



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

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](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2020** at the latest.

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 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>- The school has been awarded the School Games Mark Gold award for the provision of P.E./Sports and the extra-curricular provision.</li> <li>- School sports awards are used to encourage involvement and dedication to the wider curriculum. Children receive trophies and have their names added to the honours boards.</li> <li>- The school has held more inter-house competitions than ever before.</li> <li>- Children have had the chance to represent the school in a wider range of sports.</li> <li>- Children have become Sports Leaders to lead, manage and promote school sport.</li> <li>- A wide range of sports clubs are on offer.</li> <li>- 1 football player represented Kent in 2019.</li> <li>- New community partnerships developed, and current partnerships developed.</li> <li>- Continued use of the outdoor gym, in both P.E. lessons and at playtimes and lunchtimes.</li> <li>- Instillation of an immersive room to build on Fine Motor skills, agility and to encourage the less active to take part in P.E. outside of class time.</li> </ul>	<ul style="list-style-type: none"> <li>- To maintain the School Games Mark Gold mark by continuing to develop and enhance our P.E. offering.</li> <li>- To increase pupils' levels of physical activity by introducing access to the Daily Mile in the school.</li> <li>- To introduce a wider range of sports for children to compete in.</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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>	90%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	76%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	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: 2019/20		Total fund allocated: £20,730		Date Updated: 01/05/20	
<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					Percentage of total allocation:
					%
Intent	Implementation		Impact		9.65%
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 increase pupils levels of physical activity. To improve pupils mental health/ reduce anxiety through increased physical activity.	<p>To install an all-weather surface athletics track to allow year-round athletics lessons/ training/ clubs.</p> <p>To introduce a sustainable version of the Daily Mile. Children will take part in the Daily Mile at lunch times. We could also introduce an afterschool running club.</p>		<p>N/A funded through main school budget.</p> <p>N/A</p>	<p>Embedded physical activity into the school day including active break times.</p> <p>Improving pupils mental health/ reduce anxiety through increased physical activity.</p> <p>It has encouraged pupils to take on leadership roles that support sport and physical activity.</p>	<p>New athletics track is guaranteed for the next ten years which will benefit pupils joining the school in future years as well as current pupils.</p> <p>Sports Coach/ Lunchtime supervisors/ Sports Leaders/ P.E. Subject leader to run the daily mile at lunch times going forwards.</p>

<p>Ensure that all children have at least two lessons of P.E. a week.</p>	<p>All classes in Year 1-6 have 2 hours of timetabled P.E. each with. This includes time allocated to swimming in Year 3/5.</p> <p>Children have 1 indoor P.E. lesson for dance and gymnastics. Children have a second lesson outside for games, athletics and fitness.</p> <p>In reviewing the curriculum we have ensured appropriate breadth and balance of all aspects across the academic year. Plans reflect access according to the time of year e.g. athletics in terms 5 and 6.</p> <p>Employing specialist P.E. teachers or qualified coaches to increase subject knowledge and confidence.</p>	<p>N/A No money used from sports premium funding.</p> <p>£575 From PPA budget.</p>	<p>Enhanced alternative provision. High quality P.E. lessons. More confident and competent staff. Improved standards.</p>	<ul style="list-style-type: none"> <li>Continue to timetable a quality indoor and outdoor P.E. sessions.</li> </ul>
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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:

