

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

Commissioned by



Department
for Education

Created by



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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:

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - 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.

<u>Swimming and Water Safety</u>	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% of our current Year 6 children reached this standard in Year 4.	2 children did not reach the standard.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	88% of our current Year 6 children reached this standard in Year 4.	3 children did not reach the standard.
3. Perform safe self-rescue in different water-based situations	91% of our current Year 6 children reached this standard in Year 4.	2 children did not reach the standard.

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	A structured CPD programme supported teachers to develop their confidence, subject knowledge and skills in delivering high-quality PE. External coaches worked alongside teachers through a gradual release model, progressing from observation to team teaching and independent delivery. Teacher self-assessment surveys, lesson drop-ins and verbal feedback from external coaches demonstrated improvements in planning, delivery and differentiation. Greater consistency in lesson structure and use of the PE scheme of work was evident across classes.	Although staff confidence improved, further development was required in adapting lessons for different attainment levels, using assessment strategies consistently and embedding the scheme of work effectively. Teacher feedback highlighted continued uncertainty in these areas. Further sustained CPD and opportunities for supported teaching were identified as priorities to ensure improvements became embedded in independent teaching practice.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Investment in additional sports and play equipment increased opportunities for structured and independent physical activity during breaktimes and lunchtimes. Pupil voice and staff observations indicated increased enjoyment and engagement in active play. Targeted interventions also supported greater participation among children with SEND and SEMH needs, with some pupils demonstrating improved confidence and social interaction. The introduction of balance bikes and structured physical development activities in EYFS strengthened balance, coordination and early cycling skills, supporting future readiness for Bikeability.	Engagement among pupils with SEND and SEMH needs remained an area for development, with observations and participation records identifying lower levels of engagement among some pupils. The school also identified limitations in the systematic collection and analysis of participation data. This restricted opportunities to evaluate impact and identify specific groups requiring additional support. Further development of targeted provision and more robust monitoring were identified as priorities.

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	The development of Year 6 play leaders raised the profile of physical activity and encouraged pupils to take greater responsibility for promoting active play across the school. Pupil leaders supported younger children, organised games and managed sports equipment during breaktimes. Staff observations demonstrated improvements in leadership, responsibility, teamwork and organisational skills. Positive pupil feedback also highlighted increased enjoyment and opportunities to be physically active throughout the school day.	Whilst the Year 6 leadership programme was successfully established, further development was needed to evaluate its impact systematically and ensure consistent opportunities for active play across the school. The school identified a need to strengthen participation monitoring and pupil voice to establish which activities were most effective in engaging different groups of pupils.
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	The school broadened opportunities for physical activity through investment in additional sports equipment, targeted interventions and the development of community sporting pathways. Established links with Northchurch Cricket Club and Raiders Football provided opportunities for pupils to access sporting activities beyond the school environment. Targeted provision for pupils with SEND and SEMH needs supported greater inclusion, with participation records and individual case studies demonstrating improvements in engagement and confidence.	Despite positive community links, the range of extracurricular opportunities remained limited in comparison with demand and the school's aspirations. Participation records also highlighted lower engagement among some pupils with SEND and SEMH needs, indicating that access was not yet consistently inclusive. Further development was needed to broaden the extracurricular offer, strengthen targeted provision and improve participation data to identify and address barriers to engagement.
5. Increasing participation in competitive sport	The school maintained established links with local sports clubs, including Northchurch Cricket Club and Raiders Football, providing pathways for pupils to develop their sporting interests and access opportunities beyond school. Communication with community clubs and evidence of pupils being referred to or attending local sporting provision demonstrated the development of these partnerships.	The range of extracurricular sporting opportunities remained limited, and the school identified a need to broaden provision and strengthen participation monitoring. Further development was needed to establish a more systematic approach to recording participation in competitive sport, identifying pupils who were not accessing opportunities and increasing the range of sporting experiences available.

