

## Upham CE Primary School - Use of Sports Premium Funding 2024

### September 2023 – End July 2024 (Academic Year 2023/2024)

The priority for 23/24 has therefore been to encourage active lifestyles for all – to develop and maintain 60 active minutes across the school - beyond the taught curriculum and into free choice; for if children are choosing to be active recreationally then this demonstrates established cultures and habits that will sustain throughout their lives. Having developed the curriculum and sporting competition in previous years, we were also eager to ensure this promotion of activity was sustained across all play opportunities in school.

Aim: To develop climbing play, using newly installed equipment, at playtimes as part of active lifestyle and regular exercise.		Improvement to Provision:		
		<ul style="list-style-type: none"> <li>engagement of all pupils in regular physical activity</li> </ul>		
Date	Action/ Provision	Time Cost	Cost (£)	Impact on Yr Group
Sept	<ul style="list-style-type: none"> <li>Initial use by school council (22/23) to establish rules for use; share with whole school</li> </ul>	3 Hrs HT	£177	Yr R - 6
Sept	<ul style="list-style-type: none"> <li>Initial staggered introduction for each class</li> </ul>	4x 1hr	£140	
Oct	<ul style="list-style-type: none"> <li>Buddy partner introduction for Year R to gain confidence and skills</li> </ul>	6 hr T	£210	
Autumn	<ul style="list-style-type: none"> <li>Ongoing teaching and messages through assemblies to direct play – in context of any lessons learned from accident investigation (if relevant) and across seasonal changes.</li> </ul>	4x assemblies, 2 hr admin	£152	
			Total £679	
<p><b>Evaluation:</b>            Following whole staff training in safe usage to supervise, School Council were used to help write 'usage rules' for the climbing trail which was shared with everyone during assemblies. Initially children were staggered by class so all could start to experience before moving to a freer, choice usage. Through the Autumn Term, opportunities for play involving climbing skills have been developed, using the newly installed equipment. This has included establishing rules for use as well as peer training (Year 6 and School Council). Sports ambassadors were also used to promote safe play in the early stages when children were finding where their physical limit was. Assemblies were used alongside this to shape how children were using, to suggest games that could be played and how to adapt in different weathers. MDSAs delivered training at lunchtimes, having been trained by the sports lead.</p>				



Aim: To use specialist coaches to develop teaching and learning in games sessions and develop progression of skills across curriculum.		Improvement to Provision:		
		<ul style="list-style-type: none"> <li>teaching PE and sport</li> <li>engagement of all pupils in regular physical activity</li> <li>increased participation in competitive</li> </ul>		
Date	Action/ Provision	Time Cost	Cost (£)	Impact on Yr Group
Summer I	<ul style="list-style-type: none"> <li>Bikeability offer for Year 5</li> </ul>	3d LSA, 1 HT	£314	Yr 5
Autumn I&II	<ul style="list-style-type: none"> <li>Swimming provision for Class 3 to remain at the highest level to secure rapid development of skills. Cost pool hire &amp; resources for inclusion.</li> </ul>		£1800 + £33	Yrs 3&4
Ongoing	<ul style="list-style-type: none"> <li>Specialist sports coach supporting curriculum games alongside class teachers</li> </ul>		£5,724	Yrs R-6
As available	<ul style="list-style-type: none"> <li>Specialist coaches to add breadth eg cricket, squash, tennis as available</li> </ul>		-	Yrs R-6 (potential)
			Total £7,871	

**Evaluation:**

Bikeability delivered to Year 5, all achieved standard. Changed supervision requirement with school staff member required to be present throughout – achieved.

Swimming teaching adapted to utilise two teachers with swimming expertise (one with Pool Safe Qualification) alongside two parent volunteers, both qualified swimming teachers. High quality input given to different groups with all swimming throughout session. As a result, 73% of Year 4s met the NC requirements and those non swimmers who did not meet, progressed from very limited experience to developed skills at 10-20m range.

