



SURREY STREET PRIMARY SCHOOL

PE and Sport Premium funding – 2024-2025 Action Plan (with Impact Review)

The Primary PE and Sport Premium funding has been provided to ensure impact against the following objective:

To fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2024 to 2025 academic year, to encourage the development of healthy, active lifestyles.

At Surrey Street Primary School, we aim to see improvement against the following five key indicators:

1. The engagement of all pupils in regular physical activity – kick starting healthy active lifestyles
2. The profile of PE and sport being raised across the school as a tool for whole school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

Total funding allocation: £19,170

INDICATOR 1: The engagement of all pupils in regular physical activity – kick starting healthy active lifestyles

Objective	Key Actions:	Cost	Anticipated outcomes:
To provide children from KS1 and KS2 structured sporting activities at lunch times	PE team to run daily lunchtime sporting activities Deployment of sports leaders Purchase of equipment for lunchtime sports Select games which focus on being kind, playing safely and being positive which are our three school rules as a measure of impact	£30	To see an increase in the number of children in each year group who are on track for each school behaviour rule
To increase children's knowledge of sport and healthy lifestyles	Child interviews with children from KS1 and KS2 Actions drawn up from lower scoring areas	£0	Children more able to verbalise their thoughts on PE and child interviews to reflect increased understanding of how to stay healthy

Impact, sustainability, next steps:

		No. on track		
Year group		Be kind	Be safe	Be positive
1	Baseline	13	13	4
	Summer	37	29	20
2	Baseline	10	10	10
	Summer	16	15	14
3	Baseline	32	25	24
	Summer	35	39	33
4	Baseline	31	32	26
	Summer	41	43	41
5	Baseline	51	53	47
	Summer	38	44	47
6	Baseline	33	47	32
	Summer	41	50	42

Question	Baseline percentage	End of year percentage
Do you know how to keep fit?	65%	72%
Do you feel sports is something you enjoy?	72%	80%
Do you know how to compete fairly?	48%	60%
Do you enjoy lunchtimes outside?	35%	60%
Do you feel proud of your achievements in PE?	42%	72%
Do you know how to lead others in PE?	55%	55%
Do you enjoy swimming?	48%	80%

Next steps:

- The only year group which has not shown progress in the way they carry out the school values at lunch times is year 5. Although there has been high mobility in this year group which skews the data, it does not account for such a dip. For next year, more work needs to be done to focus on this particular cohort of children.
- The survey shows an upwards trend in all areas except leading others in PE. This will need to become a bigger focus for PE next year.

INDICATOR 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Objective	Key Actions:	Cost	Anticipated outcomes:
To develop the role of Sports Leaders within the pupils who lead activities and assist with the running of sports at lunch time (see indicator 1)	PE TA and HLTA to train children to carry out different roles within sport. Training takes place as part of PE lessons.	£0	Increase in the number of children on track for the three behaviour school rules

Impact, sustainability, next steps:

		No. on track		
Year group		Be kind	Be safe	Be positive
1	Baseline	13	13	4
	Summer	37	29	20
2	Baseline	10	10	10
	Summer	16	15	14
3	Baseline	32	25	24
	Summer	35	39	33
4	Baseline	31	32	26
	Summer	41	43	41
5	Baseline	51	53	47
	Summer	38	44	47
6	Baseline	33	47	32
	Summer	41	50	42

Next steps:

- This action has led to a positive impact in all year groups except year 5, who will be sports leaders next year. Focus teaching of leading others needs to happen for this specific cohort of children.

