



Evidencing The Impact of the Sports Premium Funding

2019-2020

Author: N. Parker

Impact of Sports Premium Funding Report to Governors April 2020

Financial Year	Budget	Actual Spend
2013 - 2014	£8,690.00	£8,690.00
2014 - 2015	£8,400.00	£8,748.40
2015 - 2016	£8,565.00	£8,700.00
2016 - 2017	£8,857.00	£8857.00
2017- 2018	£13,718.00	£13942.06
2018-2019	£17,560.00	£15,621.18
2019-2020	£17,741.00	£17,741.00

In 2013 the Government allocated a specific grant of £8000 plus a premium of £5 for every pupil aged over five years to all primary schools. For Silsoe this equated to around £8,500 each year between 2013- 2017. In the summer of 2017 this allocation was doubled and so we have received additional funding since September 2017. This has meant we have received £13,718 between April 2017- April 2018 and £17,560 between April 2018-April 2019 in the next financial year which runs from April 2019 – April 2020 we anticipate receiving £18,300.

The purpose of these funds is to extend and enrich the PE and sports opportunities that can be offered in school. The funding is provided in two instalments each year one in the autumn term and one in the spring term. It is part of the Olympic legacy, is government funded and will dovetail into all of our work to encourage healthy lifestyles. At Silsoe VC Lower School the governors and teachers are concerned to ensure that this funding will be spent prudently to achieve maximum and sustainable impact.

The DfE vision for Primary PE and Sport Premium is that “all pupils leaving primary school will be physically literate and have the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport”. To achieve self-sustaining improvement in the quality of PE and sport in our school we need to demonstrate how we are achieving this against the following indicators: -

- The engagement of all pupils in regular physical activity – this will kick start healthy active lifestyles.
- The profile of PE and sport being raised across the whole school as a tool for whole school improvement.
- Increased confidence, knowledge and skills of all staff in teaching PE and sport.
- Broader experience of a range of sports and activities offered to all pupils. •
- Increased participation in competitive sport

The Impact of this Funding to Date

Below is listed how the funding has been used by the school to meet the key indicators our ambition has always been to introduce sustainable change and increase the physical activity, health and well being of all of our pupils. The following reports explain how the sports premium has enabled us to meet these indicators

PE and Sport Premium Impact Review 2019-20

Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school				Percentage of total allocation: 39.7%
Key actions taken	Actual outcomes	Actual Cost	Impact (school, staff, pupils) with evidence	Sustainability and suggested next steps
Membership of the Redborne School Sports Partnership	CPD provision for teachers (new and existing) and teaching to increase confidence in delivering high quality PE lessons. CPD provision for teaching assistants to increase confidence in overseeing and organising high quality physical activity during break times.	£2,900	Membership of the partnership has enabled improvements across all indicators due to the range of coverage including CPD, festivals, competitions, transition events, subject leader networking opportunities, sport-specific coaching and teacher and teaching assistant CPD.	Continue membership into next year and maximise participation in events. Continue to participate in CPD opportunities across various sports.

	<p>Membership will also provide the opportunity for Year 4 pupils to learn to be Young Sports leaders – they will be trained and will lead activity at break times.</p> <p>Opportunities for all children Y1-4 (Including SEND and PP) to partake in competitive and non-competitive organised sports and festivals.</p>		<p>41% of Y2 children attended sports festivals</p> <p>100% of year 4 children attended sports festivals</p> <p>The school has been recognised and received an award for our ongoing commitment and achievement in the School Games Programme as well as a virtual award for the work done to encourage physical activity during the lockdown period. We have also received a Silver Redborne Key Stage 1 School Sport Award.</p>	
Purchase of 5 a day fitness	Promote physical activity outside of the PE lessons, in particular in transition times and wet play times.	£252	This has reduced inactive sitting – and contributed to increased activity and improved concentration across all year groups.	Continued use within classes particularly during wet play sessions
Purchase of climbing equipment and apparatus for the school field.	Research high quality equipment and apparatus that can be installed on the school field. £7000 budgeted.	£820 (cost of MUGA while field	This will provide motivating equipment to encourage agility, physical co-ordination, competition, resilience,	School field now adequately fenced in, new equipment to be sourced and installed. School shut down over

