachers' and pupils' minds.	Be part of the relaunch of positive mind drivers in September  Continue to have challenge and inclusion at the heart of planning and teaching

<b>of drivers in all aspects of PE at Beech Hyde</b>	Evidenced when submitting for the quality mark  Assemblies; twitter; newsletter promotions			
2d, replace and update equipment  <b>PE/ Sport seen as important investment by children and the school community</b>  <b>Nothing spent on sports equipment this year. But we have through the Herts Sport Partnership received funding for the purchased 3 table tennis tables</b>	Audit and replace equipment. Track purchased of equipment	Sports leader time  PE Coach	Children are able to enjoy playground equipment at break and lunch times and keep active	Continue to monitor & update equipment

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				29% (£5028.60)
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>3a, Subject leader for PE to develop our offer and manage sports premium, sports coach and our curricular and extra-curricular offer</p> <p><i>Improve quality of PE offering curricular and extra-curricular</i></p>	<p>Dedicated time to manage PE/ Sport - PPA</p> <p>Sports premium document</p> <p>Increased participation</p> <p>Subject leader action plans and reports</p> <p>Support from PE partners – see 3i Training and conference</p> <p>Regular reviews with link governor</p> <p>Nominate for local awards – St Albans schools and St Albans and District Sports Awards</p>	<p>Sports leader time</p>	<p>The curricular and extra-curricular offer continues to be of a broad range and high standard,</p> <p>CPD of sports coach</p> <p>PE co-ordinators meeting – October Hemel Hotel</p> <p>Harpenden Consortium Meetings</p> <p>PE conference January 2023.</p> <p>Bronze ambassador training</p> <p>First Aid</p>	<p>Continue to develop the role of Sport Coach as the subject leader.</p> <p>Sports coach to provide CPD to all staff on specific areas identified in ‘staff audit’ – ‘team work’ and a more adventurous daily mile approach.</p> <p>Sports coach to identify appropriate subject leader training to build understanding of the role.</p>
<p>3b, Sports coach role to continue to focus on developing sport and fitness at Beech Hyde School.</p>	<p>Support teachers to develop skills and knowledge to teach PE – All teachers have access to ‘Complete PE’</p> <p>Break time and lunchtime - facilitate opportunities for physical activity</p> <p>Active maths sessions to support interventions – Y5 &amp; Y3</p> <p>Extra-curricular clubs</p>	<p>Sports leader time</p> <p>PE Coach (see 3a)</p>	<p>Sports coach has developed sport &amp; fitness throughout the school improving participation and enthusiasm for all sports. – more PPG (SEND) attending extra-curricular clubs</p> <p>More Friendlies played this year EG – Football &amp; netball with Kimpton and St Helen’s</p> <p>Confidence and engagement</p>	<p>Continue to embed broad participation particularly in extracurricular clubs</p> <p>Continue to offer a broad range of extra-curricular clubs and extend in response to pupil survey – EG girls Y3 &amp; Y4 girls football, Netball club extend into Summer term for Y4 &amp; Y5</p> <p>Continue to support interventions with active</p>

