

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

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

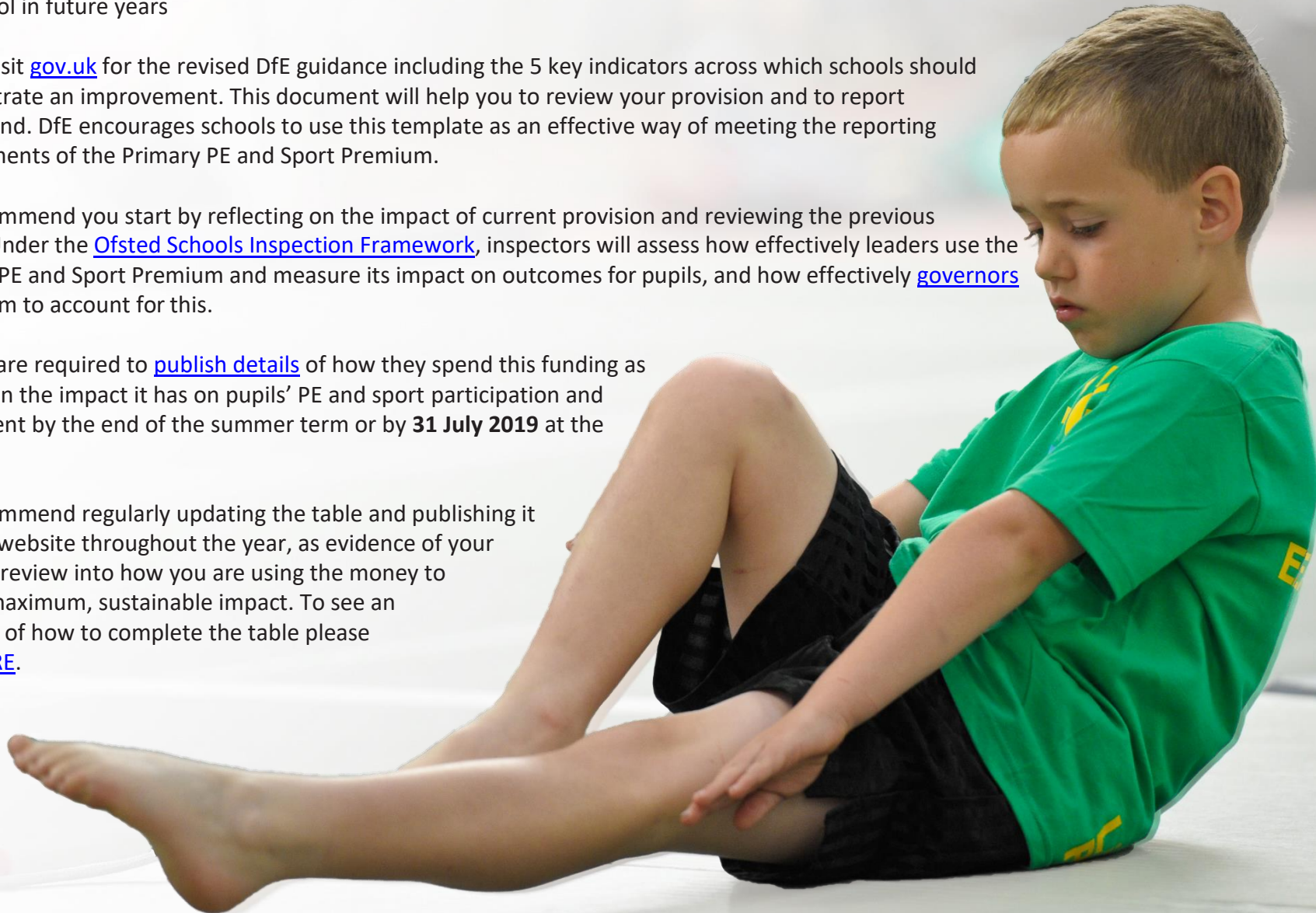
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date: achieved 17/18	Areas for further improvement and baseline evidence of need: 18/19
<p>a) Enhanced staff confidence and ability with DfE expectations related to PESS Premium with both Subject Leader and teaching staff employing physical activity & PE as a whole school improvement tool e.g exploring active learning within core subjects</p> <p>b) Upskilling of Teaching Assistant – level 5 qualification achieved ensuring high quality PE teaching is provided by HD in KS1, KS2 and through extra-curricular clubs and competition entry.</p> <p>Delegate able to evidence mastery of understanding via course delegate tasks of:</p> <ul style="list-style-type: none"> • Understanding primary school physical education • Principles of pedagogy in primary school physical education • Planning for continuity and progression in primary school physical education • Using assessment to impact on learning and progress in primary school physical education • Good and outstanding features of teaching primary school education <p>Teaching Assistant/Sports Leader to deliver sporting opportunities before and after school and to increase delivery of specialist lessons across the key stages</p> <p>c) Raised participation levels within both intra and inter competition with School Games Kitemark (Gold Standard) achieved</p> <p>d) Continued subscription of PE Hub to provide staff colleagues with a detailed scheme of work to support HQ PE curricular provision</p> <p>New PE equipment purchased