



# Woodston Primary School



Evidencing the Impact of the  
Primary PE and Sport Premium  
2023/24

# Funding Available for 2023-24

Total Funding for 2023-24

**£21, 030**

**£21,030 spent as of 9.7.24**



## PE Lead Self-Review (Tracking & Monitoring)

PESSPA Safe Practice

- Action Plan Delivery-

Budget (Including any Underspend)

### Action Plan

Are you on track to deliver your Actions contained in your Action Plan?	End of Term 1	End of Term 3	End of Term 5
	YES	YES	YES

### Budget: Underspend

Has any identified Underspend from the last two years been spent by 31 <sup>st</sup> July 2022?	Yes	No	NA
			✓

# Swimming Data

What percentage of your current Year 6 cohort swim competently, confidently, and proficiently over a distance of at least 25 metres?	21/60 children – swimming pool was closed due to RAC so children missed swimming lessons. Top – up has been provided 35%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	35%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	35%
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

## Action Planning and Budget Tracking

**Academic Year: 2023/24**

**Total fund (Including any Underspend):**

**Date Updated: 09/07/24**

Key indicator 1: The engagement of all 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	
<b>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:</b>	Make sure your actions to achieve are linked to your intentions:	Funding allocated: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed:	<b>Sustainability and suggested next steps:</b>
<ul style="list-style-type: none"> <li>Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities</li> </ul>	<ul style="list-style-type: none"> <li><b>Complete Pupil Voice survey to identify pupil interests and barriers to participation.</b> <ul style="list-style-type: none"> <li>Use pupil voice to target new areas of activity and on-going voice on what can be improved in the school. This could be including more non-traditional sports at break times with children working in their own spaces.</li> <li>Offer some extra opportunities to extend learning beyond the classroom.</li> <li>Extend after school clubs</li> </ul> </li> <li><b>Identify staffing to support delivery of Activity Programme</b> <ul style="list-style-type: none"> <li>PE Lead to explore more staff engagement to offer a wider range of physical activity and sports provision.</li> <li>PE Lead to Liaise with all staff to support activities including developing after-school clubs (football, netball, athletics, roller-skating)</li> </ul> </li> <li><b>Play Leaders to support delivery of lunchtime activities</b></li> <li><b>Purchase additional equipment, resources and storage to support Healthy Active Engagement Programmes</b> <ul style="list-style-type: none"> <li>Purchase range of inclusive equipment</li> <li>Consumable fund for playground equipment</li> <li>Goggles to support swimming programme</li> <li><b>A Focus on Outdoor Opportunities</b> <ul style="list-style-type: none"> <li>Creative environment partnership</li> <li>Development and Maintenance</li> <li>Development of all natural outdoor spaces within the school grounds.</li> <li>Activities with children</li> <li>Pond dipping.</li> <li>Pond science.</li> <li>Gardening and growing.</li> <li>Litter picking.</li> <li>Nature curiosity.</li> <li>Nature Play.</li> <li>Outdoor roleplay.</li> <li>Forest school activities.</li> <li>Nature Photography.</li> <li>Meadow exploration.</li> <li>Nature art.</li> <li>Composting activities.</li> <li>Nature games.</li> <li>Supporting staff with all curriculum areas.</li> <li>Muddy play.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Free</li> <li>Free</li> <li>Free</li> <li>See indicator 4</li> <li>£4,464.95</li> </ul>	<ul style="list-style-type: none"> <li>Increased awareness of the wide range of different types of healthy activity available.</li> <li>Increased opportunities for healthy activity available.</li> <li>Increased engagement in exercise</li> <li>Increased understanding of the benefits of exercise for health</li> <li>Improvement in sense of health and well-being</li> <li>Increased participation by children who normally don't engage with sporting / physical activity opportunities</li> <li>Increased number of children participating in school clubs</li> <li>Increased number of children enjoying taking part in school clubs</li> <li>Participation across the school has increased</li> <li>Children that didn't engaged now more active</li> <li>Children are accessing structured, active games during lunchtimes.</li> </ul> <p>The aim is the development and maintenance of outdoor educational spaces that support the curriculum and enable Teaching staff and children to learn in safe, natural spaces.</p>	<p>Following Pupil Voice, PE lead will use the information to develop provision.</p> <p><i>Next Steps: Repeat Pupil Voice at least every 2 years to measure impact of actions.</i></p> <p>Continuous collaboration with staff who lead sports-related clubs to ensure a range of activities are on offer.</p> <p><i>Next steps: Termly review the current range of sport-based clubs and revise offer based on staff skills</i></p> <p><i>Next steps: evaluate playtime/lunchtime resources; gain pupil voice on what they would like</i></p> <p>The relationship with Creative Environment Partnership has been well-established through several years of collaboration. The impact of this will continue through continued use of the Eco Club and their activities around the school site.</p>

