

St Gregory's Catholic Primary School



**Evidencing the Impact of the
Primary PE and Sports Premium Funding
2019-2020**

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

Key achievements to date:

- Those trained to run zoned-activities at lunchtimes have formed a sports council and have helped audit resources for lunchtimes and Spring/Summer curriculum activities.
- Movement of staff across year groups leads us to believe that CPD is needed to upskill some staff. This has been achieved by the use of REAL PE to help boost the confidence of staff in teaching PE in Key Stage 1.
- The outdoor environment has been heavily invested in particularly with a revamp of the playground. This has been embedded into the curriculum now that work is complete.
- The provision of 30 minutes added daily exercise has been audited in-line with the restructure of the school day. The addition of a structured afternoon break has helped us achieve an added 15 minutes above the activity children partake in at breaktimes, lunchtimes and PE curriculum time.
- Groups have been identified across the school as needing support to develop their physical activity participation and fitness levels. Interventions have taken place based on baselines from the new academic year and then revised data at the end of the autumn term. The impact of the new intervention programme used to boost activity and the ABCs in groups of children, will need to be measured further at intervals in the Spring and Summer Terms.
- Additional intervention funding has been used to provide a whole-class fun/competitive session with a Fit4Schools coach as an incentive to increase attendance across the school.
- Continued links with Fit4Schools have motivated staff to ensure that children are exposed to fundamental movement skills to regular fitness opportunities. Planned fitness activities as part of designated curriculum time with the addition of after-school clubs and competitions in school time have supported this.
- *Continue to share practise of teaching across phases for all staff. A team-teach approach with our sports coach will develop practise for all, particularly staff new to a different phase. Every member of staff has been given the opportunity to work alongside the sports coach. This has been valuable in encouraging new ideas, staff taking risks in their delivery of PE and developing differentiation (support and challenge) within lessons.
- *The availability of a sport coach has allowed us to increase level 2 competition. It has provided us with less timetable constraints, provided us with an extra member of staff for ratio to attend competition.
- *both of these development points have been supported with the addition of a qualified sports coach x2 days per week who is working in schools within the SCOS MAC
- Pupils are more active and records indicate that overall levels of fitness across the school have improved in 2020 by 13.51% from their September 2019 baseline.
- Improved confidence, knowledge and skills of most staff through appropriate CPD has supported an increase in pupil progress. CPD has provided the Subject Leader with knowledge and skills to effectively monitor and evaluate provision and pupil achievement.

Evidence to supplement the claims made in this report to include: Pupil questionnaire re. playground, staff questionnaire re. confidence, Fit4Schools Data

Areas for further improvement and baseline evidence of need:

- Pupils in Year 6 (who have a willing attitude and good ability in PE and sport) have continued to act upon their training from Year 5 to deliver lunchtime activities for this academic year. They need to continue to take a more active role in becoming the drivers/ambassadors of fitness across the school in this academic year and mentoring the Year 5 children to be prepared for when they are going to be sports leaders.
- Source further initiatives to increase the current 15 minutes extra of daily activity to 30 minutes.
- Continue to monitor the progress of fundamental movement and fitness for children across the school and intervene where necessary to close the gap
- Continue to attend varied competitions/events to motivate and inspire children with interest and those who are gifted and talented
- To monitor the uptake of after-school provision and ensure opportunities are offered to engage the interest of children across all phases
- Arrange visits from local sporting clubs/agencies to present and provide workshops to inspire children to partake in competitive sport – nurture their understanding of good role models in the community
- Promote well-being and healthy lifestyles with workshops for each year group
- Additional swimming for 46% of children in Year 6 is required to close the gap by the end of this academic year so that more pupils achieve end of key stage expectations (25M)

This needs to be considered strategically as part of the children’s curriculum time after SATs and how this could impact on the time Year 4 will spend swimming during this academic year.

Development points planned for: February 2020

Reflection on areas for improvement – post-covid closure:

