



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**



Key priorities and Planning

Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Key Indicator 2: Engagement of all pupils in regular physical activity

Key Indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement

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

Key Indicator 5: Increased participation in competitive sport

| Action – what are you planning to do | Who does this action impact? | Key indicator to meet | Impacts and how sustainability will be achieved? | Cost (approx) |
|---|---|---|--|--|
| Children to take part in 1hr PE per week in an extended range of activities (taken from GetSet4PE in order to ensure high levels of fitness and improve skills | Pupils | Key Indicator 2: Engagement of all pupils in regular physical activity Key Indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils | All classes have 1 hours of PE per week, indoor and outdoor. Pupils have a good level of fitness, demonstrating good development and progression in skill acquisition, agility, balance, coordination and creativity. Pupils become more skilled within a range of activities. | £2000 Cost of PE co-ordinator – absorbed into other areas |
| Increase range of extra-curricular clubs offered at school to introduce children to a variety of sports and physical activity with specific targeting at disadvantaged pupils including pupils premium, SEND and other vulnerable | All pupils Community | Key Indicator 2: Engagement of all pupils in regular physical activity Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils | Increase range of extra-curricular clubs offered at school to introduce children to a variety of sports and physical activity in order that pupils are given additional opportunities to take part in PE. | £3,500 |
| Purchase of new sports/activity equipment and resources so that all children have improved levels of access and inclusion is considered. Ensuring there is good level of provision for each class to have own equipment in line with curriculum plan. | Pupils including those who need adaptation. Staff | Key Indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement | Resources readily available to deliver progressive curriculum. New resources to enable greater inclusion- different size balls, types of ball, markers, hoops. | £1700 |
| Pupils in Year 6 and across the key stages to have training in leadership and opportunities to use this in school | Pupils who undertake the school who benefit from training and those within peer leadership. | Key Indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement | Pupils support others in organising sport and PE lessons and competitions. Pupils provide good role models and set expectations in others. | £750 |

| Action – what are you planning to do | Who does this action impact? | Key indicator to meet | Impacts and how sustainability will be achieved? | Cost (approx) |
|--|--|---|--|---|
| Further implement GetSet4 PE scheme and use more of the platform functions to ensure that all teachers have the planning and confidence to provide well-structured PE lessons which use the correct vocabulary and the pupils enjoy and benefit. Ensure there is balanced breadth, progression and continuity. | Pupils Teaching Staff Record kept on GetSet4PE of curriculum taught and extra-curricular activities. | Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport Key Indicator 2: Engagement of all pupils in regular physical activity | Engagement of children increased. Teachers feel able to select areas of curriculum and make use of tools and platform training and examples. | £1200 |
| To provide CPD to all staff where necessary to ensure that all staff have the necessary skills to deliver well-structured PE lessons and can engage and motivate pupils. Intention to use a range of providers including Active Surrey, GetSet4PE and PE Co-ordinator to enhance teachers' ability to provide active sessions. | Staff Pupils | Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport | Teachers keep up to date with teaching methods relating to PE where appropriate and can deliver the curriculum in an engaging way teaching the skills and knowledge required. | £4,500 |
| Pupils to have the opportunity to experience sport through competitions and festivals Entrance fees paid for a variety of sports competition, training sessions and affiliations Appropriate teacher supervision organised and funded. Transport arranged Active members of ERPSSA and Active Surrey working with them and exploiting opportunities. To work with other schools to ensure that previous activities run by Active Surrey are continued. | Pupils School Community | Key Indicator 5: Increased participation in competitive sport | All children have taken part in a competitive activity including personal best, sports carousel, dance and athletics. SEND children take part in Panathlon each year. Activities completed both in school and as extra- curricular activities | £4500 (including stickers, trophies etc) |
| | | | Amount received - £17960 | Total = £18150 |

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 |
|---|---|---|
| <p>Curriculum: Staff have embraced the GetSet4PE planning and are teaching lessons that are sequential and address skills and knowledge required. Advice and CPD opportunities have been available for new staff with PE Lead or GetSet.</p> <p>Functionality of GetSet is being used more effectively by PE Lead to record coverage, attainment, clubs, competition, extra-curricular events.</p> <p>.</p> | <p>Pupils have a broad and balanced curriculum of PE which is ambitious for all and is appropriately adapted where necessary.</p> <p>Pupils are engaged with PE and are generally keen to take part, however there is lack of respect for borrowed kits.</p> | <p>Ensure any new staff (Teachers and Learning Support Assistants) who start at the school throughout the year; with no prior knowledge of GetSet4PE are trained by the PE Co-ordinator.</p> <p>Continue to monitor PE teaching</p> <p>Ensure PE co-ordinator role is sustainable.</p> <p>Disseminate more functionality of GetSet to enable staff to use it effectively.</p> <p>Football kits are regularly replenished and a sustainable way of recovering and washing is undertaken.</p> |
| <p>Competitive: A wide range of events and festivals have been attended throughout the year, particularly KS2. These have included dance, District Sports and football All abilities have been involved (eg: district sports event for more able pupils and Panathlon for pupils with SEND (who need encouragement or adaption). Barriers to attendance have been removed through funding LSA's and Premises staff to support and transport where necessary. Majority of pupils in KS2 have attended an outside event.</p> | <p>Steggates Community School has a reputation for taking part in events and also organises some as part of the Elmbridge and Runnymede Primary School Sports Association.</p> <p>Pupils enjoy taking part and celebrate improvement, values and opportunity as well as success.</p> <p>Pupils are encouraged to try a range of events and to have aspiration. (eg: pupils try out for district teams and join other clubs)</p> | <p>Cost of coach travel is prohibitive albeit we do have a minibus to take small groups multiple times backwards and forwards. Reliance on parents to transport pupils is not always possible.</p> |

| Activity/Action | Impact | Comments |
|---|--|---|
| <p>Extra Curricular: Through PE Funding we have been able to provide a series of extra curricular activities for pupils. The majority of this has been sourced from qualified outside providers bringing additional expertise into the school.</p> <p>A before-school Swimming Club is held for 6 months of the year for a range of abilities across KS2</p> | <p>Pupils are offered some different activities to try and are given the opportunity to work with different professionals and year groups.</p> <p>Clubs have been well attended and through direct targeting, we have ensured that some of our more vulnerable pupils can take part.</p> | <p>Pupils voice regarding pupils requests could be developed more in 2024-2025 so we can insure we are meeting pupil needs.</p> |
| <p>Leadership: Leadership amongst pupils has been very successful in previous years and continues to be so. Pupils were very enthusiastic regarding supporting the arrangements and organization of dance festivals and other events for their peers.</p> | <p>Pupils trained as leaders are enthusiastic about helping with sport and PE even if it is not an area they are naturally interested in.</p> <p>Pupils provide good role models to other members of the school and learn skills that will support them in transition to Year 7.</p> | <p>Opportunities for further leadership training to be sought out next year.</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 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? | 75% | |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 50% | |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | 90% | Sessions on water safety provided for all Year 6 children, supported by practical/hands-on experiences for them. |
| 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? | No | |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | Yes | Swimming provision on site from professional swimming coach. Newly qualified swimming instructor in place as succession planning. LSA's in attendance to assist with SEN children who are less confident. |

Signed off by:

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| Head Teacher: | Tara Ford |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | Jodie Brough (PE Co-ordinator) |
| Governor: | Michael Pope |
| Date: | 24 th July 2024 |