

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£20,860
Total amount allocated for 2021/22	£18,360
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,530
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£18,530

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2023.</p> <p>Please see note above</p>	85.3%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	70%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	75%
<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>	Yes

Action Plan and Budget Tracking

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

Academic Year: 2022/3		Total fund allocated: £18,530		Date Updated: July 2023	
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: 38%
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: £7,030	Evidence of impact: what do pupils now know and what can they now do? What has changed?:		Sustainability and suggested next steps:
A) To develop our children’s ability, confidence and competence at swimming by the end of year 6.	<ul style="list-style-type: none"> All KS2 children offered the opportunity to attend swimming lessons. We offer top up sessions to children throughout KS2 that are less confident swimmers than others. Swimming coaches are employed by the local leisure centre. 	£5,750	<ul style="list-style-type: none"> An increase in number of confident swimmers. Top up sessions offered Coaches give assessment report of children’s abilities at the end of the completed term. Feedback is given on a weekly basis on whether the child needs to move up to a higher ability group. 	<ul style="list-style-type: none"> To continue to offer top up sessions where necessary. Ensure that at least 70% of children reach National Curriculum requirements by the end of Year 6. 	
B) Set up new extra-curricular clubs for children	<ul style="list-style-type: none"> Football clubs for all Year groups from Year 1 – Year 6 available after school from Tuesday – Thursday. Taekwondo club run every Monday afterschool for 	£800	<ul style="list-style-type: none"> Establishment of newsports taken up by children. Taekwondo, Ballet, Dance and 	<ul style="list-style-type: none"> Children to get Taekwondo licenses 2022 onwards. Affiliation set up with British Taekwondo 	

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	<p>both KS1 and KS2.</p> <ul style="list-style-type: none"> • Ballet for KS1 and LKS2 • Dance for KS1 and LKS2 • Specialist Gymnastics club for KS2 children 		<p>Gymnastics.</p> <ul style="list-style-type: none"> • Children inspired by clubs. • Children have won awards from participation (Taekwondo/Ballet performances) • Engagement in additional physical activity. • Children participating in sport outside of school. 	<p>Association 2022 onwards.</p> <ul style="list-style-type: none"> • Children to participate in sport outside of school. • Continued promotion of extra-curricular clubs. • Taekwondo/Dance performances at school 2022 onwards. • Explore further external coaches to provide after school teaching at Houghton Regis Primary School. • School Council to find out which additional clubs children would like opportunities to participate in. • Staff to be involved leading new clubs each term. EG: Film, Science, Homework etc.
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<p>C) Active Travel</p>	<ul style="list-style-type: none"> • Bikeability Level 1 & 2 courses. • Competition incentive to cycle • Whole school completing daily mile. • Sustrans - Big Street Survey • Sustrans Big walk and Wheel (20-31 March 2023) 	<p>£480</p>	<ul style="list-style-type: none"> • To increase number of children riding and or scooting to school • Increase awareness and safety on roads, when walking cycling and scooting for fun. 	<ul style="list-style-type: none"> • Continue to develop children's skills from level 1 to level 2. Continue to offer incentives to improve the number of children walking, cycling and scooting to school. • Active travel surveys will begin September 2022. Alongside the Big Street Survey. • Bike/Scoot to school week to implement in September (Start termly then progress to half termly) • School sports council and pupil voice to vote on new initiatives and ideas. Begin in September 2022.
<p>D) Circuit Training, Health related fitness.</p>	<ul style="list-style-type: none"> • Y5 and Y6 to complete circuit training/health and fitness unit of work in PE lessons. • Children witness changes in their level of fitness during the unit of work. 	<p>WH, SR, AO, SS</p>	<ul style="list-style-type: none"> • Fitness testing and benchmarking versus previous levels. • Children identify personal bests and importance of health related fitness. 	<ul style="list-style-type: none"> • Implementation of outdoor gym equipment. Encouragement to complete during free time (break/lunch).

