

## Evidencing the impact of the Primary PE & Sport Premium



Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>● Increased staff confidence in teaching PE</li> <li>● Earning Gold school games award for the last 4 years making us now eligible for Platinum</li> <li>● Entering more and more local competitions (when able to do so) – Local, Regional and National</li> <li>● Breadth of sports clubs available in the school</li> <li>● Engagement and participation of pupils in sport</li> <li>● Connections and relationships formed with St. Mary's University, Middlesex Cricket, the RFU and Orleans Park Secondary School</li> <li>● Increased opportunities for all children to access 30 active minutes per day</li> <li>● Profile of PE raised across the school</li> <li>● Staff working closely with professionals both internally and externally to ensure health and well-being of all pupils as a priority</li> <li>● Subsidised clubs to further broaden experience for pupils and maintained their development</li> <li>● Contributed to sports partnership membership and Richmond Sports Development SLA</li> <li>● Became members of YST to develop middle leader to ensure school PE is outstanding</li> <li>● PE Kit for staff and pupils</li> <li>● Embedded inter-house competition, enabling every pupil to participate in a range of competitive sports every half term</li> <li>● Strong partnerships in place with local schools with regular festival style approach to competitions in place</li> <li>● A sports crew is in place who help run competitions, run activity sessions for younger pupils at lunchtimes and contribute to the design of the PE curriculum. This is now broadening out to more pupils.</li> <li>● A commitment that our teaching staff will be the ones teaching PE at St. Stephen's. As a result, regular CPD opportunities are offered to all class teachers.</li> </ul>	<ul style="list-style-type: none"> <li>● Continued investment in resources for the teaching of P.E. Maintain a good level of high-quality equipment whilst broadening the resources so we can offer a wider range of sports</li> <li>● Continued investment in resources for after school clubs when they return. Maintain a good level of high-quality equipment whilst broadening the resources so we can offer a wider range of sports</li> <li>● Continued staff training and awareness of high-quality P.E teaching</li> <li>● Continued staff training in facilitating active playtimes and purchase of further resources to support this including setting up young leadership programme</li> <li>● Build further on links with local sports clubs and coaches to encourage continued high take up of sports out of school hours</li> <li>● Further use Sports Premium to enhance children's mental health and wellbeing using My Personal Best as a driver <ul style="list-style-type: none"> <li>○ Developing children's own My Personal Best logbook where assessments and self-reflection are completed as an evidence log</li> </ul> </li> <li>● A commitment that our TLA's will be capable of supporting PE at St. Stephen's</li> <li>● Developing a team of staff who deliver physical activities during break times and lunchtimes</li> <li>● Introduce new sports clubs and squads to the extra-curricular</li> </ul>

	<ul style="list-style-type: none"> <li>Continuing delivering CPD in Dance and Gymnastics to from external specialists</li> </ul>
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Total amount carried over from 2020/21	None
Total amount allocated for 2021/22	£19,520
How much (if any) do you intend to carry over from this total fund into 2021/22?	None
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19,520 (not yet confirmed as total but predicted to be the same)

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.

N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.

**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**

- See [here for results](#) regarding questionnaire and lack of data due to restrictions that were presented to us in gaining access to a pool
- Last year we had data (2019/2020) swimming assessment data was gathered but only 46/60 children could complete the assessment due to COVID-19 restrictions and lack of access to a pool
- All Year 3,4 5 children (now Year 4,5,6) baselined and a three-year plan is in the process of being mapped out involving half of the current Yr 4 children and all of the children currently in Year 5

**Commented [1]:** Link to be added - some parents in Y6 have still not provided form details

**Commented [2R1]:** Update: 53/60 parents now responded and link added

<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  <b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.  Please see note above</p>	%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  Please see note above</p>	%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	%
<p>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?</p>	Yes/ <b>No</b>

