

# 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](http://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 2023.**

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 2023. To see an example of how to complete the table please click [HERE](#).



## Silsden Primary School. Sports Grant Spending 22/23

### Details with regard to funding

Total amount carried over from 2020/21	£ 26,900
Total amount allocated for 2021/22	£ 21,270
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 21,300
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 21,300

## Swimming Data

Please report on your Swimming Data below.

<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><b>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</b></p>	
<p>What percentage of your current Year 5 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 2021.</p> <p>Please see note above</p>	%
<p>What percentage of your current Year 5 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	%
<p><b>What percentage of your current Year 5 cohort perform safe self-rescue in different water-based situations?</b></p>	%
<p>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?</p>	Yes/ <b>No</b>

## 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: 2020/21	Total fund allocated:	Date Updated:		
<b>Key indicator 1:</b> 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: 80.42%
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>For ALL staff to be confident in delivering appropriate, progressive and challenging PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Investment in Staff CPD through Kanga Sports.</li> <li>CPD aimed at specific staff from each year group, who will become the “voice” of PE in their year, disseminating their learning to colleagues.</li> </ul>	£9500	At least one member of staff from each year group has accessed CPD with the sports coach. They have worked through a programme designed to encourage reflection and adaptation. Planning has been discussed and altered. Feedback has been positive and staff have gained more confidence in the unit which they have worked on.	<ul style="list-style-type: none"> <li>Identify gaps in staff knowledge and utilise Kanga support strategically throughout the year.</li> <li>Utilise trained staff and their knowledge to support other staff members in their year group.</li> <li>Target KS1 next year to support changes to PE approach.</li> </ul>

<ul style="list-style-type: none"> <li>Investment in playground markings/equipment to enhance the environment for activity during play times.</li> <li>Investment in equipment to be used during PE lessons and during structured playtime activities.</li> <li>Throughout the year, work to further develop the school PE curriculum to ensure that it is engaging, challenging and progressive through school.</li> </ul>	<ul style="list-style-type: none"> <li>Liaise with Fawns Playgrounds to discuss the vision for markings in the playground. Complete full pricing breakdown and discuss with SBM/KR.</li> <li>Ensure that necessary equipment is available for all staff when needed.</li> <li>Conduct regular checks of equipment to ensure safety.</li> <li>Re-stock if necessary.</li> <li>Look into imoves subscription to support planning and resourcing progressive units of work.</li> <li>Work with EP to ensure long term plan is effective.</li> <li>Provide staff with support where needed.</li> </ul>	<p>£6785.02</p> <p>£844.11</p> <p>N/A</p>	<p>Children have access to well designed playtime facilities as well as resources to support active learning across the curriculum. Facilities are now available for an increased number and quality of after school clubs.</p> <p>Equipment has been updated throughout the year to ensure that all units taught are well resourced. Children have access to age appropriate equipment.</p> <p>Imoves has been trialed in various year groups in order to gage staff confidence with using it as a resource to deliver lessons.</p> <p>Changes made to overview for the following year to ensure a skills based, progressive approach across the school.</p>	<ul style="list-style-type: none"> <li>Markings will form part of the school environment for years to come. When deciding on the markings, attention should be paid to how each area could be utilised across the school.</li> <li>Equipment is consistently and suitably upgraded/replaced to ensure children are accessible correct, age appropriate resources.</li> </ul> <p>Embed imoves into the planning and resourcing process throughout school.</p> <p>Provide CPD to KS1 in order to support a change in approach go PE lesson, using imoves as the primary resource.</p>
---	--	---	---	---

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 6.48%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 develop a network of Sports Leaders throughout the school who will have the responsibility of promoting physical activity to their peers, as well as delivering structured games during play/lunch times.</li> </ul>	<ul style="list-style-type: none"> <li>Liaise with class teachers from Year 2-6 to identify suitable children for the role.</li> <li>Work with Kanga Sport in the first instance to deliver training programme to selected children.</li> <li>When children are confident, create a rota system for playground activities.</li> <li>Have regular check ins with Sports Leaders to monitor effectiveness.</li> <li>Begin to track the number of children accessing playground games using a sign in system.</li> </ul>	Part of Kanga Sport fee.	<p>We have a network of dedicated sports leaders working twice weekly with Kanga Sports to develop and deliver structured play at lunch times.</p> <p>Sports Leader board active, identifying children who are sports leaders, as well as motivational messages to encourage others to become active.</p> <p>Sports Leaders took part in a “treat” for their hard work – visiting Ilkley Tennis Club for a morning of tennis sessions and to watch some of the Ilkley Cup.</p>	<ul style="list-style-type: none"> <li>Children identified as young as Year 2 to ensure progression through school (this year’s leaders to train others next year).</li> <li>Develop the role of Sports Leaders into Sports Council, giving children more of a voice in the development of Sport/PE/Physical activity in school, bringing them in to discussions regarding budget and investment.</li> </ul>

