



Ladybridge Primary School



Evidencing the impact of the PE and Sport Premium

Amount of Grant Received	£ 17,237 (+ £5,536 allocated but not spent from 2021-22)	Amount of Grant Spent	£ Transport - £1593 Equipment - £10,780 Shapes- £6500 Coaches - £3900 Total : £22,773	Date	Updated June 2023
---------------------------------	---	------------------------------	--	-------------	-------------------

RAG rated progress:

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

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

Meeting national curriculum requirements for swimming and water safety	
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	23/29 79%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	14/29 48%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	28/29 97%

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

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

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

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	22/23	23/24	24/25
Ensuring all pupils can access provision.	<ul style="list-style-type: none"> Maintain provision of PE kit suitable for all weathers to all pupils. Purchase of additional kits to replace as needed. <ul style="list-style-type: none"> Half-termly washing of kit by school. 	6 half terms x 6 class kits = £125 Purchase of additional kits £500	Following removal of barrier to learning, all children now participate in PE/Games lessons.	Kits redistributed at end of year for next academic year. Kits replaced as needed. Whole Y6 class set of additional kit of larger sizes enables access for all.			
Additional opportunities for physical activity during the primary school day – curriculum	<ul style="list-style-type: none"> Use of BBC Super Mover sites Use of GoNoodle activities. Year 5 children trained as Change4Life champions to facilitate weekly Change4Life group. Change 4 Life Champions group once a week. Football clubs (Y5/6 and Girls) established twice a week at lunch times Commitment to developing physical play equipment as funding allows. 	Within SHAPES costing (£6500 pa) Within SCFC Foundation costing (£3900 pa) Installation of climbing frame in KS1/2 playground to encourage physical development/co-ordination £4300	Increased engagement in physical activity of least active pupils, through Change4Life group, generally within PE/Games Lessons. Change for Life Champions group every Thursday – run by Year 5 for Year 4 at lunchtime. Training by SHAPES. Enthusiasm for active participation in clubs increased, eg joining local handball team following handball assembly.	Culture of active classroom needs revisiting – look for other resources / review provision in classroom... Maintaining engagement in physical activity for least active pupils. Increasing number of workshops to 1 per term; revisiting popular workshops. Seeking assembly offers form sports clubs, eg SCFC.			

Lunches & playtimes	<ul style="list-style-type: none"> • Provision of sporting activities at lunchtime (3 x week). • Change 4 Life Champions group once a week. • Football clubs (Y5/6 and Girls) established twice a week at lunch times • Commitment to developing physical play equipment as funding allows. 	<p>Within SCFC Foundation costing.</p> <p>Within SHAPES costing.</p> <p>Installation of climbing frame in KS1/2 playground to encourage physical development/ co-ordination £4300</p>	<p>Raising levels of physical engagement in school, eg increased numbers involved in lunch time activities.</p> <p>Targeted provision for Year 4 pupils through Change 4 Life Champions.</p>	<p>Engaging all children so that more choose to join physical activities at lunchtime.</p>			
Extra-curricular (Breakfast & After school clubs)	<ul style="list-style-type: none"> • Review of extra-curricular clubs that involve physical activity, looking at how to increase number of clubs given decreasing staff levels. • Weekly Football Club after school. • Weekly Football club at lunchtime. • Weekly Girls' Football Club at lunchtime. 	<p>Support staff funding available 1 hour per week. Eg 1 x £10 per week £10x39= £390</p> <p>Within SCFC Foundation costing</p>	<p>Review of how to maintain range of sports/ physical activity given restrictions and limited staff numbers leading to provision of lunchtime clubs through SCFC provision.</p> <p>Extending accessibility for SEND pupils – weekly Resource Club.</p> <p>Greater number of girls involved.</p>	<p>Using pupil voice to advise on clubs to be offered.</p> <p>Providing CPD to support staff to facilitate extra-curricular provision.</p> <p>Engaging support staff in delivery of clubs to widen the number and offer.</p> <p>Payment of staff for extra-curricular provision.</p> <p>Promoting external extra-curricular provision, eg 2023-24 Handball Project.</p>			

