

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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 2021. To see an example of how to complete the table please click [HERE](#).

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

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Bamford Primary School (BPS) has demonstrated a continued commitment to delivery of a broad and balanced curriculum which includes a strong emphasis on PE, Sports and Healthy Lifestyles (evidenced participation in cluster and regional events, curriculum) BPS is proud of past achievements (Gold Sainsbury Sports Award confirmed again in 2019-2020 for the fourth successive year) – <i>Due to COVID-19 the previous grade carried automatically forwards</i> BPS has been awarded the Derbyshire Healthy Schools Award in recognition of a commitment to educating our pupils to lead an active and healthy lifestyle BPS has developed in-house expertise in Forest Schools so that many children may benefit from a good introduction to outdoor education and active learning BPS has invested in outdoor activities and furniture for the school Reviewed the school policy for PE, curriculum map and 3I statements in light of the New 2019 Ofsted framework. 	<ul style="list-style-type: none"> Continue to develop the school Curriculum for PE and reframe using the 2019 Ofsted Curriculum Guidance and noting the contextual factors of school Develop a progression map for PE for Bamford Primary School which is challenging and reflects the local context Ensure that opportunities for KS1 Pupils to participate in wider sporting activities Expand our breadth and scope for sports clubs and re-invigorate running club – potential to improve staff skill and confidence with leading running and orienteering Ensure that the uptake of physical activity for SEND and inactive pupils is improved to being in line with non-SEND Seek more opportunities for active learning in other lessons

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £	Date Updated:	
What Key indicator(s) are you going to focus on?			Total Carry Over Funding: £	
Intent	Implementation	Impact		
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>To provide adequate storage for the additional equipment purchased and planned for. To enable us to keep equipment separate for different bubbles.</p> <p>To replace old gym mats which got used outside during summer lockdown.</p> <p>To buy an open reel measuring tape. Due to Covid no longer able to go to HVC for Athletics and need to be able to measure our scores in school.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Outdoor, dry storage to enable us to purchase and store more equipment</p> <p>We will then have an outdoor and indoor set to help maximise using outdoor space when the weather is good.</p> <p>To be able to measure long jump/triple jump scores for virtual competitions.</p>	<p>Carry over funding allocated:</p> <p>£1250</p> <p>£60 x10 = £600</p> <p>£27.50</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?</p> <p>Being able to store more equipment will mean better access for more children and make keeping equipment separate for different bubbles much easier.</p> <p>Will be able to have gym mats out in the playground in summer for lessons and playtimes giving children more opportunities to do fitness workouts and gym moves, helping to keep children outside.</p> <p>Be able to enter virtual</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>Shed replaced and now continue to maintain.</p> <p>Still need to buy new mats but old ones can be used outside in the summer and new ones ready for September – To do in 2021-2022 from Carry Forward</p>

			athletic competitions.	This has been done and has been used for athletics.
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Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	Data from Summer 2021 – Year 6 Cohort
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	10/10 100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	8/10 80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	6 / 10 60%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/No – unable due to Covid19 risk assessments and interruptions

