



PE and Sports Premium Plan 2019/20

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Many children took part in active extra-curricula clubs (69%) • Wide variety of clubs offered. Twelve different active clubs offered, including Judo, Yoga and Football • All children benefitting from specialist sports coaching • Promotion of healthy ways to walk to school with Living Streets • Use of Class Dojo, a school community social media platform, to raise profile of PE • Branded Summerhill Sports Kit for Interschool competition has raised the profile of competitive sport within the school • Awarded Silver School Games Award 	<ul style="list-style-type: none"> • Develop the use of playleaders to increase pupils' leadership skills. • Continue to promote and encourage more children to choose healthier ways to walk to school. • Invest in Real PE and train all staff to enable us to include, challenge and support every child. • Offer and promote a wider range of clubs both in school and in the wider community.

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	59.3%
Percentage of current Year 6 cohort able to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	42.3%
Percentage of current Year 6 cohort perform safe self-rescue in different water-based situations?	Not covered when children last swam in Year 4. To be reviewed



<p>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.</p>	<p>Yes/No</p>
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Academic Year: 2019/20	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: %
Inten t	Implementatio n		Impac t	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>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>Aim to make the walking bus a more regular event.</p> <p>Hold an annual street party.</p> <p>Hold an annual 'Happy Shoes Day'</p> <p>Liaise with Mode Shift Stars about obtaining an award for more active travel</p>	<p>£1000</p>	<p>All Class Teachers have used the Travel Tracker over the year. Some classes have been using it more consistently than others. Of all the children reporting their means of getting to school, over 96.17% are choosing an active way. Keeping up numbers in the colder months was a target and we had very high percentages walking in these months - December 97% January 98% Feb 97% and March 98%</p> <p>Assembly to raise the profile of getting to school actively and Travel Tracker and introduce it</p>	<p>Ensure all classes are using Travel Tracker consistently by making Travel Tracker monitors.</p> <p>Regular assemblies and events with Walking Streets to continue to take place next academic year.</p> <p>Annual Street Party and Happy feet day to be rearranged for next academic year in summer terms.</p>



<p>Increase Pupil Participation in regular physical activity.</p>	<p>Teachers to identify children in their classes as 'inactive'. These will be children who try to avoid taking part in physical activity.</p> <p>Run weekly active clubs with priority for Pupil Premium children.</p> <p>Vary the range of clubs offered.</p>	<p>£2000</p>	<p>to the new Year 3 intake took place in Term one 4th October</p> <p>Walking bus could not be coordinated due to lack of parental help although we did have a Clean Air Day on 3rd March which involved the children walking to school followed by workshops in class on the 6th and 7th February.</p> <p>The annual street party and 'Happy Feet' day were due to take place in Summer Term but unfortunately these events had to be cancelled due to the pandemic.</p> <p>Teachers were aware of children who were inactive in their classes who were gently encouraged to join clubs and given priority. Teachers ensured these children took part in PE lessons.</p> <p>Clubs were taken up by 136</p>	<p>Teachers to continue to identify inactive pupils and actively encourage them to participate more in activity within in all lessons and extra curricula clubs.</p> <p>Sports coaches to identify children and set up active clubs.</p> <p>Continue to give priority to PP, SEND and inactive pupils for clubs.</p> <p>Broaden the range of clubs offered/advertised further by</p>
<p>Increase exercise of all children</p>	<p>Invite clubs from the local</p>	<p>No cost</p>		



