







## What Should an Inclusive PE Kit Policy Look Like?

Items in an Inclusive PE Kit Policy			
Items	Advice 	Avoid 	Aware 
<b>Material</b>	<ul style="list-style-type: none"> <li>Balance aesthetics &amp; comfort.</li> <li>Material should be fit for purpose, comfortable, soft, lightweight, breathable, temperature regulating.</li> </ul>	<ul style="list-style-type: none"> <li>Unnecessary panelling and piping on tops or bottoms, fleece jumpers, shiny sports leggings.</li> <li>Pure cotton shirts, for these hold onto sweat and are not breathable.</li> </ul>	<ul style="list-style-type: none"> <li>Some pupils with sensory needs dislike cotton feel and collared polo shirts and may need to wear own clothes / round neck tops to support participation.</li> </ul>
<b>Layers</b>	<ul style="list-style-type: none"> <li>Support options for long-sleeve and long-bottoms for outdoor participation, in a dark colour</li> <li>For example, allow wearing of own waterproofs, allow own long-sleeve base layer or under t-shirt.</li> </ul>	<ul style="list-style-type: none"> <li>Sanctioning pupils for wearing layers that helps them participate fully in activity.</li> <li>Questioning why a pupil wants to wear a layer, unless it is for safeguarding reasons. For example, if long-sleeves could be hiding wounds.</li> </ul>	
<b>Top Style</b>	<ul style="list-style-type: none"> <li>Round-neck t-shirt without collar style preferred.</li> <li>Offer both short-sleeve and long-sleeve option, especially for body-image support and religious consideration.</li> <li>Hoody-style jumpers are popular (thick, soft); however for safety, <u>afPE</u> suggest pupils should remove for contact sport.</li> </ul>	<ul style="list-style-type: none"> <li>Tops that have transparency or low V neck cut.</li> <li>Tops that are figure-hugging or have compression material.</li> <li>'Unisex' as the only top option.</li> </ul>	<ul style="list-style-type: none"> <li>'Unisex' tops are usually male-fit therefore it is important to offer standard and slim fits to accommodate all body types.</li> <li>In secondary school, for female pupils going through puberty, top sizes may change, so it is important to be aware some may feel self-conscious and should be able to change sizes or styles through top swap schemes.</li> </ul>
<b>Bottom Style</b>	<ul style="list-style-type: none"> <li>Choice of shorts (longer / shorter length), leggings, tracksuit bottoms.</li> <li>Compression/cycling shorts are popular and can be worn underneath shorts for warmth or under</li> </ul>	<ul style="list-style-type: none"> <li>Only offering skorts.</li> <li>Only offering one style of shorts.</li> <li>Not allowing undershorts, leggings or tracksuits if they are dark school colours.</li> </ul>	<ul style="list-style-type: none"> <li>Skorts found to be generally ill-fitting and overly short, pupils may feel exposed or sexualised.</li> </ul>

	<p>school uniform to support anxieties in getting changed for all pupils.</p> <ul style="list-style-type: none"> <li>• If skorts are dominant for girls, there must be an appropriate shorts option available as well. It is important to consult with pupils to empower genuine choice.</li> <li>• Leggings and jogging-bottoms popular, school may provide but preference is own.</li> </ul>		<ul style="list-style-type: none"> <li>• Tracksuit bottoms may be needed for some pupils to cover legs for modesty reasons.</li> </ul>
<b>Sports Bras</b>	<ul style="list-style-type: none"> <li>• Wearing a sports bra should be personal choice.</li> <li>• Sports bras encouraged for pupils experiencing female puberty; advice to provide guidance but not stipulate which to purchase.</li> <li>• Language important, consider using both 'sports bra' and 'sports support vest'.</li> <li>• Early education must come alongside provision, such as that offered by <a href="#">Treasure Your Chest</a>.</li> </ul>		<ul style="list-style-type: none"> <li>• <u>Only 1/3</u> of secondary school girls wear a sports bra. Just 14% of girls report sports bras being on their school kit list. But levels of comfort will increase by 80% wearing a sports bra.</li> <li>• Consider using different language, such as chest support. Compression vests support pupils who may feel uncomfortable about their body changing. Open communication about the importance and comfort in providing support.</li> </ul>
<b>Headwear &amp; Sports Headscarves</b>	<ul style="list-style-type: none"> <li>• Headscarves or sports hijabs should be tight, secured in a safe manner, particularly at the side of the face, and unlikely to obscure vision or catch on anything that may put the wearer at risk. This is in line with <a href="#">afPE guidance (2024)</a>.</li> <li>• Warm hats and gloves should be supported for warmth in winter (where safe to be worn).</li> <li>• Caps should be supported for sun safety in summer.</li> <li>• Glasses / Sports Goggles should be supported in a safe manner, determined by nature of the activity. For example, in physical contact and full game situations may not be appropriate to wear glasses.</li> <li>• Mouthguards are a safety requirement for some sports at certain times, therefore follow afPE guidance (2024).</li> </ul>		