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: 2020/21	Total fund allocated: £16690.00	Date Updated: June 2021		
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				Percentage of total allocation:
				%
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>Continue to promote 30/60 challenge throughout the school. Continue to do intra school events to encourage participation, especially with new sports to build enthusiasm!</p>	<p>Use sports leaders to make videos for 5-minute class workouts which can be shared in all classes.</p>	<p>1 day of PE leadership time Autumn 7 X £40.07 = £280.49</p>	<p>COVID restrictions with children in and out of school have made monitoring this effectively difficult. However, when children were in school, KS1 were doing extra PE first thing every morning. New equipment was purchased for KS2 playground so that without Playpod there was still plenty of equipment to get children active. The 'playground' balls have been particularly successful; in all years significant progress in confidence and ability was observed when doing catching/throwing in the Spring term.</p>	<p>Now everyone is back in school, and settled, try to monitor 30/60 minutes through summer term. Videos were great, will do again.</p>
<p>To support the children's physical and mental well-being, improved levels of concentration as well as physical fitness-changes to the daily routine.</p>	<p>Time allowance for Sports Coordinator to come into school and deliver.</p>	<p>45 minutes per week for leading sports leader training X 12 £40.07 X 9hours = £361.00</p>	<p>Level of skipping ability has gone up significantly from Yr2 upwards. All Yr5/6 children really keen to join in 'big' skipping rope sessions. Afterschool clubs reopened immediately whenever Government restrictions allowed. Limits on bubbles and numbers were used to make them COVID safe. Activities were adapted to restrict close contact and address mental wellbeing.</p>	<p>Continue to give Y6 responsibilities in PE as this works so well. Every year children respond brilliantly and are keen. It proves a good confidence builder and really helps throughout the school to inspire physical activeness. Despite COVID restrictions we have found ways to keep this role active(eg. Organising and collating results from intra school events, making exercise videos, video of Dance off!)</p>
<p>To continue to develop the role of Sports Leaders in school in order to help promote active playtimes, lunchtimes and inter-school competition.</p>	<p>Keep playtime boxes topped up with skipping ropes, balls and activities.</p>	<p>3 hours per half term for afternoon of intra sports competitions 18 X £40.07 = £721.26</p>	<p>Trim trail has been completed and the children love it. It has made fantastic use of the available space and it is a great alternative to the playground. We have had increased take up at all afterschool sports clubs with both Weds sports and Martial Arts at capacity. Gym and Thursday sports have had good take up despite bubble</p>	<p>Buy more of these. Sports leaders to continue to help with ideas for equipment.</p>
<p>All children encouraged to increase their fitness through inter house competitions.</p>	<p>Provide enough equipment to keep a whole class active at any one time.</p>	<p>3x£500=1500</p>	<p>Play time equipment monitors and reward scheme for best looked after box.</p>	<p>Coordinator to do a short plug for Sports Clubs at end of Summer term and beginning of Autumn Term.</p>
<p>Provision of after school sporting clubs for children-mindful of COVID restrictions</p>	<p>Provide a wide range of after school clubs to appeal to as many children across the primary age range as possible.</p>	<p>£1000</p>	<p>2 X TA staff for one</p>	<p>Continue to attend as many offered opportunities as</p>
<p>More equipment and opportunity on all playgrounds for children to participate in physical activity.</p>	<p>Staff ratios will ensure that the Forest</p>	<p>60x38 =£2280</p>	<p>Continued</p>	<p>Continued</p>
<p>Develop the Trim trail area to give a physically demanding alternative to playground time.</p>	<p>Continued</p>	<p>Continued</p>	<p>Continued</p>	<p>Continued</p>
<p>To encourage as many children as possible to engage in afterschool physical activities</p>	<p>Continued</p>	<p>Continued</p>	<p>Continued</p>	<p>Continued</p>

<p>Invest in additional staff hours to enable Forest Schools to be undertaken by KS1 weekly – providing alternative physical activities through the curriculum</p>	<p>Schools programme can continue to take place weekly with children visiting off-site locations to provide additional interest, stimulation and challenge.</p>	<p>afternoon per week 2.5 X £15.75 2.5 X 14.90 £2,914.60</p>	<p>restrictions. Forest schools continued whenever Government guidelines allowed and alternative in-school activities were undertaken when in lockdown. Children really appreciated being outside and active especially with their peers.</p>	<p>possible. Maintain link to Tennis Club and develop links with local climbing wall to give more children an opportunity to try these sports. (Climbing wall delayed due to COVID) Continue investing in Forest schools as invaluable to building confidence and resilience.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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>Pupils, staff and parents are aware of sporting activities and achievements across the school</p> <p>To use photos and videos more to demonstrate involvement and success.</p> <p>To ensure that sports events are visible to all and valued by staff, children and their parents</p> <p>To promote local club ties with the parents and children</p> <p>To ensure opportunities exist to participate in sports that are on offer in our locality</p> <p>To ensure that the School Improvement Plan includes sections where sports and Physical Activity is promoted with links to the key school improvement priorities – particularly the role of promoting Positive Mental Health and the importance of regular physical exercise in maintaining good mental health, particularly in a society where ‘lockdown</p>	<p>Purchase an ipad for PE use.</p> <p>To pay for a staff leadership time for AB to ensure that key messages are shared:</p> <ul style="list-style-type: none"> · Ensure that families are kept up to date with sporting initiatives and achievements through ongoing use of DOJO messaging and use of school communications · Curriculum plans and policies for PESSPA are up to date and reviewed · Gaps in children’s learning are identified and plugged · Support other staff by ensuring that PE in school is COVID19 secure 	<p>£300</p> <p>See Key indicator 5 - affiliation fees for local cluster group and</p> <p>30 hours of staff leadership time (5 hours per half term) £1202.10</p> <p>12 hours of staff leadership time to attend cluster meetings / CPD £480.84</p>	<p>COVID has made this imperative, so regular posts on Dojo have kept parents up to date with events and achievements. Children sent photos and videos of lockdown sports and in school events photos were posted for parents to see. All interschool events have been really successful this year, all children have got involved and some great results were recorded for the run the rec events and the golf course runs. The skipping challenge was also entered by all KS2 children. COVID has meant out of school clubs have not been running or intermittently. We did promote cricket clubs and tennis reopening. COVID has made this essential, so KS1 have been doing extra morning PE and tried to keep active on Friday PMs when Forest School was not allowed. KS2 did regular morning walks and the completion of the trim trail meant there was an extra alternative for KS2 children. All KS2 children (with possibly one exception) have returned</p>	<p>Covid made this happen, via Dojo. Continue to develop by encouraging children to share out of school activities.</p> <p>Whole school ‘Walk to Bethlehem’ was a major hit with everyone, all pupils and staff, getting involved and supporting this event.</p> <p>Children sharing their experience of local, out of school, sports clubs together is proving a great way to promote those activities.</p> <p>Have planned a Sports festival Week as a boost to encouraging physical activity and going someway to make up for the absence of inter-school events.</p> <p>This includes using the local</p>

