



# Thorn Grove Primary School



## Evidencing the impact of the PE and Sport Premium

<b>Amount of Grant Received</b>	£ 17,795	<b>Amount of Grant Spent</b>	£20,030.42	<b>Date</b>	Sept 23 - Aug 24
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### RAG rated progress:

- **Red** - needs addressing
- **Amber** - addressing but further improvement needed
- **Green** – achieving hg consistently

As a result of reviewing achievements to date in each of the 5 key indicators from DfE and considering priority areas for further development needs, the following 3 year action plan and impact report shows ongoing progress.

<b>Meeting national curriculum requirements for swimming and water safety</b>	
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	94%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	91%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	94%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes

## Key indicator 1: The engagement of all pupils in regular physical activity

– Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	22/23	23/24	24/25
Additional opportunities for physical activity during the primary school day – curriculum	<ul style="list-style-type: none"> <li>EYFS introduced dough disco daily - fine motor skills</li> <li>Introduce children to new sports during PE sessions delivered by expert coaches.</li> <li>Refreshed PE equipment to ensure enough resources for all children to be active during PE lessons.</li> <li>Whole school events - sports day, DRUHM academy, Sports for Champions sponsored event</li> <li>Whole class events</li> </ul>	£8090	<ul style="list-style-type: none"> <li>Children have better fine motor skills in EYFS. This has been noticed in improved handwriting and pencil control across Reception and Nursery.</li> <li>Nursery have received half a term of multi-skills delivered by an external coach.</li> <li>Reception have received half a term of multi skills and gymnastics delivered by an external coach.</li> <li>Yr1 have received half a term of - lacrosse, dance, multiskills, cricket, golf and tennis delivered by an external coach.</li> <li>Yr 2 have received half a term of - lacrosse, hockey, dance, gymnastics, multi-skills, golf and tennis delivered by an external coach.</li> <li>Yr 3 have received half a term of - dance, hockey, gymnastics, cricket and golf delivered by an external coach.</li> <li>Yr 4 have received half a term of</li> </ul>	<ul style="list-style-type: none"> <li>A wider range of expert coaching and sports delivered to inspire more children.</li> <li>Coaches have been carefully mapped out for the following year (24/25) to ensure there is a clear progression of skills.</li> <li>Next steps - Introduce whole school opportunities for activity once a week or daily- e.g. Smile for a Mile, 5 minute movers etc.</li> </ul>			

			<ul style="list-style-type: none"> <li>- dance, lacrosse, hockey and tag rugby delivered by a professional coach.</li> <li>● Yr 5 have received half a term of - lacrosse, cricket, gymnastics, tennis and tag rugby delivered by a professional coach.</li> <li>● Yr 6 have received half a term of - hockey, football, cricket, tennis and golf delivered by a professional coach.</li> <li>● All staff were able to deliver a broad range of quality PE lessons, where all children could be actively engaged throughout with the new equipment that was bought.</li> <li>● Year 6 entered a tri-athlon for the first time. This was a whole class event, and something none of the children had ever done before. The children enjoyed this opportunity.</li> <li>● Year 2 did a whole class netball day, where they got to try a new sport for the day at CHS.</li> </ul>			
Lunches & playtimes	<ul style="list-style-type: none"> <li>● Y6 play leaders, deliver games/ activities to KS1 children at break and lunch times.</li> <li>● Staff timetable for break times in KS2 - different sporting activity every break time.</li> <li>● Sports coaches delivering regular</li> </ul>	£6487.67	<ul style="list-style-type: none"> <li>● Y6 in groups of 6, organised games and activities on KS1 playground including teaching key skills such as skipping. Lots more children in KS1 were active during these break times.</li> <li>● KS2 playtimes became more about exercising, children got to engage in dodgeball, basketball, football etc. These were organised games and had an increase in children taking part in physical activity.</li> <li>● Sports coaches helped to give</li> </ul>	<ul style="list-style-type: none"> <li>● New equipment was successful.</li> <li>● Next steps - Look at what training Y6 play leaders will get and encourage more active play for KS1 children.</li> </ul>		