to improve the delivery of key areas and to</p>	<p>a) PE subject leader and teaching staff to develop activity ideas provided by Borough PE CPD provider (G. Platt) so as to ensure that pupils gain continued access to multi-curricular subject active learning experiences. Resources to be cascaded down via Curriculum subject leaders for scope to add on and differentiate further by way of activities. Continued membership of Borough Primary PE CPD programme for 2018-19</p> <p>b) Continued membership of Borough Primary SGO programme for 2018-19 and access to special events within Academy cluster group.</p> <p>c) Specialist support for netball and gymnastic to raise confidence and expertise of class teachers to deliver high quality lessons</p> <p>d) Continued subscription to PE Hub given additional new features that the scheme will provide e.g. lesson plans for new sports e.g. tri-golf</p> <p>Annual equipment audit and staff/pupil feedback to ascertain additional support with planning, delivery or purchase of new equipment to meet all pupils needs. Ensure all extra-curricular clubs have correct equipment and children are provided with new resources to increase participation and encourage further development of skills.</p> <p><u>Cross Curricular Links</u> EYFS – Shape/Sound hunts, BBC Radio Telling the Time Dance, measuring length of time (How far can we run in 5 minutes?), Chinese New Year dance, times tables and counting to 20 by throwing and catching a beanbag when it is your turn, throwing beanbags into hoops and adding the scores, Traditional Tales Story Telling in Forest Schools Year 1 – Flying home-made planes during history and the children measured</p>

