

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

| | |
|---|----------|
| Total amount carried over from 2019/20 | £7,686 |
| Total amount allocated for 2020/21 | £17,680 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £12,979 |
| Total amount allocated for 2021/22 | £17,600 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 30,579 |

Swimming Data

Please report on your Swimming Data below.

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| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p> | <p>92% (2019/2020 cohort)</p> <p><i>Swimming didn't take place during 2020/21</i></p> <p>Autumn 2021 – Year 6 Spring 2022 – Year 4 & 5</p> |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p> <p>Please see note above</p> | <p>100% (2019/2020 cohort)</p> |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p> | <p>100% (2019/2020 cohort)</p> |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | <p>100% (2019/2020 cohort)</p> |
| <p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p> | <p>No</p> |

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2021/22 | Total fund allocated: | Date Updated: | | |
|--|--|-----------------------|---|--|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | Percentage of total allocation: 45% | |
| Intent | Implementation | Impact | | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Continue the daily mile to get all pupils undertaking at least 15 minutes of additional activity per day. | Timetable the use of the track and ensure all classes complete it daily. Track also to be available at break and lunchtimes too. Introduce Personal Best timings with rewards such as medals or personalised badges. | £350 | All pupils will raise their heart rate, and not just walk. Pupils will improve their PB's by 10%. | Monitor quality of markings. Is an additional track required on KS1 playground? |
| PE lead and Sendco to work with pupils who find PE sessions difficult, particularly those with ASD | Monitor participation in sessions and analyse areas they struggle with. PE lead to work with teachers to produce individual action plans which will be taken account of in planning. | £750 | Pupils will access every session and become confident working with others in team sports. They will have a positive opinion of PE sessions. Some pupils will partake in after school clubs. | Have pupils gained skills which will help them in other curriculum areas? Have they attended sporting events/competitions? |
| Children are physically active during break and lunch time | Ensure a good range of equipment is available for each year group. Children can confidently lead games with their peers. Good use is made of the outdoor gym (with disabled access). | £1,400 £10,635 | Children can talk about their activities and know that they help to keep them healthy. Eventually, children are able to run | Monitor quality of equipment and ask children for suggested improvements. |

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| | Young leaders (year 5) to work with year groups to develop organised activities which increase heart rates. Playground sings to encourage throwing accuracy (with a maths link) | £300 WNSSP £400 | activities without Young Leader support. Activities take place regularly, children are enthusiastic and raising their heart rates. | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 13% |
| Intent | Implementation | Funding allocated: | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| The leadership team have a good understanding of PE provision within the academy. | PE and School Sport auditing package: To provide PE co-ordinators with a comprehensive audit of the subject with 3 external visits from the SSP; including a PE and School Sport development wheel, a pupil tracking survey (Koboca), a PE action plan and how to link this directly with the sport premium funding. | £950 WNSSP | Information will be shared with staff and clearly evidenced. | Continue to embed the importance of physical activity, and celebrate successes. Consider nominating sporting champions from each year group. |
| Share sporting news and information with parents, to raise the profile of PE. Include information about the benefits of an active lifestyle. | Have a sports news section on the website with regular updates on Dojo and school displays. | £100 | Parents are informed and more involved, and understand our aim to promote physical activity | Monitor the number of pupils who attend after school clubs and external clubs. |
| Hold assemblies to celebrate achievements and ensure the whole school are aware of the importance of being active and healthy. | Continue to nominate a 'Sports Personality of the Week'. Purchase more medals. | £300 | Pupils view sporting success more positively, and appreciate the range of skills which are drawn upon. | Gain pupil voice. Measure impact eg have pupils taken up any of the sports? |
| Hold a sports week/event, based on upcoming sporting events such as the Paralympics, rugby, baseball and cricket | Sports Council to agree a programme of events. Book specialists and purchase equipment. | £1,900 | Parents to understand how important an active lifestyle is, and that our aim is to increase the | |

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| Annual sports equipment inspection | Encourage parent participation. External company to carry out safety checks | £300 | amount of physical activity pupils do. Pupils to take part in competitive activities which are also fun. | Gain parent voice about other ways to increase physical activity and to include |
| PE hoodies with academy logo for external sporting events | Purchase a set | £500 | Children feel proud to wear the academy kit | |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: |
| | 9% |

| Intent | Implementation | | Impact | |
|---|---|--------------------|--|--|
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Improve PE subject leadership | PE lead to attend staff meetings when discussing subject leadership. Make contact with other PE leads within the cluster and EMAT. Maintain equipment list and ensure quality is maintained. Meet with pupils termly to gain pupil voice. PE leadership time weekly and additional time each half term to keep evidence files updated. Identify key skills to be taught in each year group, and that skills are progressive (long term planning) | £1,400 | Share good practice from other schools. Keep SLT up to date with sport at Upwell Academy. Share pupil voice and impact this will have. Ensure broad range of sports are covered throughout each key stage and that skills are built on. Lessons are well planned and structured where the pupils are active and not sat watching others. | Keep a log of damaged/broken equipment. Consider the purchase of equipment to meet pupil suggestions for new sports and activities. PE lead will be able to continue to upskill staff once funding finishes. |
| PE lead to embed learning from NPETCS course, and to extend this to CPD sessions with less knowledgeable/confident staff, including MSA's | Identify staff and timetable CPD sessions. Support teacher planning and assessment, when not taught by PE lead. | £1,300 | Teachers will be confident to teach a range of sports and activities. Evidenced through the PE Wheel. PE attainment is raised and support given where appropriate. Behaviour is at least good during lessons. | Lessons will be outstanding, exciting and lead to improved attainment. |