During 22/23, our PE curriculum intent was developed to ensure progression and continuity within and between different disciplines, such as games, gymnastics, swimming and dance and, with the help of children’s voice, aligned with the SGO competition cycle so that curriculum learning helps to support engagement in competitions; children able to use the confidence and skills learned in school intra competition to inter-school competition.

Aim: To Sustain levels of engagement with sporting competition, consistent with Platinum School Games expectations		Improvement to Provision:		
		<ul style="list-style-type: none"> <li>• profile of PE and sport</li> <li>• range of sports and activities offered to all</li> <li>• increased participation in competitive sports</li> </ul>		
Date	Action/ Provision	Time Cost	Cost (£)	Impact on Yr Group
Ongoing	<ul style="list-style-type: none"> <li>• Staff release to enable children to attend majority of events available.</li> <li>• Coordination and organisation of events</li> </ul>	64 hrs T time	£2240	Yrs R-6
		3 1day T	£690	Yrs R-6
		Termly ½ HT	£1146	
		8 hs termly	£816	Yrs R-6
June	<ul style="list-style-type: none"> <li>• Administrative role – communicating to parents &amp; collating returns</li> <li>• Hampshire Games (if qualified) – prioritisation for those less enthusiastic or able to participate in inter-school competition and SEND/ PP</li> </ul>	1 day T& LSA cover for release	£ 315	Yrs R-6
June	<ul style="list-style-type: none"> <li>• Complete School Games award application – collation of evidence, training &amp; submission</li> </ul>	3 ½ d HT	£573	
			Total	
			£5,780	

**Evaluation:**

Full programme of sporting events entered at cluster and area levels, including Dodgeball (Y5, Y6, Y3/4), Cross Country (Y2-4), Football (Y5/6), Skipping (Y4/5), Basketball (Y5/6, Table Tennis (Y5/6), Netball (Y5/6), Hockey (Y5/6), Swimming (Y3/4), Mixed activity (Y3/4), Tennis (Y3/4), Athletics (Y5/6), Cricket (Girls Y5/6) and Multi-skills (Y2). Children were partially selected based on the focus – ‘competitive me’ activities being for the strongest achievers whilst others were more participatory or inclusive. Sports Lead left in Jan 24 requiring responsibilities to be covered by other staff – despite this critical staff change the full programme of events were attended and provision sustained. All teachers involved in supervising sports competitions demonstrating the whole team priority.

Invitation to Hampshire School Games participation event – 10 children selected from most vulnerable with prioritised places for those in receipt of pupil premium funding, those with SEND needs and those unable to attend after school competitions. Highly motivational day of activity for those children who all enjoyed the experience and the opportunity to represent the school. Appropriate number of staff released to meet group needs accompanied.

School Games Platinum Application made in Jul 2024. HT attended training with SGO during Summer II to ensure clear evidence was shared – award of Platinum achieved for 2023/24 into 24/25 validation of high levels of activity, competition and skill development.

Aim: Broaden opportunities for active social play, to enable those children who are least active to move more.		Improvement to Provision:		
		<ul style="list-style-type: none"> <li>• engagement of all pupils in regular physical activity</li> </ul>		
Date	Action/ Provision	Time Cost	Cost (£)	Impact on Yr Group

Summer I	<ul style="list-style-type: none"> <li>• Purchase super-sized building toys so children can build structures to get inside/ move around/ climb through</li> <li>• Install play teepee to promote small group activities in and out.</li> <li>• Balance of football provision so that all are able to enjoy, particular focus on girls and younger children.</li> <li>• Assemblies to explain organisation, staff direction over breaktimes, especially lunch.</li> <li>• Purchase additional equipment as required – wear and tear, especially balls</li> </ul>	Lunch focus	£302	Yrs R-6
Autumn II			£180	
Summer I&II			£500	
6hrs HT			£354	
			£270	
			Total	£1,606

