



PE and Sports Premium Plan 2020/21

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Use of Real PE introduced in the school, an inclusive and progressive approach to teaching PE. • All children benefitting from specialist sports coaching • Promotion of healthy ways to walk to school with Living Streets • Awarded Silver School Games Award • Wide variety of clubs offered including, gymnastics, judo, outdoor club, football, dodgeball and netball. 	<ul style="list-style-type: none"> • Continue to embed Real PE and train all staff to enable us to include, challenge and support every child. • Continue to promote and encourage more children to choose healthier ways to walk to school. • Offer and promote a wider range of clubs both in school and in the wider community. • Focus on importance of being active to ensure children are fit and back to full health after lower activity levels during lockdown 1.

Meeting national curriculum requirements for swimming and water safety.	
Percentage of current Year 6 cohort able to swim competently, confidently and proficiently over a distance of at least 25 metres	50%
Percentage of current Year 6 cohort able to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	59.3%
Percentage of current Year 6 cohort perform safe self-rescue in different water-based situations?	40.6%
The school has chosen to use the Primary PE and Sport Premium to provide additional provision for swimming activity over and above the national curriculum requirements.	Yes/ No



Academic Year: 2020/21	Total fund allocated: £	Date Updated:		
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: %
Intent	Implementation		Impact	Sustainability and suggested next steps
		Funding allocated:		
<p>Encourage more children to get to school in healthier ways such as walking, scooting or biking.</p> <p>Increase Pupil Participation in regular physical activity.</p>	<p>Continue to use Living Streets Travel Tracker to promote and encourage healthier ways to get to school.</p> <p>Hold assembly to keep awareness up and introduce to the new Yr3 intake.</p> <p>Regularly give out badges for children who come to school in active ways (once termly).</p> <p>Teachers to identify children in their classes as 'inactive'. These will be children who try to avoid taking part in physical activity. Children to be targetted for lunchtime active clubs.</p>	<p>£10,000 – Bristol Sport</p>	<p>Pupil voice shows that children are motivated to get to school in healthier ways. They love getting the badges and teachers have reported that they often ask when the next badge is arriving. As the badges are all different, children are keen to collect them.</p> <p>Teacher's awareness of the 'inactive' children in their classes has led to those children being on the radar and encouraged to join in more. Lesson observations have shown that all children join in with PE lessons always. Wearing uniform to school has had a positive impact.</p>	<p>Start the new school year with a travel tracker assembly to give healthier choices a real push from the beginning. Ideally, if Covid measures are lifted, reintroduce 'Happy Feet Day' and other community events linked to healthy choices for children and environment.</p> <p>Reassess the Inactive register - check with previous class teachers who they feel should be removed/added. Make new teachers aware of who is on the register.</p>



<p>Develop pupils' leadership</p>	<p>Train SMSA staff to be playleaders and to encourage more active playtimes.</p> <p>Introduce class playtime bags with equipment to encourage active play.</p> <p>Teachers to create opportunities across the curriculum for 'active' tasks.</p> <p>All children to stand to answer questions.</p> <p>Offer a variety of active clubs at lunchtime and after school.</p> <p>Invite clubs from the local community to come in and give taster sessions/assemblies to children.</p> <p>Teachers to ensure ALL children take part in PE lessons. If child has valid excuse such as injury - child should be given another role within the lesson such as umpire or take notes.</p>		<p>'Games of the week and other equipment at breaktimes have led to more children being involved in active games at breaktimes. Pupil voice showed that children would like the equipment to be refreshed more often as their bags seemed to have diminished. They really enjoyed having the equipment and the games of the week and they felt it encouraged them to be more active.</p> <p>All children across the school are consistently standing to talk/answer questions. Many classes are doing active brain breaks and creating opportunities for active tasks across the curriculum.</p> <p>Observations across PE lessons show that all children are consistently joining in with the lessons.</p> <p>Due to covid, our usual, child led sports day was unable to take place. Children have been</p>	<p>Continue to allow children to come to school in their PE kit.</p> <p>Regularly refresh equipment in Pod Bags. Change equipment in bags regularly (twice weekly). Continue to offer 'game of the week'.</p> <p>Bristol Sport to train children as playleaders, giving them many ideas for games to introduce to their classes. This will increase activity at lunchtimes and playtimes as well as create more harmonious lunchtimes.</p> <p>Teachers to share good practice/ideas relating to active tasks across the curriculum, during staff training.</p> <p>Covid restrictions permitting, Year Six children to design, create and execute a School</p>
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<p>skills.</p>	<p>Year Six children to plan, organise and manage Sports Day for the whole school.</p> <p>Train children to be playleaders within their class bubbles.</p>		<p>observed taking the lead in a number of activities during PE lessons. From Term 6, children were able to have their say around issues regarding PE with a sports Pupil council question.</p>	<p>Sports Day for Years 3,4 and 5.</p> <p>Children as playleaders. (see above)</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	<p>Sustainability and suggested next steps</p>
		<p>Funding allocated:</p>		



