

**Upham CE Primary School - Use of Sports Premium Funding 2022**  
**September 2021 – End July 2022 (Academic Year 2021/2022)**

Aim: To develop physical activity through increased opportunities for dance embedded within the blended curriculum.		Improvement to Provision:		
		<ul style="list-style-type: none"> <li>• Profile of PE &amp; sport</li> <li>• Range of activities for all</li> </ul>		
Date	Action/ Provision	Time Cost	Cost (£)	Impact on Yr Group
Spring	<ul style="list-style-type: none"> <li>• Specialist groups to model dance opportunities for each class.</li> </ul>	-	£600	Yrs R – 6
Autumn/ Spring	<ul style="list-style-type: none"> <li>• Advice re curriculum planning and cross curricular links to other curriculum areas.</li> </ul>	-	£400	Yrs R – 6
Spring	<ul style="list-style-type: none"> <li>• Staff release for observation of teaching and learning.</li> </ul>	6x T	£288	Yrs R – 6
Spring	<ul style="list-style-type: none"> <li>• Planning for additional opportunities across the curriculum identified within long-term PE map</li> </ul>	2x ½ day	£240	Yrs R – 6
Spring	<ul style="list-style-type: none"> <li>• Planning for curriculum intent for Dance within PE curriculum with identification of progression of skills and understanding.</li> </ul>	2x ½ day	£240	Yrs R – 6
Autumn/ Spring	<ul style="list-style-type: none"> <li>• Develop positive gender balance in participation through dance through positive role models, celebration of achievements (Friday assembly placement) and sharing of material.</li> </ul>	Ongoing	£300	Yrs R - 6
			<b>Total £2068</b>	

**Evaluation:**

New dance units created for Years 5 & 6 within Viking blended unit (Yr B) – ‘Voyage of Discovery’, Years 5 & 6 (Yr A) Space, Years 3 & 4 (YrA) Roman Commands and Years 1 & 2 (Yr A) Story Telling. This has ensured better placement of dance learning across the PE curriculum with appropriate opportunities to revisit and develop, in a spiral curriculum, dance elements.



Specific dance specialism from Integr8 dance has been utilised. As a result, participation in after school dance clubs has increased by 45%. Enthusiasm for dance within this group is high and all volunteered to participate in competitive shows and won a ‘best in show’ trophy in July 22, demonstrating their achievements.

Specific CPD training for gymnastics in Summer I enable Dance specific learning progression to be identified separately than that for gymnastics within progression map and associated curriculum map. This was completed in Summer I and fully published on website.

Children from across KS2 Years 3-6, volunteered to participate in traditional country dancing for a village fete performance. An increased balance of genders with 33% participation of boys indicating positive development of increased positive attitudes towards dance though participation from boys. Within the after school dance club, participation by boys increased to 47% boys, 53% girls. These boys were from Years 1, 3, 4, 5 and 6 so should good role modelling and attitudes across the school population.



Aim: To develop progression of skills and understanding through improvement to quality of teaching and learning of gymnastics.		Improvement to Provision:		
		<ul style="list-style-type: none"> <li>• Profile of PE &amp; sport</li> <li>• Range of activities for all</li> <li>• Increased T&amp;L in PE &amp; Sport</li> </ul>		
Date	Action/ Provision	Time Cost	Cost (£)	Impact on Yr Group

Spring	<ul style="list-style-type: none"> <li>Specialist input and staff CPD re teaching of gymnastics skills</li> </ul>	INSET Day HIAS £500	£500	Yrs R – 6
Spring	<ul style="list-style-type: none"> <li>Use of specialist planning materials to support medium term delivery</li> </ul>	-	-	Yrs R – 6
Spring	<ul style="list-style-type: none"> <li>Creation of skill progression maps to underpin curriculum</li> </ul>	3x ½ day	£360	Yrs R – 6
Spring	<ul style="list-style-type: none"> <li>Review of gymnastics curriculum overview, in the context of broader PE overview to ensure progression, balance of experience and continuity</li> </ul>	3x ½ day	£360	Yrs R – 6
			Total £1220	