enable children to have more experience across a wider range of sports and to enhance their skills that are required for day-to-day curricular and extra-curricular provision	<p>the distance they flew in strides</p> <p>Year 2 – Dance Notes linked to RE topic on Hinduism (Holi), Pirates Unit linked to Talk for writing (Kassim and the greedy pirates' treasure) and Clowns.</p> <p>Year 3- Stone Age Dance</p> <p>Year 6 – Finding the mean distance jumped in small groups, also converting measurements from mm/cm/m. Data collected to transpose onto a line graph.</p>
---	--

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<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 children may swim in another year please report on their attainment on leaving primary school.</p>	84%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	76%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	73%
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 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 students today and for the future.

Academic Year: 2018/19	Total fund allocated: £19,750	Date Updated:		
Key indicator 1: The engagement of <u>all</u> 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			Percentage of total allocation:	4.8%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<u>Five-A-Day TV Home Licence Programme</u> Regular physical activity for all pupils High energy, low impact Cross curricular Increases concentration Improves listening skills and concentration	<u>Five-A-Day TV Home Licence Programme</u> Employ programme during the school day to help meet additional target of 30mins physical activity for all pupils. Parental/ Guardian log-in access will ensure that families can access the resource for home-based practice so as to address target of 30mins physical activity for all pupils outside of the school day	<u>Five-A-Day TV Home Licence Programme</u> £295	<u>Five-A-Day TV Home Licence Programme</u> a) Implementation into daily timetable for EYFS, Year 1 and 2. b) Pupil and staff questionnaires in the autumn and summer terms Children able to participate in high level physical education in the classroom throughout the year. Improves co-ordination, concentration, spatial awareness and is accessible for all.	<u>Five-A-Day TV Home Licence Programme</u> a) Teachers and LSAs to use format to teach lessons including warm up, high/medium intensity workout and cool down b) Pupils encouraged to use learning as foundation for creating their own bite-size physical activity sessions. PE leaders to teach younger children and also children not involved in regular physical activity

<p><u>To embed the daily mile into curriculum time</u></p> <p>This ensures that all children across the school take part in daily physical exercise. The aim is to improve the fitness and stamina of pupils and increase the health and well-being of all. It is non-competitive and accessible to all pupils.</p>	<p>Teachers and LSAs to actively support children to run for increasing periods of time to increase stamina, endurance and fitness. The school field and playground are used during this exercise.</p> <p>Exercise releases endorphins which help to create a positive feeling and promote well-being in children and adults.</p> <p>Other benefits include increased co-ordination and concentration.</p>	<p><u>No cost</u></p>	<p>The daily mile has been integrated into the school day. Teachers include the daily mile in their daily timetable. It is used positively to encourage participation in exercise. More children able to run the whole course during the inter-house cross country and signed up for the upcoming Bromley competition.</p> <p>This is an additional 15 minutes of sport per day for all key stage 2 pupils.</p>	
<p><u>Peer Mediation Training</u></p> <p>Regular physical activity that also employs SMSC learning Solves disputes during lunchtime Enables children to contribute to their school Children trained with important life skills Equips children with leadership and communication skills including: Listening, negotiation, assertiveness, problem solving and reflecting.</p>	<p><u>Peer Mediation Training</u></p> <p>Peer mediation needs to support and reflect school policies and programmes. The programme is coordinated by school staff, trained in mediation, who provide ongoing supervision and support to student mediators.</p> <p>Dates: Apply for position- December 18 Interview- December 18 Training – January 19</p>	<p><u>Peer Mediation Training</u></p> <p>£650</p>	<p><u>Peer Mediation Training</u></p> <ul style="list-style-type: none"> a) Continued monitoring and evaluation by SLT and PE & PSHE subject leaders b) Improved behaviour of pupils at lunchtime culminating in enhanced response to afternoon learning c) Discussion in School Council and feedback by leaders to year groups d) Improvement to whole school environment through better student relationships e) Fewer conflicts interrupting lesson time f) Parents aware of the initiative and support their 	<p><u>Peer Mediation Training</u></p> <ul style="list-style-type: none"> a) Programme used in conjunction with PE and PSHE principles to promote Olympic and Paralympic values <p>More students trained to continue lunchtime provision. Playground conflicts are resolved positively, pupils are actively encouraged to tell their story without interruption. Pupils are respectful to each other leading to great rapport in the classroom. Impact-Reduce incidences/disputes on the playground. Free up lunchtime supervision to promote positive</p>

