



IMPACT STATEMENT – SPORTS PREMIUM SPEND 2025/26



Total sports premium funding allocated: £19,360			Total spend: £23,048
The Sports Premium is additional funding for publicly funded schools in England to improve the provision of Sports and PE within school. Aims of Sports Premium Spending: ➤ Improving the quality of teaching and learning in P.E and Sports. ➤ Increasing participation in sporting activities outside of the core curriculum, during lunchtimes and after school. ➤ Improving pupils' lifestyles and physical wellbeing.			
Sports Premium Expenditure	Objective and Planned Actions (from original 24/25 spending plan)	Amount	Impact
Golf project: maintaining and developing a mini golf course. Increasing golf participation across school and linking to other areas of the curriculum.	In 2013/14 academic year, sports premium funding was used to develop an on-site golf course, designed by the children. During the 2025/26 academic year, sports premium funding will be used to maintain and develop the golf course, ensuring it can be used by pupils throughout the year. The golf course is also used by the extended services after school club, which approximately 60 children from across the school are due to attend during the 2025/26 academic year. We will also use golf as an enrichment activity for KS2 pupils. This year we aim to maintain the number of children taking part in golf as an extra-curricular activity and also maintain the number of times each year group uses the golf course throughout the year. We also aim to continue improving the basic skills of children	£990	All classes and all pupils used the golf course during the 2025/26 academic year. Children were given the opportunity to try a sport they were unlikely to participate in outside of school. Golf was also used as part of shine week. KS2 pupils, in particular, developed skills and were able to improve their score from the Autumn Term to the Summer Term, this was particularly evident in Year 4 and Year 5. Pupils showed increased enthusiasm for golf and sport in general, increased confidence and better hand-eye coordination. Some teachers made cross curricular links between golf and, for example, maths, demonstrating to children how sport links to other areas of life. All children were given the opportunity to play golf during



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	in all year groups. We will continue to make cross-curricular links between golf and, for example, maths, whilst increasing the level of enthusiasm for the sport that we saw during previous academic years, including 24/25. Our aim is for numbers of children using the golf course overall to be at least maintained. This will be monitored by the Sports Leader. New 'Gold Leaders' will also be appointed in Year 6, giving children the opportunity to maintain the golf course and demonstrate to younger children.		shine week. 74 children have accessed the golf course during after school club, which is an increase from 2024/25. KS2 children did golf as an enrichment club also. Sports Leader has continued to use Year 6 Gold Leaders who help to maintain the golf course and demonstrate to other children.
Lunchtime Sports Coaching and Competition: Children are encouraged to participate in sports sessions during lunchtime. Competitions and Events are held during lunchtime. Lunchtime supervisors work alongside qualified sports coaches.	In 2025/26, Brandhall Primary School will continue to use permanent members of staff with good experience and relevant skill set, ensuring that the continuity of staffing within the academic year remains and most importantly that the high standard of lunchtime sessions achieved in 2024/25 is maintained. Key staff will continue to run focussed sports activities, including use of the sports quad, which was paid for using Sports Premium funding in a previous academic year. Additional funding is being allocated to the OPAL programme, which will help to support the lunchtime sports provision. The senior leadership team and PE Leader feel that the main target is to ensure the quality of lunchtime sport and continuity of staffing within the year is	£10,100	In terms of participation in sports during lunchtime, outside of the PE curriculum, we have seen a similar impact compared to 2024/25. The figures show that lunchtime sports clubs have maintained their high level of popularity amongst pupils in KS1 and KS2. Our existing staff members who deliver sport at lunchtime have been observed by Sports Leader and SLT. There has been excellent continuity of staff for our children, a variety of activities have been provided and the quality remains consistently high. New resources have been purchased to assist with this. Children have been able to choose from a wide range of sports activities and all children have had the opportunity to try different sports throughout the academic year.



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maintained. We will continue to monitor the standard of lunchtime sessions, demanding high standards and making changes if necessary.

Lunchtime Supervisors are now better trained to organise and supervise activities themselves and will continue to work effectively alongside LSPs and LSAs. Having restructured lunchtime during 2021/22 academic year, we now have more learning support presence throughout lunchtimes. This includes staff who are very accomplished at delivering sporting activities.

