

PE and sport premium monitoring and tracking form *2025/2026*

Commissioned by



Department
for Education

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PE and sport premium monitoring and tracking form



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- It is intended that this template should be used as preparation for the completion of the statutory DfE PE and sport premium digital expenditure reporting return. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- The template is a working document that you can amend and update during the year.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of you PE and sport premium funding in 2024/25.
- You should use your evaluation of last year's funding to help you decide what to do this academic year, how you will do it, and what impact you expect it to have.
- All spending of the funding must conform with the terms outlined in the conditions of grant
- The summative digital expenditure reporting from June 2026 will continue to include swimming and water safety information. PE and sport premium funding can be used to provide top-up lessons, where necessary, to ensure pupils meet national curriculum swimming requirements
- To ensure funding is used effectively and based on your school's needs; guidance and examples of best practice across schools can be found here.
- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

Useful Links:

- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2025 to 2026 - GOV.UK](#)

Review of the last academic year (2024/2025)



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- Take some time to reflect on your intent, implementation and impact from last academic year to celebrate your wins but to also think about improvements for the year ahead.
- You do not need to complete every box. Just record the information that is key to your school's priorities and areas of focus.

Remember - Be clear about how you focused spending on key groups such as SEND, girls and disadvantaged pupils.

Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	96.6% of the Year 6 cohort were able to swim competently, confidently and proficiently over a distance of at least 25 metres. The vast majority of pupils met the national curriculum swimming requirement by the end of Key Stage 2. Parents were informed through end-of-year reports where pupils had not yet achieved the 25-metre standard.	A small number of pupils did not achieve the 25-metre requirement by the end of Year 6. Continue to identify and support less confident swimmers through additional practice and targeted intervention where possible.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	96.6% of pupils were able to use a range of swimming strokes effectively. Most pupils demonstrated confidence and competence across different strokes by the end of Year 6. Swimming lessons provided opportunities for pupils to develop technique and confidence in a variety of strokes.	The same pupils who were unable to swim 25 metres confidently were also not yet secure in using a range of strokes effectively. Continue to focus on stroke development and confidence for less confident swimmers.
3. Perform safe self-rescue in different water-based situations	100% of the Year 6 cohort achieved the safe self-rescue objective. All pupils were taught and successfully demonstrated safe self-rescue skills in a range of water-based situations. Pupils left primary school with an understanding of essential water safety knowledge and skills.	No significant concerns identified. Continue to maintain high standards of water safety education and ensure all pupils receive safe self-rescue instruction each year.

Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	- Staff continued to use Complete PE to support planning, assessment and delivery of PE lessons. - Staff were introduced to and embedded SHARP Principles within PE lessons to maximise active learning time and pupil engagement. - Teaching staff attended CPD opportunities in areas including gymnastics, games, rugby and physical literacy. - Staff confidence and subject knowledge improved through access to specialist training and resources, enabling them to deliver a broader range of activities and lessons more effectively. - Staff have become increasingly confident in planning progressive PE lessons and adapting activities to meet the needs of all learners.	- Not all staff accessed the same CPD opportunities, meaning confidence levels can still vary across year groups and areas of PE. - Further staff development is needed in specific areas to ensure consistently high-quality PE provision across the school. Continue to provide CPD opportunities through external providers and make greater use of Complete PE resources to further develop staff expertise. - Opportunities for staff to share best practice and learning from training could be further developed.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	- The OPAL programme continued to be embedded across the school, providing children with a wider range of opportunities to be active during lunchtimes. - Children attended regular play assemblies, introducing new play skills and equipment to encourage active engagement. - Lunchtimes became more structured, with the majority of pupils being physically active for up to 45 minutes. - Behaviour incidents and first aid incidents at lunchtime reduced as a result of increased engagement and purposeful play. - Intra-school football leagues and cup competitions increased participation in physical activity during lunchtimes and encouraged greater engagement from girls as well as boys. - Additional sports, including volleyball, were introduced, broadening participation opportunities. - SEND, pupil premium and less active pupils attended regular sports coaching sessions, increasing participation, fitness and wellbeing. - Positive pupil and staff voice demonstrated the impact of these interventions on confidence, physical activity levels and engagement in school life. - Children with SEND and disadvantaged pupils accessed a wide range of sporting events and competitions, increasing participation and providing new sporting experiences.	- Despite improved participation, some pupils remained less active and required targeted support to engage consistently in physical activity. - Participation in extra-curricular activities was not yet universal, particularly among some less confident or inactive pupils. - Continued monitoring is needed to ensure SEND and disadvantaged pupils maintain high levels of engagement in physical activity and sporting opportunities. - Further opportunities should be developed to increase participation among pupils who are reluctant to engage in competitive sport. - OPAL has had a positive impact but will require continued development and investment to maximise participation and sustain improvements.

Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
3. Raising the profile of PE and sport across the school, to support whole school improvement	PE and sport maintained a high profile across the school through OPAL, lunchtime leagues, extra-curricular clubs and participation in a range of competitions and events. Pupils had access to a broad range of sporting opportunities, contributing to the school achieving the Gold School Games Mark for the fourth consecutive year. Increased participation, particularly among girls and disadvantaged pupils, helped raise the profile of sport across the school community.	Continue to increase participation in extra-curricular clubs and sporting events for all pupil groups. Further raise the profile of PE by providing additional leadership and participation opportunities for pupils. Work towards achieving the Platinum School Games Mark through continued engagement in competitions and whole-school physical activity initiatives.
4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls	Pupils accessed a broad range of sports and physical activities through lunchtime leagues, extra-curricular clubs, School Games events, BCSSA competitions and Pathway to Podium opportunities. Girls' participation in sport increased through initiatives such as the Girls' Biggest Football Day and involvement in football competitions. SEND, pupil premium and disadvantaged pupils were provided with additional opportunities to participate in clubs, competitions and sporting events. New activities, including volleyball, were introduced, helping to broaden the sporting experiences available to pupils.	While a netball team was established, there were only limited match opportunities and the team was not part of a regular league. Some sports had fewer competitive opportunities than others throughout the year. Continue to develop participation pathways for all pupils and increase opportunities for regular competition across a wider range of sports. Further work is needed to ensure all pupil groups are consistently represented across clubs, teams and sporting events.
5. Increasing participation in competitive sport	Participation in competitive sport remained high through involvement in the Harborne District League, School Games events and BCSSA competitions. The school provided opportunities for a wide range of pupils to represent St Mary's in football, netball, tennis, basketball, chess and multi-skills events. The U11 boys won their league, play-offs and cup, while the U11 girls finished second in their league. Pupils enjoyed regular, well-organised fixtures and tournaments throughout the year. The school achieved the Gold School Games Mark for the fourth consecutive year, reflecting its commitment to competitive sport.	Competitive opportunities were stronger in some sports (particularly football) than others. Some teams, such as netball, had limited fixture opportunities and were not part of a regular league structure. Further opportunities are needed to increase participation in competitive sport across a wider range of sports and year groups. Continue to develop pathways for less confident pupils to access competitive opportunities alongside more experienced performers.

Aims for the next academic year (2025/2026)



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- Using your whole school priorities, school development plan and previous PE, school sport and physical activity data, set out your aims for the year ahead.
- Think about specific areas of need such as **inactive girls, SEND and disadvantaged pupils**
- Remember to also input your swimming data and reflections in the table located at the bottom of this page.
- Consider which of the 5 key areas improvements will be focusing on:

- Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
- Increasing engagement of all pupils in regular physical activity and sporting activities*
- Raising the profile of PE and sport across the school, to support whole school improvement*
- Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls*
- Increasing participation in competitive sport*

Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	91.5% of the current Year 6 cohort met the national curriculum requirement to swim competently, confidently and proficiently over a distance of at least 25 metres. The majority of pupils left primary school able to swim confidently and safely. Swimming provision enabled most pupils to develop confidence and competence in the water.	5 pupils did not yet meet the expected 25-metre standard. Continue to provide targeted support and additional swimming opportunities for Y6 pupils who do not yet meet the 25-metre requirement in the summer term, with a particular focus on Year 4 pupils requiring further development.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	91.5% of pupils were able to use a range of strokes effectively, including front crawl, backstroke and breaststroke. The majority of pupils demonstrated confidence when using different strokes and techniques	A small number of pupils lacked the confidence and competence required to use a range of strokes effectively. Continued focus on developing stroke technique and confidence is required for less confident swimmers in Y2 and Y4.
3. Perform safe self-rescue in different water-based situations	100% of pupils were able to perform safe self-rescue in different water-based situations. Pupils demonstrated a secure understanding of water safety and self-rescue techniques.	*No significant concerns identified. *Continue to maintain high standards of water safety education for all pupils.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Increase participation and enjoyment in physical activity through OPAL and active lunchtimes	To increase levels of daily physical activity and support pupils' physical and mental wellbeing through active play opportunities.	Increasing engagement of all pupils in regular physical activity.	Pupil voice showing children enjoying active lunchtimes. Increased participation in playground games and physical activity observations across all year groups.
Increase participation of girls in sport and physical activity	Participation data and extracurricular registers showed higher engagement from boys than girls in some sporting activities.	Offering a broader and more equal experience of sports and physical activities to all pupils and ensuring equal access for boys and girls.	Audit of clubs and competitions for equal opportunities. Target competitions and extra-curricular sports activities for girls to increase confidence, enjoyment and participation.
Improve physical activity, wellbeing and inclusion for SEND and disadvantaged pupils	Whole-school priorities identified improving inclusion and participation for SEND pupils and removing barriers to engagement.	Increasing engagement of all pupils in regular physical activity and promoting inclusion.	SEND pupils access to targeted interventions, adapted activities and additional support.
Increase participation, engagement and achievement in PE, physical activity and sport for disadvantaged (Pupil Premium) pupils	To raise aspirations, develop cultural capital and ensure disadvantaged pupils can access the same high-quality sporting experiences and coaching as their peers.	Offering a broader and more equal experience of sport and physical activity.	Funding support access to clubs, competitions, specialist coaching and enrichment opportunities. Increase attendance and participation of Pupil Premium pupils in extracurricular activities.
Increase participation in competitive sport and broaden sporting experience	To provide pupils with opportunities to compete, represent the school and experience a wider range of sports, developing confidence, resilience and aspiration.	Increasing participation in competitive sport and offering a broader experience of sport and physical activity.	Participation in football and netball leagues. Entry into School Games, BCCSSA and inter-school competitions. KS2 Sports Day at Tudor Grange Athletics Stadium. Investment in new equipment. Achievement of the School Games Mark.
Develop staff confidence and expertise in PE	To ensure high-quality PE teaching and improve outcomes for all pupils through continuous professional development.	Increasing confidence, knowledge and skills of all staff teaching PE and sport.	Staff receive support from specialist coaches, CPD opportunities and team teaching.

Plan, monitor and evaluate (2025/2026)



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- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead.
- Consider which of the 5 key areas improvements will be focusing on:

- 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
- 2. Increasing engagement of all pupils in regular physical activity and sporting activities*
- 3. Raising the profile of PE and sport across the school, to support whole school improvement*
- 4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls*
- 5. Increasing participation in competitive sport*

Your objective: 1. Increase participation and enjoyment in physical activity through OPAL and active lunchtimes.



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Increase participation and enjoyment in physical activity through OPAL and active lunchtimes	Continue to develop OPAL across the school. Enhance playground provision through the purchase of equipment and resources. Train Year 5 Play Leaders to organise and lead games. Provide structured lunchtime activities, sports and competitions to engage pupils in regular physical activity.	More pupils participate in daily physical activity at break and lunchtime. Increased engagement from all pupils. Improved wellbeing, behaviour, confidence and social interaction across the school.	More pupils regularly active during break and lunchtime. Increased engagement from SEND and less active pupils. Improved wellbeing, behaviour and social interaction.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	OPAL has successfully transformed playtimes and lunchtimes, with significantly more pupils engaging in regular physical activity. A wider range of play opportunities has increased participation from less active pupils, including SEND and disadvantaged pupils. Play Leaders have developed confidence and responsibility in leading activities, whilst pupil voice indicates improved enjoyment, wellbeing and social interaction during break and lunchtime periods. Behaviour incidents at lunchtime have reduced, and pupils are more active and engaged.	Play Leader training is now embedded and can be continued annually to train new pupil leaders. OPAL equipment and resources will remain available for future cohorts, with regular replenishment planned within the school budget.	Pupil voice. Lunchtime observations and learning walks. Play Leader training records. Behaviour and wellbeing data. Staff feedback.	OPAL resources and playground equipment. Play leaders training for Year 5 pupils (included in £800 Bronze Bishop Challoner Membership). £4715.93 equipment spent. Coach-led lunchtime activities and competitions.