<b>Footwear</b>	<ul style="list-style-type: none"> <li>Footwear should be appropriate for activity and location providing effective grip and support. Consider what are necessary shoe requirements.</li> <li>For example, trainers for outdoor and indoor games, and studded, bladed or ribbed soles suitable for outdoor surfaces that are soft or slippery.</li> <li>Some activities may require bare feet (gymnastics and dance) and some, such as trampolining, non-slip cotton or wool socks are recommended to protect toes.</li> </ul>	<ul style="list-style-type: none"> <li>Shoe requirement stipulations to support affordability.</li> <li>The wearing of pump-style shoes for PE, while cost effective, may not support comfort and practicality.</li> <li>Stipulation of trainer/boot colour.</li> </ul>	<ul style="list-style-type: none"> <li>Footwear should be appropriate, practical and specific to the context of the surface and sport.</li> <li>Consider a trainer / boot swap scheme or second-hand provision to help pupils access appropriate footwear at affordable prices.</li> </ul>
<b>Socks</b>	<ul style="list-style-type: none"> <li>Short and long socks appropriate for activity.</li> <li>Long football/hockey socks in school colours is an easy way to gain school belonging and can be used across sports.</li> </ul>		

### Principles of an Inclusive PE Kit Policy

Item	Advice 	Avoid 	Aware 
<b>Safety</b>	<ul style="list-style-type: none"> <li>All our Guidance on items recognise the importance of safety.</li> <li>Inclusive Sportswear supports the Association for PE (afPE) in advising schools on safe practice in Physical Education, School Sport &amp; Physical Activity.</li> </ul>		<ul style="list-style-type: none"> <li>afPE make it clear hoodies are not advised for contact sports because of the danger of the hood compromising the neck.</li> <li>Footwear should be appropriate, practical and specific to the context of the surface and sport.</li> </ul>
<b>Logos &amp; Branding</b>	<ul style="list-style-type: none"> <li>Prioritise school logos on top-half layers, such as t-shirt and jumper, following DfE Guidance for having minimal branded items.</li> </ul>	<ul style="list-style-type: none"> <li>Requiring and enforcing that clothing items have no-brand logos, such as discreet Nike or Adidas logos.</li> </ul>	<ul style="list-style-type: none"> <li>The <i>Children's Wellbeing and Schools Bill (2024)</i> reduces the number of school-branded items of school uniform to three.</li> </ul>