<p>and restrictions for all' are common place.</p> <p>PESSPA - To appraise and update relevant school policies, communications and curriculum maps with regard and reference to their contribution to the School Improvement Plan so that all children are offered a rich, ambitious curriculum which offers breadth and supports equality of opportunity and which is relevant through the Covid Pandemic and beyond.</p>		<p>Class teacher and Admin Time</p>	<p>comfortably to school and seem very positive to get back to physical activities and sports lessons. Gardening sessions have also provided great opportunities for outside education and mindfulness. Curriculum has been altered to allow for COVID impact and to make sure children have still accessed as much of the sports curriculum as possible.</p>	<p>tennis club and doing an orienteering event.</p> <p>Continue to adapt and develop, especially with Covid awareness.</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:
				%
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:
Teachers will develop new confidence, skills and knowledge to teach Tennis to KS2 Pupils, thus extending our offer to pupils in the future	Hire of Professional Tennis Coach to deliver a series of Tennis Coaching sessions for the Y5/6 Autumn 1 term (7 Sessions) – and Summer term (Y4) demonstrating good practice in the delivery of PE lessons for Tennis	£40.00 X 14 = 560	PE teachers for KS2 were able to observe good practice so that in the future, further sessions can be delivered by the school's own staff.	This is sustainable since this involves upskilling of staff to teach new sports well whilst building links with local community club and grass roots tennis.
Focus on teacher confidence in assessing children using the core tasks and developing a portfolio of evidence.	Training for O track		COVID pressures have meant this has only just been addressed. O Track training completed and assessments now up to date.	Continue to develop children self assessments.
Explore buying a scheme of work to support teaching for all staff.	Buy into a scheme so that staff have easy access to high quality progressive lesson plans in one place. Enable staff to deliver wider range of sports, allowing delivery of more Covid aware sports eg. Yoga	£1375	This has not been necessary so far but will continue to monitor. KS1 teacher attended Fundamentals training which has led to the 6 sessions being implemented and children responded very positively. So much so that, having been provided with a large playtime dice, they are organising their own sessions in the playground!	Coordinator to attend Real PE virtual CPD.
Get Rugby specialist to deliver a couple of morning session on the rec during the summer term.		£250		Include this on the curriculum map for future years. Have got past Yr11/13 sports leaders to help with Sports Festival Week and doing Tag Rugby as part of this.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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>Additional achievements:</p> <p>Yr 5/6 To be able to play basic shots and understand the basic rules of Tennis.</p> <p>To understand the rules and scoring of New Age Curling and be able to play. Focus here, especially for younger children, on team work and turn taking and playing as a team.</p> <p>KS2 To understand the rules and be able to play Ultimate Frisbee. Focus here on fairplay and teamwork. If you drop it, your team cannot pick up, and realising that you need to throw it so your team player can catch it!</p> <p>To develop opportunities within the Valley for wider participation in Orienteering. Very aware that this may not be possible and we may have to do it in house. This is carried forward from last year as we were unable to do it due to Covid.</p> <p>To introduce handball and spike ball as new sports for improving ball handling skills. Ideally to have spikeball as an option for play time activity. See below for competitive element.</p>	<p>Used local tennis club to have coached sessions.</p> <p>Use the Curling set in conjunction with the Boccia set to develop these skills throughout the school.</p> <p>Purchase a frisbee net to allow children to practise accuracy of throwing on grass area.</p> <p>Time and resource cards needed to develop this.</p> <p>Purchase 4 sets of spike ball and use introduce through Sports Leaders to playtimes.</p>	<p>See above</p> <p>£214 for a new set</p> <p>£50</p> <p>£150</p> <p>Spike ball: 4x£43=£172</p>	<p>Children made exceptional progress and really enjoyed developing their skills. The extra space was fantastic and gave the children a great experience especially post lockdown.</p> <p>Initial response to Curling has been very positive. The children really enjoyed the different type of game and are getting the hang of scoring.</p> <p>This has now been purchased and plan to use in Summer term.</p> <p>Still on hold but plans for this to happen in Summer term 2021, COVID permitting.</p> <p>Handball purchased and has proved popular at afterschool</p>	<p>To give Yr 4 a chance to have same experience. To book the tennis club for staff led sessions and undertake a mini tournament during the summer term.</p> <p>To keep playing and develop the team work aspect. Will use as an intra sport event.</p> <p>Keep on priority list.</p> <p>Have experimented with this but realised we need better</p>