# Action Planning and Budget Tracking

Academic Year: 2023/24

Total fund (Including any Underspend):

Date Updated: 09/07/24

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: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed:	Sustainability and suggested next steps:
Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity	<b>Strategic Approach with focus on well-being</b> <ul style="list-style-type: none"> <li>PE Lead has introduced a new scheme of work which has units based on health related fitness and has elements reflected within Relationships and health education (RHE) Curriculum for primary aged pupils.</li> <li>Develop links with and support whole-school priorities e.g. healthy eating and children's understanding between engagement in healthy physical activity programmes and the importance of healthy eating</li> </ul>		Cross reference made to new HRE Curriculum with staff employing physical activity / well-being activities from the Plan to support their work with HRE  Staff will have a greater understanding of simple, practical activities to support the development of children's well-being  All CPD taken place  New Competition Programme in place (within-school and OWN Trust)  Increased Inter-House competition opportunities  Participation Registers  In-school training taken place  Active Playground Programme  New Golden Mile Track in place  Discussions with staff and children	<b>Health-related fitness scheme of work can be used annually- no further costs.</b>   <b>PE leads within the Trust will collaborate annually to plan and deliver a range of competitions.</b>   <b>PE lead will continue to work with external providers to offer competitions and opportunities for all children including those with SEND.</b>
	<b>Competition, Leadership and Team-Building Opportunities</b> <ul style="list-style-type: none"> <li>This would involve developing competitive opportunities for children of all abilities to support the development of the whole child.</li> <li>Develop internal competitive opportunities to enhance the PE curriculum offer.</li> <li>Competition organized within OWN trust to develop a wider offering of competitive opportunities.</li> </ul>		Improved confidence in teaching good and outstanding PE lessons  Clear understanding of how to plan and deliver PE lessons that develop children's thinking skills whilst they are moving  Greater understanding of how PE & Sport Premium can support achievement of whole-school priorities and outcomes for children  Greater understanding of role competition can play in development of whole child  Sustainability - PE Lead (s) upskilled to lead on and deliver competition programme  Sustainability - Teaching Staff able to deliver competitive sport / physical activity with their children in lessons	<b>Continue to work within the OWN Trust offering a wider range of competitive opportunities</b>  <b>Continue to develop curriculum to offer more development for the children</b>

# Action Planning and Budget Tracking

Academic Year: 2023/24

Total fund (Including any Underspend):

