



PE and sport premium monitoring and tracking form *2025/2026*



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Review of the last academic year (2024/2025)



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- Take some time to reflect on your intent, implementation and impact from last academic year to celebrate your wins but to also think about improvements for the year ahead.
- You do not need to complete every box. Just record the information that is key to your school's priorities and areas of focus.

Remember - Be clear about how you focused spending on key groups such as SEND, girls and disadvantaged pupils.

<u>Swimming and Water Safety</u>		What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	70%	Swimming lessons were delivered by qualified swimming instructors at the local swimming pool. Pupils participated in daily 60-minute lessons over a four-week programme, providing intensive, high-quality swimming instruction. The programme had a significant positive impact on pupils' confidence, competence, and water safety. Many pupils began the programme as non-swimmers; however, all pupils made excellent progress throughout the course. By the end of the programme, 70%, 60% and 40% of pupils had successfully met the swimming objective outlined in the previous columns , demonstrating the effectiveness of the provision and the intensive nature of the lessons. In addition, pupils showed increased confidence and independence in the water, establishing a strong foundation for continued swimming development.	The majority of swimming progress was made during the first 3 weeks, rapid progress, with more limited progress in the final week of the programme. This will be considered when planning future swimming provision to ensure the duration and structure of the programme maximise pupil outcomes.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	60%		
3. Perform safe self-rescue in different water-based situations	40%		