			child's involvement g) Ongoing promotion of the initiative through assemblies and peer mediation board displaying photos of leaders	play and deal with major behavioural incidents. Empower children to resolve their own issues with peers (20 children).
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				4.2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<u>Borough Primary PE and PSHE CPD Membership</u>	<u>Borough Primary PE and PSHE CPD Membership</u>	<u>Borough Primary PE and PSHE CPD Membership</u>	<u>Borough Primary PE and PSHE CPD Membership</u>	<u>Borough Primary PE and PSHE CPD Membership</u>
Strategies and resources to employ PE & Physical Activity as a whole school improvement tool Specialist PE and Sports advice Promotion of best practice Through PSHE children develop skills and attributes to help them stay healthy, safe and prepare them for future goals and opportunities. PSHE concentrates on children's wellbeing, tackles issues that can affect their ability to learn. It encourages teamwork, communication and resilience.	Provision of activity ideas that enable active learning to occur within all core and foundation subjects	£435	a) Assemblies promoting PSHE and healthy lifestyles b) Celebration assemblies sharing sporting opportunities and participation by all children c) Staff observations and reports d) Pupil and staff questionnaires e) Supports children's ability to learn and make healthy choices f) Pupils' engagement and motivation g) Pupils' attainment and achievement	Curriculum subject leaders to continue working alongside PE & PSHE subject leaders to build upon platform of active learning strategies and ideas Pupils encouraged to create activity ideas of their own via termly competitions e.g. Spring Term KS1 & 2 Physical Activity through Science Peer mediation programme to incorporate new activity ideas into lunchtime play provision

<u>Pixl Wellbeing Forum</u>	<u>Pixl Wellbeing Forum</u>	<u>Pixl Wellbeing Forum</u>	<u>Pixl Wellbeing Forum</u>	<u>Pixl Wellbeing Forum</u>
Improved happiness and confidence. Being able to cope with pressures of exams, friendships and changes in our lives.	Teachers able to pass on strategies for children to enable them to make the necessary changes to improve their wellbeing and quality of life.	£400	a) Staff observstion and reports b) Pupils' attainment and achievement Implementation of measures to reduce teachers' workloads. Strategies to improve teachers' well-being. mindfulness, wellbeing days(all staff).	Whole staff roll out of wellbeing support and training for pupils as led by upskilled teaching colleagues SLT and PE/ PSHE subject leads to monitor quality of delivery and efficacy upon pupil behaviour and consequent response to academic achievement

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				53.2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><u>Specialist Forest School Leaders</u></p> <p>Forest School builds on a child's innate motivation and positive attitude to learning, offering them the opportunities to take risks, make choices and initiate learning for themselves</p> <p>Forest school maximizes the learning potential of woodland through regular visits throughout the year</p> <p>Forest School helps children to care for their natural environment. It helps them to take notice of the constantly changing world around them.</p>	<p><u>Specialist Forest School Leaders</u></p> <p>Regular sessions on Monday and Tuesday afternoons for year groups 1-6. An extra session on Wednesday morning for children in EYFS. During the sessions leaders will take the children to the Forest School site and to local woodland.</p> <p>Play and choice are an integral part of the Forest School learning process. It promotes independence, helping children to grow in confidence and to cope with decisions as they become older.</p>	<p><u>Specialist Forest School Leaders</u></p> <p>£7,000</p>	<p><u>Specialist Forest School Leaders</u></p> <p>a) Provision of lesson plans b) Staff observation of pupils. Observations feed into scaffolding and tailoring experiences to learning and development at Forest School. c) A greater number of children taking part in Forest School. d) Creativity raised alongside whole school initiatives in music and art e) Learning embedded through active learning in science, English and maths.</p> <p>FS successfully introduced into the EYFS curriculum. Focusing on key topics, including: minibests, lifecycles and traditional tales. FS leader attended training with other leaders in the borough (60 children).</p>	<p><u>Specialist Forest School Leaders</u></p> <p>Work carefully planned to meet needs of all learners.</p> <p>Forest School 3year plan.</p> <p>Ongoing observation of impact of scheme upon children's learning combined with periodic staff appraisal of scheme especially where efficacy of cross-curricular provision is concerned</p> <p>Attach to KSU obtained from training opportunities that can be accessed through Bushcraft as part of next year's Borough PE CPD offer.</p>
<p><u>Forest School Improvements</u></p> <p>Improved safety with new boundaries. Greater access to new and improved equipment.</p>	<p><u>Forest School Improvements</u></p> <p>Staff leading Forest School and Eco to devise 3year plan for Forest School development</p>	<p><u>Forest School Improvements</u></p> <p>£3,000</p>	<p><u>Forest school Improvements</u></p> <p>Children involved in more creative outdoor learning. Greater participation in Forest Schools</p>	<p><u>Forest School Improvements</u></p> <p>Reference to 3 year plan</p>

