



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

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

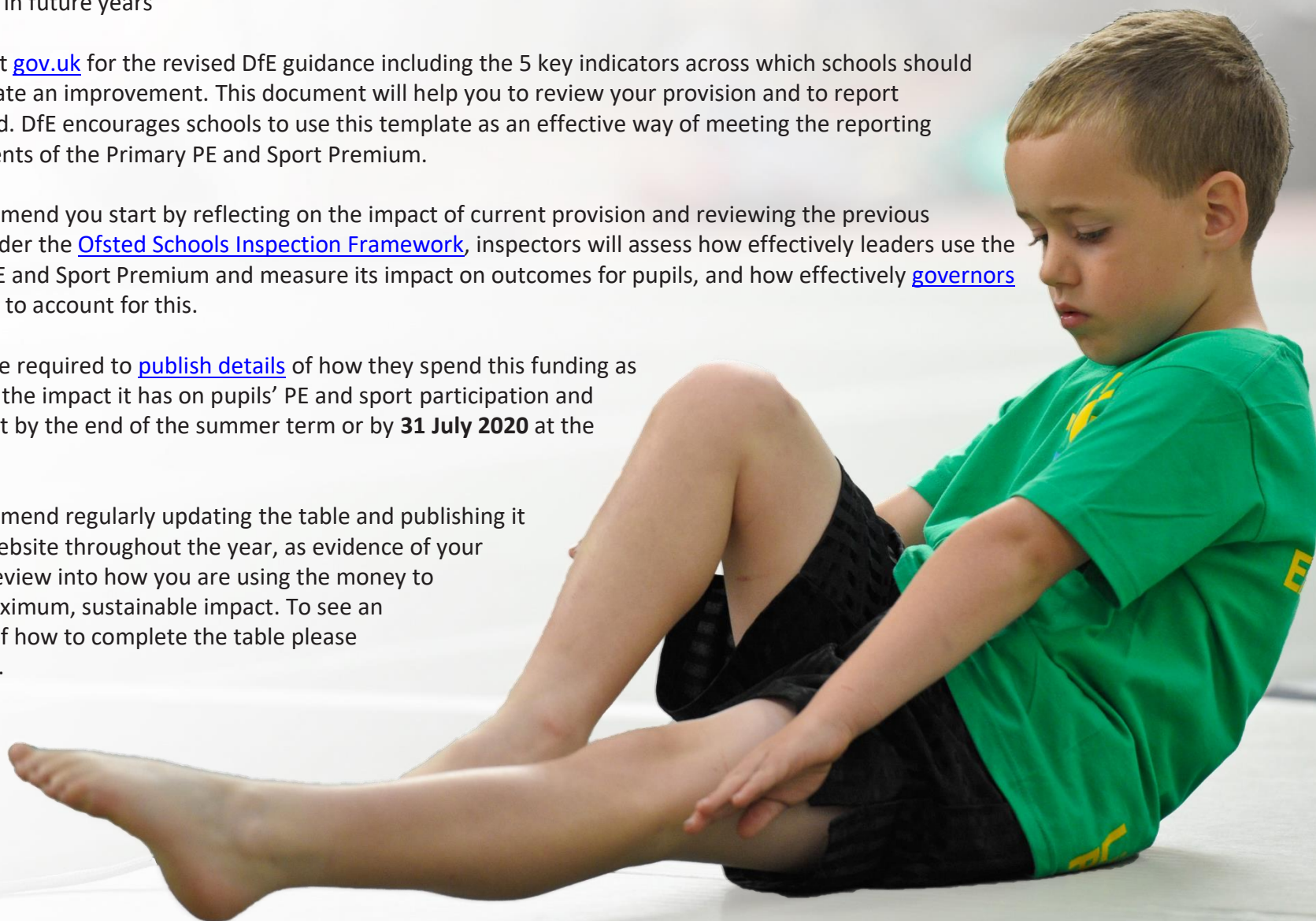
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31 July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Pupils are receiving high quality PE lessons delivered by confident qualified staff using a variety of resources.</p> <p>The opportunity to compete in competitive activities has begun again after being severely disrupted by Covid-19. This has included football tournaments and athletics.</p> <p>After school clubs continue to be well attended and children participate in organised lunchtime activities.</p> <p>Children were able to try new activities such as themed dances, circus skills and quidditch. Sports day consisted of 8 activities. This format was chosen so that children would be more active as they were in smaller groups, and included skills such as speed, balance and accuracy. Positive feedback was received from families.</p> <p>‘Sports Personality of the Week’ has continued. Children are awarded with a certificate and a medal in the weekly celebration assembly, and can be nominated by staff or children. We regularly acknowledge sporting events and achievements outside of school.</p> <p>Pupils are becoming more confident and competitive, and their self-esteem continues to grow. They congratulate winners for their success. Upwell hoodies have developed a sense of ‘team’.</p> <p>Pupils are active every day and the Daily mile is embedded across the academy. Activity during break and lunchtimes has increased too due to the range of equipment in their playtime boxes. Children regularly use the outdoor gym during break times along with the KS1 outdoor area.</p> <p>Continued CPD provided for NQT’s.</p>	<p>Future plans 22/23</p> <ul style="list-style-type: none"> • Ensure the PE resources are tidy and easily accessible to encourage staff to use a range of equipment. Continue to offer a variety of new sporting experiences where possible such as golf, quidditch (active reading resources) and yoga. Build on the success of sports day and hold a termly event which parents can support, run by the Pupil Leadership Team. • Continue to provide and develop extra-curricular clubs to increase opportunity and participation –use of external staff. Obtain a football coach for after school club, and a dance teacher. Investigate how Mini and Junior Duke could encourage increased physical activity and the development of skills. • Continue to Invest in lunchtime sporting and fitness provision and activity organisation to increase opportunities at break and lunch time. Ensure a range of equipment is available, MSA’s are trained and have printed resources for support. • Ensure all children are able to access and enjoy PE lessons, particularly those with SEND eg ASD. Implement pupil specific plans. Team ACE and LORIC are being embedded throughout school life, show children how these values are applicable to sport also. Develop resilience and a ‘have a go’ attitude which children will take through to other curriculum areas. • Embed healthy and active living throughout the school, planning a sports and healthy living week. Focus on healthy eating, in particular the contents of lunch boxes. Make good use of our local environment and take children on regular walks. Children will then hopefully encourage their family to take similar walks. Utilise the daily mile as a brain break. Improve facilities to encourage children to cycle or scooter to school. • Year 6 will have a full term of swimming. Those still unable to do so will continue to attend swimming lessons with the next year group. Due to where we live, swimming really is a lifesaving skill.