Date Updated: 09/07/24

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: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed:	Sustainability and suggested next steps:
Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity	<p><b>PE Curriculum and Extra-Curricular Inter-House and Trust Competition Programme</b></p> <p>We will provide the following competitive opportunities:</p> <ul style="list-style-type: none"><li>• Big focus on promoting key stage 2 football clubs. New boys and girls football leagues joined.</li><li>• Netball league joined.</li><li>• New equipment purchased.</li><li>• Maintain and further develop competitive opportunities for children of all abilities</li><li>• Extend inclusive, in-school, Inter-House Competitive Sports, Trust tournaments and Physical Activity Programme</li><li>• Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive are increased and available to all</li><li>• Resources and programme introduced last year can be used again with new children as the staff expertise and resources now remain in the school</li></ul>		<p>Leading to the following outcomes accessible by all children. Increased pupil:</p> <p>Development of positive learning behaviours such as resilience, self-regulation, self-confidence, self-esteem.</p> <p>Wellbeing, acknowledgement of own emotions and behaviours.</p> <p>Engagement in PE lessons and enhanced development of personal and social skills and behaviour</p> <p>Engagement in lessons as a result of 30 minute a day activities</p> <p>Experience of competition against self and others</p> <p>Experience and understanding of rules and scoring systems</p> <p>Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship</p> <p>Confidence</p> <p>Enjoyment of sport and games across the school</p> <p>Opportunities to participate in a wider variety of activities</p> <p>Awareness of the importance of physical activity and health</p> <p>Socialization with other children from other schools / backgrounds</p> <p>Experience sense of well-being and the feeling of achieving their best</p> <p>Experience of gaining awards and certificates and the feelings of achievement</p> <p>Increased engagement in teamwork and exercise</p> <p>Increased confidence</p> <p>Improved concentration in lessons</p> <p>Increased sense of belonging and engagement in whole school life</p> <p>House Captains developing communication and leadership skills</p> <p>Young Leaders develop communication and team-building skills</p> <p>Children having more opportunities to think, discuss, evaluate and plan whilst they are moving</p> <p>Development of the whole-child (personal and social skills)</p> <p>Reduced behavioural problems</p> <p>Increased confidence</p> <p>Improved concentration in lessons</p> <p>Experience of gaining awards and certificates and the feelings of achievement</p> <p>Sense of belonging</p> <p>Ability to transfer skills to support learning across the school</p>	<p>This approach is embedded in PE lessons for all children to play inter-house games at least half-termly.</p> <p><b>Low maintenance costs required for sustained use.</b></p> <p><b>Children know what the track is for and they choose to use it at break and lunchtimes all year round.</b></p> <p><b>Next Steps:</b></p> <p><b>CPD for staff on how to maximize impact</b></p> <p><b>Develop a whole-school incentive to maximize use of the track.</b></p>
	<p><b>PE CPD that impacts on whole-school outcomes</b></p> <ul style="list-style-type: none"><li>• PE Leader completed Level 5 PE Specialism course</li><li>• TA (EG) completed Zumba Instructor course to provide clubs and lunch time activities, as well as support with dance lessons.</li></ul>	<p><b>£1200</b></p> <p><b>£129.17</b></p>	<p><b>Pe Lead to embed lessons and knowledge learnt on course into pe lessons and pe curriculum throughout the school</b></p> <p><b>Zumba to be part of Pe dance lessons and to be offered as afterschool and lunchtime club.</b></p>	

# Action Planning and Budget Tracking

Academic Year: 2023/24

Total fund (Including any Underspend):

Date Updated: 09/07/24

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
<u>Intent</u>	<u>Implementation</u>		<u>Impact</u>	
<b>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:</b>	Make sure your actions to achieve are linked to your intentions:	Funding allocated: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed:	<b>Sustainability and suggested next steps:</b>
Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity	<u>Staff Voice</u> <ul style="list-style-type: none"> <li>Staff to complete audit to identify further CPD needs</li> <li>PE Co-ordinator to complete new audit of Staff PESSPA CPD needs</li> <li>Staff re-visit their CPD audit of strength and needs</li> <li>Based on outcomes of audit PE specialists to bespoke in-school support for staff delivering PE across the school</li> </ul>		Evidence <ul style="list-style-type: none"> <li>Discussions with staff</li> <li>Learning walk information</li> <li>Updates from PE Lead</li> </ul> Impact / Outcomes for staff: <ul style="list-style-type: none"> <li>Staff aware of and following latest COVID19 – PESSPA Safe-Practice</li> <li>Identification of strengths and areas of staff need with regards to training</li> <li>More effective subject leadership</li> <li>Subsequent CPD bespoke to meet identified needs</li> <li>Children engaged in more effective, enhanced provision from upskilled staff</li> <li>Increased PESSPA opportunities provided by staff</li> <li>Staff audit complete to inform targeted support</li> <li>Specialist support provided to meet identified need</li> <li>Identification of strengths and areas of staff need with regards to training</li> <li>More effective subject leadership</li> <li>Subsequent CPD bespoke to meet identified needs</li> </ul>	<b>As staff changes occur, complete staff voice annually and adapt provision as needed.</b>  <b>Next steps: book identified CPD needs and identify new needs due to staff changes</b>
	<b>PE CPD that impacts on whole-school outcomes</b> <ul style="list-style-type: none"> <li>PE Leader completed Level 5 PE Specialism course</li> <li>TA (EG) completed Zumba Instructor course to provide clubs and lunch time activities, as well as support with dance lessons.</li> </ul>	<b>See indicator 2</b>		



# Action Planning and Budget Tracking

Academic Year: 2023/24

Total fund (Including any Underspend):