<p>within the school day.</p>	<p>community to come in and give taster sessions/assemblies to children.</p>		<p>children of which 89 (65%) were Pupil Premium children.</p> <p>Twelve different clubs ran throughout the first 4 terms including Judo, Gymnastics, Hockey, Multisports and Dodgeball.</p>	<p>offering a wider range of clubs in school and making pupils aware of different clubs in the community. Rearrange for Bristol West Indies and Phoenix Cricket Club and Downend Flyers to take an assembly.</p>
<p>Develop pupils' leadership skills.</p>	<p>Roll out RealPE throughout the school which is an inclusive and progressive approach to teaching PE.</p>	<p>£1890</p>	<p>Discussions took place with Bristol West Indies and Phoenix Cricket Club and Downend Flyers. These clubs were due to give assemblies but unfortunately these activities had to be suspended due to Covid-19.</p>	<p>Class teachers to continue to teach high quality Real PE lessons. More emphasis to be given to the 'cogs' which run throughout the lessons and change termly. Ensure all teachers are sharing objectives at the beginning of each lesson so children are more aware of the learning and progress they are making. Termly cogs to be referred to during weekly Sports skills PE lesson also.</p>
	<p>Buy spare PE kits so that children who regularly forget their PE kits will still be able to take part.</p>	<p>£100</p>	<p>In Term One, Year 3 began teaching Real PE as one of their two PE lessons per week. On October 25th all staff took part in a Real PE training day led by Real PE. All staff began teaching Real PE for one hour per week alongside an hour of sport skills. Teachers reported raised pupil enjoyment in PE lessons. PE lessons were observed to include increased pupil participation throughout</p>	<p>Make active brain breaks more 'formal' by timetabling</p>
	<p>Each class to include at least 15 minutes of exercise within their daily routines from sources such as Joe Wicks, GoNoodle and</p>	<p>No cost</p>		



	<p>Change4Life Disney videos.</p> <p>Identify ways of integrating physical activity into other subject lessons across the school.</p> <p>Present play leaders to be given a refresher course and new play leaders to be trained in supporting play.</p> <p>Year Six children to plan, organise and manage Sports Day for the whole school.</p>	<p>£200</p>	<p>the lesson.</p> <p>Spare PE kits were in place by September and has led to more children joining in with PE sessions</p> <p>All classes are including 'active ' brain breaks within the school day. There have been good examples of active learning across the curriculum including moving around the classroom to sort fractions and joining in with action songs to learn new facts.</p> <p>The refresher course was planned for Term 4 but was suspended due to Covid-19 pandemic.</p> <p>Sports Day cancelled due to pandemic</p>	<p>them in during tenth day planning.</p> <p>During tenth day planning, teachers to plan in ways to be active which link to their topics</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>Look into purchases Teach Active - speak to English leads</p> <p>Establish an annual Play Leader training course to take place early on in the school year.</p> <p>Sports Day to be rescheduled for next year.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
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Inten t	Implementatio n		Impac t	Sustainability and suggested next steps
		Funding allocated:		
Raise the profile of PE and sport for all visitors and parents.	Regular celebration assemblies to promote sporting achievements of pupils including Level 2 School Games Festivals/Events.	No cost	Sporting achievements are regularly celebrated in our weekly celebrating assemblies for example, club awards and certificates handed out and festival attendees celebrated.	Continue to raise profile of Sport and PE by these means. Increase use of Class Dojo to showcase PE lessons to



	<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>Termly newsletters include photos and reports of School Games Festivals attended.</p> <p>Festivals and sporting achievements are posted on school community media platform, Class Dojo.</p> <p>Boards were reorganised this year and Sport achievements was not allocated.</p>	<p>parents.</p> <p>Ensure there is a designated sports board for celebrating achievements and highlighting the Real PE cogs being worked on for the term.</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:
			%
Inten t	Implementatio n	Impac t	Sustainability and suggested next steps
		Funding allocated:	
<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>All staff to take part in Real PE training.</p>	<p>£1000</p> <p>£4,409</p>	<p>Real PE bags were set up with all the resources needed to teach a quality Real PE lesson and designed for ease of access so lesson could be swiftly delivered.</p> <p>Other resources were bought such as tennis rackets, hockey sticks, a variety of balls for different sports, cones, hockey shin pads.</p> <p>Staff survey was conducted to highlight areas of weakness in Teachers' PE delivery/practice. Coach timetable was wrapped around the staff area of weakness. Some teachers missed out on their coach slot due to Covid-19 pandemic. All teachers rated their coached session as useful or very useful with a large majority feeling they had learned something which they could put into</p> <p>Make sure all Real PE bags are refreshed and updated.</p> <p>Complete PE equipment audit and buy new resources to support all sports being taught.</p> <p>Ensure that staff who missed out on PE CPD with sports coach are prioritised for next year.</p> <p>Develop a teacher/mentor model between sports coach and teacher so that teacher takes more control over lessons taught with support from coach.</p> <p>Teachers to continue the sport they have had support with into the following term so they can put new learning</p>