The lunchtime team are now confident in organising play activities and have worked alongside qualified sports coaches previously and will continue to work alongside members of staff with expertise in sports, which will help to upskill them and enable them to organise and lead a wider range of play activities. Training for all staff is available if there are gaps in knowledge etc.

Members of staff dedicated to sport delivery over lunchtime will encourage participation amongst children in KS1 and KS2 by organising various activities, including a variety of sports that children would not otherwise be able to access.

In addition to organised sports activities, staff will run

The use of existing permanent members of staff with relevant experience and skills set has helped to maintain continuity, quality and overall impact of sessions. Lunchtime sessions remain high quality and pupil engagement has been maintained.

At least 92% of children across KS1 and KS2 accessed sporting activities during lunchtime at some point during the school year. This is a 2% increase compared to 2024/25. At least 72% of children across KS1 and KS2 accessed sporting activities on a 'regular' basis. This is a 3% increase compared to 2024/25. Our aim at the start of the academic year was to maintain high levels of sporting engagement over lunchtimes by using our own staff and this has been achieved.

All children were given the opportunity to partake in intra school lunchtime competitions at points during the school year. We have maintained the same number of competitions in a range of sports during lunchtimes. Competitions increased enthusiasm amongst pupils who participated and competitions were well structured and maintained the high quality set in 2024/25. The introduction of permanent members of staff supporting the delivery of sport over lunchtime has been a big contributing factor.

Children reflect that they enjoy lunchtimes and have built up positive relationships with the staff delivering sport every day. SLT had concerns about 'lost sessions' during 2018/19



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	intra competitions throughout the school year. The aim of introducing competitions to lunchtime is to increase the number of children experiencing competition participation, gaining confidence and enthusiasm for sport. In 2025/26 we will continue to specifically target children who are not part of teams, inside or outside of school, and who we feel would benefit most from taking part in sport, in terms of their health and well-being. These children are likely to be children who did not participate or did not participate regularly during 2024/25. Our aim is also to maintain the confidence of key members of staff when delivering sporting activities and to consolidate their current knowledge and skill, as well as helping them to provide a wider range of activities for our children. We aim to maintain the participation of children across the whole school, with a particular focus on children accessing sessions 'regularly'. 2024/25 was very successful in this area so maintaining the current participation level would be a success. We are also targeting children who have not participated previously.		but this has been actively addressed and has not been an issue for 5 years because of the consistency and quality delivered by our own staff over the past few academic years. During 2025/26, the children benefitted from having the same staff every day. This also included qualified sports staff on certain days of the week. The continued use of the Sports Quad (paid for through Sports Premium funding previously) contributed to an increased lunchtime sports participation for KS2 pupils.
Staff Training and Development: PE Leader training and	As part of our commitment to improve the quality of teaching and learning in PE across the curriculum, we endeavour to ensure that the new PE Leader is fully	£3,363	Sports Leader has spent time observing lessons and implementing changes to benefit the curriculum and the delivery of PE across all key stages.