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	To support effective curriculum planning and staff development, all teaching staff were provided with the PE timetable in July and given the opportunity to review the sports and activities their classes would be delivering during the following academic year. Staff were invited to identify any areas where they felt they would benefit from additional professional development to increase their confidence and subject knowledge. Due to financial and practical considerations, targeted professional development was delivered through lesson observations alongside our external PE coaches. This enabled staff to observe high-quality teaching, develop their understanding of effective coaching strategies, and gain practical ideas that could be implemented within their own lessons. Staff were also consulted on the suitability and effectiveness of the sports included within the long-term PE plan to ensure the curriculum continued to meet the needs and interests of pupils across the school. In addition, the external coaches modelled a range of strategies for adapting sporting activities to ensure pupils with Special Educational Needs and Disabilities (SEND) could participate fully and achieve success alongside their peers. This collaborative approach has strengthened staff confidence, informed future curriculum planning, and supported the delivery of an inclusive, high-quality PE curriculum for all pupils.	Staff have benefited from observing external coaches and developing their knowledge of a range of PE activities, however some staff continue to feel less confident delivering specialist units such as gymnastics. Following evaluation, it was agreed that continuing to use specialist coaches to deliver the units of Judo and fencing will continue represents the most effective use of the PE and Sport Premium funding. Pupils made excellent progress across all year groups, demonstrating high levels of engagement, skill development and enjoyment. Staff also continued to develop their own practice through ongoing observation of high-quality specialist teaching. The impact of this approach was reflected in pupils' achievements beyond the curriculum. The school entered a local inter-school gymnastics competition, where pupils performed exceptionally well and were awarded first place. This success demonstrated the positive impact of specialist coaching on pupils' confidence, skill development and readiness to participate in competitive sport.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
2. Increasing engagement of all pupils in regular physical activity and sporting activities	To promote healthier lifestyles and increase daily physical activity, the school aimed for all pupils to complete the Daily Mile at least twice each week, particularly on days when they were not participating in a PE lesson or Forest School session. The Daily Mile has been successfully embedded into the school day and is completed whenever weather conditions permit on days when classes do not have a timetabled PE lesson. This has provided pupils with regular opportunities to be physically active beyond their planned PE curriculum, helping to improve fitness levels, concentration and overall wellbeing. Staff have reported that pupils enjoy taking part and recognise it as a positive part of the school day. The initiative has been particularly well received by girls and pupils with Special Educational Needs and Disabilities (SEND), who have engaged enthusiastically with the activity. Staff have observed that these pupils value the Daily Mile because it provides an opportunity to enjoy physical exercise without the pressures often associated with competitive sport. This has encouraged increased participation, promoted positive attitudes towards physical activity and supported the school's commitment to ensuring that all pupils are active, included and able to experience success. The school will continue to promote the Daily Mile as part of its commitment to ensuring that all pupils achieve the recommended levels of daily physical activity, while continuing to monitor participation throughout the year.	The main challenge identified by staff is the increasing pressure of delivering the wider curriculum alongside additional enrichment activities. Whilst there is strong commitment to promoting physical activity through initiatives such as the Daily Mile, competing curriculum demands can make it difficult to allocate sufficient time for these activities on a consistent basis. The school remains committed to embedding physical activity throughout the school day and will continue to explore ways of incorporating these opportunities into the timetable without compromising curriculum delivery. Leaders will work with staff to identify practical strategies that maintain high levels of pupil participation while balancing the demands of the wider curriculum.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
3. Raising the profile of PE and sport across the school, to support whole school improvement	All pupils participated in two 60-minute PE lessons each week, delivered by either the class teacher or a qualified external coach. A broad and balanced range of sports and physical activities was provided to ensure that the curriculum appealed to all pupils, with particular consideration given to activities that encourage and sustain the participation of girls. The PE curriculum placed a strong emphasis on the development of fundamental movement skills, sport-specific techniques and personal progress, rather than focusing solely on competitive games. This approach enabled pupils to develop confidence, competence and enjoyment in a wide variety of physical activities, while also preparing them for future participation in competitive sport where appropriate. All lessons were carefully adapted to meet the needs of pupils with Special Educational Needs and Disabilities (SEND), ensuring that every child was able to participate fully, experience success and make progress from their individual starting points. This inclusive approach has resulted in high levels of engagement across all groups of pupils and has supported the school's commitment to providing equal access to high-quality physical education for every child.	The greatest challenge in continuing to raise the profile of PE and school sport is balancing the increasing demands of the wider curriculum with the time required to deliver high-quality physical education and additional physical activity opportunities. Despite these pressures, the school remains committed to ensuring that PE maintains a high profile within the curriculum. Leaders will continue to prioritise high-quality PE provision and seek opportunities to integrate physical activity throughout the school day wherever possible. Careful curriculum planning will ensure that pupils continue to benefit from regular, meaningful physical activity while meeting the wider educational requirement.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls	The school is committed to providing pupils with access to a broad and varied PE curriculum that extends beyond traditional team sports. Throughout the academic year, pupils have participated in a wide range of activities, including fencing, judo, Kin-Ball, handball, lacrosse and street dance. These specialist units are delivered by qualified external coaches, ensuring pupils receive high-quality instruction and develop new skills in a safe and engaging environment. These activities have proved particularly popular with pupils across the school, including girls and pupils with Special Educational Needs and Disabilities (SEND). By offering a diverse range of sports, the school has successfully increased engagement and participation among groups who may be less likely to take part in more traditional competitive sports. The emphasis on skill development, enjoyment and inclusive participation has enabled all pupils to experience success, build confidence and develop positive attitudes towards lifelong physical activity.	The school will continue to review the sustainability of this provision and explore opportunities to secure the best value for money, while maintaining access to a diverse range of sporting experiences. Where appropriate, staff will continue to observe specialist coaches to develop their own subject knowledge and confidence, helping to strengthen in-house expertise and support the long-term sustainability of the programme.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
5. Increasing participation in competitive sport	Throughout the academic year, the school has significantly increased opportunities for pupils to participate in competitive sport, entering more inter-school competitions than in previous years. Pupils represented the school in a wide range of local competitions, including the local football league, netball league, gymnastics competition, dodgeball competition and a variety of other sporting events. This increased participation has enabled more pupils to experience the benefits of representing their school, developing teamwork, resilience, confidence and sportsmanship in a competitive environment. Wherever possible, opportunities have been provided for pupils of differing abilities to take part, ensuring that competitive sport is accessible and inclusive. The school's expanded participation in inter-school competitions has helped to raise the profile of PE and school sport across the school, inspiring pupils to engage more fully in physical activity and strive to achieve their personal best. Notably, the school achieved first place in its inaugural inter-school gymnastics competition, demonstrating the positive impact of the high-quality coaching and PE provision delivered throughout the year.	The main challenge in expanding participation in inter-school competitions is managing the logistical demands associated with attending events. These include ensuring appropriate staffing levels to supervise and transport pupils, as well as balancing competition commitments with the normal school timetable. In addition, there have been occasions where pupil availability has been affected by late withdrawals or limited commitment from families. This can make team selection and participation more challenging, particularly for league fixtures and competitions that require consistent attendance. To address these challenges, the school will continue to communicate competition dates with parents well in advance, promote the importance of commitment when representing the school, and plan staffing arrangements carefully to maximise participation. Despite these challenges, the school remains committed to providing as many competitive sporting opportunities as possible, recognising the significant benefits they bring to pupils' personal development, confidence and enjoyment of sport.