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| <ul style="list-style-type: none"> • Pupils in Year 6 (who have a willing attitude and good ability in PE and sport) have continued to act upon their training from Year 5 to deliver lunchtime activities for this academic year. They need to continue to take a more active role in becoming the drivers/ambassadors of fitness across the school in this academic year and mentoring the Year 5 children to be prepared for when they are going to be sports leaders. • Source further initiatives to increase the current 15 minutes extra of daily activity to 30 minutes. • Continue to monitor the progress of fundamental movement and fitness for children across the school and intervene where necessary to close the gap • Continue to attend varied competitions/events to motivate and inspire children with interest and those who are gifted and talented | <ul style="list-style-type: none"> • Time restrictions mean that Year 5s haven’t been mentored and so they will need contact time with sports coach in Sept 2020 to get lunchtime activities running effectively • Can be further enhanced with the improvement of the grass area and short activities from the PE Hub lesson ideas • Existing data only ran until Spring term as a comparison to baseline. New baselines in September will be better indicators for childrens needs come the new academic year 2020-2021 • Progress made with this this year and a programme for L2 competition will be in place from September |
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<ul style="list-style-type: none"> • To monitor the uptake of after-school provision and ensure opportunities are offered to engage the interest of children across all phases 	<ul style="list-style-type: none"> • Full uptake of places that were on offer with our sports coach. Children (mainly girls) were keen to take part in Irish Dancing. Provision to be revised for September in line with covid-rules and social distancing
<ul style="list-style-type: none"> • Arrange visits from local sporting clubs/agencies to present and provide workshops to inspire children to partake in competitive sport – nurture their understanding of good role models in the community 	<ul style="list-style-type: none"> • Target to be carried over into next year because of covid-rules and social distancing
<ul style="list-style-type: none"> • Promote well-being and healthy lifestyles with workshops for each year group 	<ul style="list-style-type: none"> • To take place next year (autumn term) to tackle the highlights of the funding initiatives outlined by Gavin Williamson on sedentary children, mental health and wellbeing and increasing obesity due to covid (05.07.2020)
<ul style="list-style-type: none"> • Additional swimming for 46% of children in Year 6 is required to close the gap by the end of this academic year so that more pupils achieve end of key stage expectations (25M) 	<ul style="list-style-type: none"> • Could not happen due to covid. Schools notified of children who did not meet the expected standard as part of transition.

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.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 2020.</p>	<p>54% (end of Autumn Term)</p> <p>% (end of Summer Term)</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>54%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>54%</p>
<p>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?</p>	<p>Yes: historically we identified that providing additional swimming for an extra class benefited their achievement at the end of KS2. For this reason, we have continued to provide additional swimming sessions.</p> <p>However, the added funding for this academic year is to be used differently in comparison to previous years. An intervention at the end of the academic year is required to reduce the number of children having SEN in swimming heading into KS3 in September 2020 for a larger number of pupils than in previous years and so this may impact the time given to Year 4 pupils this year.</p> <p>The 46% of Year 6 who were not meeting the end of KS2 expectations during the autumn term, will take part in a swimming intervention when the Year 4 children are due to swim in the second part of the Summer Term.</p> <p>This was in our planned spend but has not come to fruition because of covid. For that reason we have added the funds to the ring-fenced amount contributed to resurfacing the outdoor grass area to increase activity opportunities around the school grounds.</p>

Action Plan and Budget Tracking

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

Academic Year: 2019/20		Total fund allocated: £17, 800		Date Updated: February 2020		Date of Next Review: May 2020	
<p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>						Percentage of total allocation:	
						32%	
Intent		Implementation		Impact			
<p><i>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:</i></p>		<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>		<p><i>Funding allocated:</i></p>		<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	
<p>Continue to work with Fit4Schools to embed fitness and fundamental skills in weekly practice (for the benefit of pupils and staff)</p> <p><u>Context /Rationale</u> With staff movement across year groups and the recruitment of additional staff, it was felt that the teaching of movement fundamentals and basic skill acquisition (including the ABCs) was reinforced across the school. Monitoring continued to show simple activities could not be completed consistently with confidence by all pupils across the school (particularly children coming into Reception and those in transition from KS1 to KS2), i.e. balancing on one leg for a sustained period, catching and throwing with accuracy using different hands and distances/heights, spatial awareness when on the move etc.</p>		<p>• Meeting with new PE lead to upskill on understanding of fundamentals and fitness teaching across all phases and how the WOW active programme can be used as a quantitative measure of progress</p> <p>• Baseline and interval tests for fitness and fundamentals to measure impact</p> <p>• Promote activity and fitness by handing out certificates for buddies, Gifted & Talented and most improved from testing sessions. Also display weather durable banners for playground/fitness area.</p> <p>Priority for Autumn Term:</p> <p>• Promote training cards to be accessed from home – COMPLETED</p> <p>Priority for Spring Term:</p> <p>• Introduce intervention to close the gap in attainment for groups of Pupil Premium children and encourage higher attendance across the school</p>		<p>£2,500</p>		<p>Spring 1 2020:</p> <ul style="list-style-type: none"> • Overall School Improvement of 13.51% from baseline • Girls made an overall improvement of 15.47% from baseline • Boys made an overall improvement of 11.60% from baseline • SEN children made an overall improvement of 10.46% from baseline • EAL children made an overall improvement of 15.98% from baseline <p>Children continue to make more conscious decisions about movement and space. They transfer this independent thinking across the curriculum and are better prepared to transfer skills into competitive situations. Staff meeting with Fit4schools provided staff with the knowledge and understanding of how to develop this.</p>	
						<p><i>Sustainability and suggested next steps:</i></p> <ul style="list-style-type: none"> • Groups have been identified across the school as needing support to develop their physical activity. The intervention has been arranged with baselines being recorded. The impact of the new intervention programme used to boost activity and the ABCs in groups of children will need to be measured at intervals at the end of the Spring and Summer Terms. • Scores from assessments are broken down into a variety of fundamental areas. Staff are instructed as to which areas need to be embedded into planning for the coming term to ensure the gaps are closed by the next assessment point. 	