<p>Raise the profile of PE and sport for all visitors and parents.</p>	<p>Regular celebration assemblies to promote sporting achievements of pupils including Level 2 School Games Festivals/Events.</p> <p>Ensure photos are taken and reports are written about clubs and festivals.</p> <p>Use Class Dojo and termly newsletters to promote intra and inter school sports activities.</p> <p>Display sporting achievements and successes around the school for visitors and pupils to see.</p> <p>Staff to be bought PE uniform and wear during all PE lessons.</p> <p>Sports boards in both halls to aid teaching and promote PE across the school. To display termly cog and vocab.</p>	<p>£3,000</p>	<p>Due to Covid restrictions, we were unable to attend any interschool competitions.</p> <p>Children who had sporting achievements outside of school were celebrated in assemblies and on Class Dojo.</p> <p>Due to Covid, PE lessons all had to take place outside therefore PE boards were not created. This is a high priority for next year.</p> <p>Staff uniform arrived in Term 6 and was immediately worn by staff teaching PE. This was also showcased by teachers on Class Dojo.</p>	<p>Class Dojo, assemblies and newsletters will continue to be used to promote any sporting achievements of Summerhill pupils inside or outside of school.</p> <p>PE boards will be created by each year group to promote the current cog they are working on. The boards will also include relevant vocabulary and images. Teachers will refer to the board when teaching their Real PE lessons. Teachers will initially be given some time to create these at the beginning of the school year. They will then need to be updated each term.</p> <p>When interschool competitions begin again, photos and pupil voice will be displayed on a sports achievement board. They will also be shared via Class Dojo.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			%
Intent	Implementation		Impact
		Funding allocated:	Sustainability and suggested next steps
<p>Ensure that teachers have the resources they need to teach high quality lessons.</p> <p>Provide staff with training to increase confidence and competence.</p>	<p>Invest in new quality PE resources.</p> <p>Each class to have the support of a coach for a period of two terms throughout the year in a sport where they have identified having less strength in.</p> <p>Staff who missed out in previous year due to covid will be prioritised.</p> <p>Staff to be matched with sports they are less confident in.</p>	<p>£4,000</p> <p>£2,100 (central sports provision – Real PE)</p> <p>Bristol Sports</p>	<p>Equipment bags for Real PE worked well this year as teachers reported it was useful to have all the equipment in one bag. More bags to be available for next year to make sure equipment is readily available.</p> <p>Athletics and handball equipment bought to introduce new sports.</p> <p>All teachers have been fully engaged in the teacher mentoring programme. The programme is designed to help improve teachers knowledge and confidence when delivering different sports in PE, through observation and feedback when delivering warm ups, small activities and games. Teachers average confidence scores increased from 4.38 to 7.63 (out of 10), with their knowledge of the sport increasing from 4.56 to 7.69 (out of 10). With one of the teachers saying “the lessons were clear and well</p> <p>Real PE bags to be created for each year group with the appropriate equipment. Keeping bags within year groups will mean teachers will have everything they need at their fingertips for Real PE lessons.</p> <p>The Bristol Sport CPDL teacher mentor package to continue as it has been a great success. Chani and SG to create a new sports timetable taking into account which sports the classes have covered this year and ensuring a wide spread. Teachers to then be audited and matched to appropriate sports for mentoring. Pre and Post questionnaires to be completed to measure impact.</p>