%

50.75%

Intent	Implementation		Impact	Sustainability and suggested next steps:
<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>Review the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none"> <li>• Range of activities offered.</li> <li>• Ensure the enhancement and extension of our curriculum provision.</li> <li>• Inclusion</li> <li>• To promotion of an active, healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>• Employing and self-funding local coaches to provide extra-curricular sporting opportunities.</li> <li>• Providing midday supervisors to introduce multi-activities at break and lunchtimes.</li> <li>• Employing expert advice to evaluate strengths and weaknesses in PESSPA and implement plans for improvement.</li> <li>• Ensure all school facilities are utilised.</li> <li>• Involve children in the planning and running of the school provision. Utilising the school council and the Sports Leaders.</li> <li>• Continue strong partnerships with clubs and DDPSSA.</li> <li>• Children referred to specialist provider where appropriate e.g. Kent Cricket and Dartford Swimming Club.</li> <li>• Year 6 pupils multi activity 4-day residential trip to PGL Windmill Hill.</li> </ul>	<p>£2,000</p>	<ul style="list-style-type: none"> <li>• Increased pupil participation.</li> <li>• Enhanced, extended, inclusive extra-curricular provision.</li> <li>• More confident and competent staff.</li> <li>• Enhanced quality of delivery of activities.</li> <li>• Increased staffing capacity and sustainability.</li> <li>• Improved standards.</li> <li>• Positive attitudes to PESSPA.</li> <li>• Easier pupil management.</li> <li>• Enhanced communication with parents/ carers.</li> <li>• Clearer talent pathways.</li> <li>• Increased school-community links.</li> <li>• Positive impact on middle leadership and whole school participation.</li> </ul> <p>September 2019 Extra-curricular activities:</p> <p>Dance Club – 25 Cricket – 17 Netball – 33 Racquet Club – 14 Football Club (Boys and girls) – 60</p>	<ul style="list-style-type: none"> <li>• Use the new PE facilities to the maximum with a timetable available for playtimes and curriculum PE time.</li> <li>• Meet regularly with the student Sports Leaders.</li> <li>• Promote all sports clubs so they run at capacity at all times.</li> <li>• Look to add extra clubs when needed.</li> </ul>
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<p>To develop the PE and sports activities that we already offer.</p>	<ul style="list-style-type: none"> <li>• To make improvements that will benefit pupils joining the school in future years.</li> <li>• Introduce new equipment to encourage more pupils to take up sport.</li> <li>• Support and involve the least active children.</li> <li>• Really utilise an eight-piece outdoor gym of cardio-vascular equipment.</li> <li>• To train lunchtime staff on how to use the equipment so they can instruct and supervise the children safely whilst using the equipment.</li> </ul>		<p>Outside agencies: Dartford District FA – 22 Taylor Made Dance – 23 Gymnastics – 18</p> <ul style="list-style-type: none"> <li>• Improved levels of activity for all children.</li> <li>• The introduction of healthy lifestyles as a key component of the PE and games curriculum.</li> <li>• Improved pupil attitudes to health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote healthy eating.</li> <li>• Utilise the Daily Mile to encourage the children to be more active.</li> </ul>
<p>To build links with other subjects that contribute to pupils' overall achievement and their greater spiritual, moral social and cultural skills. (SMSC)</p>	<ul style="list-style-type: none"> <li>• Review the contribution of PESSPA to whole school priorities.</li> <li>• Ensure your vision for PEESPA is developed to reflect contribution to SMSC.</li> <li>• Meet with other Subject Co-ordinators and share the contribution PESS can make across the curriculum.</li> <li>• Other Subject Co-ordinators</li> </ul>		<ul style="list-style-type: none"> <li>• Whole school targets met are effectively.</li> <li>• Academic achievement enhanced.</li> <li>• Pupils understand the value of PEESPA to their learning across the school can start to make the links across subjects and themes including PE.</li> </ul>	<ul style="list-style-type: none"> <li>• Make PE a large part of the outdoor learning team plans, to encourage more children outside.</li> </ul>