**Evaluation:**

Following an initial review of gymnastics provision from subject leader it was identified through self-evaluation that curriculum intent and implementation was in need of specialist advice and involvement in order to achieve real improvement. Support was utilised for LA Inspector lead for PE, Jodie Bascombe. She delivered a whole day CPD course during an INSET day on 27 May 2022 to all teachers from all key stages (including both job-shares and also the Headteacher). In addition, the Class 1 LSA attended (who also holds QTS) and is heavily involved with EY PE delivery alongside teacher. This training identified key progression of skills though balances, holds and shapes and how to build complexity into routines by linking. Expectations were explored, especially where children attend gym clubs and have a much higher level. Specific supports for actions such as rolls and cartwheels were explored. Progression in delivery through to using equipment was explored. Planning tools available on the LA EVOLVE website, were also referred to. As a result, all staff are better able to implement effective gymnastics teaching and informal observations through summer terms indicates staff using these skills. Changes to how sessions are organised are also evident with some examples of split sessions with half the class in the hall whilst the rest complete other tasks to maximise equipment use and delivery of sessions outside on the field to use the space. Throughout, language of holds, shapes and balances were evident. As a result of the raining, subject leader with HT were able to identify discipline specific developmental learning stages for curriculum progression map. These have been identified within the progression map and corresponding curriculum map 'units'. Increased balance and placement of gym across the PE curriculum has been achieved with additional units added to follow the progression through equipment. This curriculum documentation has been published on the school website.

Aim: To use specialist coaches to develop teaching and learning in games sessions and develop progression of skills across curriculum.		Improvement to Provision: • Increased T&L in PE & Sport		
Date	Action/ Provision	Time Cost	Cost (£)	Impact on Yr Group
Termly	<ul style="list-style-type: none"> <li>Use specialist coaches to support teachers in the delivery of outside games</li> </ul>	3x1/2 day	£4884	Yr R - 6
Spring I	<ul style="list-style-type: none"> <li>Develop progression maps of skill development within outside games units.</li> </ul>	1hr	£120	Yr R - 6
Jan/ Feb	<ul style="list-style-type: none"> <li>Develop road safety cycling skills to increase home-school travel and recreational cycling, using 'Bikeability' trainers from LA.</li> </ul>		£120 cost + £96	Yr 5 & 6
Autumn	<ul style="list-style-type: none"> <li>Re-deploy school staff with specialist swimming teaching ability to deliver course of swimming sessions to Class 3 children.</li> </ul>	10x 1.5 hrs T	£975	Yr 3 & 4
Autumn	<ul style="list-style-type: none"> <li>Use volunteer parent helper with swimming teaching qualification to support delivery of swimming teaching particularly for those needing to develop water confidence.</li> </ul>	2hrs training	£96 £525 pool hire	Yr 3 & 4
			Total £6815	

**Evaluation:**

Southampton Football Club Curriculum coaches have been used throughout 2021/22 to support teachers in delivering outside games on Fridays. This involved a change of coach from Autumn to Spring/ Summer. All areas have been delivered as planned in curriculum intent. Particular development has been in the progression of small sided competitions (intra-school) within sessions and the timings that step up to inter-school competitions. Improved staff understanding of cricket skills has enabled better participation in cricket competitions (year 3/4,

Year 5/6 girls and Year 5/6 boys) with a range of staff now confident to lead these activities. Bikeability training was successfully delivered to Year 5 & 6 children. School staff adapted curriculum to ensure small groups could be 'released' in order to complete daily training. All children achieved at least Level 1 competence with the majority 88% achieving the higher Level 2. Swimming delivery to Class 3 was effective with 3 adults actively teaching groups throughout the session – a parent volunteer with a swimming qualification, a teacher holding ASA qualifications and another teacher with extensive experience. Teaching could be targeted carefully with the parent supporting individuals to develop water confidence from low prior experience (a legacy from COVID to correct). Higher achievers could be developed by the skilled teacher. These developed skills were demonstrated later in the term with strong achievement by the team and individuals in gala competitions with one child progressing to club competition. Very effective teaching of swimming has been achieved. Those children who started fearful of water developed confidence and has started to swim short distances. All children have developed in their skills with 85% of Year 4 achieving at least the NC requirements. 62% of year 3 have already achieved this and will extend skills further next year.