	<p>lunch time activities for KS2 children.</p> <ul style="list-style-type: none"> <li>• Sports clubs run at lunch time.</li> <li>• New equipment brought for playtimes to encourage active play.</li> </ul>		<p>role models to the children as well as getting lots of the children active and enjoying the games/activities.</p> <ul style="list-style-type: none"> <li>• Clubs including table tennis and multiskills were run by school staff during lunchtimes. This gave the children opportunities to try new sports and develop their skills in sports they enjoyed and hadn't tried before.</li> <li>• All classes were given a budget to spend on play time resources. This has been really successful and seen an increase in children developing fundamental skills - walking on stilts, hoola hooping, throwing a frisbee etc.</li> </ul>				
<p>Extra-curricular (Breakfast &amp; After school clubs)</p>	<ul style="list-style-type: none"> <li>• Range of after school clubs delivered by staff and external providers</li> <li>• Sporting Events (some during the school day as well).</li> </ul>	<p>£0</p>	<ul style="list-style-type: none"> <li>• Lots of opportunities for children to try new sports/activities and develop their skills in extra curricular clubs e.g. cheerleading, football, multiskills, dance, tennis and rounders. These clubs have been attended well by a range of pupils.</li> <li>• A wide range of children from Year 1 - 6 were given the opportunity to compete, which many children don't get away from school.</li> </ul>	<ul style="list-style-type: none"> <li>• Clubs have been successful this year, and it sustainable.</li> <li>• Next year, we will look to have a broader range of clubs on offer to the children again.</li> </ul>			

## Key indicator 2: Raising the profile of PE & Whole School Improvement

- The profile of PE and sport being raised across the school as a tool for whole school improvement

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	22/23	23/24	24/25
Attendance & Punctuality	<ul style="list-style-type: none"> <li>• Increase active participation in competitions and clubs for children with SEND/PP/FSM</li> <li>• Get a higher percentage of children involved in an active club throughout the year.</li> </ul>	£0	<ul style="list-style-type: none"> <li>• 33% of FSM/PP children attended a club for a minimum of a half term. 28% of SEND children attended a club for a minimum of a half term. 40% of all children attended a club for a minimum of a half term.</li> </ul>	<ul style="list-style-type: none"> <li>• This year our take up for clubs has been low. To increase attendance next year, we will audit the children in September to find out what clubs they would really like and ensure we offer these to increase the numbers across the board.</li> </ul>			
Behaviour & Attitudes to Learning	<ul style="list-style-type: none"> <li>• Whole school approach to rewarding physically active &amp; sports achievements e.g. assemblies</li> <li>• Sensory circuits for children with SEND.</li> <li>• Active curriculum /brain breaks</li> </ul>	£100	<ul style="list-style-type: none"> <li>• Competition certificates were shared in celebration assemblies, where parents were able to share their child's success. This raised the profile of our events and got more children wanting to be involved.</li> <li>• Children with additional needs are doing sensory circuits at least once a day to get them more active and get them to enjoy sports/physical activity.</li> <li>• All staff are creating a more active curriculum, with all staff from Nursery to Y6 offering active brain breaks in the classroom. We are seeing increased focus from children when they sit back down to complete work.</li> </ul>	<ul style="list-style-type: none"> <li>• Next steps - other school incentives to be active? Whole school ideas?</li> </ul>			