Aims for the next academic year (2025/2026)

<u>Swimming and Water Safety</u>		What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	87%	All pupils engaged enthusiastically in the swimming programme and thoroughly enjoyed their lessons at the local swimming pool. They made excellent progress throughout the course, with significant improvements in confidence, swimming ability and water safety skills. The impact of the programme is clearly demonstrated by the high percentages of pupils who successfully achieved the expected swimming outcomes.	Following evaluation of this year's programme, the school continues to feel that four weeks of daily 60-minute swimming lessons is necessary to achieve the desired outcomes. As in the previous year, the majority of pupil progress was made during the first three weeks, with more limited progress evident during the final week. The school will therefore explore reducing the duration of the programme next year to maximise learning time and ensure the most effective use of resources.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	75%		
3. Perform safe self-rescue in different water-based situations	70%		

Aim	Why?	Key Area	Supporting evidence
1. Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	To ensure all children are participating in two hours a week of high-quality PE every week.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
2. To employ specialist coaches for specific sports (e.g., gymnastics, Street Dance, basketball) that appeal to inactive girls and disadvantage children.	Pupils gain skills and enjoyment in a wider range of sports delivered by experienced coaches.	Increase the range of sports being taught throughout school ensuring that these appeal to all children, especially inactive girls and disadvantage children. Many of the children will never get a chance to complete these sports.	Pupil engagement, skill assessments
3.To increase Physical Activity. - Implement daily physical activity initiatives (e.g., daily mile, active breaks). - Organize lunchtime/after-school sports clubs.	Improve the sporting skills and fitness of the children. Offer the disadvantage children an opportunity to attend sporting clubs.	Sports coaches deliver additional sporting sessions for children at lunch and break. Increased participation in physical activities outside PE lessons. Eg Sports clubs after school have been offered to all children three times a week.	A register will be kept by all coaches of those children who attend the clubs.

Aim	Why?	Key Area	Supporting evidence
4. To offer a wide range of sporting opportunities to disadvantage children.	Pupils have an opportunity to complete sports that wouldn't be accessible to them outside of school.	Establish partnerships with local sports clubs and organisations.	Pupil voice
5. To purchase new equipment to enable broaden the sports being taught in school.	To maintain interest new equipment has been purchase over the year eg pickleball, handball, dodgeball etc.	Increase the range of sports being taught throughout school ensuring that these appeal to all children, especially inactive girls and disadvantage children. Many of the children will never get a chance to complete these sports.	A wider range of sports will be implemented within the school. Pupil voice.
6. To Increase participation in competitive sport	Increasing participation in sporting competitions helps children develop confidence, resilience, teamwork and good sportsmanship while applying the skills they have learned in PE lessons. It also encourages pupils to lead active, healthy lifestyles by increasing their enjoyment of physical activity and motivating them to continue participating in sport.	Providing competitive opportunities that raise aspirations, promotes a sense of pride in representing the school and helps all pupils develop important personal and social skills that support their wider education.	Pupil Voice and record of competition entered.

Aim	Why?	Key Area	Supporting evidence
7. Develop lunchtime play provision to increase activity for least active groups.	To increase the level of physical activity during lunchtime by all children.	Develop a sports leadership group and develop their understanding of games and play. Improve the range of equipment,	Youth voice activities to understand pupils wants and needs outdoor play. Year 6 play leader voice Pupil engagement records

Plan, monitor and evaluate (2025/2026)



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- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead.
- Consider which of the 5 key areas improvements will be focusing on:
 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.
 2. Increasing engagement of all pupils in regular physical activity and sporting activities
 3. Raising the profile of PE and sport across the school, to support whole school improvement
 4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls
 5. Increasing participation in competitive sport

Plan, monitor and evaluate (2025/2026)



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme), Staff CDP to develop their understanding of games and play, Range of equipment	A confident and competent group of activity play leaders that take initiative and create a more active and inclusive playground for all pupils. A happier, more active playground that meets the needs of all pupils especially SEND and girls.	Youth voice data through term surveys and interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Play leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played. Girls are proving to be the hardest group to engage as some are still choosing not to be active.	Continued training for Play leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence?	20 out of 30 Year 5 pupils want to be a play leader next year. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others.	£300

Your objective: To develop teachers' confidence, subject knowledge and skills so that all pupils receive consistently high-quality PE lessons.