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:
 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

<u>Swimming and Water Safety</u>	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	94% of our current Year 6 children reached this standard in Year 4.	2 children did not reach the standard.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	91% of our current Year 6 children reached this standard in Year 4.	3 children did not reach the standard.
3. Perform safe self-rescue in different water-based situations	94% of our current Year 6 children reached this standard in Year 4.	2 children did not reach the standard.

Aim	Why?	Key Area	Supporting evidence
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	To ensure all children are participating in two hours a week of high-quality PE every week.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
1. Embed high-quality, independent PE teaching through sustained professional development.	To ensure all pupils receive two hours of high-quality PE each week, delivered by confident and knowledgeable teachers. Build on previous CPD to strengthen independent planning, delivery, assessment and adaptation for all learners.	1 – Increasing staff confidence, knowledge and skills	Teacher confidence surveys; Watford Community Trust and Watford Gymnastics feedback; lesson observations; pupil voice; PE assessment information.
2. Increase regular physical activity and engagement among all pupils, particularly those with SEND, SEMH needs and low participation.	To remove barriers to participation and ensure all children experience enjoyment, success and confidence in physical activity. Targeted interventions, inclusive lunchtime provision and the development of fundamental movement skills, including EYFS and Year 1 cycling, will support greater engagement.	2 – Increasing engagement in regular physical activity	Sports Fever and Watford Community Trust intervention feedback; staff observations; participation registers; pupil voice; EYFS physical development assessments; Bikeability outcomes.
3. Raise the profile of PE and sport by celebrating personal achievement, participation and sporting values.	To develop a positive sporting culture where all children recognise themselves as successful participants, regardless of sporting ability. Celebrating effort, resilience, progress and enjoyment will encourage wider participation and support confidence and wellbeing.	3 – Raising the profile of PE and sport	Weekly Primary Stars awards; celebration assemblies; pupil voice; staff observations; records of sporting achievements within and beyond school.
4. Broaden inclusive sporting opportunities, particularly for girls, disadvantaged pupils and children with SEND, including visual impairment.	To ensure all children can access a varied sporting offer that reflects their interests, abilities and needs. Adapted equipment, inclusive activities and targeted opportunities will remove barriers and encourage sustained engagement in sport.	4 – Offering a broader and more equal experience of sport	Girls' cricket festivals and football tasters; adapted equipment for visually impaired pupils; inclusive Sports Day activities; visual impairment training; participation data; pupil voice.
5. Increase participation in competitive sport through regular, inclusive and lower-stakes competitions.	To provide more frequent opportunities for pupils to develop teamwork, resilience, confidence and sportsmanship. Strengthening partnerships with local schools will enable a wider range of children to experience competition, including those who are less confident or experienced.	5 – Increasing participation in competitive sport	Football and netball leagues; cross-country and multisports competitions; competition registers; pupil voice; records of inter-school sporting opportunities.