				<ul style="list-style-type: none"> • Whole school HIIT/ Zumba/Streetdance sessions. • Use of other initiatives to increase participation.
E) PE Curriculum	<ul style="list-style-type: none"> • Through cross-curricular activities in PE we will use Science and PSHE lessons about healthy eating and healthy lifestyles which is covered across all key stages • Extracurricular programme supported. • Children have engaging curriculum with new and exciting experiences on offer. • Change in mindset for children in attitude and ethos towards PE. • Work closely with class teachers. Create and link PE lessons that have close key stage topic associations. • e.g. Y3 Roman themed capture the flag, Y6 WWII Dance. 	<p>WH, SR, AO, SS</p> <p>WH, SR, AO, SS/ All Staff</p> <p>WH, SR, AO, SS</p> <p>WH, SR, AO, SS</p> <p>All Staff</p>	<ul style="list-style-type: none"> • Children gain a wider understanding of their topic through physical learning and cross – curricular links. • PE Staff will follow a new PE curriculum supported by Future Games. • Range of sports covered as part of the national curriculum. • This is extended in our extra-curricular programme. • Children now realise the key abilities they need to be successful within PE and Sport across the curriculum, creative, physical, social, personal, health and fitness and cognitive. 	<ul style="list-style-type: none"> • Upskill teachers and PE staff through insets and CPD.

<p>F) Establishment of Daily Mile</p>	<ul style="list-style-type: none"> Track to be measured around the school field and playground. (400m) This will be used as an additional time to improve physical activity across the school for all children. Link track to the school gate at the bottom of the playground. Parents to be involved before and after school. 	<p>WH</p> <p>WH</p> <p>WH</p> <p>School Involvement</p>	<ul style="list-style-type: none"> Daily mile completed in classes and new initiatives developed to keep it relevant. Children and staff active. Y1-6 now completing and has had benefits with children who do not usually have the opportunity for additional physical activity. Children enjoy participating. Children can explain why they are completing it. 	<ul style="list-style-type: none"> To timetable within curriculum across school to avoid overuse and numbers on track in one go. Staff have commented on how refreshing it is for children and them alike. Good for wellbeing of children and staff. Encourage parents to take part in a morning or after school daily mile with the children to increase active travel to and from school.
<p>G) Outdoor curriculum</p>	<ul style="list-style-type: none"> Staff inset to promote use of outdoor education where possible. Staff to share lessons in which used outdoors to access an area of the school curriculum. Each year group to have Forest School lessons termly. 	<p>WH</p> <p>All Staff</p> <p>All Staff</p>	<ul style="list-style-type: none"> All Key Stages will have organised and led outdoor education days where learning has taken place across different activities and children rotate round. Children applying skills learnt to a contextual environment. Problem solving. 	<ul style="list-style-type: none"> Outdoor learning days. Termly outdoor days. Development of outdoor space. Continue to look into cross-curricular learning with possible introduction of PAL Tagtiv 8 for Maths and English.

			<ul style="list-style-type: none"> • Development of wholechild. • Team-building skills. • Leadership opportunities for some children. • Continuation of school curriculum outdoors. 	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 15%
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: £2,750	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
A) Continued development of Inter school competitions	<ul style="list-style-type: none"> • Generate knowledge of out of school sporting competition excitement through assemblies. • Display results and share outcomes of competitive sports matches. • Celebrate Sporting achievements by increasing parental engagement. • Develop a positive attitude to physical education and wellbeing. • Class teachers to continue to recognise sporting achievement during 	WH, JE WH WH WH All Staff	<ul style="list-style-type: none"> • Parental feedback highlights an understanding of the importance of the PE curriculum. • Pupil voice awareness of sporting achievements. • Children are able to celebrate with their peers. Creating togetherness and support across the school for one another. 	<ul style="list-style-type: none"> • Parent survey to be conducted on sports provision and impact on children. (September 2022) • Assemblies to restart in September 2022 • Continue use of weekly newsletter. • Add in dedicated sports section advertising local sports clubs at a small cost. (Payment or free coaching taster sessions)