			<p>practice. Teachers felt the training would be more useful if they could put newly learned skills into practice straight away.</p> <p>Whole school Real PE training took place on October 25th led by Real PE staff.</p> <p>All staff found the INSET day to be very helpful, with most rating their confidence in teaching Real PE as low before the Inset and High after the inset.</p> <p>Teachers found children's engagement levels in PE to be higher after beginning Real PE.</p>	<p>into practice.</p> <p>Audit staff so they are carefully matched with a specialist coach to support in a sport they are less confident with.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Inten t	Implementatio n		Impac t	Sustainability and suggested next steps
		Funding allocated:		
Offer a wide range of clubs	<p>Judo club to continue.</p> <p>Gymnastics club to start in Term 3 using the company who have been providing a club at the infants for consistency.</p> <p>Encourage teachers to offer more alternative clubs</p>	£4000	<p>The Gymnastics club from the infants was very successful with the children going on to gain a trophy in a competition attended.</p> <p>Judo club continued with many</p>	<p>Gymnastics club to continue in years 3 and 4 and open up to Years 5 and 6 also.</p> <p>Judo club to continue.</p> <p>Continue to encourage teachers to offer a wide</p>



<p>Introduce children to a broader range of sports.</p>	<p>Find clubs in the local area who are willing to come in and offer taster sessions or do assemblies</p>		<p>children progressing onto the next belt.</p> <p>School offered twelve different clubs during this school year.</p> <p>Assemblies had been planned with community clubs but these had to be cancelled due to pandemic.</p>	<p>range of clubs.</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>Rearrange for various clubs around the community to come into school to promote their clubs so children are more aware of what is on offer to them.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Inten t	Implementatio n		Impac t	
		Funding allocated:		Sustainability and suggested next steps
Engage more children in sport such as clubs and competitions.	Provide a wide variety of clubs. PP and inactive children to get priority.	£4000	Pupil premium children were 65% of children attending clubs.	Continue with high attendance at School Games Festivals.
	Take part in at least two School Games Festivals per term.	£1500	Summerhill attended 5 different sports festivals during Terms 1-3 and had many other festivals lined up for attendance which had to be cancelled due to the pandemic. Sports festivals attended included Hockey, Gymnastics, basketball and one football fixture.	Continue to organise football teams A and B and take part in CLF football fixtures.
	Organise and manage an A and B football team. Take part in CLF fixtures. Organise friendly matches with other schools.	£2000	Football teams set up and managed. Other football fixtures were cancelled due to weather restrictions.	Continue to match clubs with School Games competitions.
	Children who have attended clubs to represent the school in interschool competitions.		Children attending clubs took priority in attending festivals and clubs were set up around the School Sports Timetable so that children were well prepared for competitions.	Continue to wear Summerhill T shirts to all interschool competitions.
	Competition shirts/Summerhill football kit worn to increase morale and team spirit.			Coach led lunchtime clubs to continue. 2 per week.
	Shine sports coach to run lunchtime clubs for Years 3 and 4 on a Monday lunchtime and Yrs5 and 6 on a Friday			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>Continue to encourage competition within lessons and between classes.</p>	<p>lunchtime. Inactive and PP children given priority.</p> <p>Teachers to create chances for competition within PE lessons and units within their own classes and wider year groups.</p>	<p>No cost</p>	<p>Shine sports Coach ran two lunchtime clubs per week which were popular and gave priority to pupil premium children. Each term, registers were reviewed and changed so that the widest range of pupil premium children could be included.</p> <p>Competition t shirts were worn to all inter school competitions and children reported feeling more like a team whilst wearing them.</p> <p>Real PE lessons always involve an element of competition in every weekly lesson. Sports skills lessons include a class competition at the end of each term to practise skills learnt.</p>	
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Signed off by	
Principal:	Rebecca Curtis
Date:	16 th July 2020
Academy Council:	
Date:	