<p>Gardening as a physical experience has been a huge success and we are keen to continue to develop this throughout the school.</p> <p>To keep KS1 playground with plenty of variety of active toys/equipment, especially as not going out and about so much due to Covid.</p> <p>To provide opportunities to engage with sporting activities not normally on offer via school, including kayaking / canoeing / abseiling / scrambling / walking etc through recognised residential offer</p> <p>Introduce table tennis and develop badminton skills in small groups led by Sports Coordinator.</p>	<p>Buy more gloves, hand trowels and forks, trugs, seeds and compost. £500</p> <p>Provide water tubes, outdoor building blocks, update equipment for the mud kitchen to keep children active outside. £500</p> <p>Badminton was taught during lockdown when only a small group</p>	<p>Handball nets: £53 Balls: 4x£14.99=£60</p> <p>Y6 pupils - £50 subsidy per child £500.00 of game and are getting the hang of scoring. Additional TA hours for residential support 40 X £15.00 per hour £600.00 Teacher Cover to support Y5 children – 3 days £841.47 Y4/5 Residential subsidy £30 per child X 25 £800.00 Additional TA hours 14 X £15.00 £210.00</p>	<p>club. Have not introduced in lesson time yet due to COVID curriculum pressures.</p> <p>Gardening has continued to prove hugely beneficial to children throughout the school. Regular sessions for all age groups have provided relaxing outdoor experiences and super opportunities for understanding plants and growth, both flowers and vegetables.</p> <p>KS1 spend as much time as possible using outdoor equipment to support learning goals.</p> <p>We are hoping Yr 6 will still have the opportunity to go on a residential in Summer term despite COVID restrictions.</p> <p>During summer term, the table tennis has been up in the parent</p>	<p>goals so our school caretaker making these for us.</p> <p>Continue to embed this into curriculum, possibly develop with food preparation.</p> <p>If Yr4/5 trips are cancelled, try to provide some alternative experiences for those children.</p> <p>Yr6 have enjoyed 3 nights/4day stay away which has been fantastic. Year4/5 planned to get 2 days and 2 night away.</p> <p>Would be great to keep the table tennis up and use all year. Depends on discussion as to long term use of parent</p>
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	<p>of children in. Table tennis introduced in summer term.</p>		<p>shelter and proved VERY popular! Strict rotation of children needed so everyone has their turn! So far all Yr4/5/6 have had at least 2 sessions each and will continue to the end of term.</p>	<p>shelter!! Hoping to get Yr3 an opportunity to use it during summer term. Have kept to table tennis as it is outdoors and left badminton to develop in autumn term, as indoors.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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>All of the 'new' sports in section 4 provide great opportunities for competition situations.</p> <p>Buy new tennis rackets to support this initiative.</p> <p>Continue to develop intra school sports to make up for loss of cluster events.</p> <p>To participate in SSP Playwaze Platform competitions.</p> <p>Continue to develop inter school competition through engagement with HVC (Cluster) Sports Partnership and through Rural Sports Primary Partnership events taking children to participate at events (moving online</p>	<p>Tennis provides an opportunity for individual competition whilst the others allow for team work but in different sized groups so nice mix. Use variety of sports to provide a good mix of skills, some ball and some not, so should give good range of abilities a chance to succeed at something. But promoting the fact that all points counts means everyone feels valued.</p> <p>Time for Sports coordinator to record results and enter them with Sports leaders.</p> <p>Additional member of staff to accompany children to events or to run events virtually or at school</p> <p>Take 2 teams to each event, try to attend Cyclo cross day and Orienteering day which are usually</p>	<p>See above</p> <p>2 sizes 10 of each £150</p> <p>£150</p> <p>Subscription to RSPP £1,000.00</p> <p>Subscription to HVC Partnership £850.00 14 X half day cover to provide adult to</p>	<p>The 7 tennis sessions were highly successful with all Yr5/6 attending. The final session involved a mini tournament which demonstrated how much the children had learned and improved over the half term.</p> <p>Virtual competitions were entered and challenges undertaken as interschool events. COVID has meant there have been no cluster HVC events so far in 2020-2021.</p>	<p>Give current year 4 an opportunity to do tennis. Book courts to let Yr5/6 practice their tennis.</p> <p>New bags were purchased but not rackets as enough of the current ones are okay. Extra playground equipment was purchased instead. Will keep state of rackets under review!</p> <p>Hope to do some orienteering into Summer 2021. Also hope to have a Sports Day and extra</p>