	<p>weekly celebration assembly.</p> <ul style="list-style-type: none"> • Celebrations to be documented in weekly newsletter. • Celebrate both staff and pupils sporting achievements outside of school. 	<p>WH, SG</p> <p>JE</p>		
B) Continued development of Intra SportsTournaments.	<ul style="list-style-type: none"> • End of each half term children to participate in schoolhouse competitions. This to be ran across year groups in afternoon PE lessons. • Tournaments grouped appropriately into separate boys and girls, children havechoice of sport (from 2). 	<p>WH, SR, AO, SS</p> <p>WH, SR, AO, SS</p>	<ul style="list-style-type: none"> • Competition for children. • Increased house belonging. • Further sporting opportunities provided. • Team-building skills. • Leadership opportunities. • Sporting successes celebrated. • Officiating opportunities. 	<ul style="list-style-type: none"> • Begin in September 2022. • Regular running of competitionstermly across whole school. • Introduce for Y3/4. • Already trained school sports leaders to (co)lead events. (September 2022)
C) Implementation of Sports Leaders on the playground at lunch time.	<ul style="list-style-type: none"> • Year 5 children trained in leadingactivities at lunch time and identifying children to join inwith activities. • Children have been encouragedto take on officiating of their own playground games 	<p>WH, WW(SGO)</p> <p>WH, WW(SGO)</p>	<ul style="list-style-type: none"> • Children gain experience in leading small activities. • Increased participation infree time sport. • Improvement in behaviour at break and lunchtimes. 	<ul style="list-style-type: none"> • Year 6 children to be part of process training Year 5 applicants for next academic year. • September 2022 – Continue to train Year 6 children upto become leaders and

				<ul style="list-style-type: none"> to work with Yr 5. Children to develop own playground games.
D) Fundraising Events	<ul style="list-style-type: none"> Children in Need Comic Relief 	All Staff All Staff	<ul style="list-style-type: none"> Children to fundraise towards PE and sport 	<ul style="list-style-type: none"> Fun run September 2022 onwards. School council to develop ideas.
E) School Sport Training	<ul style="list-style-type: none"> INSET training to be delivered to support teachers with ideas for warm up games and PE lesson structure. 	WH	<ul style="list-style-type: none"> Increased confidence in PE teaching. More able to support PE staff in teaching. Children exposed to opportunities to increase skills (ABCs). 	<ul style="list-style-type: none"> Live lesson demonstration. Inset for Staff 2022-23 Possible Tagtiv 8 Staff Inset if purchased.
F) Continued healthy lifestyle lessons	<ul style="list-style-type: none"> PE staff to teach a healthy lifestyle lesson to all year groups throughout term. Covering exercise, diet lifestyle and wellbeing. Year 6 Science topics links made to circulatory system. 	WH, SR, AO, SS	<ul style="list-style-type: none"> Extension of school curriculum. Extending pupils knowledge on individual healthy living. Children teaching parents. 	<ul style="list-style-type: none"> Child/parent workshops. Child/parent sport clubs/sporting afternoon.
G) PE Curriculum	<ul style="list-style-type: none"> Continued links made to year group topics. (See 1e, 2e) INSETs to be given to staff about Outside Learning. 	WH, SR, AO, SS WH	<ul style="list-style-type: none"> Range of sports covered as part of national curriculum. This is extended in our extra-curricular programme. 	<ul style="list-style-type: none"> Forest schools to start for whole school for half termly period (equivalent to 6/7 lessons) Source new sporting opportunities to