	<ul style="list-style-type: none"> <li>• Allow wearing of different sports brands items with small logos if similar colours are available to school colours at a similar cost.</li> <li>• Prioritise enabling pupils to wear layers in wet or cold weather conditions for PE even if they have different logos.</li> </ul>		<ul style="list-style-type: none"> <li>• This will be a positive to reduce costs, but it must go hand-in-hand with expanding the options for the unbranded PE items available for pupils, to ensure inclusion and choice.</li> </ul>
<b>Colour</b>	<ul style="list-style-type: none"> <li>• Plain dark-coloured tops most popular.</li> <li>• A 'school-based colour' signifies belonging.</li> <li>• Have the option to wear own t-shirts of school colour range can support affordability and provide access to those with neurodiversity.</li> </ul>	<ul style="list-style-type: none"> <li>• White/light on top, white/light on bottom half, especially if it has potential to be transparent. This is crucial to help support girls wearing sports bras and fears of leaking on menstrual cycle.</li> <li>• Stipulation of trainer/boot colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Colour Blindness effects 1 in 12 boys, so avoid key 'colour blind' bib clashes i.e., blue &amp; yellow are good. <a href="#">More Information Link</a></li> </ul>
<b>Sizing &amp; Labelling</b>	<ul style="list-style-type: none"> <li>• By having a range of items for students to choose from, this enables any pupils to have the choice to wear what they feel most comfortable in, without conforming to any expectations based on gender.</li> <li>• Provide appropriate sizing for girls rather than expect them to wear boys style cuts and sizes.</li> <li>• Offer slim and standard fit sizes without gender stereotyping labels, and support those wanting over-sized items.</li> <li>• Offer uniform on the same website location for boys, girls and unisex items.</li> <li>• Sizing for shorts should be in a shorter and longer option for pupils to choose.</li> </ul>	<ul style="list-style-type: none"> <li>• Categorising only girl/boy or female/male PE kit.</li> <li>• Offering a limited number of sizes.</li> </ul>	<ul style="list-style-type: none"> <li>• Over-sized items can be positive for those who may experience negative body-image or are self-conscious.</li> <li>• Having a gendered kit item label or size can make trans and non-binary pupils highly self-conscious, and potentially uncomfortable to take part.</li> </ul>
<b>Changing Rooms</b>	<ul style="list-style-type: none"> <li>• Empathetic messaging around changing, encourage pupils to find their own space in the changing room and be respectful of others.</li> <li>• Support pupils coming into school in PE kit when PE kit is before lunch to avoid delays in getting changed and anxieties of getting changed.</li> <li>• If necessary, provide alternative changing space outside main changing room, such as accessible toilets.</li> </ul>	<ul style="list-style-type: none"> <li>• Any shaming around anxieties of getting changed.</li> </ul>	<ul style="list-style-type: none"> <li>• For many, changing rooms may present a very stressful environment and all pupils have the potential to feel vulnerable or anxious within the changing room environment.</li> <li>• Reasons could include, but are not limited to: body shape, size, puberty development, scars, exposing underlayers, periods, underwear,</li> </ul>

			previous trauma, pupils with additional needs.
<b>Spare Kit</b>	<ul style="list-style-type: none"> <li>Availability of spare kit and footwear in a variety of sizes to support pupils who forget or cannot access PE kit.</li> <li>If possible, PE departments should keep a spare set of PE kit in a smaller and larger size to support all pupils being able to wear kit if they forget it. For example, this could include a unisex pair of shorts, tracksuits and t-shirt.</li> </ul>		
<b>Bibs</b>	<ul style="list-style-type: none"> <li>Lightweight bibs, larger sizes better.</li> <li>Regularly wash bibs.</li> </ul>		
<b>Bag</b>	<ul style="list-style-type: none"> <li>Pupils should be encouraged to bring PE kit in a separate closable bag, e.g., a drawstring, over-shoulder sports bag, or small rucksack.</li> </ul>	<ul style="list-style-type: none"> <li>Stipulating colour, style or make.</li> </ul>	
<b>Swimming</b>	<ul style="list-style-type: none"> <li><u>Swim England</u> recommend that swimwear can include a swimming costume, trunks, tight shorts, t-shirt and/or leggings.</li> <li>All pupils should be given the option of swimming shorts, even on top of leotard swimwear. This could be lightweight cycling shorts</li> <li>To support religious and cultural sensitivities, dark long-sleeve tops or tights can be worn, but must be safe as per <u>afPE guidance (2024)</u>.</li> <li>Ensure pupils bring a towel, and <u>goggles</u>, if experienced in using the latter</li> <li>Swim England Colour Recommendation: opt for brighter coloured swimwear because contrasting colours are easier to see in water.</li> </ul>		
<b>Active Uniforms</b>	<ul style="list-style-type: none"> <li>Particularly in primary school contexts, this could work really well to support activity.</li> <li>Schools are encouraged to allow PE kit to be worn on 'PE days'. Schools should consider how they can support cleanliness after PE in the morning such as encouraging deodorant use and bringing a spare top.</li> </ul>		<ul style="list-style-type: none"> <li>Some schools are considering whether there is a need to have separate school and PE uniform and are asking students to either wear PE kit as their regular uniform or are trialling approaches to having combined 'active uniforms' instead.</li> </ul>