Date Updated: 09/07/24

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: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed:	Sustainability and suggested next steps:
Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children	<p><b>Develop afterschool clubs with the help of staff across the school</b></p> <ul style="list-style-type: none"> <li>Identify safe-practice activity ideas from colleagues at OWN Network Group</li> <li>Including Boys and Girls Football and equipment to support this</li> <li>New netball club introduced to participate in league competition</li> <li>Athletics club introduced in summer term</li> <li>Roller disco club introduced</li> <li>YDP (external) offering boxercise club</li> </ul> <p><b>Sports Lead – Arranging clubs for different year groups</b></p> <ul style="list-style-type: none"> <li>To work within both the PE Curriculum and Extra- Curricular School Sport and Physical Activity Programmes to extend opportunities available</li> </ul> <p><b>Pupil Voice - Targeting Non-Engagement</b></p> <ul style="list-style-type: none"> <li>Complete student voice to identify interests and barriers to participation</li> <li>Complete pupil voice with KS1 and KS2</li> <li>Identify and target children not engaging with interventions to meet their needs e.g. individual activities, non-traditional activities</li> </ul>		<p>Participation Registers</p> <p>Increased number of children participating in school clubs</p> <p>New equipment purchased and used</p> <p>Widened range of healthy activities developed</p> <p>PE, School Sport and Physical Activity (PESSPA) noticeboard updated</p> <p>Pupil voice surveys</p> <p>Increased interest in new sporting clubs available</p> <p>Increased competition availability</p> <p>Increased number of children enjoying taking part in school clubs</p> <p>More staff willing to run clubs</p> <p>Increased opportunities for healthy activity available</p> <p>Additional activity opportunities available</p> <p>Increased engagement in exercise</p> <p>Increased participation by children who normally don't engage with sporting / physical activity opportunities</p> <p>Widened range of healthy activities developed</p> <p>Pupil voice surveys</p>	<p>Continuous collaboration with staff who lead sports-related clubs to ensure a range of activities are on offer.</p> <p>Next steps: Termly review the current range of sport-based clubs and revise offer based on staff skills</p> <p>Different clubs throughout the next year for new years or new participants of the same club</p> <p>Non-participation has greatly reduced since wearing PE kit all day. Having high standards and expectations will ensure this continues.</p>

# Action Planning and Budget Tracking

Academic Year: 2023/24

Total fund (Including any Underspend):

Date Updated: 09/07/24

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: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed:	Sustainability and suggested next steps:
Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children	<b>Top up of equipment</b> <ul style="list-style-type: none"><li>Children to use the new equipment in lessons (new age kurling)</li><li>Lunch time equipment purchased to be used by all</li><li>KS1 scooters, trikes and scoot cars purchased for KS1 lunchtime</li><li>Ball catchers, tennis balls, basketballs, space hoppers, quoits</li></ul>	£3082.35	Increased physical activity at lunchtime due to children playing and making up new games Increased coordination and social skills Increased communication skills especially in KS1	Annual review of resources and re purchasing when required. On going top-up funding needed.
	<b>In partnership with local School Games organizer (Max Brindley) events for children to take part in are:</b> <ul style="list-style-type: none"><li>Inclusive sports such as</li><li>SEND bowling</li><li>SEND panathlon event and finals</li><li>Friendship Football competitions for year 3 and 4 girls and boys</li></ul>	£297.60	Being inclusive for more children through different events.  Maximize opportunities for girls in schools as they have been identified nationally as falling behind in activity levels compared to boys.	Run school/trust vents for more inclusivity  Keep established relationship with school games organiser.
	<b>Top Up - Swimming &amp; water-safety</b> <ul style="list-style-type: none"><li>In line with new guidance, focus on safe-self rescue</li><li>Top Up Swimming opportunities for as many Year 5s and Year 6 children as possible</li><li>Book booster swimming sessions including transport.</li><li>Year 6 priority given for Top up swimming due to lost time during covid. Children from year 5 who have also missed the milestones have been given the opportunity also. Rotation system put in place to ensure children meet this as a good foundation for going up to year 6.</li></ul>	£2135	Swimming & water-safety class data  Increased number of children at Year 6 achieving the National Curriculum Swimming and Water- Safety Targets  Increased number of children at Year 6 achieving the National Curriculum Swimming and Water- Safety Targets	Top up swimming will continue annually
	<b>Mintridge Foundation</b> <ul style="list-style-type: none"><li>Sports people visit school to deliver assemblies, classes and 1:1 coaching in a range of sports including wheelchair basketball, netball, football (including a hearing impaired footballer.</li><li>1:1 coaching for 2 pupils for 6 months</li></ul>	£9685	Children are inspired by new sports/ sports person. Mentored children to take away confidence and improved self esteem through the 1-1 meetings.	We will work further with The Mintridge Foundation bringing in new athletes and Olympians.
	<ul style="list-style-type: none"><li>Year 4 Bowling Event – Hollywood Bowl</li></ul>	£315 + £380 = £695	Children get to participate in a new sporting experience giving them a chance to try a new sport	We will organise further sporting trips/ experiences for pupils across school.