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development, including NPQ in PE. Staff who feel less confident in delivering PE have previously worked closely with qualified Sports Coaches to be upskilled and to gain confidence. We are now using this training budget to focus on giving the PE Leader time out of class to observe sessions and train staff who need support, particularly RQTs.	supported in terms of her training needs and the needs of the school. The PE Leader is starting her second year in the role and we will focus this area of the budget on giving her the necessary support and time out of class. The PE leader will also benefit from external support, most of which is provided for free by the local authority. The PE leader will also receive support from senior management and has a good network of other professionals who she can share good practice with. We are using this training budget to give our PE Leader time out of lessons to get the necessary training and also spend time with the previous incumbent, as well as sharing good practice with other PE Leaders at schools in our cluster. Furthermore, we are able to fund any courses that would benefit the new PE Leader, as well as giving her time out of class to observe PE lessons and support staff where necessary. The PE Leader will work alongside other members of the teaching team to ensure they are able to plan and deliver effective PE sessions. Our continued programme of staff development has worked well in previous academic years and we feel that focussing on our new PE Leader's CPD would be the best use of the budget this year. The PE Leader can also observe lessons, support staff and set expectations across all	PE Leader has had the opportunity to network with other leaders and has gathered ideas that can support and enable the school to develop successfully. The PE Leader has developed leadership skills further to ensure a positive impact is implemented across school surrounding sport in 2025/26 and beyond. PE Leader has received Local Authority training and peer support from the previous incumbent and is up to date with curriculum changes. The needs of the PE Leader in terms of training and development have been fully met and she effectively co-ordinates PE and Sport within school, identifying the training needs of other staff and the areas for development in PE/Sport within school. The PE Leader also has the opportunity to share good practice with other schools and make effective links for competitions etc. In all year groups, we have monitored the progress of children in PE, targeting children who need extra support and nurturing the talent of those who are gifted at a certain sport or within PE in general. The PE leader has completed a staff audit this year to gauge how confident staff are about delivering PE lessons. This
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	key stages. All current staff are confident in delivering PE, lessons are of a high quality and pupils make good progress. We have one new ECT for 2025/26 and will ensure this member of staff is well supported by the Sports Lead and any further training needs will also be identified. We expect to see a high standard of PE being delivered across all key stages by the end of the academic year. We also expect PE leadership to be strong and the impact of Sports Premium to be evident in all areas. We are aiming to achieve at least the bronze award from ‘Your Sport Games’.		includes ECT, who has received specific support from the PE Leader during 2025/26. All staff are now confident in teaching all areas of PE but we have one ECT starting with us in September 2025 and the PE leader will be allowed time to ensure the ECT is well supported. PE Leader has had the opportunity to monitor lesson plans, seek areas of strengths and areas that require development. The PE Leader has provided members of staff with feedback and supported them where possible to achieve any targets set. Drop-in observations have taken place this year and the PE Leader is happy with the enjoyment and development that can be seen through these snapshots. PE at Brandhall is thoroughly enjoyed and this is evident through the pupil and staff voice. Children are excited about their PE sessions. They know when they take place, what it is they are learning, where their strengths are and what they need to do to develop further. Teachers also enjoy PE; they see children make significant progress over the course of the year. The PE Leader has continued to drive the curriculum for PE. The curriculum is set out to clearly see progression throughout all year groups. There will also be more opportunities for children to engage in sports they would not normally be exposed to.
Competition and	Brandhall Primary School aims to allow as many	£0	No cost required during 2025/26 because competitions and



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Achievement: Sports teams compete in competitions throughout the school year. Mostly offsite events but some events also organised on site. Prizes are also purchased to promote sporting achievement and encourage participation.

children as possible to take part in competitions outside school, developing their confidence within the chosen sport, familiarising them with competing against other schools and increasing their overall enjoyment and enthusiasm for sport.

Within the school site we are fortunate to have football pitches, a golf course, a basketball course and two school halls – both used for delivering PE. As such, we also invite other schools to take part in competitions on our site, involving as many of our children as possible.

In addition to the cost of attending external competitions, school spends a small amount on prizes, trophies, medals and other rewards to promote and celebrate sporting achievement, whilst also encouraging participation.

Our aim during 2025/26 is to increase the number of children taking part in competitions across school. Our target is to at least maintain the overall number of competitions that we participate in across school compared to 2024/25. This continues to be an area of focus for us during 2025/26 but we believe we can at least maintain the overall number of competitions and do so at a low cost.

We aim to continue to enter competitions in a wide

travel either free or not paid for through Sports Premium. We have retained the Bronze Award granted by Your School Games.

The PE Leader has arranged for some external companies to deliver PE lessons in school, providing all pupils with an opportunity to be involved. The PE Leader also took some children out to compete against other schools in various tournaments. SEN children have also been given the opportunity to compete and represent their school. Steel from Gladiators also attended school and talked to children about healthy living, well being and sport (paid for by PFOB).

The PE Leader arranged for some competitions to take place at lunchtimes. The children were engaged and enjoyed these competitions.

Taking part in competitions against other schools and within school helps children to develop a further respect for sport and a better understanding of sporting values.

Some children have experienced tournaments with other schools within the local authority. KS2 children in particular, had the opportunity to attend tournaments at local high schools, aiding their transition for the following year, and also at local leisure facilities, competing against neighbouring schools. Children have become more competitive following these tournaments.