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	1. Focus on teacher training to ensure all teachers are confident delivering high-quality PE.	Provide opportunities for staff to observe specialist coaches, identify individual training needs, and access targeted professional development throughout the year. Staff will also contribute to reviewing the PE curriculum to ensure it remains relevant and effective.	Increased teacher confidence and competence in delivering PE, leading to consistently high-quality lessons, improved pupil progress and greater enjoyment of physical education.	Staff voice questionnaires, lesson observations, PE coordinator monitoring, professional development records and improved pupil outcomes.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
	Staff confidence and subject knowledge have continued to improve through working alongside specialist coaches and sharing good practice. Teachers are increasingly able to deliver engaging, inclusive lessons that promote high levels of participation and progress for all pupils.	Yes. Staff have developed their own expertise through observation, professional dialogue and practical experience. This knowledge remains within the school and can be shared with new staff members, ensuring long-term improvements in PE provision.	Staff questionnaires, lesson observations, PE coordinator monitoring, professional development records and pupil outcomes.	£5787

Your objective: To broaden the PE curriculum and increase participation by providing high-quality specialist teaching in a range of sports that appeal to all pupils.



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	2. Employ specialist coaches to deliver sports such as gymnastics, street dance, judo, fencing and basketball that engage inactive girls and disadvantaged pupils.	Employ qualified external coaches to deliver specialist units and model effective teaching strategies for school staff. Ensure activities are fully inclusive and adapted for pupils with SEND.	Increased participation and enjoyment, particularly among girls, disadvantaged pupils and pupils with SEND. Pupils develop new skills, confidence and enthusiasm for physical activity.	High participation rates, pupil voice, lesson observations, photographs, competition results and staff feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils have benefited from access to a broader range of sports and high-quality coaching. Participation and engagement have been particularly strong among girls, disadvantaged pupils and pupils with SEND. Pupils have developed new skills, increased confidence and shown excellent progress across a variety of activities.	Yes. Specialist coaches continue to provide high-quality experiences while also modelling effective practice for staff. This helps build staff knowledge and ensures elements of the provision can be sustained within the school's PE curriculum.	Pupil voice, participation data, lesson observations, photographs, competition results and staff feedback.	£6895

Your objective: To ensure all pupils are physically active every day and develop healthy lifelong habits.



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	3. Increase physical activity throughout the school day.	Embed initiatives such as the Daily Mile, active classroom breaks and provide a range of lunchtime and after-school sports clubs to encourage regular participation in physical activity.	Improved physical fitness, concentration and wellbeing. Increased engagement from all pupils, particularly girls and pupils with SEND, who enjoy participating in non-competitive physical activities.	Daily Mile records, club registers, pupil surveys, staff observations and improved engagement levels.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Pupils are more physically active throughout the school day and have developed positive attitudes towards exercise. The Daily Mile has proved particularly popular with girls and pupils with SEND, who value the opportunity to participate in non-competitive physical activity. Lunchtime and after-school clubs have also increased opportunities for regular exercise.	Yes. These initiatives require minimal resources and can be embedded within daily school routines. Staff are committed to continuing these opportunities as part of the school's wider wellbeing strategy.	Daily Mile records, club registers, pupil surveys, staff observations and participation data.	£0

Your objective: To remove barriers to participation and ensure disadvantaged pupils have equal access to high-quality sporting opportunities both within and beyond the curriculum.



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	4. Offer a wide range of sporting opportunities to disadvantaged pupils.	Target disadvantaged pupils for extracurricular clubs, competitions and enrichment activities. Subsidise participation where appropriate and monitor attendance to ensure equitable access.	Increased participation by disadvantaged pupils, improved confidence, greater social inclusion and enhanced physical and emotional wellbeing.	Club attendance records, participation data, pupil premium monitoring and pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Increased participation has enabled disadvantaged pupils to access experiences that may otherwise have been unavailable to them. Pupils have demonstrated improved confidence, social skills, resilience and engagement in physical activity.	Yes. The school will continue to identify and support disadvantaged pupils through targeted provision and the effective use of PE and Sport Premium funding. This ensures equal access to sporting opportunities remains a priority.	Participation records, pupil premium tracking, club attendance data, pupil voice and staff observations.	£866x3=£2598

Your objective: To provide high-quality resources that enable pupils to access a wider variety of sports and physical activities safely and effectively.