Clearly designated zone areas. Investment in natural resources for planting, growing and that children can use to make sculptures or in various art projects.			across the school. A vibrant and well- maintained area.	
<u>Subscription to PE CPD licences</u>	<u>Subscription to PE CPD licences</u>	<u>Subscription to PE CPD licences</u>	<u>Subscription to PE CPD licences</u>	<u>Subscription to PE CPD licences</u>
Upskilling of teaching staff via access to quality-assured nationwide PE CPD online programmes.	Subscription to PE Hub and Dance Notes for access to schemes of work and additional accompanying resources including assessment Schemes allow all staff to teach high quality lessons and support staff who are less confident in areas of PE or who are new to a key stage. Supports ideas and ensures challenge and support therefore enabling all children to feel successful and valued.	PE Hub= £380 Dance notes= £140 £520	Subscription of licences has ensured that staff application to planning; delivery; assessment is continuing to excel with more focused, knowledgeable learning attained combined with growing pupil enthusiasm and participation within PE lessons and school clubs	SLT and PE subject leader to observe PE lessons to ensure that staff knowledge, skills and understanding are in sync with the teaching & learning expectations expected for the year group concerned. Lessons need to show clear differentiation and evaluations to outline pupils who need further support or challenge to meet future learning outcomes. Staff supported by detailed planning which enables them to carry out high quality lessons, curriculum links encouraged, differentiation outlined and clear assessment available. Diagrams for added support and from dance notes linked music to change temp and mood. Lesson plans reflect on past lessons and build upon knowledge, skills and expectations.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				35.9%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<u>Curriculum Hockey</u> <ul style="list-style-type: none"> Upskilling of teaching staff re:hockey. Teachers targeted who have expressed uncertainty in teaching hockey or who are new to a key stage 	<u>Curriculum Hockey</u> <p>Specialist curricular training by Lovegrove Academy:</p> <p>2hrs x 1 session per week:</p> <ul style="list-style-type: none"> Autumn term – 10weeks Spring term – 10weeks Summer term – 10weeks 	<u>Curriculum Hockey</u> <p>£1,920</p>	<u>Curriculum Hockey Delivery to pupils via:</u> <ul style="list-style-type: none"> a) Lesson plans provided b) Staff observation and pupil Q&A reveals marked improvement in pupils' knowledge, skills and understanding c) Number of children subsequently joining after school hockey clubs and entering competitions <p>Continued high attendance across KS2 at extra- curricular hockey clubs. A and B teams reached the semi-finals in the Borough Championships (20children). Children attending hockey clubs outside of school (40 children). A higher number of staff confident to teach hockey within their year group (6 staff).</p>	<u>Curriculum Hockey</u> <ul style="list-style-type: none"> a) Key staff identified to receive more support in the delivery of hockey. b) Quality-assured club link pathway recognised and implemented so as to provide continuity and progression beyond curricular provision c) Staff able to deliver own curricular hockey given access to training and provision of lesson plans as well as website resources e.g. School Games
<u>Curriculum Netball</u> <p>Upskilling of teaching staff re:netball Year groups targeted to promote uptake of netball across the school and to prepare children for competitive matches.</p>	<u>Curriculum Netball</u> <p>Specialist curricular training by Cally James – Shooters Netball Club</p>	<u>Curriculum Netball</u> <p>£1,960</p>	<u>Curriculum Netball</u> <ul style="list-style-type: none"> a) Lesson support and guidance for teachers in 	<u>Curriculum Netball</u>