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. Increasing confidence, knowledge and skills of all staff in teaching 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	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities	Consolidate learning from the Watford Community Trust and Watford Gymnastics CPD programmes. Provide further opportunities for team teaching, peer observation and professional feedback where required. Monitor the consistent implementation of the PE scheme of learning, assessment and adaptive teaching. Identify individual training needs through staff voice and lesson monitoring.	Teachers demonstrate increased independence and confidence in delivering PE without specialist support. Lessons are consistently well structured, progressive and inclusive. Pupils demonstrate improved skills, confidence and engagement. Staff can accurately assess progress and adapt teaching to support different attainment levels.	Staff confidence surveys; CPD records; feedback from specialist coaches; lesson observations; PE planning and assessment; pupil voice; subject leadership monitoring.																				
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost																				
Evaluate	Sustained CPD through Watford Community Trust and Watford Gymnastics has improved teachers' confidence, subject knowledge and skills in delivering PE. Teachers report greater confidence in planning and delivering lessons, with feedback from specialist coaches confirming progress in teaching practice. Greater consistency in lesson structure and use of progressive schemes of learning has also been observed.	The investment in staff development has strengthened internal teaching capacity and reduced reliance on external coaches. The progressive schemes of learning provide a framework for future delivery. Further monitoring, peer observation and opportunities to share effective practice will help embed improvements in independent teaching and ensure consistency across classes.	Teacher confidence surveys; CPD attendance records; feedback from Watford Community Trust and Watford Gymnastics coaches; lesson observations; PE planning and schemes of learning; teacher feedback.	<table><tr><th>Item</th><th>Cost</th><th>Amount</th><th>Total</th></tr><tr><td>Watford CPD - Termly</td><td>£1,400.00</td><td>3</td><td>£ 4,200.00</td></tr><tr><td>Sports Fever CPD - Weekly</td><td>£ 35.00</td><td>39</td><td>£ 1,365.00</td></tr><tr><td>Watford Gymnastics CPD</td><td>£2,200.00</td><td>1</td><td>£ 2,200.00</td></tr><tr><td></td><td></td><td></td><td>£ 7,765.00</td></tr></table>	Item	Cost	Amount	Total	Watford CPD - Termly	£1,400.00	3	£ 4,200.00	Sports Fever CPD - Weekly	£ 35.00	39	£ 1,365.00	Watford Gymnastics CPD	£2,200.00	1	£ 2,200.00				£ 7,765.00
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Sports Fever CPD - Weekly	£ 35.00	39	£ 1,365.00																					
Watford Gymnastics CPD	£2,200.00	1	£ 2,200.00																					
			£ 7,765.00																					

Your objective: 2. Increasing engagement of all pupils in regular 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 participation in regular physical activity by removing barriers and ensuring that all pupils, particularly those with SEND, SEMH needs and low levels of engagement, experience enjoyment, success and confidence in sport and physical activity.	Continue targeted interventions with Sports Fever and Watford Community Trust to develop fundamental movement skills and confidence. Provide additional equipment to encourage independent physical activity during lunchtimes. Develop the EYFS balance bike programme and extend opportunities into Year 1 to strengthen early cycling skills. Use participation data to identify pupils requiring additional support and adapt provision accordingly.	Increased engagement in PE, extracurricular activities and active play. Pupils accessing targeted interventions demonstrate greater confidence and fuller participation in whole-class PE. Children develop stronger fundamental movement skills, balance and coordination. More pupils develop the cycling confidence required for future Bikeability participation.	Intervention registers; staff observations; pupil voice; lunchtime activity monitoring; extracurricular participation data; EYFS physical development assessments; Bikeability outcomes; individual pupil case studies.																								
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost																								
Evaluate (Complete in July)	Increased access to sports equipment, extracurricular activities and targeted interventions has broadened opportunities for pupils to be physically active. Children accessing Sports Fever and Watford Community Trust interventions have demonstrated increased enthusiasm and confidence, with emerging evidence of fuller participation in whole-class PE. Additional equipment has encouraged independent active play. The expanded EYFS balance bike programme has also supported the development of balance, coordination and early cycling skills.	Investment in sports equipment and balance bikes will continue to benefit future cohorts. The development of targeted intervention approaches provides a foundation for supporting children who experience barriers to participation. Extending cycling provision into Year 1 will strengthen progression towards Bikeability. Improved participation monitoring will help identify pupils requiring support and ensure resources are directed effectively.	Sports Fever and Watford Community Trust feedback; staff observations; pupil voice; intervention participation records; extracurricular club registers; lunchtime activity observations; EYFS physical development assessments; balance bike participation records.	<table><tr><th>Item</th><th>Cost</th><th>Amount</th><th>Total</th></tr><tr><td>EYFS Bikes</td><td>£2,000.00</td><td>1</td><td>£ 2,000.00</td></tr><tr><td>EYFS Climbing Wall</td><td>£ 500.00</td><td>1</td><td>£ 500.00</td></tr><tr><td>Sports/play equipment</td><td>£3,950.00</td><td>1</td><td>£ 3,950.00</td></tr><tr><td>Sports Fever Inclusion - Weekly</td><td>£ 35.00</td><td>39</td><td>£ 1,365.00</td></tr><tr><td></td><td></td><td></td><td>£ 6,450.00</td></tr></table>	Item	Cost	Amount	Total	EYFS Bikes	£2,000.00	1	£ 2,000.00	EYFS Climbing Wall	£ 500.00	1	£ 500.00	Sports/play equipment	£3,950.00	1	£ 3,950.00	Sports Fever Inclusion - Weekly	£ 35.00	39	£ 1,365.00				£ 6,450.00
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Sports Fever Inclusion - Weekly	£ 35.00	39	£ 1,365.00																									
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Your objective: 3. Raising the profile of PE and sport across the school