Aim: To re-engaged with inter-school competition, consistent with the level of Platinum School Games Award criteria		Improvement to Provision: <ul style="list-style-type: none"> <li>• Increased participation in competitive</li> <li>• Range of activities for all Engagement of all in activity (daily 30),</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> </ul>	64 hrs T time	£3572	Yrs 2 - 6
Ongoing	<ul style="list-style-type: none"> <li>• Coordination and organisation of events</li> <li>• Administrative role – communicating to parents &amp; collating returns</li> </ul>	3x 1day T	£720	Yrs 2 – 6
Termly	<ul style="list-style-type: none"> <li>• Develop opportunities for competitive engagement in sports beyond traditional team games, especially prioritising those children who have not previously engaged.</li> </ul>	6 hrs termly	£864	Yrs 3 – 6
May/June	<ul style="list-style-type: none"> <li>• Hampshire Games – prioritisation for SEND/ PP</li> <li>• Additional equipment to ensure participation; staff football boots (for Wyvern artificial pitch use)</li> </ul>	1 day T cover	£240	SEND/ PP Yrs 4 - 6
		-	£120	
			<b>Total £5516</b>	

**Evaluation:**  
 High participation in sporting events across the year across KS2 and also some for Year 2. Children have represented the school within multiple cross-country events, football, basketball, multiple swimming events, hockey, indoor athletics, tennis, netball and cricket in different year groups and some mixed gender some separate gender competitions. Many of these have been cluster competitions, some area level. In addition, dodgeball and mini-golf were used to involve children who are less likely to engage in more traditional team sports. Performance has been competitive with other schools, often with strong performances against much larger schools.  
 Children have been encouraged to participate in as many competitions in as many sports as they would like to. If demand exceeding the places available, careful priority was given to those who had not experienced competitions before to maximise experience. As a result, 96% of children across KS2 represented the school at inter-competition this academic year. Within Years 5 & 6, 93% in multiple sports and events. This indicates positive engagement across all groups, genders and ages. It is significant that children considered to be more vulnerable due to SEND/ Pupil Premium or circumstances have attended similarly to peers. The individuals who did not represent and not indicators of any particular groups. These levels of involvement and engagement are consistent with pre-COVID highs from 2018 and 2019, indicating restored recovery.  
 Invitation was achieved to Hampshire School Games Finals, due to high participation across the year. Since the invite was to an inclusion event aimed to encourage participation to those Year 4-6 less able or likely to, participation was prioritised to SEN children in KS2 and all children in receipt of pupil premium funding in Years 4, 5 and 6. Positive experiences were had by all as well as high impact on self-esteem. These children were able to feedback to the whole school in celebration assembly to affirm their achievements and reinforce sporting

participation. One individual's inclusion was particularly significant as they have struggled to engage in curriculum PE through the year with much teacher: parent correspondence. Achieving positive experiences was significant progress for that individual.

School Games application was completed in July 2022 and Platinum Award achieved for 2021/22 and 2022/23. This validates the high levels of participation, engagement and provision available to children.

Aim: To develop role of children's voice in planning and shaping physical activity.		Improvement to Provision:		
		<ul style="list-style-type: none"> <li>• Profile of PE &amp; sport</li> <li>• Range of activities for all</li> </ul>		
Date	Time Cost	Action/ Provision	Time Cost	Impact on Yr Group
Summer I	<ul style="list-style-type: none"> <li>• Develop provision for Sports day (having been a casualty of COVID since 2019) to include all in completion, with parental audiences supporting achievements.</li> <li>• Recruit Sports leaders through applications for roles where skills and understanding as role models are prioritised above levels of achievement.</li> <li>• Training sports leaders to influence aspects of provision</li> <li>• Develop other forms of physical activity to support COVID recovery and well-being</li> </ul>	2x S/m	£514	Yrs R – 6
Spring II		3x 1hr T	£144	Yrs 5 & 6
Spring Ongoing		3x 1hr T 5x session before school 5hrs T	£288 £240	Yrs 5 & 6 Yrs R - 6
			<b>Total £1186</b>	

**Evaluation:**

Sports day was successfully delivered. Sports Day took place as planned with parents and families fully invited to attend and participate. Children were put into mixed age groups, with a child drawn from each year group. These teams represented commonwealth countries; linking to the commonwealth games later this summer. Initially groups participated in team activities. Behaviour was excellent with notable participation from all. One year R who was worried had been well prepared in a practice the day before and participated fully – to parent's surprise. Children then participated in year group races. There were no instances of children crying having just lost or coming second which suggests improved acceptance of winning and losing and positive engagement in competition.