	<p>2hrs x 1 session per week</p> <p>Autumn term – 10 weeks</p> <p>Spring term – 10 weeks</p>		<p>years 5 and 6</p> <p>b) Staff and pupil involvement, knowledge and skills increased through regular netball coaching and practice</p> <p>c) Increased number of boys and girls joining extra-curricular clubs and entering more competitions through cluster links (Marian Vian)</p> <p>Year 6 girls came third in their group at the year 6 transition netball tournament at Bromley High (9 girls).</p> <p>Younger children in years 2-4 joining the after-school netball club (15 children).</p> <p>Teachers upskilled and profile of netball raised (4 teachers).</p>	<p>d) Key groups identified to receive netball coaching</p> <p>e) Quality assured coach with club links</p> <p>f) Staff able to deliver own curricular netball given access to training and provision of lesson plans as well as website resources e.g. School Games</p>
<p><u>Curriculum Gymnastics</u></p> <p>Promote confidence, knowledge and progression in Gymnastics</p>	<p><u>Curriculum Gymnastics</u></p> <p>Specialist support by Jamie's Gymnastics to support staff in the teaching and delivery of lessons to further their knowledge, skills and understanding of gymnastics. For staff to feel more confident in the delivery of lessons. To challenge more able students and ensure all pupils are performing to the best of their ability.</p>	<p><u>Curriculum Gymnastics</u></p> <p>£720</p>	<p><u>Curriculum Gymnastics</u></p> <p>a) Lesson support for teachers in years 2 and 3.</p> <p>b) Upskilling of Sports leader</p> <p>c) Increased numbers of children including boys to attend Jaime's Gymnastics club</p> <p>d) Teacher to lead challenging lessons</p>	<p><u>Curriculum Gymnastics</u></p> <p>g) Key year groups identified to receive specialist coaching.</p> <p>h) Introduce more children to specialist gymnastic provision.</p> <p>i) Ensure correct use of gymnastic equipment</p>

			<p>encompassing all apparatus</p> <p>e) Teachers to follow and produce plans to show progression across year groups</p> <p>Teacher able to identify areas of risk management and how to deal with them effectively. Areas of concern highlighted.</p> <p>Demonstration of all equipment and how to challenge more able pupils.</p>	<p>and teaching of key skills</p> <p>j) Staff able to deliver own curricular gymnastics given access to training and provision of lesson plans as well as website resources e.g. School Games</p>
<u>Purchase of PE Equipment</u>	<u>Purchase of PE Equipment</u>	<u>Purchase of PE Equipment</u>	<u>Purchase of PE Equipment</u>	<u>Purchase of PE Equipment</u>
<p>Purchase of new PE equipment to enable children to compete in an increased variety of sports in curriculum lessons and competitions</p> <p>Improve the quality of PE Teaching in existing and new areas including indoor athletics and tri-golf</p>	<p>Complete equipment audit so as to identify resources that are needed essentially for timetabled curricular and extra-curricular delivery</p> <p>Purchase good quality, hard wearing multi-sports equipment from reputable company</p>	<p>£2300 + £200 (medals and trophies)</p>	<p>Multi-sports equipment purchased to support high quality roll out of:</p> <p>a) Curricular Provision</p> <p>b) Extra-Curricular Provision</p> <p>New netball equipment enabled curriculum teaching and a new netball club for years 2-6.</p> <p>Tri-Golf introduced into curriculum lessons.</p> <p>Celebration assemblies raise the profile of sport across the school.</p>	<p>k) Additional equipment ensures that pupils are appropriately resourced to take part in high quality PE lessons</p> <p>l) More resources means less sharing and higher individual involvement</p> <p>m) Extra-curricular classes benefit from gaining access to new equipment therefore enhancing pupils' enthusiasm and levels of participation</p> <p>n) Children able to access new sports and more resources enables more children to exercise at once</p> <p>o) New equipment enables pupils to try new</p>

