

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.

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

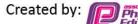
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. Df Een courages 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.

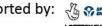
Schools are required to publish details of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. All funding must be spent by 31st July 2023.

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

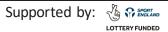
Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
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. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue ever if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.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. Please see note above	76%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	58%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	86%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/ <mark>No</mark>













Action Plan and Budget Tracking

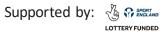
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated: Date Updated:			
			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.	Continue to use Living Streets Travel Tracker to promote and encourage healthier ways to get to school. Hold assembly to keep awareness up and introduce to the new Yr3 intake. Regularly give out badges for children who come to school in active ways (once termly). Enter school into Sustran's Big Walk and Wheel. Promotion on Class Dojo. Continue to work towards Modeshift Stars award from Bristol City Council. Involve children in National events to encourage movement within the school day such as The London Mini Marathon. Promote on School		travel through a number of initiatives.	earn the Bronze award and to continue with the healthy ethos that we have created within the school community.













Social Media, assemblies and events boards.

order to improve the health and well-being of children and young people.

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. 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, replanting hedgerows on the school grounds and appointing energy monitors in every class. 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













such as the sustrans "big walk and wheel." Introduction of the active uniform Active uniform to continue. Continue to promote the new active has gone well. Pupils say they Increase Pupil Participation in regular physical activity throughout uniform. are much happier that they do not have to change into PE kit the school day. CPDL to set expectations that for due to feeling self conscious Daily Move – a new incentive to changing in front of others. It has ensure children are being active led to more time being active as every single day. Give teachers list cuts down lesson time wastage. of resources/links to useful sites. To There have been significantly roll out in Term 3. more children participating in lessons (no pe kit excuses). All children to stand to answer Pupil voice shows that daily Daily move to continue. CPDL questions. move is embedded in all Term 1 – Teachers to share classrooms. This means pupils best practice, new websites etc and any barriers to overcome. are getting their 150 active minutes every week. Encourage teachers to plan Pupil voice has shown that more active tasks to their curriculum lessons. Share best Summerhill children feel they Offer a variety of active clubs at have access to good variety of practice. lunchtime and after school. active clubs. They would like clubs to carry on longer than one term as they say it does not feel Try to widen the variety of clubs. Encourage teachers to long enough. take on a club for at least one We have had a number of term per year. successful visitors from various sports and clubs over the year. Temple TKD Invite clubs from the local community to come in and give St Paul's Carnival taster sessions/assemblies to England Rugby training session Continue to invite clubs from Lunchtime club Bristol Flyers assembly for the local community to children. provision form Teammate of the Year showcase their club through assemblies and taster BFS (2,500) sessions.













£0

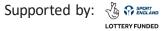


Taking part in the London Mini Marathon led to more active minutes. Children enjoyed taking part and loved receiving their pin badges to mark this.













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.

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.

Year Six children to plan, organise and manage Sports Day for the

whole school.

Lesson observations to continue to check that all children are involved in PE lessons and other active tasks.

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.

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.

Our Year 6 cohort planned, organised and managed a highly successful sports day for the whole school showing very

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.

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?

Develop pupils' leadership skills.













Key indicator 2: The profile of PESSI	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. PA being raised across the school as a		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. 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:













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 as well as achievements outside of school.

Ensure photos are taken and reports are written about clubs and festivals.

Use Class Dojo and termly newsletters to promote intra and inter school sports activities.

Display sporting achievements and successes around the school for visitors and pupils to see.

Staff PF uniform to be warn during all PE lessons. New PE kit bought for new teachers.

Sports boards in both halls to aid teaching and promote PE across the school. To display termly cog and vocab.

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.

£Cost of staff uniform

This has been embedded in celebration assembly – more and achievements both in and more children bringing in achievements from outside school.

Information about clubs is posted on class dojo as well as social media and letters to parents.



This afternoon, Summerhill played host to Air Balloon school in a joint year 5&6 football match.

In a wonderfully spirited match played by all who took part, Summerhill carried themselves with fantastic teamwork and comradely. They upheld our school values to the highest regards and were true ambassadors to our magnificent school.

A big thank you from myself to all the children involved and to all the parents and children from the school who came and



England Rugby training session displayed outside CB office

Continue to celebrate outside of school.

Teachers continue to wear PE kit with pride. New kit to be purchased for new members of

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?