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	5. Purchase new PE equipment to broaden the sports taught in school.	Invest in new PE equipment to support the delivery of additional sports, replace worn resources and ensure sufficient equipment is available for all pupils to participate fully.	A broader and more engaging PE curriculum, increased participation and improved skill development across a wider range of sporting activities.	Equipment inventory, curriculum plans, lesson observations and pupil feedback demonstrating increased engagement.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	New equipment has enabled the delivery of a wider range of sports and activities, increasing pupil engagement and enjoyment. Pupils have had opportunities to develop new skills and experience activities that were previously unavailable.	Yes. The equipment is a long-term investment that will continue to benefit pupils for many years. It supports curriculum development and allows staff to deliver a broader range of sporting activities.	Equipment inventories, curriculum plans, lesson observations, photographs and pupil feedback.	£2000

Your objective: To provide more opportunities for pupils to represent the school, develop resilience and experience competitive sport.



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	6. Increase participation in competitive sport.	Enter a wider range of local leagues, festivals and competitions, while encouraging participation from pupils of all abilities and backgrounds. Promote competitions through assemblies and celebrate sporting achievements across the school.	Increased participation in inter-school competitions, improved confidence, teamwork and sportsmanship, and a higher profile for PE across the school. More pupils will have the opportunity to experience the benefits of representing their school in competitive sport.	Competition registers, fixtures, certificates, photographs, results, newsletters and pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	The school has entered more competitions than ever before, including football, netball, gymnastics and dodgeball events. Pupils have developed confidence, teamwork, resilience and sportsmanship through representing the school. The success achieved in competitions, including winning a gymnastics competition, has further raised the profile of PE and sport across the school.	Yes. Strong links with local schools and sporting organisations have been established, creating ongoing opportunities for competition. The school remains committed to expanding participation and ensuring more pupils can benefit from competitive experiences.	Competition records, fixtures, photographs, certificates, newsletters, pupil voice and competition results	£210
Total Costs for 2025/2026				£17,790

Category	Specific Area	Example	Autumn (£)	Spring (£)	Summer (£)	Yearly (£)
CPD	CPD to deliver swimming and water safety lessons	Swim England course for staff	0	0	0	
	Other CPD	Supply costs - tournaments	74	73	73	
	Total CPD Spend					
Other grant spend	Extra-curricular opportunities	wider range of activities, increasing participation	866	866	866	
	Equipment and resources	PE equipment: balls, nets, bibs			2000	
	Membership and subscription fees	afPE, YST, School Sport Partnership	100		100	
	Activities organised by SGO network	Festivals, workshops, or CPD by SGO			300	
	External school sports competitions	Competitions organised by SGO			110	
	External coaching staff	Hired coaches for specific sports	4190	4252	3920	
	Total Other Grant Spend		5230	5191	7369	17790
Overall Totals	Total Funding Received		17790			
	Total PE & Sport Premium Spend					17790

Category	Specific Area	Example	Autumn (£)	Spring (£)	Summer (£)	Yearly (£)
CPD	CPD to deliver swimming and water safety lessons	Swim England course for staff	0%	0%	0%	
	Other CPD	Supply costs - tournaments	0.4%	0.4%	0.4%	
	Total CPD Spend					
Other grant spend	Extra-curricular opportunities	wider range of activities, increasing participation	4.9%	4.9%	4.9%	
	Equipment and resources	PE equipment: balls, nets, bibs	0%	0%	11%	
	Membership and subscription fees	afPE, YST, School Sport Partnership	0.6%	0%	0.6%	
	Activities organised by SGO network	Festivals, workshops, or CPD by SGO	0%	0%	1.7%	
	External school sports competitions	Competitions organised by SGO	0%	0%	0.6%	
	External coaching staff	Hired coaches for specific sports	24%	24%	22%	
	Total Other Grant Spend		29.9%	29.3%	41.2%	100%
Overall Totals	Total Funding Received	£17790	100%			
	Total PE & Sport Premium Spend		29.9%	29.3%	41.2%	100%