				<p>sports/activities, to improve their skills and to take part in regular exercise</p> <p>p) More opportunities to access resources and to take part in practices before school, at lunchtime and after school. Raised quality of coaching through access to required equipment ensures that pupils are better prepared for intra and inter competitions.</p>
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5.6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><u>School Games Membership</u></p> <p>Membership of Borough's School Games Organisers' package</p>	<p><u>School Games Membership</u></p> <p>Obtain upskilling and strategic support in relation to intra competition</p> <p>Obtain access to organised borough inter competition events in conjunction with Your School Games</p> <p>Acquire additional assistance regarding facilitation of quality-assured local community club links</p> <p>Acquire CPD support re: strategies for inclusion and Your School</p>	<p><u>School Games Membership</u></p> <p>£550_</p> <p>Pool Hire for competition trials and testing of national curriculum standards</p> <p>£300</p>	<p><u>School Games Membership</u></p> <p>School access to the following organised borough inter competition events:</p> <ul style="list-style-type: none"> a) Football b) Rugby c) Cricket d) Athletics e) Swimming f) Hockey <p>Children performed with greater success at the indoor athletics</p>	<p><u>School Games Membership</u></p> <p>Continued membership of School Games package.</p> <p>Investigate ability of attained club links to organise their own borough wide competition events with the help of grants & sponsorship to address any costs</p> <p>Explore virtual competition opportunities focusing initially upon academy cluster and / or neighbouring primary schools</p>

	Games website		<p>championships with children throwing and jumping further than before. We also performed very strongly in the team running events (20 children).</p> <p>Wickham Common Medium schools' champions at the Bromley Borough Athletics Competition. WC had 10 finalists and two finalists came away with individual medals. The children again competed against the best schools in the borough and were strong in many events (24 children).</p>	
<p><u>Access to Privately – Organised Regional Competitions & Hire Of Venue for Practice</u></p> <p>Participation with Borough Primary Schools' Cross Country Competition (November & March)</p>	<p><u>Access to Privately – Organised Regional Competitions & Hire Of Venue for Practice</u></p> <p>Register and compete in Borough Primary Schools' Cross Country Competition at Crystal Palace Park, as organised by Bromley Primary Schools Cross Country Development Association</p>	<p><u>Access to Privately – Organised Regional Competitions & Hire Of Venue for Practice</u></p> <p>£260</p>	<p><u>Access to Privately – Organised Regional Competitions & Hire Of Venue for Practice</u></p> <p>a) Pupils participating within Borough Cross Country race meetings at Crystal Palace:</p> <p>b) Photographs taken with School Games Blog and website/ newsletter coverage</p> <p>c) Invoice / receipt for pool hire and copy of risk assessment documentation as well as letter to parents</p>	<p><u>Access to Privately – Organised Regional Competitions & Hire Of Venue for Practice</u></p> <p>Continued participation within Borough Primary Schools' Cross Country Competition as organised by BPSCCDA Impact – Wickham Common were double champions in the years 3/4 and years 5/6 Cross Country Competition at Crystal Palace (80 children).</p>

			<p>requesting permission to attend practice</p> <p>Participated in St Peter & St Paul's Bunny Run for Yrs 1&2. The children ran exceptionally well and many finished inside the top 10 (8 children).</p> <p>We also competed in St David's Dash with our year3/4team winning & the year 5/6 team coming 2nd. In both events there were some exceptional runs with many individual medalists (20 children).</p> <p>In the Crystal Palace races WC won the Yrs 3/4 and 5/6 medium schools team events. The standard of running throughout was extremely high and we had to run strongly to achieve these outstanding results (80 children).</p> <p>We also competed in the inaugural relay competition at Highfield School and came away victorious, narrowly beating Parish (20 children).</p> <p>Wickham Common had an extremely successful sporting year. They performed very strongly and were the LB Bromley champions in Football, athletics and cricket.</p>	
--	--	--	--	--

--	--	--	--	--