Pupil Voice – 'We like it that teachers have PE kit because we know it's going to be PE on that day.'
Boards are referred to by pupils and teachers and pupil voice shows that pupils have a better understanding of the cogs and linked skills.
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."

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
				%
Intent	Implementat	ion	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:













Ensure that teachers have the resources they need to teach high quality lessons. Provide staff with training to increase confidence and competence.	Invest in new quality PE resources. Continue to embed the use of the outdoor whiteboards for WALTs and skills taught 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. Staff to be matched with sports they are less confident in. 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.	£879	Pupil Voice – children have better understanding of the learning objectives in their pe lessons because WALTs are being consistently used in lessons. 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."	particular sports at the same
Key indicator 4: Broader experience	of a range of sports and activities of	fered to all pupil	S	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:













Offer a wide range of clubs. Bristol sports to offer a variety of Sports clubs have been popular Encourage teachers to run after school clubs for £3 paid for by £ this year. These have included clubs so that we can provide parents. These will correlate with basketball, football, dodgeball, an even wider variety and sports being coached for CPD. hockey, cricket, tennis, netball and possibly they can run for dance. Pupil voice shows children longer than one term. Introduction of a fixed football team feel there is a wide variety of clubs Introduce children to a broader for years 5 and 6 (Term 3 but would like them to carry on for range of sports. onwards). Bristol Sports. more than one term. Bristol Sports to offer a wide range Around 30 to 40 children are We Love Sport Roadshow to of free lunchtime provision 4 days taking part in lunchtime clubs run continue next year. a week. Tasters in less common by expert coaches. One of these Lunchtime club sports to be offered during this clubs was a targeted club to provision form improve fundamental movement time. BFS (2,500) skills after an assessment in Bristol Sports to offer holiday clubs Term3.(We love sport roadshow – with free spaces for Summerhill Bristol Sports) Children. Football Team set up and to Football team has had a very Find clubs in the local area who continue next academic year. The successful Term 6 and will are willing to come in and offer football team has now been continue to run throughout next taster sessions or do assemblies. established and there have been vear. friendly matches organised with local schools.













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



Holiday Clubs have been successful with around 15 to 20 children participating each day.

Key indicator 5: Increased participation in competitive sport

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:
Engage more children in sport such as clubs and competitions. Continue to encourage competition within lessons and between classes.	Coach led lunchtime clubs to continue. 2 per week. 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. Teachers to create chances for competition within PE lessons and units within their own classes and wider year groups. Begin to explore ways to reintroduce interschool competitions.	Lunchtime club provision form BFS (2,500)	CLF Big Festival of Sport – 12 disadvantaged children got to try out a wide range of different sports and activities such as Karate, Korfball, American Football, Trampolining, Cheerleading, Climbing, touch Rugby, Squash, Yoga, Ultimate Frisbee, Trim Trail Obstacle Course.	Try to find more opportunities to take part in interschool competitions. Coach travel is a barrier to this – look for ways to overcome this such as use of common local ground such as Whitehall Athletic Track. Continue to make healthy competition an important part of PE lessons. Take part in CLF organised sports and competitions. Continue to create opportunities for the football team to compete.



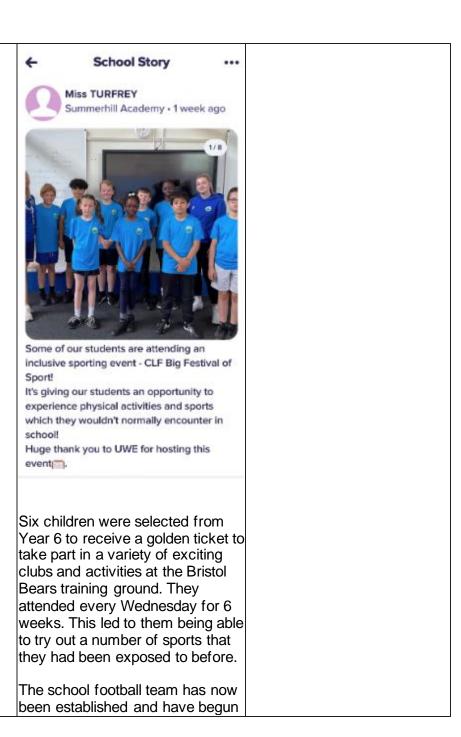
























to take part in competitions with local schools. Pupil voice shows children feel
there is a wide variety of clubs but would like them to carry on for more than one term.
Planning and lessons observations show elements of competition in nearly all lessons. Children would like more chances to compete with different classes/schools.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	