	<p>Supporting participation at events</p> <p>Developing the role of sports ambassadors and MSAs</p> <p>Developing the role of TAs as a support for inclusive and challenge groups during PE sessions.</p> <p>Subject leader action plans and reports</p> <p>Sports premium document</p> <p>Increased participation</p>		<p>maths has improved where active maths supports interventions.</p> <p>Broad range of extra-curricular clubs offered</p> <p>Broader range of events offered</p> <p>More MSA interaction with children at lunch times</p> <p>TAs more actively involved with supporting / engaging children in PE lessons</p> <p>Sport coach more confident with administration of subject leader role and responsibilities</p> <p>Sports leaders have shown particularly great involvement and commitment this year. They have initiated own ideas and been proactive in setting up planned activities</p>	<p>maths sessions</p> <p>Develop the roles of sports ambassadors and play leaders and MSA to support 'proper' play at lunch times and to reduce aggressive play and incidents of 'fighting' –</p> <p>Continue to support Sport coach to embed the cyclical responsibilities of the role of subject leader such as: SPG documentation, record of spending on PE, subject leader action plan and EOY report.</p>
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<p>3c, Sports coach / PE lead to undertake training to develop role</p> <p><b><i>All staff up to date with curriculum requirements and can assess children against age related statements</i></b></p>	<p>Audit knowledge and understanding of curriculum content and assessment and identify training requirements</p> <p>Review offers of CPD</p> <p>Book training</p> <p>Cover supply</p>	<p>Sports leader time</p> <p>PE Coach (see 3a)</p>	<p>Pupils' progress is evident and staff are assessed and training is appropriate.</p> <p>All staff will be confident in the delivery of PE teaching.</p> <p>Sports coach is the subject leader</p>	<p>Carry out staff audit in autumn term to identify areas staff would like training in</p> <p>Continue to review training opportunities via St Albans Sports Partnership regularly See 3a</p>
<p>3d, For all staff to appreciate the role of the daily mile in improving children's mental and physical wellbeing</p> <p><b><i>Children are supported to enjoy, improve and develop.</i></b></p>	<p>PE lead / coach to provide training tips on how to engage, motivate and develop children when taking part in the daily mile.</p> <p>Daily mile data</p> <p>Class posters of participation</p> <p>Feedback from teachers about support given and confidence to support their children</p>	<p>Sports leader time</p> <p>PE Coach (see 3a)</p>	<p>Feedback from pupils and staff are positive and pupils</p> <p>Recorded fitness levels improve from child's own starting point.</p> <p>Participated World Record attempt for the Daily Mile.</p> <p>All Children participated in the Santa Dash – end of autumn term.</p>	<p>School to register on Daily Mile website to receive resources and support. To continue to promote the daily mile and aim for all classes to complete daily.</p> <p>Ongoing contact with Hertfordshire School games Daily Mile partner</p>
<p>3e, Sports coach / PE Lead to develop robust assessment in PE/Sports and use this to challenge greater depth children and support those working below age related.</p> <p><b><i>Assessment ensures continued focus on those working below age related to develop their skills and abilities</i></b></p>	<p>Review assessment opportunities which are part of the PE scheme</p> <p>Ensure assessment data is robust</p>	<p>Sports leader time</p> <p>PE Coach (see 3a)</p>	<p>Assessment is robust and identifies children who need to develop their skills and abilities further.</p> <p>Sports coach to monitor extra-curricular club participation and to encourage non attendees to engage with a club</p>	<p>Sustainable assessment processes for PE / Sports</p> <p>In September, carryout another pupil survey to identify areas of interest with a particular focus in Y3 and KS1</p>

<p><b>and those working at greater depth to give opportunities to develop talents.</b></p>			<p>Sport coach is identifying clubs and activities that engage non-attendees – Basketball was introduced this year in KS2 and ‘baskets’ used at break &amp; lunch times</p> <p>Sport clubs tracked – children attending clubs Y6 22 out of 23 children Y5 25 out of 26 children Y4 24 out of 24 children Y3 16 out of 19 children This is a significant improvement on last year</p> <p>Only 5 PP children in KS2, didn’t attend a club or event in KS2 This is a significant improvement on last year</p>	<p>Sports Coach to provide open sessions to provide a range of activities to see where interests lie, especially for those vulnerable pupils and/or those who are not fully engaged with physical fitness.</p>
<p>3f All involved with teaching PE/sport and extra-curricular activities have a focus on vulnerable pupils with a view to improving participation and enjoyment for these children.</p> <p><b>Vulnerable groups are considered as a priority in our PE/Sport offering.</b></p>	<p>Identify vulnerable children and non-participants</p> <p>Plan to improve PE offering for these children</p> <p>TA to support sports coach during PE lessons to work collaboratively to identify barriers to learning and participation and to work</p>	<p>Sports leader time</p> <p>PE Coach (see 3a)</p> <p>TA during PE sessions to support identified</p>	<p>PE Coach to encourage those who are less likely to engage in physical activities to join extra-curricular clubs (open sessions to identify interest in a range of different sports)</p> <p>See above participation</p> <p>Parents have received and</p>	<p>Build on learnings from this year to continue to develop provision for vulnerable groups.</p> <p>Active maths- (taking key groups for active maths activities</p> <p>Engagement groups lead by</p>



	therapeutically to address these.  Ensure that PE is inclusive and challenging.  Focus on vulnerable pupils in monitoring/planning and scrutinies	groups (cost covered by school budget)	responded positively in questionnaire  Children have responded positively to pupil questionnaire.  EG 98% children enjoy PE, 98% feel safe in PE.	sports ambassadors &/or play leaders during lunchtimes  (social and physical games) Sports Coach to consider open sessions to provide a range of activities to see where interests lie, especially for those vulnerable pupils and/or those who are not fully engaged with physical fitness.
3g  Memberships of professional support for our PE offering  <i>Children benefit from up to date information and resources to engage them in physical learning</i>	Membership of St Albans & Harpenden Schools Sports Partnership subs <b>£1300</b>  <b>Free</b> membership – Daily mile group  Subscription for complete PE <b>£126</b>	£1405	Membership enables up to date information and practice to be at the heart of all pupils' engagement in physical learning.  Continue to engage in Games Awards – securing gold level  Inter school competitions are rewarding and beneficial to pupils.  Enables all staff to access quality resources and ideas for teaching PE. Assessment is more.	Continue subscribing to district sports groups  PE lead to review information and forward to staff, pupils, parents to promote sports and physical activity  Create sports page on school website to promote engagement of all school community  Use these tools as resources to develop our provision
<b>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</b>				Percentage of total allocation: 21% (3641.40)
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they	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	Sustainability and suggested next steps:

need to learn and to consolidate through practice:			changed?	
<p>4a, develop program of extra-curricular activities</p> <p><b><i>Children have a chance to try different activities in school</i></b></p>	<p>Request parent volunteers</p> <p>Encourage all staff to run an active club and support with training and resources</p> <p>PE coach to facilitate active play and games outside at break and lunch times</p> <p>Replacing outdoor games equipment for each class as appropriate</p> <p>Calendar of extra-curricular clubs</p>	<p>Sports leader time</p> <p>PE Coach (see 3a)</p>	<p>Additional lunch time and after school clubs have been offered this year – EG girls Y3&amp;Y4 football, LKS2 netball at lunch time and after school.</p> <p>Take up is good and children are more active</p> <p>Children were also given opportunity over a few weeks to play at Wheathampstead Cricket club.</p> <p>Three outside table tennis table tennis tables have been purchased (funding from Herts Sports Partnership). Children supported by sports coach/MSA</p>	<p>Develop a strong set of extra-curricular activities to broaden PE experiences and increase engagement</p> <p>Sports coach to monitor weekly attendance of clubs – record of running &amp; attendees at all clubs to be handed to Sport coach half termly</p>
<p>4b, widen participation in all extra-curricular clubs</p> <p><b><i>Children are recognised for participation and achievement in varied activities</i></b></p>	<p>Audit participation</p> <p>Encourage vulnerable groups and non participants</p> <p>Monitor participation &amp; early/any drop outs</p>	<p>Sports leader time</p> <p>PE Coach (see 3a)</p>	<p>Clubs offered always take place</p> <p>Record of children attending kept and handed to Sports coach half termly</p>	<p>Improve participation of children who have been non-participants</p> <p>100% attendance at a club to be acknowledge in sharing assembly</p>

4c summer term athletics club for infant children  <b><i>Younger children have a chance to try new skills and develop talents</i></b>	Investigate external provision Investigate internal staff to run  Links with local clubs  Timetable  Invite children  Extra-curricular timetable	Sports leader time  PE Coach (see 3a)	KS1 have chance to be actively involved in sport  Establish positive culture of being active and engaged in sports  KS1 participated in intra school sports competition Summer 1 as part of BH's active school project.	Continue to investigate sports clubs for younger children
4e Cycle training for year 5 children <b><i>All children have learnt to cycle safely before transition to secondary school</i></b>	Book cycle training  Review provision	CT & TA to support vulnerable groups  Funded by PTA	September Y5 completed bikeability vulnerable children supported by Sports coach/TA  Nearly all children taking part and now competent at riding with traffic.	Continue to provide bikeability for all Y5 children.  Continue to make children more aware of Cycle clubs in the local area.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5% (867.00)
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:

5a, Sports leads to facilitate links with two local schools to develop an annual program of local events.  <b>Local competition, particularly for KS1</b>	Meet with Kimpton and St Helens  Decide a program of activities Ensure that KS1 opportunities are a focus. (summer sports activities)  Ask for parent support  Manage the event days	Sports leader time  PE Coach (see 3a)	Friendly games have taken place with 2 local primary schools giving more children the opportunity to represent the school in a team game.	Continue to add events to events calendar between schools 2 other local schools  Start with football friendlies  Possibility of extending to include further schools
5b, Improved outcomes at all events including annual district sports event  <b>Whole school recognises our performance at a big local event.</b>	All year athletics and running clubs Daily mile  Sports coach training on specific athletics disciplines	Sports leader time  PE Coach (see 3a)	School has participated in: nearly all Harpenden Consortium sports activities  Representation has increased across the school.  Inclusive participation has increased – EG multisports at Beaumont in the autumn term Tennis taster at Batchwood Summer term	Annual events calendar between schools  Possibility of extending to include further schools

Signed off by	
Head Teacher:	Karen Thomas
Date:	July 2023
Subject Leader:	Paul Drake (Tracey Berry)
Date:	04.07.23
Governor:	
Date:	