



Physical Education and Sport Premium Analysis 2017 – 2018

Vision for Uplands Primary School and Nursery's PE 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 achieve the Gold School Games Mark

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

Activity / Provision	Cost
PE Coach to work with staff in delivering PE and sport (17 hours/week)	£12,163.80
Membership of BFC's Premium Sports Package SLA	£2,312.70
Access to tournaments to improve inclusion for all	£500.00
Buying into new initiatives / programmes to boost sports	£250.00
Total	£15,225.50
Total grant available	£14,088.00



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 have won our Football league, the hockey tournament, Cricket tournament, finished higher in Cross Country than previous years, won the Curling and finished runner up in Tag Rugby and Indoor Athletics. 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.

This year, we are transitioning our swimming to be taught in Year 4 as a main focus, to allow additional time to support our children to reach the expected standard of swimming before they leave Year 6. Therefore, both Years 4 and 5 are undertaking swimming this year.

We are working towards our Gold PE School Games Mark and are tracking the core elements as detailed below:

Please ensure that you involve your School Games Organiser in developing your application – it is their role to validate them so the more involved they are the better placed they are to validate.

GOLD LEVEL

To achieve GOLD LEVEL, your school or educational setting must meet all of the prerequisites as well as the following:

N.B if you achieved Platinum in 2016/17 then you do not need to apply for Gold in 2017/18 as you were awarded for two years.

Increasing Engagement in School Games

- Provide all students with two hours of timetabled Physical Education per week (within the curriculum only) and have extra curriculum provision inclusive of physical activity in addition to this – applicable to years 3-11 only.
- Engage at least 50% of pupils (20% for special schools/PRUs) in extracurricular sporting and physical activity every week – applicable to years 3-11 only.
- Over the course of the academic year, have targeted provision for those least active young people in your school and a minimum take up of at least 15% from those identified as least active at the start of the academic year. This take up needs to be sustained over a term – applicable to years 3-11 only.

Developing Competitive Opportunities

- Use the School Games formats to provide the opportunity for both boys and girls to take part in the appropriate level of competition.

NB boys only or girls only for single sex schools.

	Personal Challenge /Digital Competition Level 0 – this is about young people's personal best	Intra School Sports Level 1 – this is within school competition i.e. class v class, house v house etc.	Inter School Sports Level 2 – school v school Pathway Competitions Development Competitions and Festivals
Primary school with a KS2 of up to 50 students	2	5	4
Primary school with a KS2 of 51 to 120 students	2	7	6
Primary school with KS2 of 121 to 499 students	2	8	6
Primary school with a KS2 of 500 or more	2	9	7
Secondary school of up to 500 students	2	9	7
Secondary schools of 501 – 1,499 students	2	11	9
Secondary schools of 1,500 students or more	2	14	10
FE Institution	2	9	7
Small special schools with a KS2-5 population of 50 or fewer students	2	3	2
Special school of 51 students or more	2	4	3
Pupil Referral Unit	2	3	2

All of our evidence is being gathered for the School Games Mark, for our current cohort, and will be published upon competition during the Summer Term. We are on track to be ahead of all markers and complete comfortably.



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?	93%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	93%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	Not this year – we have offered additional sessions to pupils who did not meet the 25m with funds from the Pupil Premium grant for specific pupils

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 	<ul style="list-style-type: none"> Tracking grids for participation (as part of Gold Mark) Improved pupil to staff ratio helps encourage children Opportunities for a wider range of sports Daily 'UPStart' dance sessions for children 	Review the quality of our curriculum including: <ul style="list-style-type: none"> Breadth and Balance (Statutory Entitlement – Sept. 2014) 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 	£2,862.07 on lunch club sessions £858.63 spent on morning sessions (UPStart)	<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.



<p>participate, in and out of school</p>	<ul style="list-style-type: none"> • Lunchtime sessions with sports coach • Observations of high-quality delivery of PE • Increased participation in extra events such as Kickstart • 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 • Easier pupil management • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values, as well as 2016 Olympic Values • Enhanced communication with parents / carers • Clearer talent pathways • 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 	
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<p>2. The profile of PE and sport being raised across the school, as a tool for whole-school improvement</p> <p>a) Inclusion</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 	<ul style="list-style-type: none"> Review the quality of our curriculum including: <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>£500</p> <p>(Additional money for equipment taken from main school P.E. budget or from Sainsbury's Active Kids vouchers / 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 	<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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2. The profile of PE and sport being raised across the school, as a tool for whole-school improvement b) Participation with other schools	<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) Possible partnerships for Nursery/EYFS/KS1 (e.g. Holly Spring Infants) 	<ul style="list-style-type: none"> Buying into existing local sports networks Building links with companies and secondary schools to provide additional opportunities 	£2,312.70 for Premium PE SLA	<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 PE and sport being raised across the school, as a tool for whole-school improvement</p> <p>c) 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 your vision for PE is developed to reflect contribution to SMSC • Meet with other Subject Co-ordinators and share the contribution PE can make across the curriculum • Other Subject Co-ordinators to identify how their subject areas can contribute to learning in PE • Share effective practice • Ensure professional learning opportunities are provided as required to up skill staff • Identify the positive impact that PE has on: • 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 	<p>No cost (brought in with other costs for sports coach)</p>	<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 • Staff across the school can start to make the links across subjects and themes including PE • 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) 	£8,443.10 for a sports coach for core lessons across each week, across the school	<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 	<ul style="list-style-type: none"> Review the quality of our extra-curricular provision including: 	<ul style="list-style-type: none"> Introducing an in-school physical activity programme including walking programme (Walk To School Week) 	£250	<ul style="list-style-type: none"> Extended, alternative provision 	<ul style="list-style-type: none"> Staffing hours include three extra-curricular clubs a week to ensure



	<ul style="list-style-type: none"> • Core curriculum focus on school clubs allows wider range of other providers to run additional clubs (e.g. fencing and archery) • Reports to Governing Body in relation to sports impact, sport success and uptake for clubs 	<ul style="list-style-type: none"> • Range of activities offered • The enhancement and extension of our curriculum provision • 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 	<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 to increase subject knowledge and confidence • Buying into local, existing sports networks (BFC school premium provision) 		<ul style="list-style-type: none"> • Engaged or re-engaged disaffected pupils • Increased pupil participation • 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, 	<p>continued additional provisions</p> <ul style="list-style-type: none"> • Continue to seek out less publicised sports to offer e.g. fencing • Sports premium package from BFC will allow opportunities to attend a wide range of different sporting events e.g. new age curling and boccea
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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?
5. Increased participation in competitive sport <i>This Includes increased numbers of pupils participating in an increased range of competitive opportunities as well as success in competitions</i>	<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 	£2,312.70 for Premium PE SLA (referenced earlier)	<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 	<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



					opportunities e.g. year 3/4 boys and girls football matches	
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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