INDICATOR 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Objective	Key Actions:	Cost	Anticipated outcomes:
To develop the expertise of teaching staff through structured team teaching	PE TA and PE HLTA team teach lessons with staff to increase teachers' confidence teaching PE	£11,427.37	Children will benefit from higher quality PE lessons. Teacher survey reflects increased confidence from team teaching

Impact, sustainability, next steps:

Teacher response	How confident do you feel teaching PE when supported by a member of the PE team? (1-3)	How confident you feel teaching PE on without support from the PE team? (1-3)	Do you feel that having a member of the PE team in your lesson makes a difference in the quality of PE lessons for children?
Baseline 24	1 – 0% 2 – 9% 3 – 91%	1 – 18% 2 – 55% 3 – 27%	Yes – 91% No – 9%
End of year 25	1 – 0% 2 – 0% 3 – 100%	1 – 9% 2 – 63% 3 – 28%	Yes – 100% No – 0%

Next step:

- There has been an increase in all three areas regarding support from the PE TA and PE HLTA in lessons. The weakest area is teachers leading PE without support. The next step is to increase the amount of team teaching throughout the year and to provide INSET for staff.

INDICATOR 4: Broader experience of a range of sports and activities offered to all pupils

Objective	Key Actions:	Cost	Anticipated outcomes:
To increase the percentage of children in years 4-6 who meet some or all of the National Curriculum objectives for swimming based on their prior swimming assessment	To provide small group catch-up swimming sessions for children in years 4-6 To timetable intensive swimming catch-up sessions over a seven-week period	£6000 (approximate cost)	Percentage of children meeting national curriculum objectives for swimming to increase over seven-week period
To introduce a wider range of sports into the school's before-school and lunch clubs offer	Child interviews for children regarding which sports they would like at before school club Research into alternative sports which can be taught Make links with external clubs which offer a more diverse range of sports than currently offered	£1647.34	Children become more familiar with a wider range of sports

Impact, sustainability, next steps:

Swimming assessment criteria	Year 3			Year 4			Year 5			Year 6
	Inspire data	Swim:Ed Baseline	End of Swim:Ed	Inspire data	Swim:Ed Baseline	End of Swim:Ed	Inspire data	Swim:Ed Baseline	End of Swim:Ed	Year 5 Inspire data
Swims 25m	0%	0%	0%	0%	0%	47%	15%	17%	59%	27%
Uses a range of strokes	0%	0%	33%	0%	15%	51%	0%	31%	67%	60%
Performs self-safe rescue	0%	4%	33%	0%	2%	71%	17%	14%	72%	69%
All NC objective met	0%	0%	0%	0%	0%	42%	0%	14%	55%	25%

Next steps:

- In all year groups, there has been a drastic improvement in swimming outcomes. For next year, all four KS2 year groups will swim in autumn 1. Those children who have met the NC requirements for swimming will not need to swim again. Over time, children will continue to swim throughout KS2 until they have met the NC requirements.

INDICATOR 5: Increased participation in competitive sport

Objective	Key Actions:	Cost	Anticipated outcomes:
To offer more children in years 1-6 the opportunity to compete in inter-school sport	Keep register of which have attended a sports competition (whether it is elite, compete, develop or festival)	£230 affiliation fee	Increased number of children attending sports competitions over the year compared to the previous academic year (104)
Run inter-class competitions for years 1-6 half-termly	Identify on long term plan which units will end in inter-class competitions Results to be published on Class Dojo and trophies presented to the winning class each half-term Skills of sportsmanship to be taught discretely Monitoring of assessment to include analysing sportsmanship skills	£0	Child survey to reflect that children know how to compete with fairness and respect

Impact, sustainability, next steps:

Percentage of children who say they know how to compete with fairness and respect – baseline 24	Percentage of children who say they know how to compete with fairness and respect – July 25
48%	65%

Percentage of children who say they enjoy competing in sport – baseline 24	Percentage of children who say they enjoy competing in sport – July 25
65%	72%

Next steps:

- The number of children who have competed in sports competitions outside of school has risen to 122 from 104. However, rising costs of transport make this something we are unlikely to be able to sustain. PE lead to think about how we can implement intra-school sports on a different scale than the inter-class competitions.
- The survey of children shows an increase of the children's knowledge and ability to compete with fairness and respect.

Total spend: £19,334.71