**Commented [3]:** See note above

**Commented [4R3]:** We will add percentage when we get 60/60 pupil responses

**Commented [5]:** As above

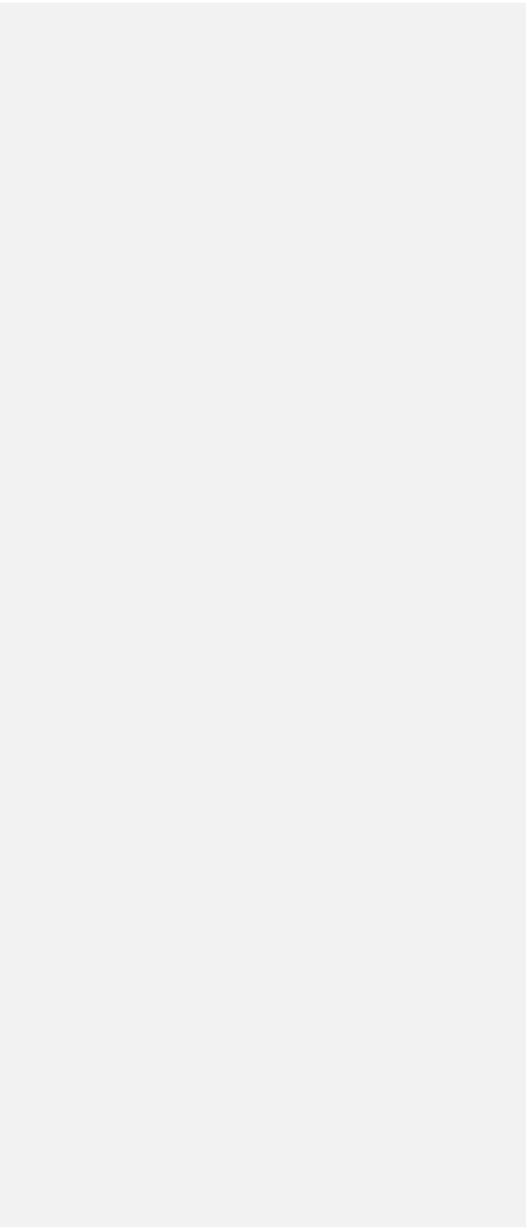
**Commented [6]:** As above

## 2021/22 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

Academic Year: 2021/2022		Total fund allocated:		Date Updated: September 2021		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:	
					%	
Intent	Implementation		Impact			
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:		
<ul style="list-style-type: none"> <li>Educate children in the value and benefits of a healthy active lifestyle. Ensure our high-quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity.</li> <li>Use active lessons to increase physical activity levels and learning.</li> <li>Develop Active leaders to support active playtimes and support extra-curricular activities.</li> <li>Raise awareness of the best places to take part in sport and physical activity outside of school.</li> <li>Provide opportunities for daily physical activity.</li> <li>To increase pupils' activity levels</li> </ul>	<ul style="list-style-type: none"> <li>Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and wellbeing.</li> <li>Develop the PE curriculum to ensure lessons link to the multi-skills approach found in our PE policy.</li> <li>Build links with local community sports clubs through our SGO.</li> <li>Develop action plan</li> <li>Train sports leaders</li> <li>Further encourage use of initiatives such as the 'Daily Mile' in ALL year groups at least 3 times a week</li> </ul>		Remainder of £15,810 (total after other costings listed in this document have been removed)	<ul style="list-style-type: none"> <li>Positive attitudes to health and well-being</li> <li>Pupil concentration, commitment, self-esteem and behaviour enhanced</li> <li>Pupils activity at lunch and break increased in duration on new timetable when within bubbles – <i>Dave remained on site for each bubble and equipment provided on the playground for children to access</i></li> <li>Children taking part in daily additional activities such as 'The Daily Mile'</li> </ul>		Sustainability and suggested next steps: <ul style="list-style-type: none"> <li>Monitor physical activity levels to ensure ALL classes meet the government guidelines of at least 30 minutes a day for each child in school time.</li> <li>Apply for additional funding for development of 'active play' areas and line markings e.g. king ball etc.</li> <li>AD to deliver targeted lunch time sessions and TLAs to be trained to do the same</li> </ul>