	<ul style="list-style-type: none"> • Staff to share ideas about where outdoor learning could be taught. • Forest Schools to start across whole school. Each year group to have half terms worth of teaching (6/7 sessions). 	All Staff		<p>develop PE at Houghton Regis Primary School.</p> <ul style="list-style-type: none"> • WH to lead staff INSET on PE teaching to whole staff team.
H) Sustrans Events Participation	<ul style="list-style-type: none"> • Participation into active school events in partnership • Sustrans - Big Street Survey • Sustrans Big walk and Wheel (20-31 March 2023) 	WH	<ul style="list-style-type: none"> • Increase in active travel • Decrease in traffic around school. • Increased awareness of healthy active lifestyles. • More bikes and scooters in sheds and racks. 	<ul style="list-style-type: none"> • School cycle track created at the bottom of the field. • Easier access to parking for bikes. • Access to sheds for parents to leave bikes ready to go home with children.
I) Sports Premium Membership	<ul style="list-style-type: none"> • Key stage 1 & 2 Level 2 inter school games events • Key stage 1 & 2 Level 1 Intra Inclusion school games events. • Youth Sport Trust Membership. • School Games Mark Support • Co-Ordinated PE liaison meetings • Virtual School Games • Training of Young Play Leaders. 	WH & WW(SGO)	<ul style="list-style-type: none"> • Increases children's abilities to take part in local school competitions. • SGO to help set up intra school games. • Youth Sport Trust Membership benefits (Free Resources and up to date CPD) • Meetings with local school PE leads. • Virtual competitions to raise awareness of competitions in the local area. • See 4A 	<ul style="list-style-type: none"> • Discuss package deal with SGO • Sort out ready for September 2022.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				18%
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: £3,500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
A) Support teachers to develop confidence in teaching PE – PE INSET	<ul style="list-style-type: none"> PE lead to gain a baseline understanding of teachers knowledge of the PE curriculum. Incorporating use of PE assessment across the school. Swimming Assessment to be monitored by swimming coaches and PE Lead. To continue to update equipment based on curriculum planning needs. Increased staff confidence. Chance to share quality teaching ideas from specialists in PE. Ideas for warm up activities, keeping children involved and active. 	<p>WH</p> <p>WH</p> <p>WH</p> <p>WH</p> <p>WH, SR, AO, SS</p> <p>WH, SR, AO, SS</p>	<ul style="list-style-type: none"> All staff deliver high quality PE lessons which challenge children of different levels and encourage the development of whole school values. Increased confidence in teaching of PE lessons. Staff seeing structure of quality PE lesson. Quality of PE delivery. Ability and enjoyment of children in PE. 	<ul style="list-style-type: none"> Professional learning opportunities for staff through CPD. Staff INSETs to be run by confident members of PE staff. September 2022 onwards. Staff to support PE leaders in delivery of PE lessons. Observe QFT. Identify staff CPD needs to deliver PE across the whole school. Create Development whole school CPD. Tagtiv 8 whole school CPD if purchased.

	<ul style="list-style-type: none"> Themes around lesson: STEPS, 4 corner model of PE Lesson (technical, social, physical and psychological) 	WH		
B) PE Curriculum.	<ul style="list-style-type: none"> Staff to have access to curriculum map. Staff to input ideas. LTP updated with new sports and further links to topic curriculum in year groups Planning from Future Games, available on shared drive. Staff surveyed about areas for improvement and development. 	All Staff WH All Staff All Staff	<ul style="list-style-type: none"> Range of sports covered as part of national curriculum. This is extended in our extra-curricular programme. Forest schools taught to whole school for half termly period (equivalent to 6/7 lessons) 	<ul style="list-style-type: none"> Source new sporting opportunities to develop PE at Houghton Regis Primary School. Staff INSET to support teaching of PE across the whole school.
C) Staff Sport Socials	<ul style="list-style-type: none"> To increase exposure to physical education and give teachers ideas of simple games to play. 	All Staff	<ul style="list-style-type: none"> Increased staff confidence. Increased staff well-being. Positive attitudes towards PE. Include games learnt in own teaching. 	<ul style="list-style-type: none"> Introduce in September 2022 onwards.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 6%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated: £1,250	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<p>Additional achievements:</p> <p>A) Extra-curricular opportunities</p>	<ul style="list-style-type: none"> • Sports leaders from Year 6 to lead and coach Year 5 in sports leading activities. • Children to have a clear understanding of what it takes to be a sports leader. • Continue the roles of House captains and Vice Captains as well as the additional roles around the school during 2022/2023. • Monitor activities during break times. • Support extra-curricular clubs. • Engage with SGO to complete Sports Leaders training incorporating leadership qualities across the school. • Using such leaders to support the running of intra-house competitions/break and lunch time activities. 	<p>WH, SR, AO, SS</p> <p>WH, SR, AO, SS</p> <p>All Staff</p> <p>WH</p> <p>WH, SR, AO, SS</p> <p>WH</p> <p>WH</p>	<ul style="list-style-type: none"> • This produces a continuation of year on year sports leaders participation. • Opportunities to identify talent. • Introduce new activities away from the regular team sports. 	<ul style="list-style-type: none"> • Starting Spring 1 Year 6 leaders to take charge of activities once a week on a Wednesday. • Starting Summer 1 Year 6 leaders and SGO to help develop new Year 5 sports leaders. So they are ready for the new year.