<p>Improving Academic Achievement</p>	<ul style="list-style-type: none"> <li>• Develop a Commonwealth themed 'Sports Day' in the Summer Term.</li> <li>• Wider offering of coaches allows children to find their sport.</li> <li>• Extra swimming sessions organised for Year 6 children who weren't confident in the water in summer term.</li> <li>• Extra bikeability sessions offered in advance of class bikability.</li> </ul>	<p>£1610</p>	<ul style="list-style-type: none"> <li>• We adapted the sport's day from last year, working on events that had gone well, and new events that we wanted the children to take part in. This gave all children the opportunity to take part in a minimum of 5 events, which were all practiced during PE sessions in the run up to sport's day.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve the way teachers collect data for children from PE lessons.</li> </ul>			
<p>Health &amp; Well Being/SMSC</p>	<ul style="list-style-type: none"> <li>• Spirit of the games values</li> <li>• Success through newsletters and website</li> </ul>	<p>£0</p>	<ul style="list-style-type: none"> <li>• At all competitions, we have given out certificates to children for attitudes towards sports, including being a good teammate, resilience and trying their best.</li> <li>• Our new Thorn Grove Gazette shares pictures and congratulations to all children who have been part of an event, and this is shared with all families throughout the school. It is also shared on the school website.</li> </ul>	<ul style="list-style-type: none"> <li>• whole school events e.g. DRUHM</li> <li>• Physical activities linked to our new tribes. Highlighting the importance of exercise on health and wellbeing.</li> </ul>			

### Key indicator 3: High Quality Teaching

- Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	22/23	23/24	24/25
Review curriculum time allocation for Physical Education to ensure pupils meet National Curriculum outcomes. (minimum 2 hours of timetabled PE required to do this)	<ul style="list-style-type: none"> <li>All children from Reception to Year 6 take part in two weekly PE sessions of 60 minutes. One of these is indoor sport and one of these is outdoor sports.</li> </ul>	£0	<ul style="list-style-type: none"> <li>Pupil's consistently achieving NC outcomes</li> <li>Children now attend school in their PE kits, to ensure no time is wasted getting changed, and the whole lessons are active.</li> </ul>	<ul style="list-style-type: none"> <li>Continue with current practice.</li> <li>Ensure all children are dressed appropriately to take part in the activities.</li> </ul>			
Review the quality of teaching & consider best way of allocating CPD from PE specialist, courses & other sources	<ul style="list-style-type: none"> <li>Observations of staff teaching P.E.</li> <li>Offer of shared teaching of PE for teachers not feeling confident.</li> <li>Professional coaching to offer CPD to staff in sports that they feel less confident teaching.</li> </ul>	£0	<ul style="list-style-type: none"> <li>Feedback to help staff improve their own practice.</li> <li>More share teaching being delivered to upskill teachers.</li> <li>PE specialist have taught staff new skills, and allowed them to feel more confident in teaching lessons in a broader range of sports.</li> </ul>	<ul style="list-style-type: none"> <li>Complete a staff audit to see the areas of teaching that staff are least confident in.</li> <li>Get CPD delivered in a staff meeting for areas that staff would like support.</li> </ul>			
PE Coordinator allocated time for planning & review	<ul style="list-style-type: none"> <li>Management time every term for PE co-ordinator.</li> </ul>	£0	<ul style="list-style-type: none"> <li>Management time to complete lesson observations, organising sport's coaches, completing PE audit/review and attending some cluster meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Time for PE leader to attend all cluster meetings (supply covered using PE budget).</li> </ul>			
Review supporting resources	<ul style="list-style-type: none"> <li>PE passport</li> </ul>	£0	<ul style="list-style-type: none"> <li>Staff updated units on PE passport to ensure they were teaching one indoor and one outdoor unit per half term. Some staff chose new units to suit their classes and based on new skills that they have learnt from previous CPD.</li> </ul>	<ul style="list-style-type: none"> <li>Consider new resources that we could use to get children more active.</li> <li>Consider how effective PE passport is for our school.</li> </ul>			