### Evaluation:

Within the spring term, the headteacher lead the use of pupil voice to shape how football was available. By using existing structures to hear pupil voice, it was clear there was a desire to play football but older boys tended to dominate play. Further analysis of how some girls wanted to play revealed the highly competitive games some want to play become too dominant, they just wanted to 'kick about'. Some training was therefore given to children through assemblies in Spring I around how to set up games – the need to use agreed boundaries and how goals to be used. MDSA team and teaching staff were trained in how we wanted to offer football so that



playtimes and lunchtimes were consistent. This involved 3/4 balls being available, that goals could be separated, that 'pitches' used for more competitive matches were arranged so they only used a small portion of the field and other space was available. Additional work was done with sports ambassadors, particularly the girls, who could influence how other girls were joining in and perhaps encourage those who were not.

Substantially more children were observed playing football in the Summer Term 2024 than in the Autumn Term 2023, an increase of 105%. This is due to the different pitch and space structures enabling different types of game to be played. This has also motivated more younger children and girls to participate, an increase of 1 girl to 9!



Extra large Polydron was purchased for use at breaktimes in the Coronation Garden space. Assemblies were used to teach the children how to use, mainly how to resolve social disagreements and the skills needed to collaborate. Staff supervision at lunchtimes and breaktimes was used to direct positive play and establish the social skills required to engage in collaborative, physical play. Of the target group of less active children, most of them (70%) became regular users of the Polydron provision. This meant they have been more physically active at playtime whilst also developing social interactive skills with peers. This has particularly benefited some children with ASC SEND and has also been a useful part of intervention ELSA work to actively teach specific social communication skills.



Aim: Encourage outdoor performance as part of healthy, active lifestyles.		Improvement to Provision:		
		<ul style="list-style-type: none"> <li>• engagement of all pupils in regular physical activity</li> <li>• range of sports and activities offered to all</li> </ul>		
Date	Time Cost	Action/ Provision	Time Cost	Impact on Yr Group
Spring II	<ul style="list-style-type: none"> <li>• New outdoor music/ PA system to enable dance outside</li> <li>• Attendance and participation in Ceilidh dance festival</li> </ul>	½ LSA 1dT 1d HT	£250	Yrs R-6
Summer			£663	
June	<ul style="list-style-type: none"> <li>• Sports day medals and resources</li> <li>• Sports Leaders used to organise and model activities</li> </ul>	5hr T	£42	
June			£175	
			Total	£1,130

### Evaluation:

Sports day was completed as planned. The whole afternoon was active throughout but split into two halves for different purposes. The first part was completed in mixed age teams (each representing a country drawn for those competing in the Paris Olympics) where children completed a rotation of games, based on sports from across the PE curriculum. This was to promote active engagement and team support, regardless of ability. Sports Leaders were involved in shaping how these games were organised and how they were set up. Some were also subtly modified or had additional options so that all EHCP children (especially with physical needs) could engage in all activities in a manner consistent with peers. The second part was more competitive so peers could actively compete against each other. These races were grouped carefully, in some year groups girl/boy in others mixed sex heats in order for the competition to feel competitive but also balanced by ability. Overall team winners received bronze, silver and gold medals at the end. All children participated and there were no occasions of sitting out or avoidance, demonstrating motivation to be involved in activity.



Positive participation in an after school country dancing club throughout the summer term culminated in performing at the Upham Village Fete and also attending the Bishops Waltham Ceilidh festival. Dancers used four of the dances learned, together with the maypole weave, to perform at the Upham Village Fete. Of the 14 children at the Fete, 7 were boys, the highest ever proportion. This is partly due to a very confident Year 6 role model who is very comfortable doing something he enjoys and this has positively influenced others.



