



Physical Education and Sport Premium Analysis 2018 – 2019

Vision for Uplands Primary School and Nursery's P.E. and Sport Premium

Our vision is that all pupils leave primary school with the knowledge, skills and motivation to help them lead a healthy, active lifestyle and continue to participate in physical activity in sport.

Key aims for Uplands Primary School and Nursery's PE and Sport Premium

1. To increase participation in physical activity via intra-school and inter-school events
2. To increase the number of extra-curricular activities available throughout KS1 and KS2
3. To develop knowledge and understanding of a healthy and active lifestyle, and how that relates to all areas of life
4. To improve the standard of sport at Uplands, and increase the number of children meeting age related expectations and above
5. To improve the quality of teaching in PE from Nursery to Year 6
6. To allow talented sportspeople to succeed in events, as well as encourage others to participate and develop their skills.

Spending overview for Uplands Primary School and Nursery's PE and Sport Premium

Activity / Provision	Cost	% allocation	Spent on objective...
PE Coach to work with staff in delivering PE and sport (10.75 hours/week)	£9,152.48	51.4%	3
UPStart active sessions 3x a week (0.75 hours/week)	£638.55	3.6%	1
Lunchtime activities for promoting fitness (3 hours/week)	£2,554.18	14.4%	1
Clubs to promote sports inclusion and excellence (3.75 hours/week)	£3,192.73	17.9%	4
Membership of BFC's Premium Sports Package SLA	£1601.55	9.0%	2, 5
Access to tournaments / initiatives / programmes to improve inclusion for all	£750.00	4.2%	2, 4
Total	£17,889.49	100.5%	
Total grant available	£17,795.00		



Overall statement on the year

This year has been a successful one for Uplands. We have, once again, increased participation in sports and achieved 95+% of pupils in Years 5 and 6 participating in both in-school and extra-curricular events (e.g. tournaments).

We are delighted to have achieved our Gold certificate for the School Games Mark, which shows a very high level of participation across Key Stage 2, as well as additional opportunities in Key Stage 1.

In 2017-2018, we won our Football league, the Hockey tournament, Cricket tournament, finished higher in Cross Country than previous years, won the Kurling and finished runner up in Tag Rugby and Indoor Athletics. We also won the swimming competition for Years 5/6.

In 2018-2019, we have finished 1st in Kickstart tournament, 3rd in Gymnastics, 4th in Indoor Athletics, runners up for Cross Country (and even higher placings for other teams than 2017-2018), and finished runners up in Hockey.

Our children, from Nursery to Year 6, say they love PE and are exposed to a range of activities and lessons. There is a heavy focus on fitness and a healthy lifestyle, which runs through all lessons and activities.

Attainment from 2017-2018

2017-2018	Y1		Y2		Y3		Y4		Y5		Y6		Overall	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Expected	27	90%	29	97%	27	90%	27	90%	28	93%	28	93%	166	92%
Greater Depth	5	17%	6	20%	4	13%	9	30%	6	20%	8	27%	38	21%

Attainment from 2018-2019 (on track to reach EXS or GDS)

APRIL 2019	Y1		Y2		Y3		Y4		Y5		Y6		Overall	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Expected	28	93%	29	97%	29	97%	29	97%	26	87%	28	93%	169	94%
Greater Depth	8	27%	9	30%	11	37%	10	33%	9	30%	14	47%	61	34%



Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90%
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 over and above the national curriculum requirements. Have you used it in this way?	We have offered additional sessions with local providers to pupils who did not meet the 25m with funds from the PE Grant.