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

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

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	22/23	23/24	24/25
Provision of quality PE and Games lessons.	<ul style="list-style-type: none"> Continued use of SCFC Foundation coaches to provide quality PE and Games lessons in Key Stage 1 and 2. CPD support for all teachers through SHAPES during lesson time – collaborative team teaching. CPD support for all teachers through SHAPES after school. PE Lead to attend termly SHAPES meetings. 	<p>Within SCFC Foundation costing.</p> <p>Within SHAPES costing.</p>	<p>Raising attainment in PE – monitored termly, eg through Weekly Flick monitoring PE assessment/ through observation</p> <p>Staff increasing subject knowledge reflected in CPD focus/lesson delivery.</p> <p>Observations of PE/Games by PE lead.</p>	<p>Assessing coverage of CPD to date and ensuring balanced provision across KS1/2.</p> <p>Focus on teachers new to school.</p> <p>Sharing CPD opportunities through SHAPES input.</p> <p>Given budget restrictions, looking at alternative PE/Games providers.</p> <p>Consideration of need for intensive CPD in 2023-24; opportunities to use Sports Grant in other areas.</p>			
Additional opportunities for physical activity during the primary school day – curriculum	<ul style="list-style-type: none"> Use of BBC Super Mover sites Use of GoNoodle activities. Year 5 children trained as Change4Life champions to facilitate weekly Change4Life group. Change 4 Life Champions group once a week. Football clubs (Y5/6 and Girls) established twice a week at lunch times Commitment to developing physical play equipment as funding allows. 	<p>Within SHAPES costing</p> <p>Within SCFC Foundation costing</p> <p>Installation of climbing frame in KS1/2 playground to encourage physical development/</p>	<p>Increased engagement in physical activity of least active pupils, through Change4Life group, generally within PE/Games Lessons.</p> <p>Change for Life Champions group every Thursday – run by Year 5 for Year 4 at lunchtime. Training by SHAPES.</p> <p>Enthusiasm for active participation in clubs increased, eg joining local</p>	<p>Culture of active classroom needs revisiting – look for other resources / review provision in classroom...</p> <p>Maintaining engagement in physical activity for least active pupils.</p> <p>Increasing number of workshops to 1 per term; revisiting popular workshops.</p>			

		co-ordination £4300	handball team following handball assembly.	Seeking assembly offers from sports clubs, eg SCFC.			
Improved behaviour and attitudes to learning through engagement in active curriculum.	<ul style="list-style-type: none"> Active curriculum Whole school approach to rewarding physically active and sports achievements e.g. assemblies Regular participation in competitive sporting events (both at level 1 and 2) 	<p>Within SCFC Foundation costing.</p> <p>Within SHAPES costing.</p> <p>Transport to events - allocated £200 per class Total spent £698</p>	<p>Reduction in instances of:</p> <ul style="list-style-type: none"> Time out of classroom Loss of playtime Internal exclusion Fixed term exclusion <p>Improved behaviour/ conduct on playground.</p> <p>Ofsted October 2022 – Behaviour and attitudes graded as Good.</p>	<p>Pupil focus/concentration, commitment & self- esteem enhanced.</p> <p>Continued move away from time out of class /fixed term exclusions.</p> <p>Increased engagement in whole curriculum by children identified as having SEMH difficulties on SEND register.</p>			
Improved well-being through engagement in active curriculum.	<ul style="list-style-type: none"> Continue House competition and role of Year 6 House captains. Continue Change4Life Champions (Year 5) in leadership role. Whole school approach to rewarding physically active and sports achievements e.g. assemblies Celebrating success through newsletters, website and social media (Twitter, Class Dojo) 	<p>Within SCFC Foundation costing.</p> <p>Within SHAPES costing.</p>	<p>Increased participation shown through:</p> <ul style="list-style-type: none"> Sporting achievements shared in assemblies Engagement with sport during lunch break. Numbers involved in clubs <p>Tweets/posts shared with parents.</p>	<p>Clear role for House captains in organisation of House competitions.</p> <p>Retrain new Year 5s to be Change 4Life Champions. 20222023-24.</p> <p>School values/ethos are complemented by sporting values.</p> <p>Pupils understand the contribution of physical activity and sport to their overall development.</p>			