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	range of sports and continue to enter 'B teams', targeting children who have not previously taken part in competitions. We are very satisfied with the level of intra competition already happening within school and wish to continue focussing on competition against other schools during 2025/26.		We will focus on at least maintaining the number of children participating in competitions across school during 2025-26. We have developed strong links with a number of external sports clubs, including those who use the school site, and we actively encourage our children to attend these clubs. Celebrating sporting achievement, both inside and outside of school, forms part of praise assembly every week and sporting achievement is also recorded on the weekly school newsletter (Brandhall Beat), on the school website and through the school's social media feeds. Overall, children reflect that they love taking part in sport, representing Brandhall at sport and being rewarded for sporting achievement. Healthy competition and promoting good sportsmanship, is part of the ethos and culture of Brandhall Primary School. Sports Day took place in Summer term and was very successful. There was a clear progression with all year groups from the start of the academic year to the final term. All children participated unless off school through illness on that day.
PE and Sports Resources: General resources to aid the	Each year since the introduction of Sports Premium, we have allocated money towards resources to ensure that teachers are able to deliver the PE	£1,533	PE resources have helped to ensure that the standard of PE lessons has improved. The PE leader observed lessons throughout the year and saw marked improvement in both



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delivery of the PE curriculum and sport within school, including resources for after school sports clubs

curriculum and we are also able to offer after school sports clubs.

The Sports Premium is used to ensure children are motivated to participate in PE and other sport sessions because lessons are well-resourced and a variety of activities can be provided throughout the year.

The money is partially used to ensure there are sufficient high-quality resources for sports and activities already undertaken but is also used to introduce new activities and maintain children's interest and motivation.

This year we aim to have better resources than in any previous academic year, which will in turn mean a higher standard of PE lesson, more enthusiasm for PE lessons and extra-curricular clubs and overall greater participation in sport. We also aim to continue organising our resources more efficiently to maximise the benefit across all areas – PE lessons, lunchtimes, after school clubs.

In addition to our standard PE resources, we are investing in more MOKI bands, which have been used effectively in school during 2024/25. MOKI bands track physical activity and are used to produce data, which children can view and take ownership of. MOKI

the quality and impact of the teaching and the skill and enthusiasm for sport shown by the pupils in every year group.

Moki Bands have been a huge success this year, for all year groups involved. All children in Year 2, Year 4 and Year 6 used Moki Bands during the academic year. The aim was to rotate the bands between year groups. The children involved were engaged and built up motivation to become more active. The data received from these year groups were then passed over to lunchtime staff with selected children highlighted. These children were then used as a focus group. More engaging activities were directed towards these children to ensure their moderate to vigorous physical activity improved from their previous term with the Moki Bands.

We have also used 25/26 funding to improve sports resources across school, including new gym mats. An audit at the end of 25/26 showed that we are better resourced than at the end of 2024/25, including replenishing and expanding lunchtime resources.



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	bands are already used in Year 2 and Year 4 to monitor the physical activity of our children. The aim of purchasing additional MOKI bands for additional year groups is to encourage physical activity and healthy lifestyles, expanding on the positive impact we saw in 2024/25. We will also be able to use the MOKI bands to monitor and evidence the impact of other elements of our sports premium plan. We will also continue to use a small amount of sports premium funding for staff and pupil uniform. In terms of staff, this will help to increase enthusiasm for sport and support the development of Brandhall's sporting identity, particularly when competing against other schools but also for PE sessions and sports days. For children, the purchase of PE uniform will continue to increase participation and ensure that all pupils are ready for PE and experience a feeling of 'belonging' when taking part. This is part of our poverty proofing strategy.		
After School Clubs and Extra Curricular Sports: Clubs take place throughout the school year in a variety of sports, helping to engage children in sport and	We want to increase the level of sports participation in after school clubs that we achieved during 2024/25 academic year. We also want to continue with enrichment clubs during the school day; these will include sporting opportunities for our children and was a very successful initiative during 2024/25 and 2024/25.	£762	We ran various sports clubs per week throughout the school year, including clubs that were completely new to school, as well as clubs being offered to certain year groups for the first time. We used pupil voice to decide which clubs were run for which year groups, giving pupils ownership and increasing enthusiasm for sports within school. Clubs include football, chess, golf, dance and kickboxing.