		not available)	perseverance, determination and enjoyment of activity.	summer term has caused this to be delayed.
One member of lunchtime staff/TA to organise and lead playground sports and games ensuring that playtimes are active for all children.	<p>CB to work with TA to plan and organise playtimes.</p> <p>TA to attend relevant training where possible and appropriate. TA to also attend some sports festivals held by the RSSP as CPD.</p> <p>TA to ensure that needs to target groups of children are being met during playtimes e.g. SEND and girls.</p> <p>Additional lunchtime staff delivering sports activities and clubs.</p>	<p>£3,723</p> <p>£4,235.41</p>	<p>All children have been involved in lunchtime playground games and sports.</p> <p>Use of sports leaders has allowed younger children to enjoy guided sessions with sports they enjoy.</p> <p>Active playtimes have improved all children's physical health, agility, coordination as well as social skills and mental health.</p>	<p>Continue to include organised playground sports during lunchtimes.</p> <p>Lead TA to train other staff in order to continue offering playground sports during staggered lunch sessions in line with Covid 19 social distancing guidelines.</p>
Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation: 3.6%
Key actions taken	Actual outcomes	Actual Cost	Impact (school, staff, pupils) with evidence	Sustainability and suggested next steps
Use the school website to promote health and	Healthy Homework developed further to one per term – engaging children	£98.60	Pupils and parents motivated to engage in and celebrate	Continue to sign post local sports clubs, events and teams.

sport to the wider community.	and families within the community. Signpost local sports clubs, events and teams e.g. football.		sporting achievements in weekly assemblies. Pupils and parents engaging with health and aspiring to lead healthier active lifestyles shown by videos and photos sent in of healthy homework tasks.	Continue to promote the school football team (run by parent volunteers) Continue to update PE celebration board with sporting achievements at extra-curricular clubs.
Develop the role of the PE leader within the school to drive forward and monitor achievement in sport.	Training and release time provided for the new leader to develop personal expertise, provide coaching for new colleagues and monitor achievements and outcomes across the school.	£225	PE coordinator has attended training and as a result has reviewed and updated the PE curriculum across the school New PE leader has been able to coach colleagues, and to monitor, and evaluate the impact of new initiatives.	PE coordinator to continue with further CPD and to further monitor and evaluate the impact of new initiatives.
Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport				Percentage of total allocation: 7.8%
Key actions taken	Actual outcomes	Actual Cost	Impact (school, staff, pupils) with evidence	Sustainability and suggested next steps
Objective	Key Actions	Allocated funding	Anticipated outcomes	
Membership of the Redborne School Sports Partnership	All relevant CPD opportunities accessed for teachers, teaching	(Part of the RSSP offer)	Excellent CPD offered to all staff	As above

	assistants and mid-day supervisors.			
To provide excellent CPD for the PE leader and HLTA.	Sports conference attendance – cost of course, cover and planning time following the conference.		Expertise of key leaders developed.	Additional CPD courses to be investigated (existing courses cancelled due to Covid 19)
To access teaching by coaches of different sports to increase the confidence and expertise of all teachers.	Tennis coaching purchased for Year 2 and Year 3 – teachers to attend and learn in each session. Dodgeball sessions offered by expert coaches as CPD to year 2.	£120	Training offered to four teachers by expert coaches allowing them to improve their teaching.	Tennis coaching to continue for Y2 and Y3 pupils. Continue to employ expert coaches to offer CPD
To provide a new comprehensive scheme of work for PE for the school offering new innovative ideas which will enthuse and engage the children and staff.	PE lead has rewritten the PE curriculum map for the school. A new PE scheme has been purchased and new lesson plans included within new PE curriculum map.	£467.50	Children have benefitted from a new, innovative, broad and balanced curriculum which has been taught by inspired and enthusiastic teachers.	New scheme to continue to be reviewed and updated particularly considering guidelines for Covid 19.

To continue to upskill and develop lead TA to supervise and lead lunchtime sports.	PE lead has worked with TA to upskill and help to organise a variety of different sports and games for the playground. TA's have monitored uptake of different sports and games with a focus on least active and girls.	£792.99	More children involved in playground games across all year groups. 100% increase in girls participating in sports on MUGA (football, netball, hockey, tennis)	Organised playground to continue to be organised by lead TA
Indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 23%
Key actions taken	Actual outcomes	Actual Cost	Impact (school, staff, pupils) with evidence	Sustainability and suggested next steps
To increase the opportunities provided locally by after or out of school activities.	We have continued to develop the partnership with the tennis coach who provides our after school club. Street Dance club 1 lunchtime per week.	£2,713.50 £1,295	Children increase confidence and co-ordination with playing tennis. Children increase discipline, resilience and willingness to tackle challenges – this has the potential to benefit their performance in all areas of the curriculum. Children and families are more aware of different sports clubs and provision in the local area.	Continue to signpost extra-curricular sports opportunities on the website and through parent newsletters. Investigate other extra curricular sports opportunities.