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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 establish a positive sporting culture in which all children recognise the value of physical activity and feel that their participation, effort and personal achievements are celebrated, regardless of sporting ability.	Continue weekly Primary Stars awards through Watford Community Trust sessions. Celebrate sporting achievements within and beyond school through whole-school celebration assemblies. Develop recognition of personal progress, resilience, teamwork and enjoyment alongside competitive success. Use pupil voice to identify how children experience and value PE and sport. Promote sporting achievements and opportunities through school communications.	Pupils demonstrate positive attitudes towards PE and physical activity. A wider range of children experience recognition for their sporting achievements and personal progress. Increased confidence, motivation and willingness to participate, particularly among children who do not traditionally identify as successful in sport.	Primary Stars awards; celebration assembly records; pupil voice; staff observations; records of sporting achievements; participation data; school newsletters and communication.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Weekly Primary Stars awards and whole-school celebration assemblies have provided regular opportunities to recognise sporting achievement, effort, progress and positive sporting values. Celebrating achievements both within and beyond school has helped promote PE and sport as an important part of school life. Recognition of participation and personal progress has encouraged children to take pride in their physical development and sporting achievements.	Recognition of sporting achievement is embedded within existing whole-school celebration routines and can continue with minimal additional cost. Developing a consistent approach to celebrating participation, resilience and personal improvement alongside competitive success will ensure recognition remains inclusive. Pupil voice will help evaluate the effectiveness of this approach and inform future development.	Primary Stars awards; celebration assembly records; pupil voice; staff observations; records of sporting achievements within and beyond school; school communications.	

Item	Cost	Amount	Total
Watford CPD - Termly	£1,400.00	3	£ 4,200.00
DSSN Annual	£1,550.00	1	£ 1,550.00
			£ 5,750.00

Your objective: 4. Offering a broader and more equal experience of sports and physical activities



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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 ensure all children have equal opportunities to experience and enjoy a broad range of sports and physical activities, with particular attention to removing barriers experienced by girls, disadvantaged pupils and children with SEND.	Continue providing girls' cricket and football opportunities alongside a varied extracurricular offer. Develop alternative physical activities, including Wheelie Afternoons, volleyball and archery. Continue investing in adapted equipment and inclusive activities for visually impaired pupils. Build on staff visual impairment training to ensure appropriate adaptations to teaching, equipment and environments. Further develop inclusive Sports Day activities and use participation data and pupil voice to identify gaps in provision.	Increased participation among groups previously less engaged in sport. Pupils experience a broader range of physical activities and develop confidence in trying unfamiliar sports. Children with visual impairment and other SEND access activities more independently and confidently. Participation data demonstrates improved access and helps identify remaining barriers.	Participation registers analysed by pupil group; pupil voice; records of girls' cricket and football opportunities; inclusive Sports Day feedback; adapted equipment records; staff visual impairment training; extracurricular club registers.																
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost																
Evaluate (Complete in July)	The sporting offer has broadened through girls' cricket festivals, football taster sessions and alternative physical activities such as Wheelie Afternoons. Additional equipment, including volleyball and archery, has increased the variety of activities available. Investment in adapted equipment and inclusive Sports Day activities has improved opportunities for children with visual impairment to participate. Staff training has also developed understanding of the physical and emotional demands experienced by visually impaired learners, supporting more informed adaptations to provision.	Investment in adapted and varied sports equipment will benefit future cohorts. Staff training has increased understanding of inclusive practice, enabling adaptations to become embedded in everyday PE and sporting activities. Established community partnerships provide continued pathways into sport. Further analysis of participation data will help ensure provision responds to the needs and interests of girls, disadvantaged pupils and children with SEND.	Girls' cricket and football participation records; Wheelie Afternoon activities; equipment purchases; inclusive Sports Day feedback; pupil voice; visual impairment training records; staff observations; extracurricular participation registers.	<table><tr><th>Item</th><th>Cost</th><th>Amount</th><th>Total</th></tr><tr><td>Transport</td><td>£ 640.00</td><td>1</td><td>£ 640.00</td></tr><tr><td>Sports Fever Inclusion - Weekly</td><td>£ 35.00</td><td>39</td><td>£ 1,365.00</td></tr><tr><td></td><td></td><td></td><td>£ 640.00</td></tr></table>	Item	Cost	Amount	Total	Transport	£ 640.00	1	£ 640.00	Sports Fever Inclusion - Weekly	£ 35.00	39	£ 1,365.00				£ 640.00
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Transport	£ 640.00	1	£ 640.00																	
Sports Fever Inclusion - Weekly	£ 35.00	39	£ 1,365.00																	
			£ 640.00																	