<p>throughout the day.</p> <ul style="list-style-type: none"> <li>Re-launch of 'Active Play' lunch times ensuring all pupils can take part in physical activity varying from supervised active play to inter house competitions</li> </ul>				
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p> <p>%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>Renewed Richmond SSP partnership</li> </ul>	<ul style="list-style-type: none"> <li>General PE advice and support Advice on Health and Safety in PE Guidance documents on Covid 19 and PE and school sport</li> <li>Access to High Quality PE specialist support</li> <li>Access to YST opportunities and NGB 'back to sport' guidance</li> </ul>	<p>£1300</p>	<ul style="list-style-type: none"> <li>Personal development (physical skills, thinking skills, social skills and personal skills).</li> <li>Attainment and achievement, behaviour and attendance.</li> <li>PE physical activity and school sport have a high profile and are celebrated across the life of the school – school vision</li> <li>Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner.</li> <li>Continued progression of all pupils during curriculum PE lessons.</li> <li>Pupil interviews inform us that pupils enjoy their PE lessons and that pupils</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC.</li> <li>Meet with the PSHE and Science leads to develop consistency of living a healthy balanced lifestyle</li> <li>Review School development plan, Whole school policies/PE policy - Use PE conference to review, evaluate and plan for the next academic year.</li> <li>Researching new resources, planning, ideas etc use of schemes and whole school PE coverage to support existing</li> </ul>
<ul style="list-style-type: none"> <li>Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond.</li> <li>Use PE and sport to develop the whole person including thinking, social and personal skills?</li> <li>Use PE teaching to aid fine and gross motor skill development?</li> <li>Use sporting role models used to engage and raise achievement?</li> <li>Ensure PE and school sport is visible in the school (assemblies, notice boards, school website,</li> </ul>	<ul style="list-style-type: none"> <li>SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC.</li> <li>Continue to develop and use whole school plans and assessment.</li> <li>Inter house competitions</li> <li>Develop a team of sports leaders</li> <li>Use the Sports Leadership awards to support pupils on their leadership pathway.</li> <li>Sports leaders to help run and organise the intra-house festivals in the lower school.</li> <li>Sports Ambassadors to run their own club for younger pupils at</li> </ul>	<p>Remainder of £15,810 (total after other costings listed in this document have been removed)</p>		



<p>local press, pupil reward and recognition of pupils)</p> <ul style="list-style-type: none"> <li>• High quality PE lessons delivered during curriculum time.</li> <li>• To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of physical activities to the rest of the school.</li> <li>• School staff better equipped/ more confident to teach PE in school</li> <li>• Monitoring use of schemes and whole school PE coverage</li> <li>• Sports leaders develop younger pupils into becoming leaders themselves</li> </ul>	<p>lunchtimes.</p> <ul style="list-style-type: none"> <li>• Help run and record the events for Sports Day and support younger children.</li> <li>• Current ambassadors/ leaders to also develop future Sports Leaders in preparation for the following year</li> </ul>		<p>enjoy the variety of activities on offer during curriculum PE</p> <ul style="list-style-type: none"> <li>• Interhouse competitions raise profile of competitive sport within school. As many children as possible have participated.</li> <li>• Successful sports day held – ALL pupils able to participate fully</li> </ul>	<p>teaching and learning resources further</p> <ul style="list-style-type: none"> <li>• Sports leaders develop younger pupils into becoming leaders themselves on the playground</li> </ul>
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**Commented [7]:** Added in based on the fact that we will be hosting next week and linking to the Commonwealth Games to achieve Platinum

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				<b>Percentage of total allocation:</b>
				<b>%</b>
<b>Intent</b>	<b>Implementation</b>		<b>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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