or to virtual competitions if required)	further away to travel to. Extra time needed for Sports Coordinator to do Evolve forms.	take children to events or run events at school (COVID19) £140.24 X 14 = £1963.00 £250 bus		sports afternoons in summer term. This now happening as part of Sports festival Week.
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Signed off by	
Head Teacher:	Kate Gemmell
Date:	16 th July 2021
Subject Leader:	Anna Bland
Date:	16 th July 2021
Governor:	TBA – due to absence – approved Resources Committee
Date:	June 2021

Spending Reports 1 & 2 Cover:

Sports Shed £930.00

Trim Trail £799.75

Sundries for Sports Shed and Trim Trail £212.65

Bike Pump £24.99

Skipping £45.00

Sports Equipment £217.20 £10.00 £18.50 £30.00 £126.40 £34.10 £473.6

HVC Primage Sports Package £800.00

Storage Box £99.17

Premier Education Group (After School Club) £400

Supported Afterschool Access £10.65 £42.60

Balancability bikes £79.76

Tennis Coaching £280.00

01/09/2020 To End March 2021 £4232.17

01/04/2021 - 05/05/2021 £2054.84

06/05/2021 - 31/08/2021 - To be updated

Created by:    YOUTH SPORT TRUST

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SPORT ENGLAND

UK COACHING

UK active

Additional Spending (not included in reports)

Trim Trail £616.28 & £920.20

Sports Equipment additional £116

Forest Schools at 3 hours per week for 38 weeks (114 hours at £23.00) - £2622

Lea Green Subsidy (@£50 per child booking) £500

Castleton Subsidy (@ £15 per child 27 children) £405

Forrest School Consumables (£5 X 38) £190.00 - TBC From SAP

TA Hours to support Residentials £2 x 12 hours @£25.00) £600

AB hours for Sports Leadership- TBC - budget 3 days

AB hours for Sports Week - TBC – budget 3 days

AB hours for competition and Events - TBC – 12 days (including additional afterschool sports – 18 days £300.00 - £5400 (Estimated)

Rural Schools Partnership Fees – TBA (budget £1000)

Financial spending to be updated 31/08/2021 once all spending is completed.

£18466.29 Predicted Spend – to be confirmed (September 2021) - which included underspend from 2019-2020

Amount Allocated Academic Year 2020-2021 £16690.00