Area of focus	Evidence	Action plan	Effective use of the funding	Funding breakdown	Impact	Sustainability
What key areas are being addressed?	Where can evidence be found?	Key actions, based on our review, to improve our provision	How has the funding been used to meet the key actions?	How much has been spent?	What difference has been made / will it make?	How will you ensure that the provisions continue and grow?
1. The engagement of all pupils in regular physical activity, kick starting healthy, active lifestyles Improving: <ul style="list-style-type: none"> the amount of activity done each day the opportunities for children to participate, in 	<ul style="list-style-type: none"> Tracking grids for participation Improved pupil to staff ratio helps encourage and support skill development Opportunities for a wider range of sports on offer 3 times a week 'UPStart' dance sessions for children 	Review the quality of our curriculum including: <ul style="list-style-type: none"> Skills taught and opportunities to show those skills in competitive situations Time available Quality of teaching and learning (Lesson planning and observation) Staff and trainee teachers (through FLA) CPD 	<ul style="list-style-type: none"> Employing specialist teachers of Physical Education Improving staff professional learning to upskill teachers and teaching assistants Working with local companies / coaches to provide additional opportunities Ensuring a range and breadth of activities available across year groups 	£2,554.18 on lunch club sessions (14.4%) £638.55 spent on morning sessions (UPStart) (3.6%)	<ul style="list-style-type: none"> Increased pupil participation Enhanced, extended, inclusive curriculum provision More confident and competent staff Enhanced quality of teaching and learning Increased capacity and sustainability Improved standards 	<ul style="list-style-type: none"> Further training for staff on PE (including sports coach) Training for children in UPStart dances to pass on to the next year group. Focus in PE and Science on fitness and healthy lifestyle. Also link with social media



<p>and out of school</p>	<ul style="list-style-type: none"> • 3 times a week lunchtime sessions with sports coach • Observations of high-quality delivery of PE • Increased participation in extra events such as Kickstart and Boccia • Before school registers (Wake Up Club) • Lunchtime registers at certain times of the year (e.g. Cricket season) • After school registers for clubs • Data from Pupil Voice / School Council / Parent Council • Governor minutes regarding extra-curricular activities 	<ul style="list-style-type: none"> • Access to facilities / resources • Pupil needs (Pupil Voice – Sports Council at Uplands) • Discussions with individual pupils and liaison with parents / carers • Improving Able, Gifted and Talented provisions in PE <p>Review the quality of our extra-curricular provision, including:</p> <ul style="list-style-type: none"> • Range of activities offered • Ensure enhancement and extension of curriculum provision • Inclusion • Promotion of active, healthy lifestyle • Quality and qualifications of staff providing the activity • Access to facilities • Council/ Sports Ambassadors • Partnerships and links with clubs • Talent provision 			<ul style="list-style-type: none"> • Positive attitudes to health and well-being • Improved pupil attitudes to PE • Positive impact on whole school improvement • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values, as well as 2016 Olympic Values • Increased school-community links • Positive impact on middle leadership • There are more clubs running at Uplands than ever before, as well as an increased range of provisions 	<p>and gaming dangers.</p>
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<p>2. The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school, as a tool for whole-school improvement</p> <p>a) Inclusion b) Greater number of GDS and mastery pupils c) Girls in PE</p>	<ul style="list-style-type: none"> Curriculum plan Long, medium and short-Term plans Planning for Gifted and SEND pupils Pupil Progress Reports (The progress pupils make relative to their starting points, ability and age) Greater number of SEND children accessing wider range of PE More SEND children attending clubs and competitions Rising number of pupils achieving GDS in trackers Stronger competition performances. More girls achieving as high as boys. 	<p>Review the quality of our curriculum including:</p> <ul style="list-style-type: none"> Breadth and Balance Accessibility of all the activities Use of TA's to support learning Quality of teaching and learning Staff CPD Access to facilities / resources Pupil Needs (Pupil Voice) Discussions with individual pupils and liaison with parents / carers Check equipment to ensure it meets the needs of our pupils Ensure our Whole School Inclusion Policy refers to PE SENDCo to review provisions for SEND children in PE and suggest ways to include children further 	<ul style="list-style-type: none"> Purchasing specialist equipment and teaching resources to develop a fully inclusive curriculum Introducing basic movement skills in the Early Years / Foundation Stage CPD for staff to increase subject knowledge and confidence in PE Employing expert advice to evaluate strengths and weaknesses in PE and implement plans for improvement 	<p>£750 (4.2%)</p> <p>Additional money for equipment taken from main school P.E. budget or UFC (our version of a PTA).</p>	<ul style="list-style-type: none"> A more inclusive curriculum which inspires and engages all pupils More confident and competent staff Enhanced quality of teaching and learning Increased capacity and sustainability Rising numbers of GDS pupils Achievement for GDS and girls at high level in a range of sports (e.g. Gymnastics, Kickstart in 2018-2019, best Cross Country placing (2nd). 	<ul style="list-style-type: none"> Monitoring of SEND participation in clubs and tournaments will help raise the profile PE SLA – continue to buy in to ensure there are opportunities for SEND children to attend