To increase the confidence of younger children with cycling and promote walking/cycling and scooting around the village.	PE lead has worked with our Eco Schools council to promote walking, cycling and scooting through various initiatives Bikeability training completed in the Spring term for Y4.	£98	90% of pupils participated in the Santa challenge walk/scoot to school initiative. 96% of Y4 pupils passed Bikeability L1training.	Offer both Scootability and Bikeability training. Continue to work with Sustrans to promote walking/cycling/scooting initiatives.
Indicator 5: Increased participation in competitive sport				Percentage of total allocation: 0%
Key actions taken	Actual outcomes	Actual Cost	Impact (school, staff, pupils) with evidence	Sustainability and suggested next steps
To upskill one TA to oversee and facilitate lunchtime competition. Increase opportunities for competition in a range of sports.	Lunchtime clubs and competitions run through various activities across all year groups Inter year competitions held at the end of specific units of learning. Participation in RSSP events.	Listed above	More pupils in Years 1, 2, 3, and 4 have participated in inter school and personal	Continued participation in RSSP events.

PE and Sport Premium Impact Review 2018-19

Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Membership of the Redborne School Sports Partnership	<p>CPD provision for new teaching assistants to increase confidence in delivering high quality physical activity during break times. Upskill a senior play leader to provide coaching for new members.</p> <p>Membership also provided the opportunity for Year 4 pupils to learn to be Young Sports leaders – they were trained and activity daily.</p>	£2900	<p>Membership of the partnership enabled improvements across all indicators due to the range of coverage including CPD, festivals, competitions, transition events, subject leader networking opportunities, sport-specific coaching and teacher, teaching assistant and play leader CPD.</p> <p>10 Year 4 pupils were trained as sports leaders and have led a wide variety of activities at lunch times which have motivated and involved many younger children.</p>	<p>Continue to develop the confidence and skills of all of the teaching assistant and mid-day supervisory team. Include new staff members.</p> <p>Train Year 3 pupils</p>
Purchase of 5 a day fitness	Promote physical activity outside of the PE lessons, in particular in transition times	£240	Inactive sitting has been reduced and this has contributed to increased activity and improved concentration – examples seen by	Use teacher training sessions to review ideas and increase use.

			senior leaders during lesson observations.	
Purchase indoor versions of the outdoor fitness stations. (Action mats)	Teach children to use markings outside and provide more activity for indoor playtimes.	£910	This has developed the use of the outdoor markings, promoted competition and provided increased activity indoors on wet days.	Continue to promote use with new teachers.
Purchase of climbing equipment and apparatus for the school field.	Research high quality equipment and apparatus that can be installed on the school field as soon as it is handed over to the school.	£2,000 allocated actual spend on sports equipment and sports kit £964.68 so carry forward £1000 for new field equipment.	The school still awaits the field	Earmarked funds will be carried forward.

Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Key action taken	Actual outcomes	Actual cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Develop the use of the website to promote	Time provided for the PE leader and play leaders to work with pupils to develop	£500	Pupils and parents motivated to engage in and celebrate sporting achievement.	Continue to use and promote.

celebration of sporting achievement	the writing of sports reports. The website is updated fortnightly. The healthy homeworks initiative has been celebrated on the website.			
Develop the role of the PE leader within the school to drive forward and monitor achievement in sport.	Training and release time provided for the leader to develop personal expertise, provide coaching for new colleagues and monitor achievements and outcomes across the school.	£500	Pupils have been able to focus on personal improvement, challenge and resilience. The new PE leader has been able to coach colleagues, and to monitor, and evaluate the impact of new initiatives. This in turn has motivated all teachers to develop their use of activity to develop learning.	Develop the role of PLT within the school further.

Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport

Key action taken	Actual outcomes	Actual cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Membership of the Redborne School Sports Partnership	All relevant CPD opportunities accessed for teachers, teaching assistants and mid-day supervisors. – Gymnastics/ rolls/ dance/ teaching assistant training/ MDSA training.	(Part of the RSSP offer)	Excellent CPD accessed by inexperienced staff – this has increased confidence and increased excellent activity in lesson and free times.	Continue to invest in the partnership to ensure new colleagues benefit in the future from this level of training.

To provide excellent CPD for the PE leader and HLTA.	Sports conference attendance	£500	Expertise of two key leaders developed and new initiatives promoted.	Continue to invest in high quality training for these key leaders.
To access teaching by coaches of different sports to increase the confidence and expertise of all teachers.	<p>Purchase tennis coaching for Year 3 and Year 4 – teachers to attend and learn in each session.</p> <p>Purchase mixed martial arts – teacher and teaching assistants to attend, participate and learn in each session.</p> <p>Judo taster day provided March 2019</p>	£577.50 £650	<p>Training offered to three teachers by expert coaches. 26.3.19</p> <p>Training provided to 1 teacher and 4 teaching assistants. Summer 2018</p> <p>Ideas trialled and used within PE lessons and in transition points.</p>	Colleagues share their learning in whole staff training sessions.
To involve a teaching assistant regularly in the street dance sessions to develop sustainability of this popular activity	<p>Include a teaching assistant in each session to develop the expertise in this activity in house.</p> <p>Street dance expertise provided and children supported to participate in street dance competition.</p>	£640 £2015	<p>1 member of the school team with enhanced capacity to lead this sporting activity.</p> <p>The school will pay for fewer sessions in the next academic year because of the development of in house expertise.</p>	Continue to develop and support the confidence of the teaching assistant team to lead sports.

Indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Key action taken	Actual outcomes	Actual cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
To increase the opportunities provided locally by after or out of school activities.	<p>Partnership developed with the tennis coach – he has provided an after school club for 22 pupils and identified pupils to attend the external tennis club – pupils have been invited.</p> <p>Mixed martial arts teaching provided for vulnerable pupils.</p> <p>Taster judo session provided to all pupils.</p>	£1175	<p>Children across the school have gained increased confidence and co-ordination with playing tennis.</p> <p>Children gained increased discipline, resilience and willingness to tackle challenges – this has the potential to benefit their performance in all areas of the curriculum.</p> <p>High level of parental interest generated – martial arts awards are regularly celebrated in school and an increasing number of pupils attend the club at the leisure centre.</p>	<p>The partnership with the tennis coach will be developed.</p> <p>The possibility of further links with the leisure centre will be explored to see what other clubs pupils could access – we have already been approached to consider indoor bowls.</p>
To increase the confidence of younger children with cycling and promote walking/cycling and scooting around the village.	<p>We did not purchase balance bikes as a precursor to riding a bike without stabilisers.</p> <p>We worked with our Eco Schools council to promote walking, cycling and scooting.</p>	£326	<p>Balance bikes were not purchased – these will be loaned to us by Sustrans so the funds have been used to provide a Walk to School week, access the Living Street services and increase the enjoyment of walking, cycling and scooting.</p> <p>Development of sustainable and healthy life choices.</p>	<p>We will provide another ‘walk to school week’ in May 2019.</p>

Indicator 5: Increased participation in competitive sport				
Key action taken	Actual outcomes	Actual cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
To increase the school's capacity to enter more than 1 team to out of school competitions.	To develop the experience of teaching assistants to support the HLTA with responsibility for PE to lead two teams in an event. TA's worked together to train teams using the muga at lunchtime.	£3,723	More pupils in Years 1, 2, 3, and 4 have participated in sporting festivals organised by the Redborne sports partnership.	We will continue to fund this opportunity
To develop more inter-class competitions	To hire the muga to allow high quality competitions for all pupils in Years 1,2,3, and 4	£1000 (cost of muga hire at lunchtime – not required as LA have paid in the absence of a field – carry forward for new field equipment.)	Enjoyment of competitive sport has increased. This has led to increase resilience and determination as a result of regular participation in interclass competition.	An element of the budget will be provided for this high quality resource in the future.

PE and Sport Premium Impact Review 2017-18

Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Membership of the Redborne School Sports Partnership (RSSP) purchased.	CPD provision for new teaching assistants to increase confidence in delivering high quality physical activity during break times.	£2700	All pupils access active break times, which provides between 60 – 90 minutes of physical activity daily. Staff have been upskilled and confidently lead a range of sports and physical activities.	Develop the confidence and skills of all of the teaching assistant and mid-day supervisory team.
Membership of the Redborne School Sports Partnership (RSSP) purchased	Pupil play leaders trained to lead active playtimes and to develop sports leadership. Play leader hi-vis jackets purchased to raise profile of these leaders	See above £96.00	Pupils motivated by a range of activities to engage in games and activity at lunchtime – this provides at least 45 minutes of activity daily.	Develop pupil capacity to lead activity through expanding to Year 3.
Purchase of 5 a day fitness	Increased physical activity within the classroom contributing to 60 minutes target a day.	£ 240	Improved concentration and increased activity	Develop confidence of teachers to add action breaks in to all lessons.

Purchase new playground markings to encourage games and activity at break times	Contribution made towards playground markings and climbing frame – PTA fundraised to provide the additional funds.	£4000	Increased activity – children motivated to climb, run, jump and skip – develop stamina and willingness to practise and perfect skills.	Develop use of the equipment and markings by teaching the children how to do this.
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Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Regular celebration of sports participation, achievement and involvement both in and outside of school day in assemblies, in school newsletter, and on “Celebrating School Sport” Noticeboard.	The celebration of sport is a regular part of every assembly – including those involving parents. The display has developed through giving a specific teaching assistant responsibility for developing this. The website has been developed to raise awareness further.	Time for TA and admin support. £500	Pupils, staff and parents are proud to share sporting achievement.	Further, develop use of the website.

Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Staff CPD through courses run by School Sport Partnership	Gymnastics day – expert teaching for all classes with teacher present. Training session for MDSAs Sports leader training – including training for one member of staff.	Within cost above for RSSP	Increased confidence and expertise for teachers, Play leader and MDSAs.	Continued work with the partnership.
Specialised CPD provided to new PE leader	Attendance at training to develop the spending of sports premium funding. Attendance at the Active Luton Sports conference	£500	Increased understanding and ability to develop the action plan going forward. Investigation of opportunities for future sustainable spending. Investigation of ways of developing and improving the PE and sports offer at Silsoe.	Performance review to measure impact and next steps for the PE leader.
Specialist coaches teaching different sports to targeted teachers' classes – teacher involved in each session	Tennis coaching provided to 2x Year 1 and 2x Year 2 classes Whole school skipping day	£200 £375	Increased confidence and expertise for teachers. Skipping training to teachers and teaching assistants	Expand to Year 3 and Year 4 Develop skipping activities during break times.

Indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Additional Street Dance session purchased weekly through the year.	Street dance offer doubled from once to twice weekly. Greater number of pupils able to participate.	£1793.50 taken from sports premium. (£3587 full cost)	Less-active children and those who are more reluctant to take part in competitive sport and other activities outside of the school day regularly engaged in activity. School team able to participate in a festival of street dance.	Involve more school staff to develop their confidence and ability to deliver this activity.
Additional resources purchased to extend the range of sports available at school	Purchase of:- A basket ball Sure shot little shot basket ball Golf equipment Crochet equipment	£354.94	Engagement of pupils who resist competitive sport	Invest in additional resources, which can be used on the muga and on the field.
Riding a bike teaching for all year 4 pupils	All pupils increased confidence including previously very reluctant pupils now able to ride a bike without stabilisers	£160	Older pupils developing healthy life styles based on regular activity and enjoyment	Consider purchase of balance bikes for younger pupils.

Indicator 5: Increased participation in competitive sport				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Purchase school kit to develop team spirit and determination to practice and increase performance and outcomes.	Kit designed and provided by affordable school wear.	£522.62	Many parents and pupils have purchased the kit to wear on all PE days – showing pride in their school. School teams achieving success. Pupils proud to represent their school.	Increase our capacity to field additional teams as the school continues to expand.
Development of the role of our HLTA to train and lead the school teams which are participating in festivals.	HLTA has developed this role	2500.00	Our teams are gaining in confidence and success. Pupils achieving sporting values awards for passion and determination	Develop the expertise of other teaching assistants to train and lead school teams.

PE and Sport Premium Impact Review 2016-17

Indicator 1: The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Inclusion in Level 2 competition through festivals and transition events with schools throughout Central Bedfordshire. Increase participation numbers for both KS1 and KS2 pupils.	100% of KS1 pupils participated in level 1 competition 50% participated in level 2 competition 201617 100% of KS2 pupils participated in level 1 competition and 60% participated in level 2 competition in 2016-17	£2300	The school teams have participated with enthusiasm and self-belief. They enjoy practising and understand the benefit of physical activity. The children want to represent their school	As the school expands we need to participate in more competitions to enable more pupils to participate.
CPD provision for newly and recently qualified teachers to increase confidence in delivering high quality physical activity.	5 teachers have undertaken external CPD in PE in the 2016-17 academic year. 100% of the teaching team have benefitted from training on teaching tennis, gymnastics and use of the new gym equipment		All teachers enjoy teaching PE. Gymnastics taught during the spring term 2017 has engaged pupils and encouraged participation in external gymnastics clubs.	Training our own teachers to deliver high quality PE benefits all pupils and ensures we are able to provide the 2 hour offer consistently to all of our children. Teacher training will remain a key element of our sports premium expenditure going forward.

Discussion with different suppliers and PTA to ensure appropriate and best provision for pupils to encourage physical activity during break times. CPD with staff to discuss use of markings within curriculum time.	Playground markings provided and in place by the second week in January 2017	£3000	Mid-day Play Leaders and Bronze Ambassadors encouraging use of playground markings to encourage activity during lunch breaks. Rota for using climbing equipment because it is so popular.	PLT to use staff training opportunities to increase the confidence of all teachers, the mid-day play leaders and HLTAAs to maximise the use of these markings.
Purchase of access to 5-day TV to promote activity during lesson transitions.	Resource purchased		Most teachers are using the resource particularly on days when the children are not able to go outside.	PLT review use of the resource and help less confident teachers to access and use it regularly.

Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Regular celebration of sports participation, achievement and involvement both in and outside of school day in assemblies, in school newsletter, and on "Celebrating School Sport" Noticeboard	Daily recognition of sporting achievements in worship. Photographs taken and added to the celebrating PE board in the hall. Sports reports shared in monthly newsletters and on the school website.	Time for maintaining and publishing the information.	Pupils are proud of their achievements and keen to share their awards. Children are motivated to succeed in sporting endeavour.	This initiative is valued by pupils and parents and has significantly increased the profile of PE at Silsoe. The process will continue next academic year.