<p>Include structured break of 15 minutes physical activity everyday into the curriculum timetable</p>	<ul style="list-style-type: none"> • Restructure timetable to ensure that addition is provided for and not just added on as extra to a lunchtime • Provide staff with a bank of resources and ideas to ensure the 15 minutes is purposeful • Include a rota as part of the initiative so that the school grounds are used effectively and these breaks don't just become 'an extra playtime' 	<p>£200</p> <p>Subscriptions to active websites or purchasing of new resources.</p>	<p>The addition of a structured afternoon break has helped us achieve an added 15 minutes above the activity children partake in at break times, lunchtimes and PE curriculum time.</p>	<ul style="list-style-type: none"> • Source further initiatives to increase the current 15 minutes extra of daily activity to 30 minutes. • How can we find more time to accomplish this? • Possibility of starting the day with a 'wake and shake' or embedding this type of idea before each lesson etc.
<p>Continue to develop the outdoor space for children to maximise physical activity opportunities all year round</p>	<ul style="list-style-type: none"> • Resurface the large grass area at the top of the playground so that the area and trim trail can be utilised all-year-round 	<p>£3,000</p>	<p><i>To be measured and monitored once installed.</i></p>	<ul style="list-style-type: none"> • Positive impact on behaviour as children aren't as restricted to certain areas and have a larger parameter to explore and play in • The zoning of areas is more achievable so more varied activities can be planned for during breaktimes • The space will ensure that more classes can use the playground for structured breaks to strive for the full (additional) 30 minutes of activity outside of curriculum time • The area will also provide safer access to the outdoor classroom where wider-learning and cross-curricular opportunities can be fulfilled.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				7%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Sports leaders program to continue to be embedded to raise expectations in physical activity outside of curriculum time	Use coaches from Fit4Schools to work with subject lead to monitor the progress and efficiency of the current Year 6 leaders in school. Use coaches from Fit4Schools to work with subject lead and group of confident/ enthusiastic Year 5 children to promote physical activity at lunchtimes for the next academic year.	Combined sessions (x3) with the cost below for interventions. Sessions taken in Autumn 1.	Pupils in Year 6 (who have a willing attitude and good ability in PE and sport) have continued to act upon their training from Year 5 to deliver lunchtime activities for this academic year. 16 Y6 pupils [8B & 8G] have been trained to deliver lunchtime activities and raise the profile of PESSPA across the school at break-times and lunchtimes. All pupils say they have: - improved their ability to communicate with other children, - increased their confidence, patience and ability to think creatively	Those trained to run zoned-activities at lunchtimes formed a sports council in the Spring Term and have helped audit resources for lunchtimes and Spring/Summer curriculum activities. They need to take a more active role in becoming the drivers/ambassadors of fitness across the school in the year 2019-2020. If funding were to be removed, this is a programme we can continue to run in school now that a knowledge and understanding of how to run this initiative has been obtained. Selected pupils from year 5 will be trained to deliver lunchtime activities for the next academic year.
Groups have been identified across the school as needing support to develop or challenge their physical activity. The intervention was arranged in the Spring Term with baselines being recorded.	Coaches worked with two selected groups covering a range of skills and activities relevant to the group's needs. One particular group will be made up of lower attainers with needs such as: poor overall fitness and physical literacy; social & emotional needs; self-confidence needs; negative attitudes towards competition in team games. A gifted and talented group who can be challenged and introduced to new activities will also be a part of this intervention.	£1,230	An intervention lasting six sessions produced the following results for lower attaining pupils in KS1 & KS2 (groups identified from data). Objectives for the intervention were created to close gaps in areas identified by the class teacher and the assessments carried out by Fit4Schools. KS1 Objectives: 85% all achieved 15% most achieved KS2 Objectives: 63% all achieved 27% most achieved None of these children achieved	The impact of this intervention is good, but it is advised that more focussed groups are tended to over a more sustained period. New groups will be catered for in the intervention programme based on data from Spring 1. Working alongside intervention coaches, the subject lead will need to create a bank of ideas for interventions to be embedded within lessons based on the strategies used outside of statutory curriculum time – this will ensure that if funding were to be removed, this is a programme we can continue to run in school now that a knowledge and understanding