<p>Review the impact that the funding has had on other factors.</p>	<p>to identify how their subject areas can contribute to learning in PE.</p> <ul style="list-style-type: none"> <li>• Share effective practice.</li> <li>• Ensure professional learning opportunities are provided as required to up skill staff.</li> <li>• Ensuring that once PEESPA subject knowledge is secure, all staff then implement cross curricular learning.</li> <li>• Linking PE/outdoor adventurous activities to outdoor learning – Development of Forest School.</li> <li>• Identify the positive impact that PEESPA has on: <ul style="list-style-type: none"> <li>- Academic achievement (e.g. literacy and numeracy) cross curricular project work.</li> <li>- Behaviour and safety.</li> <li>- Health and well-being.</li> <li>- SMSC – fair play, teamwork, enjoyment etc.</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• On-going review of provision for each of the following areas: <ul style="list-style-type: none"> <li>• Achievement</li> <li>• Quality of teaching</li> <li>• Behaviour and safety</li> <li>• Leadership and management</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Pupil concentration, commitment, self-esteem and behaviour and a sense of fair play enhanced.</li> <li>• Good citizenship promoted.</li> </ul> <ul style="list-style-type: none"> <li>• Further evidence of impact to support funding.</li> <li>• Helped to identify the added value of the funding.</li> <li>• Supported the identification of other</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to review the impact of the funding and how it can be best utilised.</li> <li>• PE leader to visit PE lessons to monitor impact of staff training delivered this year.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Quality of curriculum</li> <li>• On-going review of the profile of PEESPA.</li> <li>• On-going review of impact on Professional Learning for PE and sport.</li> <li>• Employing expert advice to evaluate the school's current provision strengths and areas for development.</li> <li>• Employing evaluation tools to measure and monitor progress and impact.</li> <li>• Securing time for the subject leader to undertake reviews and construct further development plans.</li> </ul>		<p>areas of need to direct funding spend to enhance overall provision.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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Intent	Implementation		Impact	22.36%
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"> <li>Staff to be upskilled and supported in providing high quality lessons.</li> <li>Staff given the opportunity to work and learn alongside skilled and qualified coaches.</li> </ul>	Review the quality of our curriculum including: <ul style="list-style-type: none"> <li>In reviewing the curriculum we have ensured appropriate breadth and balance of all aspects across the academic year. Plans reflect access according to the time of year e.g. athletics terms 5 &amp; 6.</li> <li>Time allocations meet statutory requirements.</li> <li>Quality of teaching and learning reviewed by all staff and pupil voice.</li> <li>Staff CPD encourages professional development in areas of weakness and extension to already acquired skills.</li> <li>SDP/ P.E. action plan identifies programme for the forth coming year.</li> <li>Two TA's/ Sports coaches employed to provide a</li> </ul>	£10,520	<ul style="list-style-type: none"> <li>More confident and competent staff.</li> <li>Enhanced quality of teaching and learning.</li> <li>Improved standards.</li> <li>Positive attitudes to health and wellbeing.</li> <li>Positive impact on whole school improvement.</li> <li>Positive impact on middle leadership and teacher's confidence in their understanding of dance.</li> </ul>	<ul style="list-style-type: none"> <li>Identify any gaps in knowledge of staff and address with training.</li> <li>Support trainees and NQTs to become confident with teaching PE.</li> </ul>

	<p>wide range of support with P.E. CPD opportunities provided for staff, team teaching as well as leading some sessions.</p> <ul style="list-style-type: none"> <li>Increased support with lunchtime and afterschool sports activities for children. Promoting positive play and the school three growth mindset values.</li> </ul>			
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: %