Performing Street Dance to pupils and parents	Termly performances have taken place – in the summer term 2016 teachers also participated in the performance as part of the school's street party.	Part of the overall cost of £3400 for Street Dance	Additional pupils have joined the club – which increased in the Autumn term 2016 from once a week to twice weekly on each occasion 2 classes are run for younger and then older children – in line with their lunch breaks.	Teachers and MDSAs have participated in the sessions and with additional training would be able to continue the club if the provider were not available.
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Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Staff CPD through courses run through School Sport Partnership	5 teachers have benefited from external training. All teachers have been trained in house on the use of our new equipment and in the teaching of tennis and gymnastics.	Part of the £2300 plus cover costs of £150 per day training.	All PE lessons are taught by confident teachers who enjoy teaching PE. Performance Management targets have included PE objectives for less confident practitioners. Gym lessons this term have been successful in using the new purpose built equipment.	Staff training and confidence building will remain the key objective for the school in using the funding to secure sustainable improvement.

Indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Use the expertise of a highly motivating street dance teacher to encourage less active children to participate in non-competitive sport and to train school staff to lead this activity in the future. Target pupil premium children and others who do not access extra-curricular activities outside of the school day.	The club has expanded over the course of the financial year from the provision of 2 sessions to the provision of 4 sessions weekly. Street dancers performed in our summer street party and in our Christmas service in the church.	£3430 £2000 from the school budget – additional session funded from sports premium to reach more children.	Pupils are motivated and encouraged to undertake regular physical activity. Pupils are encouraged by seeing their peers perform to join in physical activity. Pupils are positive in their participation and this has increased self-belief and a willingness to contribute in other areas of school life.	Teachers and MDSAs have participated in the sessions and with additional training would be able to continue the club if the provider or financial resource were not available.
Purchase of equipment specifically for use at playtimes Purchase of multi-games table for use in classroom and after school club Purchase of basketball posts	All equipment has been purchased and is now in use. The different resources motivate different children. Some resources are suitable for indoor use and are being used during wet breaks and in after school club.	£860	Children enjoy playtimes and are fully engaged in a range of activities. Children are able to engage in physical activity inside and outside the building. The Bronze Ambassadors have the resources to lead a series of clubs e.g. dance club or skipping club.	The current Year 3 pupils will need to be trained as Bronze Ambassadors to ensure the progress achieved this year is maintained from September 2017.

Select Year 4 children as Bronze ambassadors, supervised by MDSA play leader, to lead lunchtime activities for younger children	Children selected and trained. Since we have moved to the new school this group of children have increased the number of activities they are able to lead.	MDSA specific responsibility	Increase in activity – children joining in sports, dance, activities and competitions led by the Bronze Ambassadors. Bronze Ambassadors increasing personal confidence which is impacting on academic work as well as sporting success.	The current Year 3 pupils will need to be trained as Bronze Ambassadors to ensure the progress achieved this year is maintained from September 2018.
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Indicator 5: Increased participation in competitive sport

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Paint <i>Silsoe Circuit</i> (250m track) around perimeter of school grounds Encourage children to participate in running Mile-A-Day, led by play leader MDSA	The circuit has been painted and children are encouraged to run regularly. List of pupils who have successfully completed a mile is maintained	Cost of the circuit is within the playground marking cost.	All children can participate in this competition – the circuit can be used while we have no field and is visible to parents.	Increase the capacity of different members of the mid-day supervisory team to lead this type of competitive activity.
Increase interest in OOA through the hiring of SSG to provide a Matrix Challenge to key stage 2 pupils. HLTA and teachers participate.	Successful day completed on the Muga. HLTA and teachers participated and used the day as an opportunity for personal CPD.	£368	HLTA and teachers participated and used the day as an opportunity for personal CPD.	OOA will be a target area for the next action plan.

Purchase of additional tennis nets and equipment Purchase of different athletics equipment suitable for use in MUGA	The equipment has been purchased and is in use.	£490	PE lessons, care club sessions and lunch time clubs are taking place On the MUGA using the equipment.	The cost of hiring the MUGA is currently being funded by the local authority – in the future sports funding could contribute towards this to ensure school teams can practice regularly until our field is equipped and playable.
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Academic Year 2015-16

- We chose to develop pupil sports leadership in order to promote active leisure time. We invested in a specially trained play leader to lead this initiative every lunchtime. This colleague has worked with pupil play leaders so that we can sustain and expand the activities we are able to offer children at lunchtimes. £1000.00
- We invested further in iPad technology to refine self-assessment and the desire in all pupils to develop and improve sporting performance. £2300.00
- We developed the quality of sports teaching within the school in lessons, through targeted intervention and within break time and after school club activities. This was achieved by investing in training for teachers, teaching assistants, play leaders and volunteers. Methods such as peer coaching allowed us to develop further and sustain these improvements in the future.
£1865.00
- We purchased additional motivating resources for PE lessons and for active break times. The funding helped us to purchase high quality resources that will be used by a large number of children. £635
- We provided sporting activities such as Street Dance and Tri golf to motivate less active pupils. Members of the teaching assistant and play leading staff team worked with external experts to develop their skill set and this will enable us to sustain these opportunities in the future £500
- We participated in all of the opportunities for competition and training provided by the Redborne Sports Partnership. The high level training opportunities for staff and pupils offered by the partnership will allow us to maintain the impact of this intervention into the future. £2400.00