Key indicator 3: High Quality Teaching

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

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	22/23	23/24	24/25
Regular review of the quality of teaching PE Lead allocated time for planning and review.	Annual action planning and termly review of action plan. Lesson observations. Staff self-review for CPD. Termly assessment in PE. Termly review of assessment levels in PE by PE lead.	3 sessions per term for PE lead. Cover for leadership time 3 x £150 = £450 1 session per term for PE Lead. Cover for leadership time 1 x £150 = £150	Staff access support to achieve and confidence to teach high quality lessons increased. Move towards increasing independence of all teachers in lesson delivery. Targeted support to teachers who have had least access to SHAPES CPD. Impact measured through observation/pupil voice/liaison with SCo.	Regular review and planning of areas covered in CPD to avoid duplication and ensure sustained development. Discussion with staff to ensure balanced provision, eg 2023-24 focus on ECT staff.			
Review curriculum time allocation for Physical Education to ensure pupils meet National Curriculum outcomes. (minimum 2 hours of timetabled PE required to do this)	Ensure all pupils access 2 x 60 minute PE lessons a week.		Pupil's consistently achieving NC outcomes	Ensure this is timetabled for 2023-24			
Allocation of CPD from SCo, courses and other sources.	Weekly CPD programme to cover all teachers in 12 month period provided through SHAPES. Opportunities for CPD after school course through SHAPES (NB this has been limited by Covid restrictions). Looking at other means to deliver CPD, eg peer support / SCFC Foundation coaching	Within SHAPES costing Within SCFC Foundation costing	PE Trained HLTA delivering PE to target classes. All classes had access to CPD. High quality PE/Games taught across school. Wider range of PE/Games taught across school.	Regular review and planning of areas covered in CPD to avoid duplication and ensure sustained development. Extend number of target classes for HLTA. Discussion with staff to ensure balanced provision, eg 2022-23 focus on ECT staff.			

<p>Review of PE equipment to support quality delivery</p>	<p>Regular audit of resources and purchase as necessary.</p> <p>Use of SSP list of essential PE equipment to review audit.</p> <p>Regular maintenance of games kit for pupils to ensure safe participation (see Key Indicator 1).</p> <p>Replacement of gymnastics apparatus. New storage system to accommodate equipment safely in hall.</p>	<p>Equipment spend £300</p> <p>Gymnastics apparatus and storage system £6480</p>	<p>Replacement of equipment as necessary, eg hockey sticks replaced.</p> <p>Wider range of equipment provided to reflect wider range of PE/Games, eg handball resources purchased.</p> <p>Establish a new set of new gymnastics apparatus and storage system to reduce maintenance costs in future and ensure full gymnastics provision (ongoing)</p>	<p>Audit sheet for staff to maintain to assess levels/ quality of equipment.</p>			
<p>Targets relating to 30 active minutes to form part of classroom expectations in appraisal.</p>	<p>Discussion with HT and individual staff regarding appraisal target setting.</p>		<p>Audit indicates all classes access at least 20 minutes of activity in addition to timetable PE/Games lessons. 30 active minutes in appraisal targets as part of class teacher responsibilities. Having provision as part of appraisal to be developed.</p>	<p>Termly update of 30 active minute timetable to measure implementation.</p> <p>Relaunch in Autumn 1 to ensure year to year momentum.</p>			
<p>Implementation and review of new assessment programme for PE to monitor progress.</p>	<p>Implementation of new, more detailed assessment tracking pro forma. SCFC Foundation coaches to assess each half term. Monitoring of implementation through Weekly Flicks and PE Lead.</p>	<p>Within SCFC Foundation costing</p>	<p>Clear expectations for teaching of PE/Games and related areas for learning.</p> <p>Regular completion of assessment data.</p> <p>Improvement in accuracy of assessment data.</p>	<p>Termly monitoring of assessment system by all teaching and support/coaching staff (weekly flick / PE Lead monitoring).</p> <p>Introduction of assessment system to new coaching providers 2023-24.</p>			