<b>Managing costs of PE kit</b>	<ul style="list-style-type: none"> <li>Any new PE kit amendments should have a staggered Introduction to support parents.</li> <li>Schools could provide pupils with PE kit. This could be provided using the Pupil Premium or other hardship funds.</li> </ul>		<ul style="list-style-type: none"> <li>Cost of living crisis is an issue affecting all.</li> <li>A recent consultation on uniform in Scotland (Cabinet Secretary for Education and Skills, 2023) identified cost and affordability as key considerations for school uniform with many parents identifying PE kits being a way to make savings.</li> <li>Suggestions included schools allowing a plain PE kit or allowing pupils to wear their PE kit on PE days, therefore reducing the number of uniform items required across the course of the school week.</li> </ul>
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## School PE Kit Positive Case Studies

Topic	School	Story
<b>Skorts &amp; #MeToo Movement</b>	William Perkin School, London	<ul style="list-style-type: none"> <li>William Perkin School, a secondary school in outer London, responded to student voice and decided to remove skorts from their PE kit list following the #MeToo campaign and Sarah Everard murder case.</li> <li>A number of older girls said they didn't feel comfortable wearing them due to how short they were, particularly when walking home from school, when they did not need to get changed after PE if it was the last lesson of the day.</li> </ul>
<b>Pupil request for 'Jogging Bottoms'</b>	Anonymous, inner-city girls school in Nottinghamshire	<ul style="list-style-type: none"> <li>An inner-city girl's school in Nottinghamshire responded to student voice with regards changing the jogging bottoms that girls were required to wear.</li> <li>The previous ones had straight legs with a zip and a drawstring tie at the bottom of each leg that inevitably snapped.</li> <li>This caused lots of problems with the inner lining, even though it was intended for warmth, also ripping,</li> <li>Pupils requested a change to plain black fleecy type joggers, which they felt were more comfortable and these have subsequently been included onto the schools PE kit list.</li> <li>Due to being listened to, the girls feel valued and are more engaged within lessons.</li> </ul>
<b>Pupils forgetting PE kit</b>	Dunstall Hill Primary School, Wolverhampton	<ul style="list-style-type: none"> <li>The PE Lead of Dunstall Hill Primary School in Wolverhampton, who had concerns about the number of pupils bringing and forgetting PE kit, asked staff to observe and record numbers over a 2-week period.</li> <li>This identified that a high percentage of pupils were not wearing the correct kit and so it was agreed to be involved with the Youth Sport Trust Inclusive PE Kit research.</li> <li>As a result of pupil voice and the PE Leads own research, it has now been decided to ask pupils to attend school wearing PE kit on PE days (from September 2024) and to monitor the impact of this change.</li> </ul>
<b>PE Kit Days</b>	Bishop Creighton Primary School, Peterborough	<ul style="list-style-type: none"> <li>Bishop Creighton Primary School in Peterborough allows pupils to come in to school in their PE kit on PE days and if they have an after-school club.</li> <li>This was initially brought in due to Covid but has been kept it as it works so well.</li> <li>Teachers find that it minimises behaviour issues and improves the number of pupils wearing PE kit.</li> </ul>
<b>Choice for Participation</b>	Anonymous	<ul style="list-style-type: none"> <li>In one school, a boy with autism participates in black pyjamas and bare feet as that feels soft, normal and comfortable for him.</li> <li>This makes him feel like he is at home and not going somewhere, so feels "in more hope."</li> </ul>
<b>PE Kit Slips</b>	Dunstall Hill Primary School, Wolverhampton	<ul style="list-style-type: none"> <li>Dunstall Hill Primary School in Wolverhampton use PE reminder slips which are sent home with pupils who forget their PE kit, or items of it.</li> <li>After the second time of slips being sent home, the Phase Leader gets involved who will speak to the families and work out a solution.</li> </ul>
<b>PE Kit Reminder Slips</b>	Baysgarth School, Humberside	<ul style="list-style-type: none"> <li>Baysgarth School in Humberside utilised their PE budget to buy a range of spare PE kit to loan out to pupils who have forgotten their kit.</li> <li>If pupils wear the spare kit, then there is no sanction and this has had a big impact.</li> </ul>



