

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department  
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

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

- Develop or add to the PESSPA 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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](http://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.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).





## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£18,560
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 18,560

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022.</p> <p>Please see note above</p>	76%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	58%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	86%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes/No

## 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 pupils today and for the future.

Academic Year: 2022/23		Total fund allocated:	Date Updated:	
<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>				Percentage of total allocation: %
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Encourage more children to get to school in healthier ways such as walking, scooting or biking.	<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>Enter school into Sustran's Big Walk and Wheel. Promotion on Class Dojo.</p> <p>Continue to work towards Modeshift Stars award from Bristol City Council.</p> <p>Involve children in National events to encourage movement within the school day such as The London Mini Marathon. Promote on School</p>	£0	<p>At Summerhill Academy we have promoted the benefits of healthy travel through a number of initiatives.</p> <p>The children start the day by logging in their travel choices into the travel checker. They then earn a badge for up to three active travels per week over the course of a term. We have noticed that the children consistently hit this target (96%) with many using active travel as their means of travel throughout the week.</p> <p>We consistently discuss the impacts of healthy travel during our assemblies and have close links to the modeshift stars program. This year we have earned the "green" award. The national Green Award encourages pupils to commute to school in a sustainable way, in</p>	Next year, we would like to earn the Bronze award and to continue with the healthy ethos that we have created within the school community.

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	<p>Social Media, assemblies and events boards.</p>		<p>order to improve the health and well-being of children and young people.</p> <p>Modeshift STARS is the national school's awards scheme that has been established to recognise schools that have demonstrated excellence in supporting cycling, walking and other forms of sustainable travel. The scheme encourages schools across the country to join in a major effort to increase levels of sustainable and active travel. Every school in England (outside of London) can participate in Modeshift STARS for free. On completion of an application for Modeshift STARS, schools will automatically have a brand new national standard School Travel Plan.</p> <p>In addition to being given the award, Summerhill Academy came second in Bristol during the recent 'Big Walk and Wheel' competition, encouraging even more families to use active, environmentally friendly travel for their school commute. The school's Eco-Committee are also working towards their Green Flag Award 'Merit' certificate, re-planting hedgerows on the school grounds and appointing energy monitors in every class.</p> <p>As a school we encourage greener, healthier ways to get to school. Working with the Modeshift team has helped us to provide assemblies on cleaner air, workshops and competitions</p>	
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<p>Increase Pupil Participation in regular physical activity throughout the school day.</p>	<p>Continue to promote the new active uniform.</p> <p>CPDL to set expectations that for Daily Move – a new incentive to ensure children are being active every single day. Give teachers list of resources/links to useful sites. To roll out in Term 3.</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>Lunchtime club provision form BFS (2,500)</p>	<p>such as the sustrans "big walk and wheel."</p> <p>Introduction of the active uniform has gone well. Pupils say they are much happier that they do not have to change into PE kit due to feeling self conscious changing in front of others. It has led to more time being active as cuts down lesson time wastage. There have been significantly more children participating in lessons (no pe kit excuses).</p> <p>Pupil voice shows that daily move is embedded in all classrooms. This means pupils are getting their 150 active minutes every week.</p> <p>Pupil voice has shown that Summerhill children feel they have access to good variety of active clubs. They would like clubs to carry on longer than one term as they say it does not feel long enough.</p> <p>We have had a number of successful visitors from various sports and clubs over the year.          Temple TKD          St Paul's Carnival          England Rugby training session          Bristol Flyers assembly for Teammate of the Year</p>	<p>Active uniform to continue.</p> <p>Daily move to continue. CPDL – Term 1 – Teachers to share best practice, new websites etc and any barriers to overcome.</p> <p>Encourage teachers to plan more active tasks to their curriculum lessons. Share best practice.</p> <p>Try to widen the variety of clubs. Encourage teachers to take on a club for at least one term per year.</p> <p>Continue to invite clubs from the local community to showcase their club through assemblies and taster sessions.</p>
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£0



Taking part in the London Mini Marathon led to more active minutes. Children enjoyed taking part and loved receiving their pin badges to mark this.


<p>Develop pupils' leadership skills.</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>Sports Coaches/SMSAs to encourage children to join in active play during lunchtime. Pupil Voice to find out what children would like to encourage being more active at lunchtimes. SMSAs to be trained as playleaders.</p> <p>Year Six children to plan, organise and manage Sports Day for the whole school.</p>		 <p>Lesson observations have shown that there is a very minimal number of children who are reluctant to join in with PE lessons and active tasks. All children are given role during lessons, so they are taking part even if they have an injury.</p> <p>Pupils feel there are now more opportunities to be active at lunchtimes than there was previously. They like having equipment out such as balls and hula hoops but they would like more equipment. Lunchtime clubs have been very popular, regularly involving 30 to 40 children. SMSAs completed online training to be playleaders. Many SMSAs still reluctant to get involved with active play with the children.</p> <p>Our Year 6 cohort planned, organised and managed a highly successful sports day for the whole school showing very</p>	<p>Lesson observations to continue to check that all children are involved in PE lessons and other active tasks.</p> <p>SG to conduct pupil voice at the beginning of Term 1 to find out what children want at lunchtimes and breaktimes in order to encourage them to be more active.</p> <p>Staff Voice – Speak with SMSAs to find out what the barriers are? What support/resources do they need to get children involved in active play at lunchtimes?</p>
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	Train children to be play-leaders. Children who complete the course given play-leader badges and encourage and help other children to play well and actively during play times and lunchtimes.		impressive leadership skills. Parents came to watch and commented on the excellent levels of maturity from our organisers!  Children as playleaders. This began but was not maintained.	Year 6 to continue to lead sports day events.  Set up Playleaders course again for Term 1. Try to encourage more children to take part so that it is more maintainable. Need regular check ins and reminders – how can they stand out more in playground? Hi Vis? Could they be managed by SMSAs? - Could different children do it on different days so as not to overload responsibility.
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation:
	%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:


<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 as well as achievements outside of school.</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 PE uniform to be worn during all PE lessons. New PE kit bought for new teachers.</p> <p>Sports boards in both halls to aid teaching and promote PE across the school. To display termly cog and vocab.</p> <p>Cog Posters to be displayed in classrooms to promote the PE skills being cross-curricular. Roll out in lower school in Terms 1 and 2, in upper school from Term 4.</p>	<p>£Cost of staff uniform</p>	<p>This has been embedded in celebration assembly – more and more children bringing in achievements from outside school.</p> <p>Information about clubs is posted on class dojo as well as social media and letters to parents.</p>  <p>Teachers continue to wear PE kit with pride. New kit to be purchased for new members of staff.</p> <p>Continue to display termly cogs on both upper and lower hall walls. Each term, teachers to display termly cog in class and refer to how the skills link to other curriculum subjects. Can we raise the profile of this even more through assemblies etc?</p> <p>England Rugby training session displayed outside CB office</p>	<p>Continue to celebrate achievements both in and outside of school.</p>
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			<p>Pupil Voice – ‘We like it that teachers have PE kit because we know it’s going to be PE on that day.’</p> <p>Boards are referred to by pupils and teachers and pupil voice shows that pupils have a better understanding of the cogs and linked skills.</p> <p>Cog posters are displayed in classrooms. Some cogs lend themselves less to curriculum links such as the health and fitness cog. Pupil voice – children can explain how the skills they learn in PE can help them in other areas too. Year 5 child – “I use personal skills in maths because I challenge myself to do better each time I do my arithmetic test.”</p>	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	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>Continue to embed the use of the outdoor whiteboards for WALTs and skills taught</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 to be matched with sports they are less confident in.</p> <p>Staff to independently teach in areas they have been previously coached or areas they have a strength in. Staff Audit completed at the end of academic year 2021/2022.</p>	<p>£879</p> <p>£11,332</p>	<p>Pupil Voice – children have better understanding of the learning objectives in their pe lessons because WALTs are being consistently used in lessons.</p> <p>90% of teachers found their time with a coach useful or very useful. Responses to why it was useful included - “It improved my subject knowledge.” and “It gave me more confidence in teaching sports I am unfamiliar with.”</p>	<p>Next year we are introducing an updated coverage of sports alongside our wider PE curriculum which will encourage more consistency and clear progression across the school. This will also enable a higher level of CPDL and shared good practice as teachers will be teaching particular sports at the same time. We will draw on trust wide resources for our CPDL as well as continuing to work with Bristol Sports through their teacher-mentor model. Teachers will be audited on their subject knowledge and matched with coaches in the areas they require support.</p>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation:</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></p>		
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>



<p>Offer a wide range of clubs .</p> <p>Introduce children to a broader range of sports.</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>Introduction of a fixed football team for years 5 and 6 (Term 3 onwards). Bristol Sports.</p> <p>Bristol Sports to offer a wide range of free lunchtime provision 4 days a week. Tasters in less common sports to be offered during this time.</p> <p>Bristol Sports to offer holiday clubs with free spaces for Summerhill Children.</p> <p>Find clubs in the local area who are willing to come in and offer taster sessions or do assemblies.</p>	<p>£</p> <p>Lunchtime club provision form BFS (2,500)</p>	<p>Sports clubs have been popular this year. These have included basketball, football, dodgeball, hockey, cricket, tennis, netball and dance. Pupil voice shows children feel there is a wide variety of clubs but would like them to carry on for more than one term.</p> <p>Around 30 to 40 children are taking part in lunchtime clubs run by expert coaches. One of these clubs was a targeted club to improve fundamental movement skills after an assessment in Term3.(We love sport roadshow – Bristol Sports)</p> <p>Football Team set up and to continue next academic year. The football team has now been established and there have been friendly matches organised with local schools.</p> 	<p>Encourage teachers to run clubs so that we can provide an even wider variety and possibly they can run for longer than one term.</p> <p>We Love Sport Roadshow to continue next year.</p> <p>Football team has had a very successful Term 6 and will continue to run throughout next year.</p>
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			<p>We have had a number of successful visitors from various sports and clubs over the year.</p> <ul style="list-style-type: none"> <li>Temple TKD</li> <li>St Paul's Carnival</li> <li>England Rugby training session</li> <li>Bristol Flyers assembly for Teammate of the Year</li> </ul>  <p>Holiday Clubs have been successful with around 15 to 20 children participating each day.</p>	
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<p><b>Key indicator 5: Increased participation in competitive sport</b></p>	<p>Percentage of total allocation:</p>
	<p>%</p>



← School Story ...

Miss TURFREY  
Summerhill Academy • 1 week ago



Some of our students are attending an inclusive sporting event - CLF Big Festival of Sport!  
It's giving our students an opportunity to experience physical activities and sports which they wouldn't normally encounter in school!  
Huge thank you to UWE for hosting this event! 🙌

Six children were selected from Year 6 to receive a golden ticket to take part in a variety of exciting clubs and activities at the Bristol Bears training ground. They attended every Wednesday for 6 weeks. This led to them being able to try out a number of sports that they had been exposed to before.

The school football team has now been established and have begun



			<p>to take part in competitions with local schools.</p> <p>Pupil voice shows children feel there is a wide variety of clubs but would like them to carry on for more than one term.</p> <p>Planning and lessons observations show elements of competition in nearly all lessons. Children would like more chances to compete with different classes/schools.</p>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	