

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$

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

Schools are required to <u>publish details</u> 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 <u>HERE</u>.

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Details with regard to funding Please complete the table below.

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

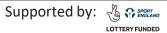
Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	70% (42/60)
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. Please see note above	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	66.67% (40/60)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	5% (3/60)
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/ <mark>No</mark>













Action Plan and Budget Tracking

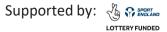
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021/22	otal fund allocated: £19,597.00 Date Updated: July 2022			
Key indicator 1: The engagement of a	Yey indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that		Percentage of total allocation:	
primary school pupils undertake at le	ast 30 minutes of physical activity a c	lay in school		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:
Local Clubs and Coaches to run school curriculum time sessions and extra curricula	 Children will get specialist coaching in curriculum time and after-school clubs from 	£500.00	Elliot Bensted (Teach Sport) - Specialist sports coach ran 12 curriculum time sessions with	Clubs will continue to run as many of our class teachers and TAs run these. Clubs run by
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.	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 Golf Club, Polo Farm Tennis.		promoted engagement in	factored into next academic year's funding to ensure continued engagement from all pupils. Continue to target vulnerable groups (Pupil Premium & SEND) for extra-curricular clubs/events, particularly those who haven't attended something this year (Yoga &
• Sports Equipment Provide equipment to support high quality PE lessons and support extra- curricular activities.	 All staff and children to have access to appropriate sports equipment to deliver high quality, high-impact and enjoyable physical 	£2,000.00	physical activity in extra- curricular time and also children became more active for prolonged periods of time.	dance clubs could do this?) Continue to budget for equipment next academic year. Carry out audit in September













	activities.		During this academic year we	2022 ready for order.
	Undertake regular		have successfully run 16 extra-	
	equipment audits to		curricular (after school & lunch	Look into setting up a
	establish what equipment		time) sporting clubs. This has	successful lunchtime structure
	needs to be purchased		enabled children to be active for	led by a group of children
			longer periods each day whilst	(Sports Crew/play leaders) to
			also promoting enjoyment and a	offer children a range of
			healthy lifestyle. The lunchtime	activities that get them
			clubs in particular have also	physically active during
			helped children's focus in	lunchtimes. Book a visit to local
			lessons.	primary school (Garlinge – Lisa
				Sparks) which has a successful
			8/10 (80%) Pupil Premium	model for this set up and
			children have taken part in an	running with a view to bringing
			extra-curricular activity this year	key ideas back and
			(either a sporting club or event).	implementing them at Bridge.
				Identify one, or two, members
			35/48 (73%) SEND children have	of staff who will take the lead
			taken part in an extra-curricular	on this and oversee its
			activity this year (either a	implementation and smooth
			sporting club or event).	running.
			New equipment purchased this	
			year (including basketball and	
			netball hoops) have enabled	
			children to access appropriate	
			and safe equipment.	
Key indicator 2: The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
				33.73%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to achieve	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	are linked to your intentions:	allocated:	pupils now know and what	next steps:
			can they now do? What has	
and be able to do and about			,	
and be able to do and about what they need to learn and to			changed?:	













HLTA PE Subject Specialist/lead:

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.

- 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.

f8.000.00

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).

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)

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 of each term to gather some a team or individually.

Staff are continuing to use and adapt the Greenacre scheme of work which was purchased two vears 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 gather this at the end of the to staff (from HLTA PE Lead) identified as PE being an area for

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.

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.

HLTA PE Specialist to utilise pupil voice more regularly to inform future planning and spending. Set a date at the end pupil voice data/evidence.

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 vear.















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). Regular review of the

progression of PE across the school ensures that there is a broad and balanced curriculum being offered.

HLTA supported teachers with a successful data capture in Term 5 which enabled class teachers to assess their children's progress in PE.

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).

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

11.81%











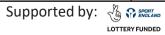


Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To ensure children engage in high quality PE (dance): Children to be inspired by and engaged in high quality dance within the school. To ensure children engage in high quality PE (dance): Children to be inspired by and engaged in high quality dance within the school.	 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. 	1 term per year group	whilst also promoting PE within the school through the use of a specialist dance teacher. Laura has	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).













Key indicator 4: Broader experience o	f a range of sports and activities offe	ered to all pupils	physically active for more time during the school day.	Percentage of total allocation: 25.03%
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:
• Forest School & Outdoor Learning 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.	 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	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. FS lead has gained permission to use a site in Covert Woods for Forest School sessions. 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	opportunities – decide which equipment is needed. To continue developing the school site, focusing on outdoor shelter, water butts and gutter, the shed, wild flower meadows and further equipment. To work on a long-term session plan so that all classes have continuous provision and see different seasons throughout





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curriculum. Year 2, 3, 4 and 6 had one term each of weekly FS sessions. 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. A questionnaire had been sent out to Year R and 1 parents with very positive reviews about physical outdoor learning at Forest School.







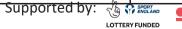






Key indicator 5: Increased participatio	n in competitive sport			Percentage of total allocation:
				22.56%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure 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:
Canterbury Academy Sports		£850.00 –	As a result of purchasing the	Purchase the events entry level
Partnership (CASP) –	!	Football &	Canterbury Academy Sports	CASP package again next year.
Competition Package:	through the CASP package	Netball league	Partnership package, we have	Continue to fined calcul
This entitles the school to all Kent		registrations	been able to attended 26 events	Continue to fund school minibus to enable children to
School Games competitions and Canterbury Academy Sports	 To achieve progression into Kent School Games Finals 	inciuded.	this year - all on offer through CASP.	represent the school in PE
Partnership competitions. This	in as many events as		We have won a number of our	events and engage in
package includes access to our regular	· ·		Canterbury district events,	competitive sports.
bulletin outlining relevant Youth Sport	l .		however this year the sports	competitive sports.
Trust initiatives and invites to three	To meet criteria to apply		partnership have not held Kent	
primary sport networking events that	1		School Games finals for any of	
include support with School Games	Platinum in the School		these except for cricket (which we	
Mark. Schools signing up for this	Games Mark		attended).	
package will also be given priority			2 x cricket Kent School Games	
booking for Bikeability.			finals	
			Tennis finals for Lawn Tennis	
 Canterbury Academy Sports 			Association (LTA).	
Partnership – League			Accessing these events is key to	
registration:			promoting PE within our school as	
Boys and Girls football teams league			the children are excited and	
entry fee.			enthused by the possibility of	
			representing the school as part of	
Mixed Netball team league fee.			a team or individually.	
Entrance fee for Tennis LTA			Both the boys and girls football	
Littlance lee for Tellins LTA			teams and the mixed netball team	
			this year were a great success and	









To enable more children to participate in Level 2 & 3 competitions. • Transport: Enables more of our children to participate in Level 2/3 competitive give **every child** the events.

The whole school aim is to 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.

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.

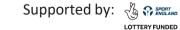
The school minibus continues to be a valuable resource in enabling children to participate in sporting events outside of school. This gives children the opportunity to experience competitive and noncompetitive sport at a high level but with this comes the learning opportunities around the 'School Games 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.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	











£4.500.00





Date:	