		<ul style="list-style-type: none"> <li>The Director of Sport only handed out one sanction for not borrowing kit across a whole year, which is a big improvement from previous years.</li> <li>PE staff take ties as a deposit until the spare kit is brought back.</li> </ul>
<b>PE Kit Praise</b>	William Perkin C of E High School, London	<ul style="list-style-type: none"> <li>William Perkin C of E High School, an outer-London secondary school, has been using positive praise to help improve the wearing of correct PE kit.</li> </ul>
<b>Changing Room Anxieties</b>	The Belvedere Academy, Toxteth, Liverpool	<ul style="list-style-type: none"> <li>The Belvedere Academy, a secondary school in Toxteth, Liverpool have worked with their girls to address PE kit and changing issues that were affecting participation.</li> <li>Their current changing rooms consist of a big open space with toilets that the girls were using as changing cubicles, because they did not like to get changed in front of their peers.</li> <li>School agreed that pupils can come into school wearing their PE kit on PE days to avoid anxiety related to changing, however they also provide choice for those who want to change to be able to do so too.</li> <li>The change was trialled with Year 11 pupils initially and worked well, with PE teachers discussing hygiene issues required at the end of lessons. Many pupils now bring another PE top and / or use deodorant.</li> <li>As a result of the success, the scheme has been promoted across the whole school with nearly 100% of pupils now being in kit in every lesson.</li> <li>Staff had positive praise from parents at a recent Parents Evening noting the change really supported autistic pupils, reducing pressure around changing and the organisation and management of uniform.</li> <li>It has also ensured there is less washing of spare kit required by school and not as much lost property related to PE kit and school uniform items.</li> </ul>
<b>Spare Trainers</b>	Kenton School, Newcastle	<ul style="list-style-type: none"> <li>Kenton School in Newcastle have a supply of trainers to loan out, from a small size 13 all the way up to large size 9 and 10.</li> <li>They write the sizes in pen on the back of the heel so that it is easier to get them back in and also take a school shoe as a deposit to ensure they are returned for future loan.</li> </ul>
<b>Spare T-Shirts</b>	Anonymous, Nottinghamshire inner-city girls school	<ul style="list-style-type: none"> <li>A Nottinghamshire inner-city girls' school have bought some plain black round neck t-shirts from Primark, that have been labelled with an iron on sticker of the schools initials.</li> <li>This has enabled them to provide spare kit to pupils who forget theirs, as well as funding some spare kit from Pupil Premium funding for pupils who can't afford to buy it.</li> </ul>
<b>Spare PE Kit</b>	Lakelands Academy, Shropshire	<ul style="list-style-type: none"> <li>Lakelands Academy, a secondary school in rural Shropshire, are building up a supply of spare PE kit to support participation by pupils, especially those from disadvantaged backgrounds who may not have a kit they could use.</li> <li>It was noted that this removes stress for the pupil and teaching staff and enables engagement in lessons.</li> </ul>
<b>Bibs Accessibility</b>	Chadsgrove School, special school in Worcestershire	<ul style="list-style-type: none"> <li>Chadsgrove School, a special school in Worcestershire needed to access larger sized mesh bibs so their pupils could get into them easily, however noted these were costly and difficult to obtain.</li> <li>Not all of their pupils are able to put bibs over their tops, so this is adapted for each individual pupil with some hanging them off the back of their wheelchair or having them draped across their chest.</li> </ul>