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? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school.	97% (2021/2022 cohort of 32 children)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	97%
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?	No – But children who have weaker swimming skills continue lessons for longer)

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 students today and for the future.

Academic Year: 2022/23		Total fund allocated: £17,600	Date Updated: July 2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 30%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	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.		All pupils will raise their heart rate, and not just walk.	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. Are there specific resources which would help? Do they need 121 support?	£500	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. Active Kids Programme - At each festival resources given in order for them to go back to their school, re-enforce the messages of the festival and deliver a breakfast, lunchtime or after school club.	£1,000 £395	Children can talk about their activities and know that they help to keep them healthy. Providing targeted activities or support to involve and encourage the least active children in the school.	Monitor quality of equipment and ask children for suggested improvements. Playtime monitors to ensure equipment is in good condition and replaced in boxes.

Teachers to utilise outdoor learning (eg science or sound walks) and consider how mental warm ups can take place outside to increase heart rates.	Fit into planning at least once a week		Children will be able to talk about their outdoor activities.	Build a bank of resources/ideas.
Encourage healthy living including ways to travel to school, and a balanced diet.	Promote through assemblies, keep a tally of methods used. Look for events such as 'Brake'. Plan lessons to cover healthy living and promote healthy lunchboxes.		Children will be able to talk about changed habits and why this is good for them, and the link to reduced congestion outside of school.	School Council to plan events to promote healthy ways to travel to school.
	Healthy Body, Healthy Mind (Y3)	£325	The children look at a healthy diet, being active, sleep and mood and how these things can positively & negatively impact your life. Are they making better food choices? Are they encouraging parents to provide healthier options?	
	Game Changers (Y5/6)	£325	Children begin to engage in tasks based around mental health. Can discuss effects of physical activity on mental health, teamwork, resilience, inclusion, and health & wellbeing.	
After school clubs to provide more opportunities to be physically active	School council to suggest activities. Organise a range of clubs for each Key Stage. Outsource a provider. School staff to support the younger children	£2,780	Children will enjoy a range of activities, master key skills and be more physically active. It might encourage them to take up a sport outside of school.	Keep reviewing the range of activities offered and that there is a provision for all year groups.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				13%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