Key indicator 4: Broader Range of Activities

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

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	22/23	23/24	24/25
Regular review of areas of PE and Games teaching in school.	<p>SCFC Foundation coaches to provide half-termly Games planning to be shared with class teachers by PE Lead.</p> <p>PE Lead to discuss planning with SCFC Foundation coaches.</p> <p>PE Lead monitoring of PE/Games planning.</p> <p>PE Lead monitoring of SCFC Foundation delivery of Games in Key Stage 1 and 2.</p>	3 sessions per year for cover for PE lead.	<p>Continued wider range of PE/Games opportunities observed (see planning).</p> <p>Effective use of new assessment to measure attainment and facilitate planning.</p>	<p>Continued discussion with new coaching provider to review planning and range of sports offered.</p> <p>Continued CPD through SHAPES and other sources.</p> <p>Further review of updated assessment system by all teaching staff through termly Weekly Flick and with support/coaching staff.</p>			
Regular review of access to sporting competition/festivals.	<p>Continue to review and develop offer to ensure each year group and gender are catered for.</p> <p>Ensure access for SEND participation.</p> <p>Provide transport costs to ensure participation.</p> <p>Ensure transport is accessible for all pupils as appropriate. NB This has been limited by Covid restrictions.</p>	<p>Transport to events - allocated £200 per class</p> <p>Transport for teams attending events</p> <p>Transport to residential</p> <p>Total spent £1593</p>	<p>Numbers of children attending sporting competition/festivals returning to pre-closure levels.</p> <p>Range of sporting competition/festivals accessed increasing, eg Year 1 and 2 cross country, tennis coaching.</p> <p>SEND pupils involved in sporting events.</p>	<p>Using SHAPES events calendar to target events.</p> <p>Targeting events in Autumn term.</p> <p>Regular sharing with staff.</p> <p>Funding of transport.</p>			

<p>Review extra-curricular offer.</p>	<p>Review and develop offer to ensure each year group and gender are catered for.</p> <p>SCFC Foundation to provide weekly mixed football club.</p> <p>SCFC Foundation to look at providing clubs at lunchtimes.</p>	<p>Support staff funding (see above)</p> <p>Within SCFC Foundation costing.</p>	<p>Increasing number of children accessing clubs.</p> <p>Increasing range of clubs to pre-closure levels.</p> <p>Ensured access for all including SEND pupils.</p>	<p>Continue to use SHAPES/ new coaching providers to provide high quality extra-curricular provision.</p> <p>Develop support staff providing extra-curricular clubs to pre-closure levels.</p> <p>Payment of staff for extra-curricular provision</p>			
<p>Regular review offer for SEND pupils.</p>	<p>Ensure PE/Games lessons accessible to all: discussion/training for teachers, support staff and SCFC Foundation staff.</p> <p>Ensure access to sporting competitions/festivals.</p> <p>Develop extra-curricular offer to be inclusive e.g. discussion with staff running clubs about additional needs of pupils.</p>	<p>Within SCFC Foundation costing.</p> <p>Within SHAPES costing.</p>	<p>All SEND pupils participate in mainstream class Games / PE / swimming lessons.</p> <p>All SEND pupils participate in intra-school events.</p> <p>Maintained number of SEND children accessing clubs.</p> <p>Ensuring SEND access to external events.</p>	<p>Raising parent/ carer awareness of opportunities to include SEND children.</p> <p>Raising staff awareness of opportunities to include SEND children.</p> <p>Renewal of SHAPES Inclusion Award</p>			
<p>Target inactive pupils</p>	<p>Continue leadership opportunity, (Change4Life champions) with new Year 5 – train through SHAPES..</p> <p>Sharing Stockport SHAPES family initiatives.</p>	<p>Within SHAPES costing.</p>	<p>New trained Change4Life champions with weekly intervention for Year 4 led by Year 5.</p> <p>Increase in number of inactive children, ie included in Change4Life intervention, who join extra-curricular activities.</p>	<p>Raising parent/ carer awareness of opportunities to include target children.</p> <p>Growing number of families involved in Stockport SHAPES family initiatives.</p> <p>Raising staff awareness of opportunities to include target children.</p>			