Total spend 2015 – 2016 £8700

Academic Year 2014-15

- We purchased membership of the Redborne Sports partnership again and provided further sport enrichment activities. Children enjoyed competing with local schools in many festivals throughout the year. This provided additional competitive opportunities as well as leadership training for our older children in Year 4. Our staff continued their professional development and attended further training to increase their confidence and expertise in delivering key curriculum areas such as dance. The membership allowed our Sports Leaders to attend two PSG sessions and further tri golf training. £2400.00
- We provided an enrichment 'Wild survival day' for KS2 to motivate the children and encourage risk taking and endurance. Key adults participated in the day with the children to increase their skill set and their ability to deliver high quality outdoor activity in an ongoing basis. £450.00
- We purchased different sized balls and play equipment to retain the children's interest and to encourage active break times. £254.00
- We purchased Bikeability level 1 for Year 4. £70.00
- We purchased class I pads to enhance PE lessons, develop assessment in PE and to use Apple activity resources in class. £1485.00
- We invested in a sports premium teacher to deliver tri golf to small selected groups and to provide targeted intervention for less active pupils or those with co-ordination difficulties. £2108.40
- We purchased coaches to deliver lunchtime clubs in street dance to encourage children who are reluctant or unable to participate in competitive sport. £875.00
- We provided CPD opportunities for the Sports Leader and specialist higher level teaching assistant to attend the Bedfordshire and Luton PE conference to improve their understanding of sport delivery and the links between health, wellbeing and attainment. These adults are the leaders of this initiative within the school. £570.00
- We invested in a special skipping day and purchased skipping ropes to develop the skills of pupils and teachers and to promote skipping at break times. £536.00

Total spend 2014 – 2015 £8748.40

Academic Year 2013-14 we allocated our funds as follows:

- To purchase membership of the Redborne Sports Partnership. This provided competitive sports opportunities and sports tuition for all of our children and professional development for all of our teachers. £2400
- To purchase expert advice from the Redborne School Sports partnership. This took the form of an audit of our current sports provision, identification of areas for development and support in drawing up an action plan for improvement. £640
- To purchase additional games resources to promote active break times. £882.00
- To purchase high quality portable gym equipment to improve the quality and delivery of gymnastics throughout the school. £1000
- To develop teacher, teaching assistant and play leader expertise, continuing professional development opportunities were purchased from the University of Bedfordshire and from relevant professional sporting associations such as the Youth Sports Trust. £3768

Total spend 2013 – 2014 £8690.00

Summary of Our Achievements To Date and The Impact of Six Years of Funding

Indicator 1: The engagement of all pupils in regular physical activity

We have significantly raised the profile of sport and have encouraged physical activity through

- motivating the children to use the new activity equipment
- providing additional lunch time and after school sports clubs
- using the 5-a-day TV online fitness resource
- developing active learning – our sports council has even made their own activity video which is used throughout the school
- supporting Saturday football
- providing skills development sessions for less confident and less active children.

The school has invested in a range of outdoor resources and has trained a key member of the MDSA team to develop Year 4 Bronze Sports Ambassadors leadership skills. This initiative has promoted more active lunchtimes, which have been observed by visitors to the school and have encouraged and increased activity levels.

The celebration of sport on our sports boards, in the newsletter, on our website and in worship has also served to raise the profile with parents and carers.

As a result of the huge efforts of the whole staff team, we achieved the Silver School Games Kite Mark for the first time in July 2015. In July 2016, July 2017 and July 2018 we retained this award and in July 2019 we received the gold award. Due to Covid 19 the School Games mark was suspended in 2020 and we retained our Gold which was received in 2019.

Indicator 2: The profile of PE and sport being raised across the whole school as a tool for school improvement.

Regular celebration of sports participation, achievement and involvement within worship, in our newsletter, on our website and our 'Celebrating PE' board has served to encourage pupils of all abilities to become more active and share their sporting achievements.

The continued use of iPads as a tool to help assess performance has helped pupils to self and peer assess their skills and this technology has motivated them to work on their areas of performance that require development.

The initiative to identify pupils who are less confident in sport in Years R and 1 and provide them with small group specialist teaching by the PLT in core physical skills continues to have a positive impact. These children are developing basic skills which are encouraging their self-belief and resilience and encouraging participation. Teachers have continued to identify children who would benefit from developing hand eye co-ordination skills and expert teaching in football, judo, gymnastics, dance and tennis has further developed pupil and teacher confidence. This initiative has continued to increase pupils' confidence and willingness to participate in sport, and has helped children in Early Years, Year 1 and in the SEMH provision to achieve in Physical Development writing and in their personal, social and emotional development.

Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.

Senior leadership team observation of PE lessons has observed good or better teaching in all lessons observed this year.

All teachers have benefitted and continue to benefit from training provided by the Redborne Sports Partnership. The enrichment gymnastics days, skipping workshops, football skills training and tennis, judo and dance workshops have proved particularly useful as each teacher was able to observe trained coaches in gymnastics, dance, judo, football, tennis and skipping working with their class and our resources, thereby enhancing their teaching skills.

During regular teacher training sessions teaching staff have been asked to review the impact this training had had. All teachers reported increased confidence particularly in the delivery of gymnastics and dance and a developing understanding of effective ways of assessing progress in PE. Teachers have also discussed the benefit of the tennis and football skills coaching so these sessions will be extended to other year groups.

Teachers have confidently demonstrated PE to parents as part of their celebration worship. This has served to raise the profile of PE within the community and to encourage participation both inside and outside school.

Assessment is developing as a result of the investment in a set of iPads this will ensure that all pupils will have the opportunity to peer assess and self-evaluate their learning in smaller groups.

Teachers and pupils have used the devices successfully to assess and evaluate performance with different groups of learners and thereby to develop their ability to practise skills and improve technique.

Indicator 4: Broader experience of a range of sports and activities offered to all pupils.

We have funded street dance, tennis, multi skills and dodge ball to motivate those children who do not enjoy team sports to be more physically active. All of these activities have attracted a large number of children – including several of the less active and several of the pupils who do not benefit from sports activities outside school. The popularity of street dance in particular has required a second weekly session to be offered.

We have provided taster sessions in more unusual sports and provided mixed martial arts for children who might not benefit from attendance at out of school clubs due to their social and emotional needs.

Indicator 5: Increased participation in competitive sport

The increased profile given to sport and the celebration of sporting success has resulted in significant success for Silsoe teams in local competitions. This success has had the added benefit of encouraging the children to perfect skills and to practise regularly.

All of our football teams continued to develop their skills over the whole winter period as a result of the hiring of Flitwick Leisure Centre for our youngest team and using the school field and Wrest Park Fields for other teams. All of the teams have achieved success and we have received several awards for fair play and determination.

Teams have been entered into a wide range of Sports Festivals and have achieved first and several second place results. This has been particularly pleasing in areas of targeted development such as gymnastics.

We regularly celebrate individual pupil achievement in sport both within and outside of school and currently have children who are working with regional coaches in tennis and golf and pupils who are attending football academies at Chelsea, Tottenham Hotspur and MK Dons.

Next Steps - Our Plans for 2020-21 and How We Will Sustain The Improvements

Now that we have secured our school field, the further development of healthy life styles will be a key element of the next school development plan. This will allow us to make the most of our sports funding.

We will utilize our sports premium funding for 2020-21 to maintain the excellent initiatives which have motivated less active children such as our street dance clubs, our development of play leaders and our personal competitions such as 'running a mile', skipping and 'bouncing a ball'. We will expand these opportunities by developing the expertise of our mid-day play leaders.

We will allocate funds for clubs and initiatives to motivate less active pupils. We will identify at least one member of our support staff team to train as a street dance teacher so that we will be able to maintain this highly popular initiative in the future.

We will allocate funds to develop the role of our play leaders and mid-day supervisors during the lunch break. This is a key element of our work, which encourages every child to embrace activity for at least 45 minutes every day.

We will invest in new outdoor and indoor sports equipment to ensure the new school can provide exciting and highly motivating physical activity. This will involve development of our sports field now that it has been handed over to school. We will ensure that the resource meets the needs of all age groups of children – we will work with our PTA to raise additional funds.

We will promote biking, scooting and walking to school through the provision of safe storage, Bikeability and Scootability sessions for the children. We will also investigate initiatives for the Early Years and Key Stage 1 pupils to develop cycling skills and will provide incentives to walk more and regularly

We will promote healthy activity through further developing healthy homework's, celebrating all types of sporting achievement, developing our website, promoting activity within all lessons, further developing the Forest School initiative, training new and additional staff members to increase our capacity to reach more children and we will provide guidance for parents and staff members.

We will increase the range of sports opportunities offered to our children and will allocate funds to promote involvement in external and internal sporting competition.

We will invest in membership of the Redborne Sports Partnership to ensure we can access excellent CPD for all staff members and in particular our PE lead and new teachers to the school. This will ensure we are able to continue to drive forward sport as a means of developing healthy lifestyles, determination to succeed and participation in highly motivating sports.

All of these initiatives aim to make best use of the funding, will drive forward achievement at the school and will ensure the improvements described above will be sustained beyond 2021.