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<p>2. The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school, as a tool for whole-school improvement</p> <p>d) Participation with other schools</p>	<ul style="list-style-type: none"> Membership of networks School / Subject Action Plans / minutes Attendance at PE Forums School – club Links data Governors’ minutes / reports 	<ul style="list-style-type: none"> Review our partnerships and membership of networks Identify any new possible partnerships (e.g. Sandhurst School and Sandhurst/Crowthorne cluster schools) 	<ul style="list-style-type: none"> Buying into existing local sports networks Building links with companies and secondary schools to provide additional opportunities 	<p>£1601.55 for Core PE SLA (9%)</p>	<ul style="list-style-type: none"> Increased staff knowledge and understanding More sustainable workforce Enhanced quality of provision Increased pupil participation in competitive activities Increased range of opportunities The sharing of best practice Increased pupil awareness of opportunities available in the community Positive impact on middle leadership 	<ul style="list-style-type: none"> Growing cluster partnerships Sharing of PE resources with primary and secondary colleagues



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<p>2. The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school, as a tool for whole-school improvement</p> <p>e) Links with other subjects</p>	<ul style="list-style-type: none"> • Whole School Plan / SEF • PE Subject Plan • Whole school policies / PE policies 	<ul style="list-style-type: none"> • Review the contribution of PE to whole school priorities • Ensure vision for PE is developed to reflect contribution to SMSC / PSHE and SEMH • Meet with other Subject Co-ordinators and share the contribution PE can make across the curriculum • Ensure professional learning opportunities are provided as required to up skill staff • Identify the positive impact that PE has on: <ul style="list-style-type: none"> ○ Academic achievement (e.g. English and Maths) ○ Behaviour and safety ○ Attendance ○ Health and well-being ○ SMSC 	<ul style="list-style-type: none"> • Providing CPD on how to teach PE effectively • Employing specialist PE teachers / coaches to work alongside teachers in lessons to increase their subject knowledge • Ensuring that once PE subject knowledge is secure, all staff support and implement cross curricular learning 	No cost (brought in with other costs for sports coach)	<ul style="list-style-type: none"> • Whole school targets met more effectively • Academic achievement enhanced • Pupils understand the value of PE to their learning across the school • Pupil concentration, commitment, self-esteem and behaviour enhanced • Positive behaviour and a sense of fair play enhanced • Good citizenship promoted • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values • Positive impact on Middle Leadership 	<ul style="list-style-type: none"> • Curriculum leads consider how PE can be linked with their subject • PE coordinator to support teachers in meeting objectives in other subjects



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3. Increased confidence, knowledge and skills of all staff in teaching PE and sport	<ul style="list-style-type: none"> Additional PE in teacher in most lessons More staff confident to lead groups and sessions Robust plans that all staff can follow Access to CPD for key staff 	<ul style="list-style-type: none"> Increase participation from TAs and other adults involved in PE lessons Increase confidence and upskill staff 	<ul style="list-style-type: none"> Funding used for additional PE coach in some lessons School have bought into the LA premium sports provision package to provide CPD and support in upskilling staff (e.g. additional coaches sent by Bracknell Forest) 	£9,152.48 for a sports coach for core lessons across each week, across the school (51.4%)	<ul style="list-style-type: none"> Staff are more confident in delivering PE sessions and leading small groups Coaches (BFC and school employed) have upskilled staff. BFC coach has also upskilled our coach. Increased performance in tournaments Increased participation levels 	<ul style="list-style-type: none"> Funding will be secure to ensure the continuation of PE coach provision Buying into the LA premium provision will allow us to increase confidence and skill set to last beyond this academic year
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4. Broader experience of a range of sports and activities offered to pupils	<ul style="list-style-type: none"> Curricular and extra-curricular plans Registers of participation Core curriculum focus on school clubs allows wider range of other providers to run 	<ul style="list-style-type: none"> Review the quality of our extra-curricular provision including: Range of activities offered The enhancement and extension of our curriculum provision 	<ul style="list-style-type: none"> Introducing new initiatives Purchasing specialist equipment and teaching resources to develop a non-traditional activity Employing specialist PE teachers or qualified coaches 	£750 (4.2%) <i>(referenced earlier)</i> £3,192.73 for lunch clubs	<ul style="list-style-type: none"> Extended, alternative provision Engaged or re-engaged disaffected pupils Increased pupil participation 	<ul style="list-style-type: none"> Staffing hours include three extra-curricular clubs a week to ensure continued additional provisions