Key indicator 5: Competitive Sport

- Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	22/23	23/24	24/25
Continue in-school competitive sport.	<p>Termly House events focusing on taught sporting skills ie Autumn 1 rounders; Spring 1 hockey; Summer 1 handball.</p> <p>Continue role of Year 6 House captains to support competition.</p>		<p>Continued termly House competition following Covid restrictions.</p> <p>Pupil voice indicates enjoyment of House competitions.</p>	<p>Annual diary of events.</p> <p>Pre-planning with SCFC Foundation</p> <p>Reselection of House captains yearly.</p>			
Develop inter-school competitive sport.	<p>Develop links with local cluster schools and PE Leads.</p> <p>Arrange regular sporting events.</p> <p>NB This has been limited by Covid restrictions.</p>	<p>Competition costs - none</p> <p>Transport funding provided as necessary – see above</p>	<p>Increase in number of sporting fixtures, eg Transition Athletics</p> <p>Engagement in football competitions with local schools, eg Larkhill PS competitions.</p>	<p>Increase number of staff who will facilitate inter-school sport.</p> <p>Introduce competition opportunities to staff in Autumn 1.</p>			
Regular review of access to sporting competition/festivals.	<p>Review and develop offer to ensure each year group and gender are catered for.</p> <p>Use SHAPES Competition Events Calendar to plan competition entries for year/ Review competition timetable with staff in Autumn 1.</p> <p>Review children participating to ensure a wider range of children get involved by choosing events to attract children who have not taken part before.</p> <p>Use SHAPES booking system to enter events.</p> <p>Provide transport costs to ensure participation/Ensure transport is accessible for all pupils as appropriate.</p>	<p>PE Lead review time.</p> <p>Staff meeting time termly.</p> <p>Transport to events - allocated £200 per class Total spent see above</p>	<p>Higher number of competitions entered per Year group.</p> <p>Higher percentage of children taking part in competition</p> <p>More staff members contributing to competitions programme.</p> <p>Increase in first time competitors.</p>	<p>Regular review of competition timetable with staff - introduce competition opportunities to staff in Autumn 1.</p> <p>Encouraging more staff to take responsibility for competition entry/participation.</p>			

<p>Regular review competitive opportunities for SEND children.</p>	<p>Review competition timetable with Resource and mainstream staff to ensure staff awareness of events.</p> <p>Ensure SEND pupils are identified and supported to attend appropriate competition</p>	<p>Transport funding set to ensure accessibility for all children (see above)</p> <p>Actively seek transport options that ensure SEND participation.</p>	<p>Full SEND participation in House events.</p> <p>Increase in number of SEND pupils attending SHAPES competitions – both SEND specific (Boccia) and as part of mainstream (eg KS2 SCFC Foundation football coaching Year 4).</p>	<p>Regular review of competition timetable with staff.</p> <p>Encouraging more staff to take responsibility for competition entry/participation.</p>			
<p>Link extra-curricular provision to competitive events.</p>	<p>Explore opportunities for extra-curricular clubs to engage in competition, eg football competitions through SCFC Foundation.</p>	<p>Within SCFC Community Trust costing.</p> <p>Within SHAPES costing.</p>	<p>Increase in number of children involved in sporting events linked to extra-curricular provision, eg developing lunchtime clubs to target specific groups (eg girls) or year groups.</p>	<p>Look for new competition opportunities through new coaching providers.</p> <p>Encouraging more staff to take responsibility for competition entry/participation.</p> <p>Payment of staff for extra-curricular provision</p>			
<p>Create Stronger Links to Community Clubs</p>	<p>Sports specific coaching programmes</p> <p>Holiday sports club provision</p>		<p>Creating pathways from school competition to community club participation, eg developing further links with Cheadle Town FC coaching in school.</p>	<p>Development of holiday sporting clubs using school facilities.</p>			