			<p>anything less than expectation.</p> <p>A further intervention group is used as an attendance reward for the highest attending class for the previous school week. This has ensured that the school is still on track for its 2019/20 target of 97%. Currently the overall is at 95.3%</p>	<p>of how to run this initiative has been obtained.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				56%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
A professional sports coach from SLT (employed by the MAC) to complete professional development with targeted teachers, developing pedagogy in PE and developing confidence. Higher quality teaching in PE with result in high quality outcomes for progress and increased attainment.	<p>Source a highly skilled sports coach.</p> <p>Develop a coaching and mentoring programme for the Sports Coach to use with staff.</p> <p>Monitor the effectiveness of the professional development through staff surveys.</p> <p>Monitoring to be conducted to evaluate effectiveness and pupil progress.</p>	£9000 for coach to work both Wednesday and Fridays throughout the year.	<p>Staff display greater confidence in the teaching of PE, with high quality lessons with improved teaching strategies.</p> <p>Staff have developed subject knowledge with greater knowledge of challenge, assessment and strategies to improve children's progress.</p>	<p>Staff to be upskilled.</p> <p>Teaching is at least 'good' across the staff and confidence has increased through team-teaching approach. A heavier emphasis on the skill and not the sport is becoming increasingly evident in teaching and learning.</p> <p>The use of the coach will reduce to one day next year which gives staff the opportunity to embed good practice and experiment with our new curriculum.</p>
CPD for new subject lead	<ul style="list-style-type: none"> • New initiatives for how to develop concepts in engaging ways is also to be explored • Staff member to be upskilled in subject leadership of PE by attending network meetings and curriculum conferences 	£100	<ul style="list-style-type: none"> • Subject-lead has already attended network meetings and one conference this academic year (2019-2020), highlighting how the Sports Premium can fund interventions in PE to develop confidence and consistency in lower achievers • subject-lead also audited resources at the end of 2018-2019 and is becoming more familiar with playground leaders • subject-lead has bought into 'Real PE' scheme for KS1 and has monitored a smooth transition since September 2019 to ensure basic skills are consistent across the key stage and better prepare children for transition to KS2 	<ul style="list-style-type: none"> • Ensure staff across the school get added CPD opportunities to improve on areas they may lack in confidence • Continue to integrate subject-lead into the role by joining one-to-one sessions with dancedesk advisor, organising MAC competitions and developing resources for curriculum. • Allow cover to be arranged so that other staff can experience competition days and take a broader range of children to level 2 competition • Link all new learning with the 5Cs curriculum in school so that we

				move forward with new initiatives and make tighter links with PE and other curriculum areas
DanceDesk subscription and curriculum support	<ul style="list-style-type: none"> • Provide subscription to Coordinator network including CPD. National & professional support memberships. • Improve teaching and provide new ideas for the curriculum. • Improve confidence of teachers to deliver high quality PE with up-to-date pedagogy Spring priority: • Gain support in developing policy and assessment. 	£955	<ul style="list-style-type: none"> • Coordinator upskilled and able to support development of other staff. • Membership of professional organisations ensures school has latest knowledge, guidance and resources <ul style="list-style-type: none"> • Teachers upskilled impacting positively on pupil achievement and quality of teaching and learning which will be at least good • Increase in amount of physical activity across the school including lunchtimes/break times • Training for staff delivered based on needs from questionnaire • Policies and practices updated; including assessment 	<ul style="list-style-type: none"> • Continue with subscription to ensure support remains and the school is kept best informed with the most recent practice and legislation • Review assessment criteria to fit in with school's new tracking system – DCPRO