<b>PE Kit Days</b>	Clifton Primary School, Birmingham	<ul style="list-style-type: none"> <li>Clifton Primary School in Birmingham encouraged pupils to wear PE kit in school on PE days in response to Covid-19.</li> <li>A branded Clifton PE T-shirt was provided to every pupil, and it was decided that pupils looked smarter wearing their PE kit than normal uniform.</li> <li>Clifton decided that they wanted children to be ready for an active day, every day and so in consultation with parents, the school PE kit became the school uniform, all day every day.</li> <li>This has removed the need, concerns and time issues associated with changing, and has had a noticeable impact on engagement within PE and wider school activities.</li> <li>This greatly reduces uniform costs for parents as it means that families only need to buy one pair of sturdy trainers, rather than an additional pair of school shoes and full uniform for each child attending school.</li> </ul>
<b>PE Kit Days</b>	The Levels School, Somerset  Stratford Upon Avon School & Sixth Form, Warwickshire	<ul style="list-style-type: none"> <li>In The Levels School, a specialist provision school in Somerset, and Stratford Upon Avon School &amp; Sixth Form, a secondary school in Warwickshire, pupils are allowed to wear PE kit into school on PE days.</li> <li>This supports changing issues as for The Levels School they have no formal changing rooms, and for Stratford Upon Avon, this provides a range of options to support changing relating to anxiety and gender preference which was creating some concerns. Both schools note the positive responses from pupils to addressing the issues to provide choice and ensure inclusivity.</li> </ul>
<b>Active Uniforms</b>	Dame Dorothy Primary School, Sunderland	<ul style="list-style-type: none"> <li>Dame Dorothy Primary School in Sunderland are currently transitioning from having traditional formal school attire to a physical education-inspired outfit for all pupils from Sept 2024.</li> <li>They aim to offer a uniform designed to facilitate physical activity and movement, to further raise the profile of being active and in support of their daily running / walking activity. The cost of the new uniform is 50% less compared to the old version.</li> <li>Staff and governors view the change to active uniform as being a real statement of intent, informing parents that they take the health and fitness of their children seriously.</li> </ul>
<b>School Provided PE Kit</b>	Bishop Creighton Academy, Peterborough	<ul style="list-style-type: none"> <li>Bishop Creighton Academy, an inner-city primary school in Peterborough provides a free PE kit and PE bag for every child who starts in reception to ensure they have the clothing required for each lesson.</li> </ul>
<b>Student Boot Room</b>	Wright Robinson College, Manchester	<ul style="list-style-type: none"> <li>Wright Robinson College, a secondary school in Manchester have removed the cost barrier to participation in co-curricular opportunities through a simple 'bring your trainers' policy, and in support of the ongoing cost of living crisis, have supported students and their families by establishing a "boot room" for students, which is stocked with graduated students donated kit which can be loaned to any student.</li> <li>A sustainable option to support both the continuation of accessibility and in support of the environment.</li> </ul>
<b>Flexibility for Affordability</b>	Marshland High School, Wisbech, Cambridgeshire	<ul style="list-style-type: none"> <li>Marshland High School, a secondary school in Wisbech, Cambridgeshire has implemented the option of a non-branded PE kit, allowing parents the flexibility to purchase these items from high street stores or online.</li> <li>In a proactive move towards sustainability and cost-effectiveness, the school encourages families to return good-quality items of uniform, thus enabling the exchange second-hand items that are in good condition.</li> </ul>

<b>Supporting Additional Expenses in Primary and Special Schools</b>	Chadsgrove School, Worcestershire	<ul style="list-style-type: none"> <li>• This helps to develop a sense of community and can help reduce the financial burden on families.</li> <li>• The costs associated with providing additional PE uniform was the uppermost thought for Chadsgrove School in Worcestershire, who appreciate the additional expense that parents of children with disabilities already have.</li> <li>• As such, they do not request a specific PE kit, but recommend pupils wear their own or use a school provided PE t-shirt.</li> <li>• They have a range of colours and sizes of round-neck t-shirts available which are easier for their pupils to change into as they can be stretched.</li> </ul>
<b>Swap Shop &amp; Cheaper PE Kit</b>	Kenton School, Newcastle Upon Tyne	<ul style="list-style-type: none"> <li>• Kenton School, a large sized inner-city secondary school in Newcastle Upon Tyne, which have many pupils from areas of social deprivation, only ask students to buy one specific item of PE kit which is a £7 PE t-shirt which can then be worn with any choice of black bottoms.</li> <li>• Every year the school suggests pupils bring in their smaller tops that don't fit anymore, and they swap it for a bigger size.</li> <li>• The school also have a kit amnesty for Year 11's when they have finished, so they can drop any items off that can be used as spare kit.</li> </ul>
<b>Supporting PE Kits with Pupil Premium</b>	Kenton School, Newcastle Upon Tyne	<ul style="list-style-type: none"> <li>• Kenton School, an inner-city secondary school within Newcastle Upon Tyne, noticed that a high percentage of their pupils had no PE kit (approximately 50-60 pupils in Year 7 each year). Many pupils were unsure where they would be sleeping or which house they could be staying at, so their PE kit was very often a low priority.</li> <li>• To support poverty proofing, the Head of PE organised for bags of PE kit to be available funded from the PE budget and Pupil Premium, so that pupils could access kit with no questions asked.</li> <li>• This has helped ensure greater participation across the school and decreased behavioural incidents.</li> <li>• The school have also ensured jumpers are available for outdoor use and have encouraged the girls in particular to use them because they won't or can't bring in their own.</li> </ul>