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	17.25%
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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?:
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<p>Additional achievements:</p> <p>Increasing the participation rates in activities such as games, dance, gymnastics, swimming and athletics.</p> <p>Particular focus of participation of PP children.</p>	<ul style="list-style-type: none"> <li>Representative teams allow for extension opportunities for most able pupils.</li> <li>B and C teams introduced to allow children to represent the school who may have never had the opportunity to before.</li> <li>Train and empower MDS to promote positive games activities at lunch time.</li> <li>Employing expert advice to evaluate strengths and weaknesses in PESSPA and</li> </ul>	<p>£1,000</p>	<ul style="list-style-type: none"> <li>Enhanced and inclusive curriculum.</li> <li>Improved pupil attitudes to P.E. with all boys participating positively in dance.</li> </ul> <p><u>September 2019</u> <u>School representative teams:</u> athletics, cricket, cross country, netball (mixed), dance, football (boys and girls), futsal, boccia, handball, goalball, racket festival, indoor athletics.</p> <p><u>Inter House:</u></p>	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>Continued focus on B and C team events to encourage more children to take part in competitive sport.</li> <li>Sports Leader team of students to help run sustainable events with the support of the PE Subject Co-Ordinator.</li> <li>Work with the family liaison officer to target and focus on PP</li> </ul>
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<p>To enhance the inclusivity of the curriculum.</p>	<p>implement plans for improvement.</p> <ul style="list-style-type: none"> <li>FLO to monitor PP children's participation in club activities – To contact parents and encourage involvement and offer to pay for external club activities.</li> <li>P.E. subject leader to monitor the uptake of sports clubs and to invite children who do not participate in any clubs to a lunch time sports club.</li> </ul> <p>Review the quality of the curriculum including:</p> <ul style="list-style-type: none"> <li>Breadth and balance.</li> <li>Accessibility of all the activities.</li> <li>Use of TA's to support learning.</li> <li>Quality of teaching and learning.</li> <li>Staff professional learning.</li> <li>Access to facilities and resources.</li> <li>Pupil needs (pupil voice).</li> <li>Check equipment to ensure it meets the needs of our pupils.</li> <li>Ensure our Whole School Inclusion policy refers to</li> </ul>	<p>£1635</p>	<p>Football, netball, rounders, badminton, table tennis, dance, athletics, cross country, basketball bounce about, dodgeball.</p> <p><u>Assemblies:</u></p> <p>Positive play, football, change for life and healthy eating (Years 1-6).</p> <ul style="list-style-type: none"> <li>Pro futures coach at lunchtime to organise playground sports activities.</li> <li>SP to organise music for dance and gymnastics outside.</li> <li>Positive playtimes Award in KS1 and KS2. To promote positivity at playtimes and encourage the children to try new things.</li> <li>Play leaders trained.</li> <li>Sports leaders now lead a range of sporting challenges and activity at</li> </ul>	<p>children.</p> <ul style="list-style-type: none"> <li>Continue to enter a wide range of inclusive sporting events.</li> <li>Continue to upskill school staff using sporting professionals and outside providers.</li> <li>Meet with lunchtime supervisors regularly to discuss positive playtimes.</li> </ul>
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<p>To develop the sporting opportunities for pupils with SEND that impacts on their co-ordination and motor skills.          To teach tactics of games through the use of technology.          To develop hand/ eye co-ordination and gross/ fine motor control.          To develop rhythm/ co-ordination through dance technology.          To develop dance and gymnastic routines through technology.</p>	<p>P.E.</p> <ul style="list-style-type: none"> <li>• Purchase specialist equipment and teaching resources to develop a fully inclusive curriculum.</li> <li>• Introducing basic movement skills in the Early Years/ Foundation Stage.</li> <li>• CPD training for all staff and the opportunity for staff to observe and work alongside specialist coaches.</li> <li>• Employing expert advice to evaluate strengths and weaknesses in PESSPA and implement plans for improvement.</li> <li>• Increase the range of sporting competitions for to ensure representing the school is made available for more children.</li> </ul> <ul style="list-style-type: none"> <li>• To install an athletics track/ daily mile track around perimeter of the school field – All weather surface to maximise all year-round use.</li> </ul>	<p>£2000</p>	<p>lunchtimes.</p> <ul style="list-style-type: none"> <li>• The school can compete in more inclusive sporting events and taken a wide range of B and C teams to other tournaments.</li> </ul> <ul style="list-style-type: none"> <li>• Embedded physical activity into the school day including active breaktimes.</li> <li>• Encourage pupils to take on leadership roles that support sport and physical activity.</li> <li>• Adopting the active mile</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to purchase equipment for accessible sports and provide competitive opportunities.</li> </ul>
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<p>To immerse pupils in a competitive sporting environment created by a technological application.          To teach healthy eating and living through an immersive technological environment.          To introduce new sports.          To support and involve the least active children by providing targeted activities.          To use technology as a teaching tool in improving pupil's performance in competitive sport.          To increase pupils' levels of physical activity.</p> <p>Increase the range of provision and alternative sporting activities.</p>	<p>Review the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none"> <li>• Range of activities offered gymnastics, dance, Irish dancing, cycling, football, cricket, netball, rounders, tri golf, rugby, athletics, mini games, cross country.</li> <li>• The enhancement and extension of our curriculum provision for those looking for representative honours.</li> <li>• Inclusion all children are</li> </ul>		<p>initiative.</p> <ul style="list-style-type: none"> <li>• Increased activity levels of all children.</li> <li>• Improvements to the school sports provision that will benefit current pupils and pupils joining the school in future years.</li> <li>• Improved pupil mental health/ reduced anxiety through increased physical activity.</li> <li>• Ensures pupils have sufficient access to physical activity during the school day.</li> <li>• New equipment used to encourage more/ younger pupils to take up sport.</li> </ul> <ul style="list-style-type: none"> <li>• Extended, alternative provision.</li> <li>• Engaged or re-engaged disaffected pupils e.g. gymnastics and dance.</li> <li>• Increased pupil participation.</li> <li>• More confident and competent staff.</li> <li>• Enhanced quality of delivery of activities.</li> <li>• Improved standards.</li> <li>• Positive attitudes to</li> </ul>	<ul style="list-style-type: none"> <li>• Use the Daily Mile to build positive body image and personal health and mental benefits of exercising regularly.</li> <li>• Use the immersive room to create games children can play and be active participants in.</li> </ul> <ul style="list-style-type: none"> <li>• Encourage more staff to run sports related clubs.</li> <li>• Continue to promote the wide range of clubs we already offer.</li> </ul>
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catered for.