# Action Planning and Budget Tracking

Academic Year: 2023/24

Total fund (Including any Underspend):

Date Updated: 09/07/24

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
<u>Intent</u>	<u>Implementation</u>		<u>Impact</u>	
<b>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:</b>	Make sure your actions to achieve are linked to your intentions:	Funding allocated: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed:	<b>Sustainability and suggested next steps:</b>
Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children	<p><b>Competitive Opportunities</b></p> <p><b>Within School</b></p> <ul style="list-style-type: none"> <li>PE Curriculum and Extra-Curricular Inter-House Competition Programme</li> <li>Maintain and further develop competitive opportunities for children of all abilities</li> <li>Extend inclusive, in-school, Inter-House Competitive Sports and Physical Activity Programme</li> <li>Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive are increased and available to all</li> <li>Resources and programmes introduced last year can be used again with new children as the staff expertise and resources now remain in the school</li> </ul> <p><b>Local Inter-School Competitions</b></p> <ul style="list-style-type: none"> <li>• OWN Trust events- football and athletics</li> </ul> <p><b>Peterborough Football Club</b></p> <ul style="list-style-type: none"> <li>EFL Cup – organized by POSH (boys and girls)</li> <li>Support talented children to gain additional competitive experience with Peterborough United</li> <li>Ensures academic and personal, social development is part of the whole programme alongside Football</li> </ul>	£140	<p><b>New Competition Programme in place (within-school and OWN Trust)</b></p> <p><b>Increased Inter-House competition opportunities</b></p> <p><b>Participation Registers</b></p> <p><b>In-school training taken place</b></p> <p><b>Impact / Outcomes for staff:</b></p> <p>Greater understanding of how PE &amp; Sport Premium can support achievement of whole-school priorities and outcomes for children</p> <p>Greater understanding of role competition can play in development of whole child</p> <p>Sustainability - PE Lead (s) upskilled to lead on and deliver competition programme</p> <p>Sustainability – Teaching Staff able to deliver competitive sport / physical activity with their children in lessons</p> <p>Experience of gaining awards and certificates and the feelings of achievement</p> <p>Increased engagement in teamwork and exercise</p>	<p>PE leads within the Trust will collaborate annually to plan and deliver a range of competitions.</p> <p>PE lead will continue to have inter-school competitions at the end of units of work.</p> <p>This will run annually in collaboration with POSH.</p>

# Action Planning and Budget Tracking

Academic Year: 2023/24

Total fund (Including any Underspend):

Date Updated: 09/07/24

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
<u>Intent</u>	<u>Implementation</u>		<u>Impact</u>	
<b>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:</b>	Make sure your actions to achieve are linked to your intentions:	Funding allocated: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed:	<b>Sustainability and suggested next steps:</b>
Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children	<b>Transport for Competitions</b> <ul style="list-style-type: none"> <li>Taxi hire</li> <li>Coach Hire</li> <li>Minibus hire</li> </ul> <b>Certificates and awards for children and new Inter- House Sports Cup + Sports day awards</b>	£530.10          £483.40 (£316.60 – Trophies) £166.80 (stickers)		This will be an on-going expense as it is consumable,
	<b>Youth Dreams Project</b> <ul style="list-style-type: none"> <li>Newmarket FC football tournament</li> <li>Euros themed football tournament</li> </ul>	£232.50 of the above £530.10	Socialization with other children from other schools / backgrounds  Opportunities to participate in sporting event representing the school	Continue to work with YDP and attend future events/festivals.

<b>Signed Off By:</b>	
<b>Head Teacher</b>	Becky Ford
<b>Date</b>	
<b>Subject Leader</b>	Adam Gray
<b>Date</b>	
<b>Governor</b>	Timothy Kujiyat
<b>Date</b>	