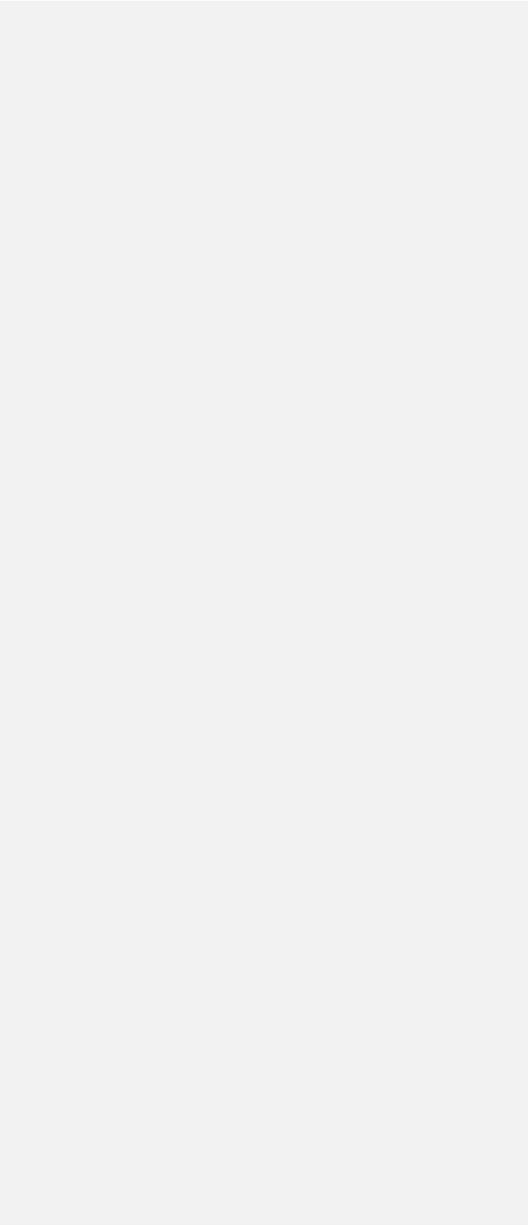
<ul style="list-style-type: none"> <li>● Renewed membership for Youth Sport Trust – CPD for subject leadership</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum mapping guide</li> <li>● My Personal Best Resource Cards promoting a whole school approach to teaching and learning in PE, where life skills and values such as co-operation, responsibility and resilience are taught explicitly through PE.</li> <li>● Chateez Cards - a modern take on traditional flashcards, featuring the popular emoji design. They encourage communication, allowing for children and young people to express their feelings in a fun and creative way.</li> <li>● Power of Enrichment Resource - provision engaging all young people or is it just for the few? This resource will provide examples of we can enable, enhance and enrich our provision to engage more young people</li> <li>● Webinar Series — Power of a Well School Module 1 This series explores how the power of a well school can improve the wellbeing of pupils and help them to reach their potential. It focuses on the physical, social and emotional wellbeing outcomes that can be derived from placing PE, sport. Module 2 — National and Local Landscape for Wellbeing Wellbeing and the Ofsted Framework; whole school approach to wellbeing.</li> <li>● Webinar — Relationships and Sex Education (RSE) and Health Education RSE and Health Education Curriculum will be compulsory this</li> </ul>	<p>£210</p>	<ul style="list-style-type: none"> <li>● Revised curriculum maps created that will support staff and pupils to teach and learn in PE, where life skills and values such as co-operation, responsibility and resilience are taught explicitly through PE.</li> <li>● Revised skills maps created that will support staff and pupils to teach and learn in PE, in order to support accurate assessments are made</li> <li>● Middle Leadership knowledge expanded by specialist gymnastic teacher and attendance/working along borough lead and other PE leads and secondary teachers in the borough</li> <li>● Contact made from YST allowed Middle Leader to continue opportunity with the FA to coordinate Girls Football across the Richmond Borough in primary and secondary schools. School to continue to become a hub over the next four years in this area</li> <li>● Support for SLT member to understand expectations of PE and what is required to ensure this is embedded across the whole school, particularly at EYFS</li> <li>● Knowledge of social and emotional wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>● Specialist teacher for CPD in gymnastics to be continued</li> <li>● Specialist teacher to deliver half term unit of dance for CPD to support staff</li> <li>● Targeted CPD based on staff voice to ensure CPD is provided in specific areas identified by staff themselves as well as PE lead</li> <li>● New teachers to receive baseline observation and subject knowledge check to ensure their needs are supported in teaching PE and Games</li> <li>● Developing a TLA into a designated Sports Coach who supports with the delivery of PE, Games, lunchtime activities, squads and clubs.</li> <li>● Supporting staff in ensuring wide and rich vocabulary is used in and across all areas of the PE curriculum</li> </ul>
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	<p>academic year.</p> <ul style="list-style-type: none"> <li>● Response to COVID-19 to support reintroducing young people back into the school environment through PE</li> <li>● Toolkit Webinar — reintroducing young people back into the school environment through PE Consultancy</li> </ul>		<p>developed further and inspired to refine existing curriculum and resources in the new academic year to ensure PE is outstanding at St. Stephen's</p>	
<ul style="list-style-type: none"> <li>● Specialist Gymnastics teaching CPD provided by Move A Muscle</li> </ul>	<ul style="list-style-type: none"> <li>● Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE.</li> </ul>	£2200	<ul style="list-style-type: none"> <li>● See staff teacher questionnaire results below</li> </ul>	<ul style="list-style-type: none"> <li>● Further 1:1 lesson observations to monitor staff effectiveness and confidence - by specialist and PE lead</li> <li>● Monitoring to ensure new scheme is used and adapted by class teachers to ensure progression is evident and needs of our pupils are being met</li> <li>● Continue to seek advice from Move A Muscle regarding planning if necessary (e.g. teaching sequence is extended due to gaps etc)</li> </ul>
<ul style="list-style-type: none"> <li>● Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.</li> <li>● To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - to increase</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for staff to access CPD opportunities through the Purbeck School Sport Partnership CPD programme.</li> <li>● Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE.</li> <li>● Purchase quality assured resources to support teachers and support staff.</li> <li>● PE lead/sports coaches used to help</li> </ul>	Remainder of £15,810 (total after other costings listed in this document have been removed)	<ul style="list-style-type: none"> <li>● Increased staff knowledge and understanding of PE and Games when holding professional conversations</li> <li>● Most teachers able to more confidently plan, teach and assess National Curriculum PE</li> <li>● For staff with CPD model in place, more confident and competent staff evidenced through feedback and lesson observations</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to review staff confidence half termly and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities</li> <li>● Further 1:1 lesson observations to monitor staff effectiveness and confidence - completed every term</li> </ul>