Your objective: **2. Increase participation of girls in sport and physical activity**



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To increase girls' participation, confidence and enjoyment in sport through a wider range of opportunities and competitive experiences.	Continue girls' football opportunities. Participate in girls' football events and competitions. Enter the netball league. Offer a variety of sports including volleyball, badminton and athletics.	Increased participation of girls in clubs and competitions. More girls representing the school. Greater confidence and positive attitudes towards sport.	Girls' football competitions and festivals. Netball league participation. Additional girls' sports clubs. New football, netball and volleyball equipment. Female sporting role models and experiences. Wider range of sports offered.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Girls' participation in clubs, competitions and festivals increased throughout the year. More girls represented the school in competitive sport and engaged in a wider range of physical activities. Pupil voice showed increased confidence, enjoyment and willingness to participate in sport. The gender gap in participation reduced as more girls regularly attended extracurricular activities.	A broader extracurricular offer is now established, including girls' football and netball opportunities. Equipment purchased this year will continue to support participation in future years. Continued monitoring of participation data and pupil voice will ensure opportunities remain responsive to girls' interests and needs. Partnerships with local providers and competitive pathways will be maintained to sustain engagement and representation.	Competition and festival participation records. Pupil voice surveys. School Games participation data. Photographic evidence including on X @STMARYB17	£12,635 spent on external sports coaches and extracurricular provision. Netball league membership. Girls' football provision and competitions. New netball posts, football equipment, volleyball equipment and other sporting resources (£4715.93).

Your objective: **3. Improve physical activity, wellbeing and inclusion for SEND and disadvantaged pupils**



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Improve physical activity, wellbeing and inclusion for SEND and disadvantaged pupils	An external sports coach will deliver weekly targeted sessions for SEND, disadvantaged and less active pupils. Sessions will develop teamwork, leadership, communication, turn-taking, play skills, gross motor skills and resilience alongside physical activity. Pupils will experience a wide variety of activities including relays, agility, football, badminton, volleyball, boxing and tug of war. Children will be provided with opportunities to attend sporting events, festivals and competitions to further develop confidence and engagement.	An external sports coach will deliver weekly targeted sessions for SEND, disadvantaged and less active pupils. Sessions will develop teamwork, leadership, communication, turn-taking, play skills, gross motor skills and resilience alongside physical activity. Pupils will experience a wide variety of activities including relays, agility, football, badminton, volleyball, boxing and tug of war. Children will be provided with opportunities to attend sporting events, festivals and competitions to further develop confidence and engagement.	Weekly targeted SEND and disadvantaged pupil sessions. External sports coach provision. Inclusive and adapted PE activities. Entry into School Games events, festivals and competitions. Additional extracurricular opportunities for SEND pupils. Wider range of sports offered, including volleyball, badminton, boxing and athletics. Opportunities to develop teamwork, confidence and leadership skills. Equipment and resources to support inclusion and participation.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increased participation and engagement in PE, clubs and competitions from SEND and disadvantaged pupils. Pupils demonstrated improved confidence, resilience, teamwork and communication skills. More pupils represented the school at festivals and events and reported feeling included and successful in physical activity.	Staff have increased knowledge and confidence in delivering inclusive PE. Resources and equipment will continue to support future cohorts. Established partnerships with coaches and competition providers will ensure ongoing opportunities for SEND and disadvantaged pupils.	Pupil voice surveys. Club attendance records. Festival and competition participation. Staff observations. SEND engagement data.	External sports coaching provision (£12,635 extracurricular/coaching budget). Targeted SEND and disadvantaged pupil sessions. Participation in School Games events, festivals and competitions. Positive pupil and staff voice regarding improvements in confidence, wellbeing and engagement.

Your objective: 4. Increase participation, engagement and achievement in PE, physical activity and sport for disadvantaged (Pupil Premium) pupils.