30 Active Minutes Review

	Monday	Tuesday	Wednesday	Thursday	Friday
Reception	Jump Start Jonny/Go Noodle 10 minutes x3	Jump Start Jonny/Go Noodle 10 minutes x3	Jump Start Jonny/Go Noodle 10 minutes x3	Jump Start Jonny/Go Noodle 10 minutes x3	Jump Start Jonny/Go Noodle 10 minutes x3
Year 1	Trim Trail energy break (10 mins)	Trim Trail energy break (10 mins)	Trim Trail energy break (10 mins)	Trim Trail energy break (10 mins)	Trim Trail energy break (10 mins)
Year 2	Go Noodle (5 mins) Supermovers – Maths (5 mins) Trim Trail energy break (10 mins)	Go Noodle (5 mins) Supermovers – Maths (5 mins) Trim Trail energy break (10 mins)	Go Noodle (5 mins) Supermovers – Maths (5 mins) Trim Trail energy break (10 mins)	Go Noodle (5 mins) Supermovers – Maths (5 mins) Trim Trail energy break (10 mins)	Go Noodle (5 mins) Supermovers – Maths (5 mins) Trim Trail energy break (10 mins)
Year 3		5 minutes guided dance brain break 10 minutes climbing on trim trail	5 minutes guided dance brain break 5 minutes sensory break activity walk (selected children)	5 minutes guided dance brain break	5 minutes guided dance brain break
Year 4	Supermovers Maths /Go Noodle – (10 mins)	Supermovers Maths /Go Noodle – (10 mins)	Supermovers Maths /Go Noodle – (10 mins)	Supermovers Maths /Go Noodle – (10 mins)	Supermovers Maths /Go Noodle – (10 mins)
Year 5	Supermovers – Maths (10 mins)	Supermovers – Maths (10 mins)	Supermovers – Maths (10 mins)	Supermovers – Maths (10 mins)	Supermovers – Maths (10 mins)
Year 6	10 mins GoNoodle/ supermovers am and pm	10 mins GoNoodle/ supermovers am and pm	10 mins GoNoodle/ supermovers am	10 mins GoNoodle/ supermovers am and pm	10 minute playground dash pm 10 mins GoNoodle/ supermovers am

Evidencing the impact of the PE and Sport Premium – Events & Competitions 2022/23

Events / Competitions		Number of participants			Number of leaders	Number of staff	Parents / Volunteers	Event level * (level 1 / 2 / 3)	Year Group (s)	ABC teams	Links with clubs
		Boys	Girls	Total							
House competitions	Autumn 1 rounders	94	71	165		7		P	EYFS,KS1 and KS2		
	Spring 1 hockey	94	71	165		7		P	EYFS,KS1 and KS2		
	Summer 1 handball	94	71	165		7		P	EYFS,KS1 and KS2		
	Summer 2 Athletics	94	71	165		7		P	EYFS,KS1 and KS2		
Transition Athletics		4	4	8		2		2	6		
Year 4 football coaching event		10	7	17		2		2	4		/
Inter-school football competition – Larkhill PS		10	10	20		2		2	5 and 6		/
Orienteering – Lyme Park		15	15	30		4		2	5		
Change 4 Life Champions intervention		7	8	15	8	1		P	4 and 5		
Football Club	Lunchtime – KS2	14	5	19		1		P	5 and 6		/
	Lunch time (girls)	0	10	10		1			KS2		
	After School (KS2)	27	12	49		2			3 to 6		
Year 5/6 residential trip – Outdoor Adventurous Activities		12	18			3			Year 5 and 6		