



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 (2023/2024)

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

Activity/Action	Impact	Comments
<p>Wide range of extra-curricular active clubs</p> <p>Travel Tracker</p> <p>Elevate mentoring</p>	<p>A large percentage of Summerhill children take part in a lunchtime or after school club at some point throughout the school year. Pupil voice interviews showed that children are happy with the range of clubs provided but would like the clubs to continue for more than one term.</p> <p>Less classes kept up with completing the travel tracker last year.</p> <p>Elevate mentoring, run by BFS, had a</p>	<p>We would love to give girls the opportunity for a girls-only football club as it came up clearly as an issue through pupil voice. Girls would be more likely to join a football club if it was girls-only. We are starting a TaeKwon Do club this year which will run throughout the year. Teachers will continue to be given the incentive of time in lieu in exchange for running clubs.</p> <p>This year we would like to reestablish this as a daily routine in all classes and reintroduce badges as incentive for active travel to school.</p> <p>We will continue to run Elevate</p>

Curriculum	<p>positive impact on the attitude and behaviour of the children who took part.</p> <p>There is a clear progression across the curriculum. Specialised coaches teach sports including gymnastics and dance with at least one coach in each year group. The impact of this is that the second class in the year group can work collaboratively and gain advice from the coaches, leading to high quality teaching/subject knowledge and confidence levels across all classes.</p>	<p>mentoring for specific pupils to raise self esteem and improve well-being. Four classes will take part in 'Positive Sports' - a whole class approach to building team skills and co-operation through physical activity.</p> <p>We will continue to have a specialized coach in each year group.</p>
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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 - Activity trackers (Moki) 	<p>Teachers SMSAs Pupils Sports Coaches</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</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 ‘Good’ from the Mode-Shift Stars, 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</p>	<p>Cost - Equipment for new ‘zones’ at lunchtime - 500</p> <p>Activity trackers ‘Moki Bands’ Class pack Plus 6 – 1,048</p>

			<p>a major effort to increase levels of sustainable and active travel.</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 darker months.</p> <p>Playground 'zones' planned in to encourage improved behaviour and more active lunchtimes. One class wore activity trackers across terms 3 and 4 to measure impact of this.</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. Real PE/Sport Focus - Emphasis on fun in PE lessons - Emphasis on Physical Literacy - Promote local clubs and events - Holiday clubs – including invitations to less active children. 	<p>Teachers/coaches leading clubs Teachers ensuring all children are included in PE lessons. Children with physical injuries can take on leadership roles such as refereeing or recorder. 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>More pupils meeting their daily physical activity goal.</p> <p>More pupils encouraged to take part in PE and Sport Activities. Lesson observations and pupil voice show that children at Summerhill love PE and enjoy taking part in lessons. 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>Cost: After school clubs – 3,500</p>
<p>Develop pupils' leadership skills.</p>	<p>Sports Coaches Teachers Selection of Year 5 and 6 children (sports leaders)</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity.</p> <p>Key Indicator 3 - Raising the</p>	<p>The sports leaders group empowers older pupils to develop leadership,</p>	<p>Cost:2,000</p>

<p>clubs and competitions through social media, Class Dojo and newsletters</p> <ul style="list-style-type: none"> - 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 offer at Summerhill through the lens of EDI including 		<p>the school as a tool for whole-school improvement</p> <p>Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils.</p>	<p>pupil participation and success.</p> <p>PE displays around the school highlight key learning, reinforcing the value of physical education and encouraging pupil reflection and pride.</p> <p>Staff wearing a signature PE kit to teach lessons models professionalism and reinforces the importance of PE as a core subject.</p> <p>Assemblies celebrating sporting achievements inside and outside of school promote a culture of recognition and aspiration.</p> <p>Pupil voice activities ensure that pupils feel heard and valued, leading to more responsive and engaging physical activity provision.</p> <p>The EDI team’s review</p>	
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<p>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 period of two terms throughout the school. Staff to be matched with sports they are least confident in 	<p>PE Lead All staff BSF Sports Coaches</p>	<p>Key Indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>of the PE offer through the lens of equality, diversity, and inclusion ensures that the curriculum reflects and respects all pupils’ identities, including gender and cultural backgrounds.</p> <p>Targeted CPDL, confidence audits, Real PE support, and tailored coaching have significantly improved staff confidence, subject knowledge, and independence in delivering high-quality PE—ensuring sustainable improvements in teaching and learning across the school.</p>	<p>Cost: 8,500</p>
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<p>teaching. Staff to independently teach in areas they have been previously coached or areas they have a strength in.</p> <p>After school CPDL sessions run by expert teachers.</p> <p>Subject lead to keep up to date with best practice through CPDL, conferences, network meetings etc.</p> <p>Engage more children in competition</p> <ul style="list-style-type: none"> - Engage as fully as possible with School Games Events (at least two events per Half Term) 	<p>BSF Sports Coaches Sports Leaders Teachers SGO PE lead</p>	<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</p>	<p>Engaging children in healthy competition has boosted confidence, teamwork, and resilience, while increasing participation and enjoyment in sport. It has also supported the development of</p>	<p>Cost: 2,000</p>
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<ul style="list-style-type: none"> - Regular communication with SGO - Create Intraschool competitions within year groups - Regular tournaments linked to PE curriculum, led by sports leaders and coaches. <p>Actively collaborate with key figures in the wider PE community to share best practice, enhance inclusive provision, and ensure our approach is informed by national expertise and strategic direction.</p> <ul style="list-style-type: none"> • YST Advocacy 	<p>Key figures in wider PE community</p> <p>PE Lead</p> <p>SendCo</p> <p>SLT</p> <p>Pupils</p> <p>Teachers</p>	<p>and activities offered to all pupils.</p> <p>Key Indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils.</p>	<p>leadership and fair play, contributing to whole-school values and improved physical literacy.</p> <p>Collaboration with external specialists in PE and inclusion has strengthened the quality and inclusivity of our provision, ensuring it reflects current best practice. These partnerships have supported staff development and long-term improvements in teaching and learning.</p>	<p>Cost: 0</p>
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<p>work</p> <ul style="list-style-type: none"> • Collaboration with Bristol Bears (including 1:1 mentoring for vulnerable children) • Collaboration with PE leads across the trust • Collaboration with Kris Tavendar (YST Inclusion Lead) which included high quality CPDL for inclusion and adaptive teaching within the PE lesson) 				
<p>Trial and review brand new planning for Obstacle Course</p>	<p>Children across year 5 and 6 Year 5 and 6 teachers PE lead</p>	<p>Key Indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Collaborating with national organisations to trial and review new Obstacle Course Experience planning</p>	<p>Cost: 272</p>