<ul style="list-style-type: none"> <li>Year 6 Confidence building in sport sessions delivered by Heather Lewis.</li> </ul>	<ul style="list-style-type: none"> <li>Continue from last year providing Y6 children with sessions aimed at developing confidence and communication through sport.</li> </ul>	<p>£1380</p>	<p>Y6 children have developed their understanding of how sport can have a wider impact on their lives.</p> <p>Children have developed communication skills within a sporting context.</p> <p>Children feel more confident working together.</p>	<ul style="list-style-type: none"> <li>Assess the effectiveness of the sessions and make a decision on their continuation.</li> </ul>
--	---	--------------	---	---

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				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>Provide selected staff with targeted CPD opportunities throughout the year, in context and relevant to school's curriculum overview.</li> </ul>	<ul style="list-style-type: none"> <li>Kanga Sport to deliver CPD programme to one staff member from each year group (starting Spring 1 through end of year).</li> </ul>	Part of Kanga Sport Fee	<p>Workbooks completed evidencing progression through the programme and reflection made by staff with support from the coach.</p> <p>Verbal feedback from staff positive.</p>	<ul style="list-style-type: none"> <li>At the end of each half term, reflect with staff and redeploy coaches where necessary/continue with current staff member.</li> </ul>



				<ul style="list-style-type: none"> <li>Staff who have undertaken the programme should have confidence to disseminate learning to other teachers in their year, acting as the voice for PE in their year group.</li> </ul>
--	--	--	--	---

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
13.1%

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 provide a greater amount and variation of extra-curricular sporting activities for ALL children to access.</li> <li>To empower children to deliver their own structured</li> </ul>	<ul style="list-style-type: none"> <li>Work alongside staff and external providers to ensure children have access to a range of different extra-curricular sports through the year (e.g – archery, nerf games, gymnastics, quidditch,</li> </ul>	Part of Kanga Sports fee + £1500	<p>Throughout the year, we have introduced regular “team” training sessions for Girls Football, Netball and Running.</p> <p>4 x clubs each week delivered by Kanga Sports alongside staff delivered clubs.</p>	<ul style="list-style-type: none"> <li>Monitor uptake/reception of extra-curricular offer to gauge interest from children.</li> <li>Ensure variation by tracking clubs and ensuring no repetition</li> </ul>



<p>activities to peers during playtimes.</p> <ul style="list-style-type: none"> <li>• Parental voice taken into account when developing extra-curricular club offer.</li> <li>• Minibus/coach hire to transport children to events.</li> <li>• Competitive event entrance fees</li> <li>• Provide cover for PE lead to accompany children to events.</li> </ul>	<p>ultimate Frisbee)</p> <ul style="list-style-type: none"> <li>• Work alongside Kanga Sport to identify Sports Leaders in school and deliver a programme of training for them to develop their leadership skills through sport and physical activity.</li> <li>• Reach out to parents to gather opinions regarding their preference of extra-curricular activity, then feed this into the package on offer.</li> <li>• Allow a greater number of children to access competitive sport through school competitions.</li> <li>• School to cover costs of entrance to inter school competitions where relevant.</li> <li>• Increase the number of opportunities children are provided with to access competitive sport outside of school and ensure</li> </ul>	<p>£727.98</p> <p>£369.00</p> <p>£193.89</p>	<p>Children are able to travel to events and represent school competitively.</p> <p>Children are entered into inter school competitions for the chance to represent school at a competitive level</p> <p>Sport Lead able to attend half day Bradford Finals competition after successful qualification.</p>	<ul style="list-style-type: none"> <li>• Moving forward, older sports leaders to take an active role in training and working with younger sports leaders each year. Increase the number of children leading through sport.</li> <li>• Regular parent voice questionnaires to ensure our offer is meeting the needs of the community.</li> <li>• Explore the option of raising money for a school minibus.</li> <li>• N/A</li> <li>• N/A</li> </ul>
---	--	--	---	--

	appropriate guidance is available at the events.			
--	--	--	--	--

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>Ensure that children have a variety of opportunity to participate in competitions outside of school time.</li> <li>Monitor participation numbers to track increase/decrease.</li> <li>Identify g and t children as well as children with SEND in order to ensure ALL children are being given appropriate competitive opportunities.</li> </ul>	Work alongside SGO	£		

Signed off by	
Head Teacher:	Karl Russell
Date:	21/7/23
Subject Leader:	John Coates
Date:	21/7/23
Governor:	
Date:	14/7/23