	<p>additional clubs (e.g. fencing and archery)</p> <ul style="list-style-type: none"> • Reports to Governing Body in relation to sports impact, sport success and uptake for clubs 	<ul style="list-style-type: none"> • Inclusion • The promotion of active, healthy lifestyles • Quality and qualifications of staff providing the activity • The time of day when activities are offered • Access to facilities (on-site / off-site) • Pupil needs/interests (Pupil Voice) • Partnerships and links with clubs • Talent provision • Staff CPD • Discussions with individual pupils and liaison with parents / carers, including PTA, on events and activities that could be run 	<p>to increase subject knowledge and confidence</p> <ul style="list-style-type: none"> • Buying into local, existing sports networks (BFC school premium provision) 	<p>(17.9%)</p>	<ul style="list-style-type: none"> • More confident and competent staff • Enhanced quality of delivery of activities • Increased staffing capacity and sustainability • Improved standards • Positive attitudes to health and well-being • Improved behaviour and attendance and reduction of low level disruption • Improved pupil attitudes to PE • Positive impact on whole school improvement • Enhanced communication with parents / carers • Increased school-community links • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values, as well as 2016 Olympic Values • Positive impact on middle leadership 	<ul style="list-style-type: none"> • Continue to seek out less publicised sports to offer e.g. yoga • Sports core package from BFC will allow opportunities to attend a wide range of different sporting events e.g. new age kurling and boccia
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<p>5. Increased participation in competitive sport</p> <p><i>This Includes increased numbers of pupils participating in an increased range of competitive opportunities as well as success in competitions</i></p>	<ul style="list-style-type: none"> School's own data / registers Calendar of events / fixture lists Performance against those before Sports Grant Reports to Governing Body in relation to sports impact, sport success and uptake for clubs 	<ul style="list-style-type: none"> Review our strategy for engaging in competition Engage more staff / parents / volunteers / young leaders Improve links with other schools Increase number of pupils attending tournaments 	<ul style="list-style-type: none"> Paying staff or external sports coaches to train for and take children to competitions, or to increase pupils' participation in national school games competitions Paying for transport for fixtures and festivals 	<p>£1601.55 for Core PE SLA (9%) (referenced earlier)</p>	<ul style="list-style-type: none"> Increased pupil participation (see Governors' report) Extended provision Increased staffing capacity Improved positive attitudes to health and well-being and PE Clearer talent pathways Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values, as well as 2016 Olympic Values Positive impact on middle leadership Improved links with other schools for friendlies and additional opportunities e.g. year 3/4 boys and girls football matches 	<ul style="list-style-type: none"> Cluster school partnership is growing – place sports activities and provision on the agenda to discuss with the schools Continue to work with other schools to provide additional competitive opportunities



Final area of focus	Evidence	Action plan	Effective use of the funding	Funding breakdown	Impact	Sustainability
What key areas are being addressed?	Where can evidence be found?	Key actions, based on our review, to improve our provision	How has the funding been used to meet the key actions?	How much has been spent?	What difference has been made / will it make?	How will you ensure that the provisions continue and grow?
END: Review the impact that the funding has had on other factors	<ul style="list-style-type: none"> Lesson observations Pupil voice Pupil progress (achievement and attainment) Attendance data (curriculum and extra-curricular) Parent council/surveys Governor minutes 	<ul style="list-style-type: none"> On-going review of provision for each of the following areas: <ul style="list-style-type: none"> Achievement Quality of Teaching Behaviour and Safety Leadership and Management Quality of the curriculum On-going review of the profile of PE On-going review of impact on Professional Learning for PE and Sport 	<ul style="list-style-type: none"> Employing evaluation tools to measure and monitor progress and impact Securing time for the subject leader to undertake reviews and construct further development plans 	£0 (No money from Sports Grant, although costs in terms of covering subject leader may be incurred)	<ul style="list-style-type: none"> Will have further evidence of impact to support the effective use of the funding Will help to identify the added value of the funding Will support the identification of other areas of need to direct funding spend towards to enhance overall provision 	<ul style="list-style-type: none"> Continue monitoring of standards SDP for the school will ensure standards are met Staff are committed to raising the profile of foundation / non-SATs subjects