<p>Experience across years 5 and 6.</p> <ul style="list-style-type: none"> - Collaborate with YST and Pentathlon GB to aid in creation of new material. - Take part in trialing new material at school - YST and Pentathlon to come into school to watch lessons in action - Pupils and teachers to give feedback about materials including ease of use, enjoyment and learning value. 		<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>has provided a unique opportunity to innovate within our PE curriculum. Pupils in Years 5 and 6 engaged in dynamic, inclusive physical challenges that promoted resilience, problem-solving, and teamwork. Teachers benefited from high-quality CPDL through co-designed resources and live lesson observations by experts, leading to increased confidence and skill in delivering new content. Feedback from both staff and pupils directly informed the refinement of the materials, ensuring they are engaging, accessible, and aligned with our school's values and priorities.</p>	
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Key achievements 2024-2025

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
<p>Summerhill Academy featured in a number of local television news reports about the impact of having an active uniform.</p>	<p>Being featured in the local news for our active uniform policy highlights our commitment to creating an inclusive, movement-friendly environment that supports daily physical activity, comfort, and pupil wellbeing—demonstrating innovative use of the PE and Sport Premium to remove barriers and promote lifelong healthy habits.</p>	<p>Being featured in the local news for implementing an active uniform policy highlights the school’s leadership in promoting inclusive, health-focused education. This visibility not only celebrates the school’s commitment to pupil wellbeing and daily movement but also reinforces its role as a forward-thinking institution that prioritises comfort, participation, and equity—especially for girls and children with sensory needs.</p>
<p>CB/SG become YST advocates.</p>	<p>Having both the primary PE lead and headteacher as Youth Sport Trust advocates has significantly elevated the profile of physical education across the school.</p>	<p>With both the primary PE lead and headteacher serving as Youth Sport Trust advocates, our school has embedded physical education at the heart of its ethos—driving improvements in wellbeing, inclusion, and academic engagement, while shaping wider strategies to ensure all children thrive through sport and physical activity.</p>

<p>Won YST Award – Outstanding Primary Practice</p>	<p>Winning the Youth Sport Trust’s ‘Outstanding Practice in PE’ award has significantly enhanced our school’s profile, recognising our innovative and inclusive approach to physical education.</p>	<p>This national accolade evidences the effective use of the PE and Sport Premium to embed a whole-school culture of physical activity that supports pupil wellbeing, engagement, and achievement.</p>
<p>School Games Gold award for second year running.</p>	<p>Achieving the Gold School Games Mark demonstrates our effective use of the PE and Sport Premium to deliver inclusive, high-quality physical activity and competitive sport, fostering increased pupil participation, wellbeing, and leadership across the school.</p>	<p>All children have experienced competitive sport. This has created excellent opportunities for disadvantaged children, providing access to a range of exciting sports and activities which they would not normally get to experience. Higher levels of competitive sport taking place across the school. SGO has provided extra transition sessions for vulnerable children.</p>
<p>Modeshift Stars – Good</p>	<p>Achieving the ‘Good’ Modeshift STARS award demonstrates our school’s commitment to promoting sustainable and active travel, encouraging healthier lifestyles, reducing car use, and improving air quality through initiatives like walking, cycling, and scooting to school</p>	<p>Alongside other initiatives such as ‘Daily Move’, we are working to ensure children get 60 active minutes.</p>

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?	53%	<i>This year we have had to drastically cut down the amount of swimming lessons we can offer due to travel costs.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	43%	<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>78%</p>	<p><i>Use this text box to give further context behind the percentage.</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>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</p>	<p>PE lead has provided CPD to key members of staff. This included information and resources on how to prepare students before they go swimming and a number of 'dry swimming' sessions as well as activities and resources for teaching water safety.</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>
Governor:	<i>Kerry Francis</i>
Date:	15.07.25