<p>B) Audit equipment and resources – ongoing</p>	<ul style="list-style-type: none"> • Audit the PE resources available to staff. • Identify resources that are needed. • Yearly budget sheets and planning documents made so we can look back to see what resources were bought and when. • Better availability of resources to cover range of activities and sports. • To improve and repair ball court on playground. • Sports Safe inspection and refurbishments. 	<p>WH</p> <p>WH</p> <p>WH, FJ</p> <p>WH</p> <p>WH</p>	<ul style="list-style-type: none"> • Aware of the PE equipment held and when purchased. • Depth of resources. • Identifiable to see what we have. • Identify areas to improve, strengthen or replace items. • Increased child engagement. 	<ul style="list-style-type: none"> • Create stock list document and audit equipment over summer holidays. (See WH audit list).
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 21%
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: £4,000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
A) Attendance to School Games Dunstable and Houghton Regis	<ul style="list-style-type: none"> Children work together as a team. Children to participate competitively Teamwork Opportunity to engage in a range of sports. Success in school competitions. 	WH, SR, AO, SS	<ul style="list-style-type: none"> Increased school cohesion. Increased level of performance. Opportunity for children to showcase skill. Parents to watch and engage with school sport. 	<ul style="list-style-type: none"> Continued attendance at School Games events September 2021 onwards.
B) Sports Day	<ul style="list-style-type: none"> Whole school and Key stage group sportsdays Nursery and EYFS LKS2 UKS2 Continued itinerary and plan in place from previous year. House Captains + Head Boy/Girl and Deputies to support with EYFS, KS1 and LKS2 sports days. 	WH, SR, AO, SS WH WH	<ul style="list-style-type: none"> Opportunity for children to showcase skill. Parents to watch and engage with school sport. 	<ul style="list-style-type: none"> Further development opportunities for school sport. Possible reschedule for September 2022.

	<ul style="list-style-type: none"> All Saints Academy to support with UKS2. 	WH		
C) Continued development of Intra School Sport	<ul style="list-style-type: none"> End of each half term children to participate in schoolhouse competitions. This to be ran across year groups in afternoon PE lessons. Tournaments grouped appropriately into separate boys and girls, children have choice of sport (from 2). 	WH, SR, AO, SS WH, SR, AO, SS	<ul style="list-style-type: none"> Children to have responsibility and feel part of a team. Links to behaviour management across school through house points. 	<ul style="list-style-type: none"> House system Sports leaders to organise and officiate. Children to collate results. September 2022 onwards.
D) Competitive opportunities	<ul style="list-style-type: none"> Sports leaders to complete training to be confident to organise and run intra house competitions. Transport costs to competitions Running sports clubs to link to local School Games competitions. Year 6 Kingswood Residential organise dates and visit and provide parents/carers with information. 	WH WH, FJ WH WH	<ul style="list-style-type: none"> Increased level in participation in school sport. Increased level in participation in extra-curricular activities across the school. Embedded knowledge and aided progression outside of PE lessons. Build better community links. Potential to then participate in SGO competitions. Children to gain outdoor 	<ul style="list-style-type: none"> Sports leaders to continue as per above. Continue to increase staff knowledge through support of local agencies. Support of uptake of SGO and competition opportunities.

	<ul style="list-style-type: none"> • Year 3 School camp Residential organise dates and visit and provide parents/carers with information. • Year 4 Caldecotte Lakes Residential organise dates and visit and provide parents/carers with information. 	WH	education benefits and learn in a different environment that will boost self-esteem, positivity and confidence.	
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Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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