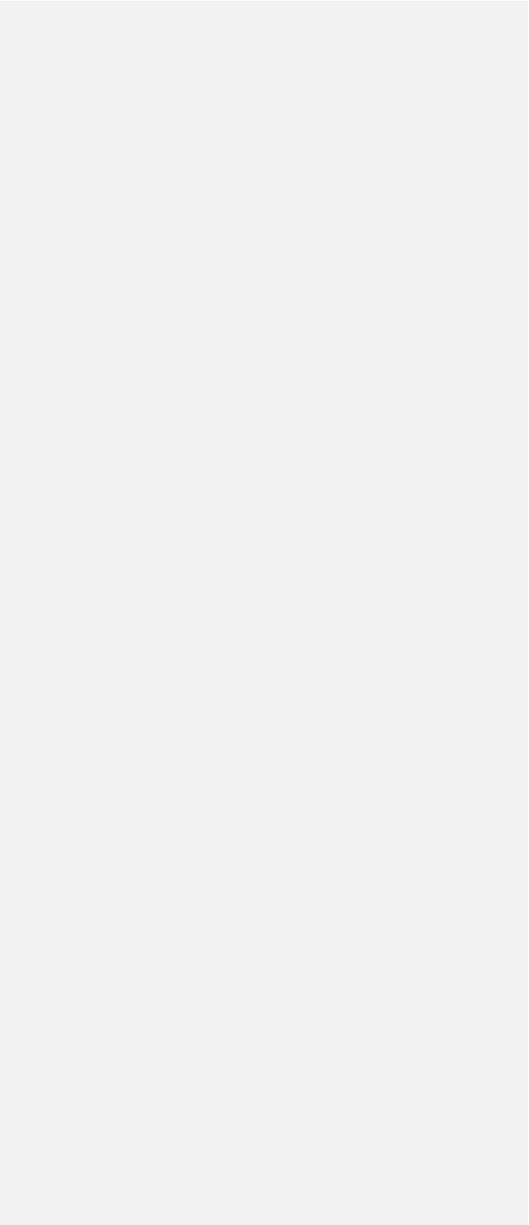
<p>their confidence in delivery of the subject.</p> <ul style="list-style-type: none"> <li>• 1:1 lesson observations to monitor staff effectiveness and confidence</li> <li>• Questionnaire to monitor pupil and staff attitudes towards progression in PE</li> </ul>	<p>upskill teachers through modelling lessons, team teaching, help with planning and observations. Classes rotated to ensure all teachers benefit from coaches expertise (KS1 = skills focus, KS2 = sport specific focus)</p> <ul style="list-style-type: none"> <li>• Subject Leader to attend relevant sport conferences and network meetings to gain relevant information.</li> <li>• Liaise with other local schools to share knowledge and expertise.</li> </ul>		<ul style="list-style-type: none"> <li>• Enhanced quality of provision based on observations - see CPD map for this and evidence of targets being achieved</li> <li>• The sharing of best practice with other schools in the Richmond Borough.</li> <li>• A more inclusive curriculum which inspires and engages all pupils – specific support in class for CPD and from SENCo</li> <li>• Continued progression of all pupils during curriculum PE lessons</li> <li>• Questionnaires/interviews inform us that pupils enjoy their PE lessons</li> <li>• Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE but would require as many sports as possible and to go swimming</li> <li>• See staff voice below</li> </ul>	<ul style="list-style-type: none"> <li>• Explore sensory circuits in the provision for SEND pupils</li> </ul>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: %