Review of PE equipment to support quality delivery	<ul style="list-style-type: none"> <li>PE equipment checked using SHAPES list.</li> </ul>	£377.75	<ul style="list-style-type: none"> <li>New resources provided to ensure equipment for all children in the class.</li> <li>PE cupboard organised in clear boxes to ensure resources are kept properly for longevity and easier to use.</li> </ul>	<ul style="list-style-type: none"> <li>Get new playground equipment so PE equipment stays in better quality.</li> </ul>		
Targets relating to PE delivery being encouraged to form part of performance management	<ul style="list-style-type: none"> <li>Not currently.</li> </ul>	£0	<ul style="list-style-type: none"> <li>Forest schools was a target, but this year will be PE.</li> </ul>	<ul style="list-style-type: none"> <li>PE lead will have a target on performance management will flow down to supporting all staff in the delivery of their sessions.</li> </ul>		
Support TA's & other adults to access relevant CPD to enhance the school PESS workforce	<ul style="list-style-type: none"> <li>Midday training on active play.</li> </ul>	£0 Covered by our current sports coach. Budget already allocated above.	<ul style="list-style-type: none"> <li>All mid days received coaching from professionals, this improved the active play offering at lunch times and increased their confidence.</li> </ul>	<ul style="list-style-type: none"> <li>TAs to be invited to staff CPD meetings to attend if wanted.</li> </ul>		
Develop an assessment programme for PE to monitor progress	<ul style="list-style-type: none"> <li>PE passport used to guide assessment.</li> </ul>	£0	<ul style="list-style-type: none"> <li>Staff use PE passport to assess children on the topics that they teach.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all teaching staff are using the same assessment tool to make their judgements.</li> <li>Ensure all staff have a clear understanding of WT/ EXP and GD in PE.</li> </ul>		



## Key indicator 4: Broader Range of Activities

- Broader experience of a range of sports and activities offered to all pupils

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	22/ 23	23 /2 4	24 /2 5
Review extra-curricular offer	<ul style="list-style-type: none"> <li>• All staff expected to deliver a club for a minimum of a ½ term.</li> <li>• Links with new external providers to provide clubs.</li> </ul>	£0	<ul style="list-style-type: none"> <li>• There was a broader range of clubs available, with at least one sports club available every half term for all children. Clubs included gold, dodgeball, rounders and basketball.</li> <li>• External providers have organised clubs in dance, cheerleading, football etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to offer a broad range of clubs to all children.</li> <li>• Consider children's interests and get providers for clubs that our children will enjoy.</li> </ul>			
Review extra-curricular activity balance	<ul style="list-style-type: none"> <li>• Young sport's leaders were involved in the running of some lunch time clubs.</li> </ul>	£0	<ul style="list-style-type: none"> <li>• Young sport's leaders would plan and deliver sessions considering a warm up, skill, game and cool down for lunch time sports clubs for younger children. This developed their sporting offer, where they could develop their leadership and coaching skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider training pupils as referees.</li> <li>• Consider training a broader range of pupils as leaders.</li> <li>• Need a broader range of sporting clubs next year, especially for EYFS and KS1.</li> <li>• See above about clubs.</li> </ul>			
Review offer for SEND pupils	<ul style="list-style-type: none"> <li>• All SEND children are able to join extra curricular clubs.</li> <li>• Competitive event attended for KS2 SEND children</li> </ul>	£0	<ul style="list-style-type: none"> <li>• 1-1's and TA support provided at after school/ lunchtime clubs for children with SEND who need support accessing the club.</li> <li>• Athletics event attended for KS2 children with SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Offer clubs for free to SEND pupils, use PE budget to fund their places.</li> </ul>			
Target inactive pupils	<ul style="list-style-type: none"> <li>• Inactive pupils were encouraged to take part in play time activities.</li> <li>• Inactive pupils were invited to take part in an event</li> </ul>	£0	<ul style="list-style-type: none"> <li>• Mid days were encouraged to get all children moving at playtimes. They used their training to plan a wide range of activities/games that would interest all children including inactive children.</li> <li>• An event organised to encourage participation in sport, without the competitive nature to make it more enjoyable for inactive children.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal invite/trial sessions of clubs for inactive pupils to be offered.</li> <li>• Support in funding clubs for inactive pupils where needed.</li> </ul>			