<b>TOTAL SPEND ACCOUNTED FOR (As detailed above):</b>		<b>£17,066</b>
<b>Sports Funding Grant Received During This Period:</b>	Sept 22 – March 23: £ 9,835	<b>£16,860</b>
	April 23 – July 23: £ 7,025	

### Summary of Impact Following this Funding Period

- Increased participation in climbing activities as part of active play extended through use of new equipment.
- Children trained how to use new climbing equipment safely, within their confidence ability.
- Bikeability offered to all Year 5 children as part of encouraging healthy active lifestyles.
- High quality swimming input delivered to Year 3 and 4 as part of curriculum PE teaching, utilising subject-specific expertise to ensure rapid progress by all. Water confidence, swimming skills and stamina/fitness all developed.
- PE curriculum map linked more closely with competition cycle to ensure children who are volunteering for competition are better prepared, having just practiced those skills.
- Full programme of inter-school competitions with variety of competitive, inclusive and participatory priorities, attended at cluster and area levels.
- County level Hampshire Games attended with priority given to those in receipt of pupil premium and those with SEND to promote engagement in activity.
- Polydron resources sustaining active play outside with particular benefit for also developing social communication skills
- Key focus children identified as less active, 70% of group became more active, consistent with 60 active minutes goal.
- Levels of activity increased by changing how football was offered. Increased participation by younger children and girls with greater mixing between different ages and between girls and boys during different types of games.

- Effective sports day delivered, fully inclusive so all could participate and enjoy physical activity but also so competition could be encouraged and celebrated. Full inclusion and participation of school population.
- Country dancing offered as an additional type of physical activity with good uptake in boys and girls, indicating positive attitudes towards dance.

## Action Plan for Use of Funding for Next Funding Period (September 2024 – July 2025)

Action Plan for Sports Premium Funding 2024 / 2025			Sept 2024 – July 2025		
Aim for Development	Contributing Towards	Actions	Planned Spend	Timescales	Intended Yr Group Impact
To develop opportunities for active sports after school (as part of wrap around care).	<ul style="list-style-type: none"> <li>• engagement of all pupils in regular physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• New after school club provider – coordination, oversight, direction.</li> <li>• After school childcare club with sporting activities offered – liaison time</li> </ul>	£1,000	September then ongoing	Yr R – 6
To develop medium term planning for games teaching through use of specialist coaches.	<ul style="list-style-type: none"> <li>• teaching PE and sport</li> <li>• engagement of all pupils in regular physical activity</li> <li>• increased participation in competitive</li> </ul>	<ul style="list-style-type: none"> <li>• Investigation of model planning options with potential subscription</li> <li>• Adapting games sessions to class needs/ curriculum</li> <li>• Development of medium term planning for games</li> <li>• Specialist teacher delivering games teaching alongside classteacher; modelling delivery of planning</li> <li>• Review of progression intent document for games</li> </ul>	£8,000	Ongoing  Summer	Yr R - 6
To build sustainable provision for teaching swimming	<ul style="list-style-type: none"> <li>• engagement of all pupils in regular physical activity</li> <li>• increased participation in competitive</li> </ul>	<ul style="list-style-type: none"> <li>• Lead teacher to complete LA Pool Safety Award training</li> <li>• Lead teacher to train other staff (T &amp; LSA) re skill progression, direction, strategies for practice</li> <li>• Key focus on teaching of non-swimmers</li> <li>• Review competition opportunities at end of unit- intra school.</li> <li>• Pool hire</li> </ul>	£2,500	Sept  Sept – Oct  Autumn	Yr 3 & 4
To Sustain levels of engagement with sporting competition, consistent with Platinum School Games expectations	<ul style="list-style-type: none"> <li>• profile of PE and sport</li> <li>• range of sports and activities offered to all</li> <li>• increased participation in competitive</li> </ul>	<ul style="list-style-type: none"> <li>• Staff release to enable children to attend majority of events available.</li> <li>• Coordination and organisation of events</li> <li>• Administration of events – recording of participation/ letter writing/ collating replies/ contacts</li> </ul>	£5,500	Ongoing	Yr 2 – 6
<b>Total Planned spend:</b>			<b>£17,000</b>		
<b>Total Anticipated Funding for this period:</b>			<b>£16,850</b> (£9,829 + £7,021)		

## DfE Guidance PE and Sport Premium for Primary Schools

- 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
- the **profile of PE and sport** is raised across the 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**