



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

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

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not



necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Review of last year's spend and key achievements (2022/2023)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Teacher Mentor Programme	Teachers are on board and keen to take part in the mentoring process. Teachers feel upskilled and consolidate skills learned through their independently taught PE lessons and the support of Bristol Sport and RealPE planning.	Continue to audit teachers and match carefully with their least confident areas. New teachers and ECTs to get extra time in mentoring process.
Clubs	Wide range of clubs offered. Good uptake. Holiday clubs well attended. Most children active during lunchtimes and breaktimes.	Ensure pupil voice through an EDI lens. Do girls feel included? Are we as inclusive as we can be regarding culture and religion?

Competitions	Minimal interschool events attended. These events were very popular with pupils and had very positive impact on their personal relationship with physical activity.	More involvement with School Games needed. Elements of competition included in lessons – intra-school competitions between classes for next step. A priority for this year will be regular communication with SGO and to attend as many events as possible.
Encouraging active minutes	Daily move embedded in classes as well as other opportunities for being active throughout the day such as active lessons and events such as 'mini marathon'. Pupils are encouraged to find active ways to come to school through travel tracker, assemblies and prizes. Active uniform embedded.	Ensure all classes are maintaining Daily Move as part of their daily practice. Think of ways to track children's active minutes inside/outside school. Ensure children and parents know the recommended number of active minutes through Dojo, newsletters etc. Provide opportunities to support families to achieve this.


Key priorities and Planning


This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Embed physical activity within the school day through encouraging active travel and active breaks.</p> <ul style="list-style-type: none"> - Sustran’s Big Walk and Wheel - Work closely with Mode-Shift Stars - Eco-committee - Daily Move - Mini Marathon - Active uniform - Active breaktimes and lunchtimes 	<p>Teachers – will need to implement in classrooms SMSAs – will need to be trained in encouraging active play Sports Coaches – Monday and Friday – sports coaches will run lunchtime sports clubs Pupils – as they will take part.</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity</p>	<p>More pupils meeting their daily physical activity goal.</p> <p>More pupils encouraged to take part in PE and Sport Activities.</p> <p>This year we have earned the “bronze” award, which means that we are showing good travel habits and healthy attitudes.</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</p>	<p>Lunchtime equipment - 500</p> <p>Bristol Sports Coaches (lunchtime facilitation) 2,500</p>

			<p>levels of sustainable and active travel.</p> <p>In addition to being given the award, Summerhill Academy also participated in the recent 'Big Walk and Wheel' competition, encouraging even more families to use active, environmentally friendly travel for their school commute.</p> <p>The school's Eco-Committee achieved 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 such as the sustrans "big walk and wheel." We also are keen to make sure the children think about safety, providing "be bright be seen" assemblies for the</p>	
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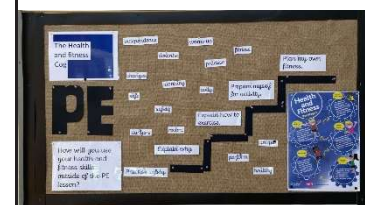
<p>Increase pupil participation in physical activity.</p> <ul style="list-style-type: none"> - Extra curricular active clubs - Bikeability - All children included in 2 hours PE lessons per week. - Emphasis on fun in PE lessons - Emphasis on Physical Literacy - Promote local clubs and events - Holiday clubs – including invitations to 	<p>Teachers/coaches leading clubs</p> <p>Teachers ensuring all children are included in PE lessons.</p> <p>Children with physical injuries can take on leadership roles such as refereeing or recorder.</p> <p>Pupils</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity.</p> <p>Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils.</p>	<p>darker months.</p> <p>Next year, we will work towards our silver modeshift award.</p> <p>More pupils meeting their daily physical activity goal.</p> <p>More pupils encouraged to take part in PE and Sport Activities.</p> <p>Lesson observations and pupil voice show that children at Summerhill love PE and enjoy taking part in lessons.</p> <p>Children in receipt of pupil premium are invited to Your Holiday Hub, a sports based holiday provision. This is fully funded including lunch. Provided by BSF.</p>	<p>After school clubs – 3,500</p>
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<p>less active children.</p> <p>Develop pupils' leadership skills.</p> <ul style="list-style-type: none"> - School Sports Day planned, organized and managed by our Year 6 children. 	<p>Year 6 staff and pupils All pupils Teachers</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity.</p>	<p>Year 6 children gain confidence and assertiveness in preparation for transition to secondary school.</p>  <p>Mr. Wilson-Reid Summerhill Academy 20 Jun</p> <p>Well done to Year 5 and Indigo class for today's sports day. Thank you so much to families who were able to attend - what a fantastic community event.</p> <p>20 likes 206 views</p>	
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<p>Raise the profile of</p>	<p>Admin staff PE lead SLT Teachers Parents Pupils</p>	<p>Key Indicator 3 – The profile of</p>	 <p>“We had the best day EVER!!!!” Year 4 pupil.</p> <p>“I loved being responsible for creating and running sports day. I improved my organising skills.” Year 6 pupil.</p>	
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- PE and sport by –
- Reporting on sporting events, clubs and competitions through social media, Class Dojo and newsletters
 - Displays around school to highlight key learning in PE
 - Staff wearing signature PE kit to teach PE lessons
 - Assemblies to celebrate sporting achievements inside and outside of school
 - Regular pupil voice to share and act on the views of the pupils
 - EDI team to review the PE