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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	Make sure your actions to achieve are linked to your intentions:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	



consolidate through practice:				
<ul style="list-style-type: none"> <li>• Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.</li> <li>• Continue to offer additional extracurricular opportunities for all pupils to take part in physical activity and sport</li> <li>• Providing additional links to Community Sports Clubs</li> <li>• Children participate in festivals/tournaments held through PSP.</li> <li>• Increase opportunities for KS1 children</li> <li>• Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership</li> <li>• To keep the website/PE noticeboard up-to-date range of clubs currently on offer (changeable throughout the year)</li> <li>• Children to attend the extracurricular clubs.</li> <li>• School to enter children into sporting festivals/ competitions.</li> <li>• Links made with coaches and outside clubs tennis/ cricket /rugby/football/hockey</li> <li>• Equipment continues to provide opportunities during break and lunchtimes.</li> </ul>	<p>Remainder of £15,810 (total after other costings listed in this document have been removed)</p>	<ul style="list-style-type: none"> <li>• See staff voice about Move A Muscle Gymnastics provision that has been provided</li> <li>• See staff questionnaire results below</li> <li>• See pupil voice results below</li> </ul>	<ul style="list-style-type: none"> <li>• Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision.</li> <li>• Invitational speakers/workshops/trips /sporting experiences to be sought out</li> <li>• Further increase opportunities for KS1 children – in and out of school</li> </ul>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>To attend local sports competitions to work alongside and compete against other local schools. All children in year 5/6 given opportunity to compete and represent the school.</li> </ul> <p><b>(Cancelled due to Covid-19)</b></p> <ul style="list-style-type: none"> <li>Pupils from years 1, 2, 3 and 4 all to attend local sport festivals (2 festivals) where they work with and compete against other local schools. Festival give experience of taking part in organised sporting events at a different venue (local secondary school).</li> </ul> <p><b>(Cancelled due to Covid-19)</b></p> <ul style="list-style-type: none"> <li>Provide opportunities for all children to challenge themselves</li> </ul>	<ul style="list-style-type: none"> <li>Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals. Regular (termly), intra-house sports competitions for pupils across different sports.</li> <li>To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school</li> <li>Engage with partnership coordinators PE coordinators in the Richmond Borough to attend competitions run by the Richmond School Sport Partnership.</li> </ul>	Remainder of £15,810 (total after other costings listed in this document have been removed)	<ul style="list-style-type: none"> <li>All KS2 pupils participated in the intra-house competitions.</li> <li>Sports day set up, participated in and enjoyed by all pupils.</li> <li>After school club registers</li> <li>Year 3, 4, 5 and 6 – 1/3 of each Year Group attended Harlequins Rugby Tournament at The Stoop</li> <li>Festival of Sport organised across the course of a week for all pupils in Year 5 and 6 – 5 different sports tournaments. <b>(Cancelled due to Covid-19 issues with host)</b></li> </ul>	<ul style="list-style-type: none"> <li>Plan for future events and opportunities. School curriculum, after school clubs and squads planned to prepare children and teams for competitions.</li> <li>Plan future events into calendar and ensure full take up by pupils.</li> <li>Review attendance data and identify children for appropriate opportunities.</li> <li>Continue to attend Richmond School Sports panels half-termly meetings to help shape/ to offer ensure it is</li> </ul>

<p>through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome.</p> <ul style="list-style-type: none"> <li>● Investigate further use of virtual inter house competitions/ children leading own events</li> <li>● Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.</li> </ul> <p><b>(Cancelled due to Covid-19)</b></p> <ul style="list-style-type: none"> <li>● Enter external events to give pupils the opportunity to compete against other schools</li> </ul>				<p>appropriate for our pupils and of the highest quality.</p> <ul style="list-style-type: none"> <li>● Further widen opportunities for pupils to take part in competitive sporting events and experiences</li> <li>● Investigate further opportunities for children to lead own events</li> </ul>
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**Staff Voice**

- [Staff PE Questionnaire](#)

**Pupil Voice**

- [Pupil PE/Games Questionnaire 2022](#)

Signed off by	
Head Teacher:	Elizabeth Bachour
Date:	July 2022

Subject Leader:	Aaron Downes and Grace Mizon
Date:	July 2022
Governor:	Alice Bishop, Vicki Will and Yvette Dixon
Date:	TBC