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introduce them to new ways of staying fit and healthy.	We wish to run multiple clubs throughout the next academic year and have the proportion of children participating in extra-curricular sports activity at a higher level than 2024/25, where we faced significant difficulty in achieving the same levels as in previous years. We also wish to involve children who have not attended clubs previously, as well as introducing new clubs that have not previously been run. We have plans in place to enable more clubs to take place but keep costs to school reasonably low. In addition to after school clubs, we aim to offer sporting enrichment clubs for children during the school day. Our main aim for 2024/25 is to introduce our KS2 children to new sports and for a higher number of KS2 children to access these clubs throughout the school year.		Participation in clubs has increased to 31% of KS1 and KS2, which exceeds our aim Our strategy for 2025/26 has been successful and participation has increased to 31%, exceeding our target of matching the 2024/25 level of 27%. All KS2 children took part in enrichment clubs, which included sporting activities. We will also continue to use Enrichment Clubs, which have been extremely successful. Children have experienced sporting opportunities that they would not otherwise have had. Children have given extremely positive feedback about their experience in clubs and coaches and teaching staff have reflected that good progress has been made by all children who have attended. It has also helped children in terms of confidence, self-esteem and social skills. Children are strongly encouraged to take part in clubs outside of school and Brandhall Primary School now has links with several different external sporting organisations. Sporting participation and success is widely celebrated in school, using Brandhall Beat, praise assemblies and the school's social media platforms.
Residential Trip Subsidy: A subsidy which will allow a	Brandhall Primary School places great value on the role of residential trips within a child's development and feels that the sporting opportunities on offer at	£2,000	During the Year 5/6 residential, 48 students experienced physical activity/sports opportunities that they would not otherwise have been able to undertake. All children



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residential trip to take place and will encourage more parents to allow their children to attend. Sporting opportunities are a fundamental part of this trip.	our residential trips would really benefit the children in attendance. As such we have committed a £2,000 subsidy to ensure that more children are able to attend the residential and enjoy participating in sports that they would not otherwise have access to. We know based on historical data that this commitment from the school, using Sports Premium funding, will increase participation significantly. We used sports premium to subsidise our residential trips over the past few years and this was very successful in terms of the impact it had on the children who attended. We anticipate that this subsidy will have a similar impact on the children who attend in 2025/26, both in terms of their enthusiasm for the sports/activities undertaken and their appreciation of sport/health and well-being in general.		experienced activities such as rock climbing, abseiling, bush craft, high ropes, hiking and blind trail course, as well as playing more conventional sports regularly throughout the residential. Children reflected that it was a very positive experience and all pupils were extremely enthusiastic about the physical activities. Teachers commented that children had benefitted in terms of social interaction, emotional development and physical development. Some children had, for example, conquered their fear of heights whilst on the residential, whilst other children who were usually reluctant to engage in physical activities thrived and grew in confidence. Activities such as abseiling and rock climbing had a very positive impact on children's self-belief and confidence. Parent Governors and other parents fed back that parents, in general, were extremely pleased that their children were afforded this opportunity because of the Sports Premium subsidy.
Balanceability	Following the success of the balanceability programme in over the past three years, Brandhall Primary School feels that further investment is a really effective use of our Sports Premium money. Balanceability teaches our Reception children	£1,800	This was not planned at the beginning of 2025/26 but teachers, parents and governors were concerned about losing this when it had such a positive impact. As soon as budget allowed, we rebooked this for Summer Term 2026.



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	fundamental movement patterns, gross motor skills and dynamic balance. Children learn how to pick up, manoeuvre, mount and dismount their bikes and how to ride a balance bike safely. In turn, children gain in confidence and start to develop core physical skills, which act as building blocks for the next phase of their physical education.		All Reception children learned fundamental movement patterns, gross motor skills and dynamic balance. All children learned how to pick up, manoeuvre, mount and dismount their bikes and how to ride a balance bike safely. In turn, children have gained in confidence and have developed core physical skills, which will act as building blocks for the next phase of their physical education in KS1. All Year 6 children also completed Bikeability course but this is at no cost to school.
OPAL: Outdoor Play and Learning Scheme is being implemented to have a positive impact in several areas, one of which is the play and sporting opportunities provided for our children.	In 2025/26, Brandhall Primary School is introducing the OPAL (Outdoor Play and Learning) scheme to enhance the quality of play, which includes physical activity and sporting opportunities for all of our children. It will provide diverse, inclusive and stimulating play opportunities, whilst encouraging creativity, exploration and risk-taking in a safe environment. In addition to this, the scheme will increase physical activity levels through engaging outdoor environments and it will also support motor skill development, overall fitness and a positive outlook on health and fitness in general. We will select and train a designated play coordinator, train all relevant staff in play work principles and supervision and engage with an OPAL mentor over a period of two years. We will invest in resources and storage, as well as ensuring play spaces are	£2,500	The OPAL programme was 50% funded by PFOB and 50% funded by Sports Premium. The introduction of the OPAL programme has significantly increased the amount of physical activity undertaken by pupils during break and lunchtime periods. Through the provision of loose parts, structured play zones and enhanced outdoor environments, pupils are engaging in a wider range of active play opportunities including climbing, balancing, transporting, building, running and cooperative games. As a result, more children are achieving moderate to vigorous physical activity during the school day, particularly those who may not traditionally participate in organised sports. The programme has encouraged children to be more active, contributing positively to their physical fitness, coordination, balance and gross motor skill development.