12 children completed an application process to become sports leaders. These children were used to set up and support sports day, develop playtime provision and have also attended a Year 2 sporting competition against other schools to support the setting up, scoring and running of the event. In addition, staff from other classes have started to call on these children to help set up activities for their classes. This has raised the profile and influence of these children who are consistent role models of the school games values.

Pilates has been used effectively within Years 5 and 6 in order to help children constructively respond to potential stress, such as those during statutory testing. Attendance at Pilates sessions run before school has been exceptionally high, with 82% attending. Those children described improvements to their sense of calmness because of the physical activity. There has also been improved attendance from EYs and KS1 at Yoga club after school with 50% growth since 2020/21. Yoga tasters built into Year R experience in Autumn Term has developed provision. Into 2022/23, provision is to be developed to include those year 2s going into Y3.

Successful Platinum School Games Award for 2021/22 and 22/23 utilised a case study demonstrating the extent to which we demonstrate understanding of young people's motivation and how this is built into our offer. This evidences that, we know how important it is to get children engaged in sports and want them to be as motivated to take part as possible. We are very aware that motivation to participate depends on children feeling confident about taking part and providing interesting and engaging opportunities.

<b>TOTAL SPEND ACCOUNTED FOR (As detailed above):</b>		<b>£ 16,805</b>
<b>Sports Funding Grant Received During This Period:</b>	Sept 21 – March 22: £9783	<b>£ 16,770</b>
	April 22 – July 22: £6987	

## Summary of Impact Following this Funding Period

- Better placement of dance learning across the PE curriculum with appropriate opportunities to revisit and develop dance elements, in a spiral curriculum.
- Increased participation in after school dance clubs by 45%. Increased balance of genders participating in country dancing at KS2, across Years 3-6.
- Training in gymnastics used to identify key progression of skills through balances, holds and shapes and how to build complexity into routines by linking. Expectations explored, especially where children attend gym clubs and have a much higher ability. Staff are better able to implement effective gymnastics teaching and informal observations through summer terms indicates staff using these skills. Changes to how sessions are organised are also evident.
- Increased balance and placement of gym across the PE curriculum has been achieved with additional units added to follow the progression through using equipment. Curriculum progression and mapping documentation has been published on the school website.
- Improved staff understanding of cricket skills has enabled better participation in cricket competitions (year 3/4, Year 5/6 girls and Year 5/6 boys) with a range of staff now confident to lead these activities.
- Teaching of swimming targeted carefully with additional volunteer teacher used to support individuals to develop water confidence from low prior experience (a legacy from COVID to correct). These developed skills were demonstrated later in the term with strong achievement by the team and individuals in gala competitions with one child progressing to club competition. Very effective teaching of swimming has been achieved.
- High participation in sporting events across the year across KS2 and also some for Year 2. 96% of children across KS2 represented the school at inter-competition this academic year. Within Years 5 & 6, 93% in multiple sports and events. This indicates positive engagement across all groups, genders and ages.
- School Games application was completed in July 2022 and Platinum Award achieved for 2021/22 and 2022/23. This validates the high levels of participation, engagement and provision available to children.
- Sports Day took place as planned with parents and families fully invited to attend and participate.
- 12 children completed an application process to become sports leaders. Use during sports day, playtimes and lesson times has raised the profile and influence of these children who are consistent role models of the school games values.
- Successful Platinum School Games Award for 2021/22 and 22/23 utilised a case study demonstrating the extent to which we demonstrate understanding of young people's motivation and how this is built into our offer. This evidences that, we know how important it is to get children engaged in sports and want them to be as motivated to take part as possible.