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				3%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Resources – top-up basic teaching aids and invest in wider curriculum opportunities	Provided equipment / resources to introduce new sports into the school, to improve delivery of existing ones and to support wide range of lunchtime and after school sports activities. New sports include: netball, badminton, volleyball and basketball with a more competitive objective	£75	Pupils have an active and enjoyable lunchtime. <ul style="list-style-type: none"> • Pupils learn and participate in new sports, developing new skills, resulting in an increase of pupils' health and fitness • Positive impact on behaviour and social skills through being engaged in sport • Pupils have active lunchtimes – even fewer behaviour incidents • Pupils report increased enjoyment of being active in a variety of sporting domains 	Get sports leaders to run mini competitions using resources and markings effectively
Provide additional swimming for children in Year 4 and a larger group of Year 6 pupils not meeting end of KS expectations	<ul style="list-style-type: none"> • Arrange with Sandwell Leisure Trust when they have availability for us to have additional sessions over the spring term • Arrange consent forms and risk Assessments • Ask SLT to run baseline tests so intervention can be measured 	<p>£300</p> <p>Amount added to the funds for the development of the grass surface</p> <p>Years 6 and 3 still swam this academic year.</p>	<p>The added funding for this academic year is to be used differently in comparison to previous years. An intervention at the end of the academic year is required to reduce the number of children having SEN in swimming heading into KS3 in September 2020 for a larger number of pupils than in previous years and so this may impact the time given to Year 4 pupils this year.</p> <p>The 46% of Year 6 who were not meeting the end of KS2 expectations during the autumn term, will take part in a swimming intervention when the Year 4 children are due to swim in the second part of the Summer Term.</p>	<ul style="list-style-type: none"> • Additional swimming for 46% of children in Year 6 is required to close the gap by the end of this academic year so that more pupils achieve end of key stage expectations (25M) • This needs to be considered strategically as part of the children's curriculum time after SATs and how this could impact on the time Year 4 will spend swimming during this academic year.

<p>Health and Well-being Workshops for all classes to be delivered during 'Health and Fitness Week' (Summer Term)</p>	<ul style="list-style-type: none"> • Health and Fitness Days incorporate both classroom based workshops and physical activity based sessions • Differentiated classroom based workshops to focus on: 'life-long effects of exercise on mental wellbeing' and 'the importance of life-long physical activity and its benefits' 	<p><i>This did not take place in due to covid closure as it was planned for the summer term. We continued to point children and parents in the direction of physical activity, exercise and nutrition through Fit4Schools home resources, online PT and science –based lessons. Some online themed learning weeks were centred around Sport too.</i></p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
<p><u>Level 2 competitions</u></p> <p>Sandwell Sainsburys school games competitions x2</p> <ul style="list-style-type: none"> - Football tournament - Swimming gala <p>Fit4schools sports day (summer term)</p> <p>MAC Sports Day (summer term)</p>	<ul style="list-style-type: none"> • Key Stage 2 children Including G&T and a spread of boys and girls to be entered into Level 2 competitions (Spring and Summer Terms) • High scorers on the fitness program to attend Fit4Schools sports day (Summer 2020 date tbc) <p><i>Spring Term monitoring priority:</i></p> <ul style="list-style-type: none"> • Ensure the competition element of the curriculum (Level 1 competition) is planned for and taught • Agree level 2 competition opportunities with MAC cluster leaders for Summer Term 	£140	<p>Children have competed, experienced new events (for some) and experienced success in all competitions</p> <ul style="list-style-type: none"> • Key Stage 2 children represented the school in level 2 competition as part of the MAC schools sports day. • 57% of Year 6 children (male and female mix) competed in football matches against MAC opposition • 26% of Year 6 children competed in the Fit4Schools sports day 	<p>Develop competition for KS1 across the MAC schools</p> <ul style="list-style-type: none"> • Ensure a wide range of competitions are on offer to take the interest of boys and girls (audit with questionnaire) • Timetable constraints, staffing structures and travel all impact on participation levels: obstacles which need to be overcome at cluster meetings. This will be achieved with the help of the shared sports coach across the MAC
Travel – to enable children to take part in inter-school competitions, matches and attend sporting events e.g. swimming gala, football tournament etc.	<p>Highlight competition for the year</p> <ul style="list-style-type: none"> • Draw up letters for consent and key information • Work with staff to identify key candidates for participation • Negotiate costings for travel if timings of events are inconvenient for parent/guardian support 	£210	<p>Pupils able to take part in events and use facilities beyond immediate locality of school</p> <ul style="list-style-type: none"> • No cost to parents for transport • Increased number of pupils able to participate in competitions that were previously unattended because of accessibility/distance 	<p>Continue to manage travel and competition opportunities as an academy to reduce costs and increase participation</p> <p>Host a competition in school for MAC schools to raise the profile of competitive sport in school.</p>

Signed off by:

Head Teacher:

Date: 06.07.2020

Subject Leader:

Date: 06.07.2020

Governor:

Date: 08.07.2020