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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | Percentage of total allocation: |
| | 28% |

| Intent | Implementation | | Impact | |
|-----------------------------------|---------------------------|---------|-----------------------------|------------------------------|
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |

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| what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | achieve are linked to your intentions: | allocated: | pupils now know and what can they now do? What has changed?: | next steps: |
|--|--|--|---|--|
| <p>Additional achievements:</p> <p>Continue to offer a wide range of sporting activities within the curriculum, school and local community to get more pupils involved, particularly for those who do not participate in clubs or activities out of school.</p> <p>External opportunities such as climbing wall, cheer leading, Drum fit. Including trips to local woods and large outdoor areas – To show that PE lessons/skills can be transferred to other venues eg dodgeball, tag rugby, ball skills etc</p> <p>Purchase appropriate equipment and replace damaged/old equipment including mats</p> <p>Increase the number/variety of extra-curricular activities offered thinking about: Inclusion Promoting healthy lifestyles Quality of provision of activities The time of day when activities are offered Pupil needs/interests (pupil voice)</p> | <p>Sign up to competitions, cluster and EMAT events.</p> <p>Arrange transport and organise staff</p> <p>Arrange for external organisations to run after school clubs (eg football).</p> <p>Investigate local opportunities such as FenRock, and CPD opportunities to develop in school expertise.</p> <p>Plan and implement Sports Weeks/events.</p> <p>Coach costs</p> <p>Carry out an equipment audit. Ensure we have the correct equipment for each activity, and that it is in good condition.</p> <p>Sports Council to discuss a range of activities and suggested timings.</p> <p>Gather pupil and parent voice about suggested activities, and possible charges for after school clubs.</p> <p>Teachers will run a variety of clubs after school, with TA support. Carry out a skills audit.</p> <p>Year 3 – Healthy Body Healthy minds</p> | <p>£1,300 WNSSP (Active Kids & Competitions package)</p> <p>Quidditch £800</p> <p>£6,000</p> <p>Healthy Body, Healthy Mind (Y3) WNSSP £325</p> | <p>Pupils will be able to talk about a range of sports and activities positively. They will be enthusiastic about the range of activities offered and be able to express preferences.</p> <p>Increased pupil participation in clubs and competitions.</p> <p>Pupils will respect the equipment and it will last longer. Pupils will know what the equipment is for and how it should be correctly used.</p> <p>Clubs are well staffed, and resources prepared. Clubs will be well attended and pupils will speak positively about them. Activity skills will improve and more pupils will be active on a regular basis.</p> | <p>Be able to follow up Omnes games in school and as sports clubs, either after school or during lunch. Consider ambassadors for individual activities (those having attending the Omnes competitions).</p> <p>Equipment will remain in a better condition.</p> <p>Continued positive attitude toward a healthy lifestyle, and improved knowledge about how to achieve it.</p> |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--------------------|---|--|
| | | | | 1% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| Utilise house structure to run regular sporting events (half termly sports events eg skipping, basket shooting) | Organise a programme of events, with information shared with staff in a timely manner. Parents to support activities. Purchase any additional equipment required, and trophies/certificates. | £200 | Pupils to participate in regular, fun competitive activities. Pupils to have a positive opinion about competitive activities and show resilience. | Competitions are embedded within the sporting structure at Upwell. |
| Host a competitive event (EMAT) and attend regular external competitions | Staff release time to organise the event. Ensure sufficient staff to run the event. Purchase medals. | £200 | Continue to improve links within EMAT, and demonstrate a particular sporting strength. Celebrate success. | |
| Promote participation and success | Utilise the sporting noticeboards, academy newsletter, twitter and facebook. Focus on the physical skills required and also the mental skills such as resilience and determination Part of the school LORIC values). Maintain a log of participation for clubs and sporting events. Maintain a record of success at events. Organise timetable so events are well staffed. | PE leader time | Parents and pupils will speak positively about sporting opportunities at Upwell Academy. A range of pupils will attend events and more will consider themselves to be successful at a range of activities. | Pupils will be more resilient in their academic work. |
| All groups of pupils have equal access and opportunity to attend sporting events and competitions. | Ensure pupils and parents have information about events prior to them happening. Ensure they feel | | Improved confidence, self-esteem and willingness to have a go. All pupils will try new things and | |

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| | confident and have had opportunities to practice skills. | | celebrate their successes. | |
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| Signed off by | |
| Principal: | Haidee Norman |
| Date: | 02.09.2021 |
| Subject Leader: | Emma Yardy |
| Date: | 03.09.2021 |
| Governor: | Approved at Academy Council Meeting |
| Date: | 23.09.2021 |