

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2022. To see an example of how to complete the table please click [HERE](#).



Created by:



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Details with regard to funding

Please complete the table below.

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| Total amount carried over from 2019/20 | £19,612.00 |
| Total amount allocated for 2020/21 | |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £4,121.00 |
| Total amount allocated for 2021/22 | £19,597.00 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £23,718.00 |

Swimming Data

Please report on your Swimming Data below.

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| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p> | |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p> <p>Please see note above</p> | 70% (42/60) |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p> | 66.67% (40/60) |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 5% (3/60) |
| <p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p> | Yes/ No |

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2021/22 | | Total fund allocated: £19,597.00 | | Date Updated: July 2022 | |
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| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | | Percentage of total allocation: 10.54% |
| Intent | Implementation | | Impact | | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> Local Clubs and Coaches to run school curriculum time sessions and extra curricula after school clubs: This helps support the children to access a variety of different sports, but also to have the chance to develop these skills at school and then join local clubs. More importantly, it helps to create a love of sport and sets them up for following healthy lifestyles where children enjoy being activity for prolonged periods each day. Sports Equipment Provide equipment to support high quality PE lessons and support extra-curricular activities. | <ul style="list-style-type: none"> Children will get specialist coaching in curriculum time and after-school clubs from local clubs and coaches as well as regular teaching staff. Outside coaches include: Cricket, Multi Skills, Tennis, Rugby. Local links to include – Canterbury Hockey Club, Bridge Tennis Club, Canterbury Rugby Club, Canterbury Golf Club, Canterbury Cricket Club, Polo Farm Tennis. All staff and children to have access to appropriate sports equipment to deliver high quality, high-impact and enjoyable physical | <p>£500.00</p> <p>£2,000.00</p> | <p>Elliot Bensted (Teach Sport) - Specialist sports coach ran 12 curriculum time sessions with Year 3 & 5 classes. These sessions promoted pupil engagement during the term and also gave staff the opportunity to develop their skills (planning and teaching) in PE.</p> <p>Elliot Teach Sport – Specialist sports coach ran 12 extra-curricular (lunchtime) clubs with a mixed age range of pupils. This promoted engagement in physical activity in extra-curricular time and also children became more active for prolonged periods of time.</p> | <p>Clubs will continue to run as many of our class teachers and TAs run these. Clubs run by external sports coaches will be factored into next academic year's funding to ensure continued engagement from all pupils.</p> <p>Continue to target vulnerable groups (Pupil Premium & SEND) for extra-curricular clubs/events, particularly those who haven't attended something this year (Yoga & dance clubs could do this?)</p> <p>Continue to budget for equipment next academic year. Carry out audit in September</p> | |

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| | <p>activities.</p> <ul style="list-style-type: none"> Undertake regular equipment audits to establish what equipment needs to be purchased | | <p>During this academic year we have successfully run 16 extra-curricular (after school & lunch time) sporting clubs. This has enabled children to be active for longer periods each day whilst also promoting enjoyment and a healthy lifestyle. The lunchtime clubs in particular have also helped children's focus in lessons.</p> <p>8/10 (80%) Pupil Premium children have taken part in an extra-curricular activity this year (either a sporting club or event).</p> <p>35/48 (73%) SEND children have taken part in an extra-curricular activity this year (either a sporting club or event).</p> <p>New equipment purchased this year (including basketball and netball hoops) have enabled children to access appropriate and safe equipment.</p> | <p>2022 ready for order.</p> <p>Look into setting up a successful lunchtime structure led by a group of children (Sports Crew/play leaders) to offer children a range of activities that get them physically active during lunchtimes. Book a visit to local primary school (Garlinge – Lisa Sparks) which has a successful model for this set up and running with a view to bringing key ideas back and implementing them at Bridge. Identify one, or two, members of staff who will take the lead on this and oversee its implementation and smooth running.</p> |
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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 33.73% |

| Intent | Implementation | | Impact | |
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| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |

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| <ul style="list-style-type: none"> HLTA PE Subject Specialist/lead: <p>Support Subject leader to ensure school sport, PE and physical activity is a whole school approach that will have great outcomes in lessons and consistency throughout the school.</p> | <ul style="list-style-type: none"> To support with administration of sporting events including letters, transport etc. To deliver high quality PE across a range of year groups. To work with and develop the teaching of PE in year groups across the school. Through supporting in planning, observing and offering feedback of teaching and team teaching with year group staff. | <p>£8,000.00</p> | <p>Allocating time for PE subject specialist to enter the school for all events, means we have attended 26 events this year - all on offer through Canterbury Academy Sports Partnership (CASP) - 2 events were run by the LTA).</p> <p>We have won a number of our Canterbury district events. However, this year, the sports partnership have not held Kent School Games finals for any of these except for cricket (which we attended). 2 x cricket Kent School Games finals Tennis finals for Lawn Tennis Association (LTA)</p> <p>Accessing these events is key to promoting PE within our school as the children are excited and enthused by the possibility of representing the school as part of a team or individually.</p> <p>Staff are continuing to use and adapt the Greenacre scheme of work which was purchased two years ago. There is now a good balance of staff, who have a strength in teaching PE, spread across the school/year groups. This is down to the support given to staff (from HLTA PE Lead) identified as PE being an area for</p> | <p>Continue to purchase CASP package for events entry and more importantly allocate time for subject leader to sort through admin and access arrangements for these events to take place.</p> <p>Both PE Subject Leads to carry out a set number of observations (1 or 2 per term) agreed at the start of the academic year. This will continue to ensure a clear picture of PE in the school and highlight areas that can be developed as well as celebrated.</p> <p>HLTA PE Specialist to utilise pupil voice more regularly to inform future planning and spending. Set a date at the end of each term to gather some pupil voice data/evidence.</p> <p>PE subject leader and HLTA PE Specialist to regularly update Sports Premium Funding Evidence document to keep a running record of vulnerable group data rather than having to gather this at the end of the year.</p> |
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| | | | <p>development. Elliot from Teach Sport has also worked closely with two different year groups this year (3 & 5) to support curriculum time teaching (see evidence in key indicator 1).</p> <p>Regular review of the progression of PE across the school ensures that there is a broad and balanced curriculum being offered.</p> <p>HLTA supported teachers with a successful data capture in Term 5 which enabled class teachers to assess their children’s progress in PE.</p> <p>Observations of teaching staff and external staff have been carried out over the course of the year to identify areas of strength and areas for development in the teaching of PE. An area for development that has been worked on closely this year is the difference between ‘coaching’ and ‘teaching’ this year (relating to observations and internal staff feedback of the delivery of sessions from external staff).</p> | |
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| <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> | <p>Percentage of total allocation:</p> |
| | <p>11.81%</p> |

| Intent | Implementation | | Impact | |
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| <p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> | <p>Sustainability and suggested next steps:</p> |
| <ul style="list-style-type: none"> To ensure children engage in high quality PE (dance): Children to be inspired by and engaged in high quality dance within the school. | <ul style="list-style-type: none"> Dance specialist to plan, deliver and assess dance within the whole school. Raise the standard of dance and give the children opportunities to create performances for festivals, competitions and school shows. All year groups (KS1 & KS2) will get block of 6 lessons (1 session per week for 6 weeks) during a term in the academic year. Teaching staff will gain knowledge and understanding of how to deliver high quality dance lessons through working alongside the dance specialist. | <p>£2,800.00 40 weeks 1 term per year group</p> | <p>Dance session with Laura (from Dance Extreme) continue to engage all pupils in this area of PE whilst also promoting PE within the school through the use of a specialist dance teacher. Laura has also run a dance after school club targeting KS1 pupils to enthuse them from a young age. Dance lessons are planned and taught to a high standard and we entered the virtual dance competition organised by CASP this year resulting in a 1st and 2 second place placings. Teaching staff are engaged and utilised by Laura during dance lessons to develop their knowledge, understanding and delivery of dance within the PE curriculum. Furthermore, Laura has been part of the Year 6 production this year, working with the children and teachers to choreograph the dances that accompany the show. This has impacted positively on a different area of the curriculum (Performing Arts) and enabled children to be</p> | <p>Dance sessions to continue next year (same as this year). Encourage teaching staff to lead parts of the lessons to build their confidence. Laura to run a dance club again but this time to target the children who are the least active across the school (those who have not yet attended a club at that present time).</p> |