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Increase participation, engagement and achievement in PE, physical activity and sport for disadvantaged (Pupil Premium) pupils.	To ensure disadvantaged pupils have equal access to high-quality PE, physical activity, leadership opportunities and competitive sport, provide to improve participation, wellbeing, confidence and personal development.	Provide access to a wide range of physical activities through OPAL and active lunchtime provision. Target Pupil Premium pupils for external sports coaching sessions and extracurricular opportunities. Provide opportunities to attend sporting events, festivals and competitions. Offer leadership opportunities through Play Leaders and Sports Leaders training. Ensure pupils have access to high-quality equipment and resources to support participation. Provide opportunities to participate in enrichment activities such as Birmingham Royal Ballet programmes.	Increased participation of Pupil Premium pupils in PE, sport and physical activity. Improved confidence, resilience, teamwork and leadership skills. Greater representation of disadvantaged pupils in clubs, competitions and leadership roles. Improved physical wellbeing and engagement in school life. Equal access to high-quality sporting experiences and resources.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Disadvantaged pupils participated more regularly in PE, clubs and competitions throughout the year. More pupils accessed a wider range of sporting and enrichment opportunities, increasing confidence, resilience and teamwork skills. Participation in leadership roles, School Games events and extracurricular activities improved engagement. Pupils benefited from experiences that enhanced cultural capital.	OPAL provision, lunchtime activities and leadership programmes are now embedded within school practice. Equipment purchased this year will continue to support participation for future cohorts. Established partnerships with sports coaches, competition providers and Birmingham Royal Ballet will help maintain opportunities for disadvantaged pupils. Ongoing monitoring will ensure barriers to participation continue to be reduced.	OPAL provision and active lunchtime opportunities. External sports coaching and extracurricular provision. School Games events, festivals and competitions. Play Leader and Sports Leader training. Birmingham Royal Ballet participation opportunities. Additional sports equipment and resources. Access to clubs, competitions and sporting events.	OPAL provision and active lunchtime opportunities. External sports coaching (£12,635). Participation in athletics, multi-skills and School Games events. Birmingham Royal Ballet participation opportunities. Play Leader/Sports Leader training. Equipment investment (£4715.93) including football, netball, basketball and other sports equipment. Participation at Tudor Grange athletics stadium for ks2 sports day - £233.55

Your objective: 5. Increase participation, engagement and achievement in PE, physical activity and sport for disadvantaged (Pupil Premium) pupils.



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Increase participation in competitive sport and broaden sporting experience	Continue football leagues for boys and girls. Participate in the netball league. Enter School Games, BCSSA and district competitions. Introduce and develop new sports through investment in equipment.	Increased participation in inter-school competition. More pupils representing the school. Greater sporting confidence and aspiration. Progress towards achieving Platinum School Games Mark.	Participation in football and netball leagues. Entry into School Games, BCSSA and inter-school competitions. KS2 Sports Day at Tudor Grange Athletics Stadium. Investment in new equipment. Achievement of the School Games Platinum Mark.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increased participation in inter-school competitions, leagues and sporting events. Pupils demonstrated increased confidence, resilience and aspiration through competitive sport. The school successfully achieved the Platinum School Games Mark, recognising the strength of PE, sport and competition provision.	League participation, School Games events and competition pathways are now embedded within the school calendar. New sports equipment will continue to support participation and skill development for future cohorts. Strong partnerships with external coaches and local providers will ensure pupils continue to access a broad range of competitive opportunities.	School Games Platinum Mark achieved. Football and netball league participation. School Games and BCSSA competitions. KS2 Sports Day at Tudor Grange Athletics Stadium. Increased pupil representation across sporting events. New equipment and resources. Competition records.	Football and netball league participation. Athletics events at Tudor Grange Stadium £233.55 New sports equipment including rugby, badminton, athletics and volleyball resources. £4715.93 equipment spend and £12,635 coaching spend.

Your objective: 6. Develop staff confidence and expertise in PE



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Develop staff confidence and expertise in PE	To ensure all staff have the knowledge, confidence and resources to deliver high-quality PE lessons.	Continue Complete PE subscription. Access CPD through Bishop Challoner and specialist providers. Embed SHARP Principles in PE lessons. Share good practice across the school.	Improved quality and consistency of PE teaching. Increased teacher confidence. More active and engaging PE lessons.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff confidence and subject knowledge in PE improved throughout the year. Teachers delivered more engaging, inclusive and progressive PE lessons. Pupils benefited from higher-quality teaching and demonstrated increased participation, enjoyment and skill development in PE.	The Complete PE scheme provides an ongoing resource for planning and assessment. Staff have developed knowledge and confidence through CPD, mentoring and specialist support. Good practice is shared regularly across the school, ensuring consistent and sustainable PE provision for future years.	Complete PE subscription. CPD and training opportunities. Bishop Challoner support. Access to specialist sports coaches. SHARP Principles embedded in PE lessons. Sharing of good practice across the school.	Complete PE subscription. CPD and training courses. £1125 CPD expenditure.

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