PE and sport is raised across the school as a tool for whole school improvement.



A report by the EDI team showed that both boys and girls were happy with the extracurricular activities offered by the school. Girls reported

<p>offer at Summerhill through the lens of EDI including gender and culture.</p> <p>CPDL for teaching staff</p> <ul style="list-style-type: none"> - Teachers to be audited in confidence levels in teaching PE/individual sports - ongoing RealPE support - Each class to have the support of a coach/mentor for a 	<p>Teachers Coach/Mentors</p>	<p>Key Indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>that they would be more likely to attend a football club if there was a girls-only club. We will try to provide this club for them next year.</p> <p>Teachers are upskilled resulting in higher quality of lessons for pupils.</p> <p>All teachers involved in the teacher/mentor programme felt that their confidence levels in teaching PE had improved. Most teachers felt that their subject knowledge had improved as a result of the mentoring. All teachers found the</p>	<p>CPDL – 8,500</p>
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<p>Engage more children in competition</p> <ul style="list-style-type: none"> - Engage as fully as possible with School Games Events - Regular communication with SGO - Create Intraschool competitions within year groups 		<p>Key Indicator 5 – Increased participation in competitive sports</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity.</p> <p>Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils.</p>	<p>throughout the school year to work with disadvantaged children, 2,000 build confidence and aid with transition to secondary school.</p>  <p>All children benefit from the resilience and other physical literacy skills linked to taking part in competitive sport.</p> <p>Quotes from SA children re the tournament. “I really didn’t think I was going to like that but now I want to do it again!” “That was so much fun. I’ve never taken part in a tournament</p>	<p>2,000</p>
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before, I've only watched."



Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
YST MAT PE Winners	Raised awareness of PE across trust and within school.	YST visit to school to see PE in action at Summerhill. Strengthened relationship between trust and important partners such as YST. YST watched two PE lessons and interviewed Head and PE Lead.
School Games Mark - GOLD	More children involved in healthy competitive sport. More children having access to a wider range of sports. Ensures our PE offer is inclusive and broad.	More children involved in competitive sport. Excellent opportunities for disadvantaged children with access to sports/activities that they would not usually get to experience. Higher levels of competitive sport taking place in school. SGO has provided extra transition activities for vulnerable children.
Modeshift stars – Bronze award	More children coming to school in active, healthier ways.	<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 “bronze” award, which means that we are showing good travel habits and healthy attitudes.</p> <p>Modeshift STARS is the national school’s awards scheme that has been established to recognise schools that have demonstrated</p>

		<p>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.</p> <p>In addition to being given the award, Summerhill Academy also participated in the recent 'Big Walk and Wheel' competition, encouraging even more families to use active, environmentally friendly travel for their school commute.</p> <p>Next year, we will work towards our silver modeshift award.</p>
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Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	62%	<i>Many children in the cohort had no previous experience of swimming at all. Although a percentage of children were not able to swim 25 metres, all children had made a lot of progress and were able to swim for some length</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	42%	<i>Although all pupils take swimming lessons in Year 5, these are the attainment levels for the present Year 6 cohort.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>87%</p>	<p><i>Some water safety techniques are taught as part of the swimming lessons at Easton Pool. Next Year we will increase the amount of water safety lessons including a number of 'dry swimming lessons' covering this topic. See below for more details.</i></p>
<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>Yes/No</p>	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	<p>PE Lead has attended training by Ashley Hallam from Swim England. This included information and resources on how to prepare students before they go swimming and a number of 'dry swimming lessons' as well as activities and resources for teaching water safety. This training will also be given to teachers attending the swimming lessons next academic year.</p>

Signed off by:

Head Teacher:	<i>Chris Barratt</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sally Goodridge, PE Lead</i>
Date:	<i>16.07.24</i>