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| | | | physically active for more time during the school day. | |
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
25.03%

| Intent | Implementation | Impact | |
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| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
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| <ul style="list-style-type: none"> Forest School & Outdoor Learning <p>To use Forest School as a tool to increase children’s engagement with outdoor physical activities. To utilise a trained specialist Forest School Teacher (Lisa P) who works within the school to offer children in Years R-6 Forest School and Outdoor Learning opportunities and learning experiences.</p> | <ul style="list-style-type: none"> Forest school lead to plan effective lessons to deliver wider outdoor opportunities for all year groups Forest school lead to develop on site provision and to source local sites to further pupil learning Forest school lead to support EYFS and Year 1 teachers with continuous provision opportunities in outdoor learning environments. | £5,937.00 | <p>A great number of improvements to the on-school site Forest School area have been made. We have planted 8 fruit trees, 10 woodland trees, a willow den and willow tunnel, built 6 raised beds, built a shed, planted a whole range of small saplings and created a tippy tap and fire circle.</p> <p>FS lead has gained permission to use a site in Covert Woods for Forest School sessions.</p> <p>Year 1 and Year R had weekly opportunities for outdoor learning from October half term to Easter. Lessons have been planned effectively – see planning folder – partially tying in with their</p> | <p>To make trips to Covert woods for more outdoor learning opportunities – decide which equipment is needed.</p> <p>To continue developing the school site, focusing on outdoor shelter, water butts and gutter, the shed, wild flower meadows and further equipment.</p> <p>To work on a long-term session plan so that all classes have continuous provision and see different seasons throughout the year.</p> |
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| | | | <p>curriculum.</p> <p>Year 2, 3, 4 and 6 had one term each of weekly FS sessions.</p> <p>Children have had the opportunity to play team games and to learn about the environment, local flora and fauna by moving around, going on insect hunts and playing physical games. They now know some of the local tree and animal names, they learned about their habitats and animal facts. They developed their fine motor skills by using tools such as a peeler, hammer, fire striker and palm drill. Children developed their body strength and social skills by building shelters, digging, climbing the rope ladder and planting.</p> <p>A questionnaire had been sent out to Year R and 1 parents with very positive reviews about physical outdoor learning at Forest School.</p> | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 22.56% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> Canterbury Academy Sports Partnership (CASP) – Competition Package: This entitles the school to all Kent School Games competitions and Canterbury Academy Sports Partnership competitions. This package includes access to our regular bulletin outlining relevant Youth Sport Trust initiatives and invites to three primary sport networking events that include support with School Games Mark. Schools signing up for this package will also be given priority booking for Bikeability. Canterbury Academy Sports Partnership – League registration: Boys and Girls football teams league entry fee. Mixed Netball team league fee. Entrance fee for Tennis. - LTA | <ul style="list-style-type: none"> To enter all of the competitions offered through the CASP package To achieve progression into Kent School Games Finals in as many events as possible To meet criteria to apply for and be awarded Platinum in the School Games Mark | £850.00 – Football & Netball league registrations included. | <p>As a result of purchasing the Canterbury Academy Sports Partnership package, we have been able to attend 26 events this year - all on offer through CASP.</p> <p>We have won a number of our Canterbury district events, however this year the sports partnership have not held Kent School Games finals for any of these except for cricket (which we attended).</p> <p>2 x cricket Kent School Games finals</p> <p>Tennis finals for Lawn Tennis Association (LTA).</p> <p>Accessing these events is key to promoting PE within our school as the children are excited and enthused by the possibility of representing the school as part of a team or individually.</p> <p>Both the boys and girls football teams and the mixed netball team this year were a great success and</p> | <p>Purchase the events entry level CASP package again next year.</p> <p>Continue to fund school minibus to enable children to represent the school in PE events and engage in competitive sports.</p> |

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| <ul style="list-style-type: none"> • Transport: Enables more of our children to participate in Level 2/3 competitive events. | <ul style="list-style-type: none"> • To enable more children to participate in Level 2 & 3 competitions. • The whole school aim is to give every child the opportunity to represent the school in a sporting competition by the end of their primary education, which means entering more teams in events resulting in the use of more transport. | <p>£4,500.00</p> | <p>very popular with the children. Next year, we are going to enter two boys and one girls football team and one mixed netball team into the leagues.</p> <p>The school minibus continues to be a valuable resource in enabling children to participate in sporting events outside of school. This gives children the opportunity to experience competitive and non-competitive sport at a high level but with this comes the learning opportunities around the 'School Games Values' (determination, honesty, respect, passion, teamwork & self-belief) that the school upholds throughout its PE curriculum. We believe these are vital to becoming a well-rounded being and sport offers the opportunities needed to experience and develop them.</p> | |
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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |

Created by:



Supported by:



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