## Key indicator 5: Competitive Sport

- *Increased participation in competitive sport*

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	22/ 23	23 /2 4	24 /2 5
Review School Games Participation including a cross section of children who represent school	<ul style="list-style-type: none"> <li>● Use SHAPES Competition Events Calendar to plan competition entries for year</li> <li>● Use new SHAPES booking system to enter events</li> <li>● Ensure a wider range of children get involved by choosing events to attract children who have not taken part before</li> </ul>	£2,300	<ul style="list-style-type: none"> <li>● higher % of children taking part in competition</li> <li>● wider range of competitions attended</li> <li>● Increase in first time competitors</li> <li>● A better spread of competitions over the year groups to give more children an opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>● Consider entering events that we have run our own club for.</li> <li>● Attend all PE meetings throughout the year for extra support and next steps.</li> </ul>			
Review competitive opportunities for SEND children	<ul style="list-style-type: none"> <li>● Ensure SEND pupils are identified and supported to attend appropriate competition</li> </ul>	£0	<ul style="list-style-type: none"> <li>● SEND children attending competitions regularly, and extra support offered where needed to help them access the events.</li> </ul>	<ul style="list-style-type: none"> <li>● Keep going with what we are doing.</li> </ul>			
Increase Level 1 competitive provision	<ul style="list-style-type: none"> <li>● Review current Level 1 provision and participation rates</li> </ul>	£0	<ul style="list-style-type: none"> <li>● Events to encourage less active children to get involved in sports</li> <li>● Plans on how to develop this planned for next year.</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure all children have attended an event across the school year.</li> <li>● Take part in whole school events/class competitions</li> </ul>			
Book transport in advance to ensure no barriers to children attending competitions	<ul style="list-style-type: none"> <li>● Review SHAPES competitions calendar and book all transport at the beginning of the term for events we wish to attend</li> </ul>	£1,065	<ul style="list-style-type: none"> <li>● All transport is organised in one go, and paid for on school budget. This takes away the barrier of any children we invite attending.</li> </ul>	<ul style="list-style-type: none"> <li>● continue</li> </ul>			
Leadership to extend Extra-Curricular &	<ul style="list-style-type: none"> <li>● Train Junior Play Leaders</li> </ul>	£0	<ul style="list-style-type: none"> <li>● more opportunities for children to develop their leadership and</li> </ul>	<ul style="list-style-type: none"> <li>● continue to get young leaders involved in</li> </ul>			

Competitions Offer			coaching skills, and see a different side to sports.	delivering extra curricular sessions for children.			
Extending Competition Offer	<ul style="list-style-type: none"> <li>Enter more events than previous year to give more children the opportunity to compete.</li> </ul>	£0	<ul style="list-style-type: none"> <li>more children were able to take part in a broader range of competitions</li> </ul>	<ul style="list-style-type: none"> <li>try to get a broader range of competitions to ensure it's covering all key stages.</li> <li>run internal school competitions</li> </ul>			
Create Stronger Links to Community Clubs	<ul style="list-style-type: none"> <li>Links with new sports coaches</li> <li>advertise local community clubs</li> <li>School rent hall for extra curricular evening sports</li> <li>Link with CHS</li> </ul>		<ul style="list-style-type: none"> <li>New links with SK football which has led to children signing up from outside school.</li> <li>Use google classroom to advertise local sports clubs to parents/families.</li> <li>Cheerleading/ karate etc. use our school hall space, which has a high percentage of our school children attending on evenings.</li> <li>Much greater link with new coaches this year, which has allowed children to visit their clubs outside of school too e.g. gymnastics.</li> <li>Linked with CHS which allows us to use their fantastic sports facilities. They also offer a range of free whole class events throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>continue to make links with new providers.</li> <li>Strengthen link with CHS - consider moving to their swimming pool for our swimming sessions next year.</li> </ul>			