The leadership team have a good understanding of PE provision within the academy.	Ensure a regular item on SLT and staff meeting agendas. Monitor uptake of after school clubs, and use of equipment such as the daily mile track and outdoor gym.		Teachers will share details of class usage.	
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 and a healthy lifestyle. Staff to be good role models.	Continue to embed the importance of physical activity, and celebrate successes. Consider nominating sporting champions from each year group.
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. Focus on key sporting personalities, looking at their attributes, how this can relate to young people and other curriculum areas.	£150	Pupils view sporting success more positively, and appreciate the range of skills which are drawn upon.	Monitor the number of pupils who attend after school clubs and external clubs.
Hold sports days, based on upcoming sporting events such as the Paralympics, rugby, baseball and cricket	School Council to agree a programme of events. Book specialists and purchase equipment. Encourage parent participation.	£1,500	Parents to understand how important an active lifestyle is, and that our aim is to increase the amount of physical activity pupils do. Pupils to take part in competitive activities which are also fun.	Gain pupil voice. Measure impact eg have pupils taken up any of the sports? Gain parent voice about other ways to increase physical activity and to include
Annual sports equipment inspection	External company to carry out safety checks	£300		
PE hoodies with academy logo for external sporting events	Ensure hoodies are looked after and stored well between use.	£200	Children and staff feel proud to wear the academy kit & builds a sense of Team.	Ensure a good range of sizes are available.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	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.
Improve teaching skills and confidence	Identify staff and timetable CPD sessions. Support teacher planning and assessment, when not taught by PE lead. Dance specialist teaching sessions	£1000 £800	Teachers will be confident to teach a range of sports and activities. 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.
	Illustrated folder giving teacher's guidance on at least 15 activity areas across Key Stages 1 and 2 including game formats and warm up ideas for each area and clear differentiated activities to progress the children.	£150	Develop or add to the PE, physical activity and sport activities that your school already offers	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				28%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
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. 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, quidditch	PE LTP covers a range of sports/skills. Sign up to competitions, cluster and EMAT events. Arrange transport and organise staff Arrange for external organisations to run after school clubs (eg football). Investigate local opportunities such as FenRock, and CPD opportunities to develop in school expertise. Plan and implement Sports Weeks/events. Yogabugs Coach costs	£5,000 Free this year	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. Increased pupil participation in clubs and competitions. Increased physical activity when not at school.	Signpost children to opportunities outside of school.
Purchase appropriate equipment and replace damaged/old equipment including mats	Carry out an equipment audit. Ensure we have the correct equipment for each activity, and that it is in good condition.		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.	Equipment will remain in a better condition.
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)	School Council to discuss a range of activities and suggested timings. Gather pupil and parent voice about suggested activities, and possible charges for after school clubs. Teachers will run a variety of clubs after school, with TA support. Carry out a skills audit.		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.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Utilise Pupil Leadership Team (Y6) 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 confident and have had opportunities to practice skills. Competition package	£995	Improved confidence, self-esteem and willingness to have a go. All pupils will try new things and celebrate their successes. ENGAGE- These events are non-	
				Pupil survey – Do children feel

	Increased participation in competitive sport, for example by increasing pupil's participation in the School Games and organising, coordinating or entering more sport competitions or tournaments across the local area, including those run by sporting organisations.		competitive and focus on targeting pupils who would benefit from being more physically active. DEVELOP- These events are for those who enjoy friendly competition but don't want to solely focus on winning and losing, instead focus on School Games Values. COMPETE- These events are for pupils who are competitive in nature and enjoy performing and competing against each other.	secure in themselves and want to achieve more? Is there a sense of growing personal achievement, goal setting and self-confidence? Do children understand/appreciate how these skills can be transferred to other areas of the curriculum? Is there an impact on increased resilience? Has attendance improved?
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Signed off by Deputy Principal: Teresa Ellington

Date: 18.7.23

Subject Leader: Savannah Bull