	<p>Find clubs in the local area who are willing to come in and offer taster sessions or do assemblies</p> <p>Bristol Sports to offer a range of sessions which introduce children to more alternative sports. Link these with clubs in the community where they can continue these activities/sports if they like them.</p>		<p>Dance, Y4 Basketball, Y5 Football, Y5 Badminton, Y5 Cricket, Y5 Basketball, Y6 Dodgeball & Y6 Cricket.</p> <p>Due to Covid restrictions this was unable to happen this year but it will be a priority for next year.</p> <p>All children took part in an alternative sports day which included a whole morning of trying out less mainstream sports such as flag football, orienteering, touch rugby and jailbreak.</p>	<p>community.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
		Funding allocated:		Sustainability and suggested next steps
<p>Engage more children in sport such as clubs and competitions.</p> <p>Continue to encourage competition within lessons and between classes.</p>	<p>Continue with high attendance at School Games Festivals and CLF organised competition.</p> <p>Continue to organise football teams A and B and take part in CLF football fixtures.</p> <p>Continue to match clubs with School Games competitions.</p> <p>Continue to wear Summerhill T shirts to all interschool competitions.</p> <p>Coach led lunchtime clubs to continue. 2 per week.</p> <p>Bristol sports to offer a variety of after school clubs for £3 paid for by parents. These will correlate with sports being coached for CPD.</p> <p>Teachers to create chances for competition within PE lessons and units within their own classes and wider year groups.</p>		<p>Due to covid restrictions, this was unable to take place this academic year.</p> <p>Children and staff took part in the CLF Big Walk where classes competed against each other to see who could run or walk the furthest.</p> <p>During Lockdown, children submitted their number of minutes active, competing against other children, classes and the wider CLF schools.</p> <p>Lesson observations and planning showed that elements of competition were found within</p>	<p>As soon as Covid restrictions are lifted, we will resume high attendance at School Games Festivals and CLF organised events.</p> <p>Children will continue to wear their 'competition t shirts' to all interschool competitions.</p> <p>Covid restrictions permitting, competition will take place within and between classes at least at the end of each unit.</p>



			most lessons and all units. Due to Covid restrictions , the competitions were only able to take place within classes.	
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Carried forward funding from 2019/20				
Funding carried forward and spent by March 2021: £3,000				
Intent	Implementation		Impact	
		Funding		Sustainability and suggested



		allocated:		next steps
Get children back to good levels of fitness and activity after lockdown.	<p>We Love Sport workshop - assessment of children's fundamental skills and follow up lunchtime interventions to get children on track.</p> <p>Year 5 children to complete 'Health Squad' course alongside their Basketball sessions. This includes learning about healthy living.</p>	£3000 (Bristol Sports)	<p>We carried out WLSR (We Love Sport Roadshow) where we assessed pupils in Y3 & Y6 on three key indicators of physical competence (agility, balance and coordination). Following the assessment we provided a summary of the participants strengths and areas of development. An intervention lunch club was carried out with the Y3 pupils who were identified as having lower levels of physical competence. The club consisted of 24, year 3 children, all of which improved their coordination, agility and balance during a 5 week dodgeball lunchtime club. The plan is to re-assess these children during a holiday camp, where we also hope to invite a family member to come along to cook and have a family PE session with their child.</p>	<p>We Love Sport will continue, with each Year 3 and Year 6 class being assessed at the beginning of the year and those with lower ability in fundamental movement skills being targeted for interventions at lunchtimes.</p> <p>Equipment encouraging active play to be readily available at break times and lunchtimes throughout the year. Pupils to have say in what equipment is available.</p> <p>When covid restrictions are lifted, play 'zones' to be considered.</p>



	<p>Provide 'Pod bags' for all classes full of equipment to get children more active during break times and lunchtimes.</p>		<p>'Equipment at break times have led to more children being more active. Pupil voice showed they really enjoyed having the equipment and the games of the week and they felt it encouraged them to be more active.</p>	
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Signed off by	
Principal:	
Date:	
Academy Council:	
Date:	