## Action Plan for Use of Funding for Next Funding Period (September 2022 – July 2023)

Action Plan for Sports Premium Funding			Sept 2022 – July 2023		
Aim for Development	Contributing Towards	Actions	Planned Spend	Timescales	Intended Yr Group Impact
To use specialist coaches to develop teaching and learning in games sessions and develop progression of skills across curriculum.	<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>Bikeability offer for Class 4</li> <li>Swimming provision for Class 3 to remain at the highest level to secure rapid development of skills (and address COVID legacy)</li> <li>Specialist sports coach supporting curriculum games alongside class teachers</li> <li>Specialist coaches to add breadth eg cricket, squash, tennis as available</li> </ul>	£120 £1500 £5000 -	Spring Autumn  Termly  Ongoing	Yrs 5&6 Yrs 3&4  Yrs R-6  Yrs R-6 (potential)
Develop provision of after school clubs to promote wider access to activity and sport.	<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>	<ul style="list-style-type: none"> <li>Review current after school club provider in terms of offer, quality of provision, engagement, cost and reliability.</li> <li>Engage with parents to determine ideal sports provision</li> <li>Collect child feedback (via school council) to evaluate current provision.</li> <li>Ensure high participation in Yoga by Y2 (Sept 22 Y3) into 2022/23. Review provision to determine if additional club for Yr R/1 is feasible.</li> </ul>	- - £200 -	Autumn  Autumn Autumn Autumn I	Yrs R-6  Yrs R-6 Yrs R-6 Yrs R-3
Review equipment provision to ensure access to high quality resources in outside sport and activity.	<ul style="list-style-type: none"> <li>engagement of all pupils in regular physical activity</li> </ul>	<ul style="list-style-type: none"> <li>Reorganisation of sports store</li> <li>Replace balls – rugby, football, netball, basketballs</li> <li>Additional storage</li> <li>Athletics resources</li> <li>Redevelop and refresh active play resources (huff and puff)</li> </ul>	£2000  £500	Autumn	Yrs R-6
Develop active play provision at playtimes (in context of removal of sections of playtrail and C2 area development).	<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>	<ul style="list-style-type: none"> <li>Purchase free-standing equipment to develop imaginative role-play eg outside 'hideaways'</li> <li>Stand alone play equipment eg ball targets to promote simple small group active play</li> </ul>	£1500  £1200	Spring  Spring	Yrs R-6  Yrs R-6
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>Administrative role – communicating to parents &amp; collating returns</li> <li>Hampshire Games (if qualified) – prioritisation for SEND/ PP</li> </ul>	£4000 £700 £200 £250	Ongoing  Termly  Ongoing Summer II	Yrs R-6  Yrs R-6 Yrs R-6 Yrs R-6
<b>Total Planned spend:</b>			<b>£17,170</b>		
<b>Total Anticipated Funding for this period:</b>			<b>£16,800</b> (based on 93 NOR in Jan census)		

**The following actions for 2022/2023 will not be funded from Sport Premium Funding but demonstrate strategic commitment to advancing active play and lifestyles:**

<p>'Decommission' and removal of tower section of challenge trail plan for replacement</p>	<p>•engagement of all pupils in regular physical activity</p>	<ul style="list-style-type: none"> <li>• Initial securing to prevent access to unsafe areas</li> <li>• Removal of 'tower' sections identified around unsafe posts</li> <li>• Adaptations to retain other sections eg rope bridge, during interim period</li> <li>• Plan for redevelopment</li> <li>• Diocesan bid application for funds</li> </ul>	<p>£2500</p> <p>£15K +</p>	<p>Aug 22</p> <p>2022/23</p> <p>Spring/ Summer</p>	<p>Yrs R-6</p>
<p>Redevelop C2 'quiet area', increasing wet weather play space.</p>	<p>•engagement of all pupils in regular physical activity</p>	<ul style="list-style-type: none"> <li>• Implement planned refurbishment with identified contractor as soon as contractor agrees                             <ul style="list-style-type: none"> <li>○Removed slabs and new surface</li> <li>○Remove border to increase area</li> <li>○Replace sleeper borders</li> <li>○Border picket fence</li> <li>○Trim tree</li> </ul> </li> </ul>	<p>£7500</p>	<p>Autumn Half Term 22</p>	<p>Yrs R-6</p>

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