Your objective: 5. Increasing participation in competitive sport



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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 the number and range of pupils experiencing competitive sport by providing more frequent, inclusive opportunities that develop confidence, teamwork, resilience and sportsmanship.	Continue participation in football and netball leagues, cross-country and multisports competitions. Strengthen partnerships with local schools to establish more frequent, lower-stakes sporting events. Develop opportunities for children who are less confident or experienced in competitive sport to represent the school. Monitor participation to ensure opportunities are distributed across a broad range of pupils rather than repeatedly involving the same children.	More pupils participate in competitive sporting opportunities throughout the year. Children develop confidence, resilience, teamwork and positive attitudes towards competition. Pupils who have not previously represented the school experience competitive sport in a supportive environment. Stronger partnerships with local schools provide sustainable opportunities for future cohorts.	Competition registers; records of pupils representing the school; participation data by pupil group; pupil voice; staff observations; records of inter-school competitions and partnerships.																								
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost																								
Evaluate (Complete in July)	Participation in football and netball leagues, cross-country and multisports competitions has provided opportunities for children to represent the school and develop their sporting skills. These experiences have supported the development of teamwork, resilience, confidence and sportsmanship. However, opportunities have remained largely dependent on organised external competitions, limiting the frequency and range of pupils able to participate.	Established participation in local leagues and competitions provides a foundation for continued competitive sport. Strengthening partnerships with local schools and developing more frequent, lower-stakes competitions will create sustainable opportunities for a wider range of pupils. Improved participation monitoring will help ensure competitive experiences are accessible to children who have not previously represented the school.	Football and netball league records; cross-country and multisports competition participation; records of pupils representing the school; pupil voice; staff observations; links with local schools and sporting organisations.	<table><tr><th>Item</th><th>Cost</th><th>Amount</th><th>Total</th></tr><tr><td>Watford CPD - Termly</td><td>£1,400.00</td><td>3</td><td>£ 4,200.00</td></tr><tr><td>Transport</td><td>£ 640.00</td><td>1</td><td>£ 640.00</td></tr><tr><td>DSSN Annual</td><td>£1,550.00</td><td>1</td><td>£ 1,550.00</td></tr><tr><td>Sports Fever Inclusion - Weekly</td><td>£ 35.00</td><td>39</td><td>£ 1,365.00</td></tr><tr><td></td><td></td><td></td><td>£ 6,390.00</td></tr></table>	Item	Cost	Amount	Total	Watford CPD - Termly	£1,400.00	3	£ 4,200.00	Transport	£ 640.00	1	£ 640.00	DSSN Annual	£1,550.00	1	£ 1,550.00	Sports Fever Inclusion - Weekly	£ 35.00	39	£ 1,365.00				£ 6,390.00
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