## 30 Active Minutes Review

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Nursery / Reception</b>	Dough Disco - 10 minutes  Daily Access to Outdoor Play - Throughout the day  PE lesson - 60 minutes	Dough Disco - 10 minutes  Daily Access to Outdoor Play - Throughout the day	Dough Disco - 10 minutes  Daily Access to Outdoor Play - Throughout the day	Dough Disco - 10 minutes  Daily Access to Outdoor Play - Throughout the day	Dough Disco - 10 minutes  Daily Access to Outdoor Play - Throughout the day  PE lesson - 60 minutes
<b>Year 1</b>	Active Playtimes - 25 minutes  Movement Breaks - 5 minutes  Lunch time Club - dodgeball - 25 mins	Active Playtimes - 25 minutes  Movement Breaks - 5 minutes  PE lesson - 60 minutes	Active Playtimes - 25 minutes  Movement Breaks - 5 minutes	Active Playtimes - 25 minutes  Movement Breaks - 5 minutes  Sports activities organised by young sports leaders - 20 minutes	Active Playtimes - 25 minutes  Movement Breaks - 5 minutes  PE lesson - 60 minutes
<b>Year 2</b>	Active Playtimes - 25 minutes  Movement Breaks - 5 minutes  Lunch time club - dodgeball - 25 mins	Active Playtimes - 25 minutes  Movement Breaks - 5 minutes  PE lesson - 60 minutes	Active Playtimes - 25 minutes  Movement Breaks - 5 minutes	Active Playtimes - 25 minutes  Movement Breaks - 5 minutes  Sports activities organised by young sports leaders - 20 minutes	Active Playtimes - 25 minutes  Movement Breaks - 5 minutes  PE lesson - 60 minutes

<b>Year 3</b>	Active Playtimes - 15 minutes Brain Breaks - 5 minutes PE lesson - 60 minutes	Active Playtimes - 15 minutes Brain Breaks - 5 minutes	Active Playtimes - 15 minutes Brain Breaks - 5 minutes PE lesson - 60 minutes	Active Playtimes - 15 minutes Brain Breaks - 5 minutes Lunch time club - golf - 25 mins	Active Playtimes - 15 minutes Brain Breaks - 5 minutes
<b>Year 4</b>	Active Playtimes - 15 minutes Brain Breaks - 5 minutes PE lesson - 60 minutes	Active Playtimes - 15 minutes Brain Breaks - 5 minutes	Active Playtimes - 15 minutes Brain Breaks - 5 minutes PE lesson - 60 minutes	Active Playtimes - 15 minutes Brain Breaks - 5 minutes Lunch time club - golf - 25 mins	Active Playtimes - 15 minutes Brain Breaks - 5 minutes
<b>Year 5</b>	Active Playtimes - 15 minutes Brain Breaks - 5 minutes	Active Playtimes - 15 minutes Brain Breaks - 5 minutes PE lesson - 60 minutes	Active Playtimes - 15 minutes Brain Breaks - 5 minutes	Active Playtimes - 15 minutes Brain Breaks - 5 minutes PE lesson - 60 minutes	Active Playtimes - 15 minutes Brain Breaks - 5 minutes
<b>Year 6</b>	Active Playtimes - 15 minutes Brain Breaks - 5 minutes	Active Playtimes - 15 minutes Brain Breaks - 5 minutes PE lesson - 60 minutes	Active Playtimes - 15 minutes Brain Breaks - 5 minutes	Active Playtimes - 15 minutes Movement Breaks - 5 minutes Sports coaching - 20 mins	Active Playtimes - 15 minutes Brain Breaks - 5 minutes PE lesson - 60 minutes

## Evidencing the impact of the PE and Sport Premium – Events & Competitions 2023/24

Events / Competitions	Number of participants			Number of staff	Parents / Volunteers	Event level * (level 1 / 2 / 3)	Year Group (s)
	Boys	Girls	Total				
KS1 Sports Hall Athletics	3	3	6	2	0	1	1 & 2
UKS2 Sports Hall Athletics	10	9	19	3	1	2	5 & 6
LKS2 Sports Hall Athletics	10	10	20	3	0	2	3 & 4
UKS2 Dodgeball	6	10	16	3	1	2	5 & 6
Yr 3 / 4 Swimming Gala	4	4	8	1	1	1	3 & 4
UKS2 Basketball	11	5	16	2	1	2	6
UKS2 Athletics Final	9	7	16	2	1	3	5 & 6
UKS2 Netball	3	6	9	2	0	2	5
UKS2 Dodgeball Final	5	3	8	2	0	3	5 & 6
KS1 Cross Country	8	8	16	2	0	1	1 & 2
Year 2 Netball Festival	15	15	30	2	3	3	2
Year 6 Triathlon	16	17	33	3	1	3	6