- The promotion of active, healthy lifestyles.
- Access to facilities (on-site/ off site)
- Pupils needs/ interests (Pupil voice) to monitor success.
- Partnerships with DDPSSA and links with clubs.
- Talent identification and progression.
- Staff Professional Learning (PL) and collective professional staff development.
- Affiliation to Dartford District Schools FA – Platinum package.

health and well-being.

- Improved pupil attitudes to PPSSPA.
- Positive impact on whole school improvement.
- Enhanced communication with parents/ carers.
- Increased school-community links through DDPSSA.
- Positive impact on middle leadership and of staff.

2019 – PGL with Year 6 – Cancelled due to Covid-19.

Children compete activities such as:

- Climbing
- Fencing
- Aeroball
- Abseiling
- Archery
- Problem Solving
- Giant Swing
- Trapeze
- Zip wire
- Challenge course
- Rifle shooting

Children participate and share experiences of different sports that they do outside of school.

Gymnastics, Kart Racing, Karate, Football, Dance, Irish Dancing,

			Great British Championships. Cricket, Netball, Dirt Biking, Swimming, Martial Arts.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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"> <li>To increase the children's opportunities to participate in school sports.</li> <li>To increase success in competitive school sports.</li> </ul>	<ul style="list-style-type: none"> <li>Engage more staff/ parents and children.</li> <li>Improve links with other schools attending DDPSSA meetings regularly.</li> <li>Engage with our School Games Organiser (SGO)</li> <li>Maintain strong links with Dartford Football Club and benefit from competitions, coaching and lunchtime clubs for the children.</li> <li>Teaching staff or external sports coaches to run competitions or increase pupil's participation in national school games competitions.</li> <li>Paying for transport for fixtures and festivals, coach when required.</li> <li>Arranging inter-house competitions.</li> <li>Liaising with other schools to arrange matches.</li> </ul>	<ul style="list-style-type: none"> <li>£75.00 DDPSSA Membership</li> <li>£3000 Dartford FA</li> <li>£500</li> </ul>	<ul style="list-style-type: none"> <li>Increased pupil participation in representative sport.</li> <li>Extended provision for children.</li> <li>Improve positive attitudes to health and well-being and PESSPA.</li> <li>Clear talent pathways.</li> <li>Positive impact intrinsic enjoyment.</li> <li>1 player representing Dartford District Football Team.</li> <li>School representative teams in athletics, cross country, cricket, football, dance, netball.</li> <li>An enhanced and detailed calendar of sporting events and fixtures are scheduled across the year.</li> </ul>	<ul style="list-style-type: none"> <li>Sign up for the two for one deal with Dartford FA. This will mean we can access the program for two years.</li> <li>Continue to build link with the SGO.</li> <li>Continue to train other staff on running of events.</li> <li>Student Sports Leaders help to make events possible and sustainable.</li> </ul>

Signed off by	
Head Teacher:	P. Langridge
Date:	14-9-20
Subject Leader:	D. Harrington
Date:	14-9-20
Governor:	
Date:	