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	transformed to give children the best possible play environment. We will involve children in the transformation of play at Brandhall Primary School. This element of sports premium spending links heavily with our lunchtime sports activities and competition spend.		Staff observations during the first year of implementation indicate that children are more engaged during breaktimes and lunchtimes, with fewer reports of boredom and an increase in purposeful play. The OPAL approach has encouraged children of different ages, abilities and backgrounds to play together, helping to develop communication, teamwork, problem-solving and leadership skills. Pupils have demonstrated greater resilience, creativity and independence through self-directed play opportunities. Feedback from children suggests that they enjoy the wider range of activities available and feel happier and more active during social times. OPAL has therefore made a significant contribution not only to physical activity levels but also to behaviour, social development, emotional wellbeing and inclusion across the school.
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GENERAL IMPACT OF SPORTS PREMIUM FUNDING (updated for 2025/26)

- The Sports Quad, containing gym equipment, table tennis tables and table football tables continues to be enjoyed by all children in KS2.
- We have improved facilities, including the development of an outdoor classroom/sport space and a new EYFS playground, which will help our Reception children to be active and develop core skills. Significant resources spend in 25/26 on new gym mats.
- Greater staff understanding of how to plan, deliver and assess the impact of PE lessons. More teachers teaching effective PE lessons. 100% of teaching staff were confident in teaching PE at the end of 2025/26.
 - Positive feedback from PE Leader's lesson observations; more effective PE lessons are being taught.
 - Teacher confidence in delivering a wider range of PE sessions has improved. Resources support this.
- The majority of children within school are fit and healthy with a good understanding of health and well-being, despite impact of COVID-19.
 - Children across all key stages enjoy PE and are enthusiastic about learning new sports and gaining new skills.
 - New sports have been introduced across school and in lunchtime/after school clubs.
 - After School Sports clubs have been very successful with good participation across KS1 and KS2.
 - Sporting Enrichment Clubs are high quality and enjoyed by all. We have used shine week to promote new sporting opportunities.
- A larger number of children regularly use lunchtimes to enjoy sporting activities, demonstrating a good understanding of sporting values.
- Many children take part in sport outside of school; in part because of school's excellent links with external sporting organisations.
 - Sporting achievement and sporting values are celebrated regularly within school.
- All Reception children have learned how to ride a balance bike and have developed important physical skills in doing so.
 - EYFS children are able to develop core physical skills in a safe and nurturing environment.
 - Children enjoy physical activity on residential, which is heavily subsidised using Sports Premium.



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WHAT DO THE CHILDREN SAY? (2025/26 quotes):

"I like PE because it is a thing to enjoy with your friends"

"My favourite thing about PE is having the opportunity to engage in lots of different sports"

"I like the Moki bands because they make you more active and more competitive"

"I have enjoyed kickboxing this year"

"I always do the after-school sports clubs. The coaches are brill."

"I was in the Brandhall Beat because of football and I showed all my family."

"The football tournament was my best day."

"I love when Mr O'Connor takes us to play table tennis and go on the gym stuff."

"PE is my favourite lesson, especially outside on the massive field."

"I really enjoy lunchtimes; there's loads to do."

"Our playground is the best (EYFS)."

"In PE I enjoy stretching my body."

"My favourite thing in PE is the competitions which take place at lunch."

"I enjoy golf and I love the golf course."

"Dance is really good. (The Instructor) is the best."

"My favourite sport in PE is rounders."



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“I really like football because it is sporty and I enjoy sporty things.”

“I like passing in football because it helps us improve our accuracy.”

“My favourite thing in PE is kurling because it is exciting and fun and different.”