



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
<ul style="list-style-type: none"> Use of the PE Hub for the PE curriculum 	<ul style="list-style-type: none"> Pupils are accessing a curriculum that is varied and builds on their learning year on year Children access a varied range of sports and revisit these in future years Use of the P.E Hub has ensured continuity and consistency of lessons being taught and in children receiving good teaching through increased staff confidence . 	Continue subscription to the PE Hub for 23/24. Trial and hopefully look at rolling out the assessment tool within the PE Hub for whole school PE Assessment by the end of the year.
<ul style="list-style-type: none"> Children take part in the daily mile at lunch time 	<ul style="list-style-type: none"> Pupils have an opportunity to partake in daily physical activity 	Continue the Daily mile in 23/24. Increases pupils opportunity to take part in activity daily.

<ul style="list-style-type: none"> • Extra-curricular sporting activities have been provided 2 x weekly this year. • Equipment has been checked and updated 	<ul style="list-style-type: none"> • Children provided with opportunities to experience a range of sports outside their P.E lessons, develops their skills and confidence and also provides opportunities for pupils to interact with other pupils they may not get chance to in the day. • All teachers/pupils have access to the equipment needed for each lesson 	<p>Continue to provide after school clubs, offering a range of activities that pupils may not get chance to take part in outside of school.</p> <p>Continue to monitor equipment</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
Continue with Premier Sports affiliation	<p>Teaching staff – they may be mentored, support with behaviour management, support in the assessment of the children</p> <p>Coaches – teaching of the class, assessment of the children, may need to bring some of their own resources</p> <p>Pupils – taking part in the sessions</p> <p>Subject lead – organizing the timetable of when classes will work with the coaches.</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>Pupils receiving high quality physical education lessons termly through a trained sports coach. Children gain experience in sports that they may otherwise not have the chance to. Children also have an opportunity to compete against other schools if picked by the coaches in their sessions to represent their school.</p>	£3,240
Yoga Bugs Virtual Subscription	<p>Teaching staff – they will need to lead and oversee the sessions using the resources provided</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity</p>	<p>Pupils provided with physical education sessions that can also provide tools to</p>	£1000

<p>PE Hub Subscription</p>	<p>Pupils – taking part in the sessions</p> <p>Subject lead – to ensure the curriculum planner is updated and followed</p> <p>Teachers – to use and follow planning provided to teach lessons. Teachers to check curriculum planner to ensure they are teaching the right topic/subject</p> <p>Pupils – to take part in lessons</p>	<p>Key indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity</p>	<p>regulate well-being.</p> <p>Teachers across school will be following the same scheme of work, allowing pupils learning to continue and follow on year on year. Teachers confidence in teaching PE is increased due to all learning steps provided, equipment needed listed and video resources provided. Children should receive high quality PE lessons due to the confidence in teaching staff.</p>	<p>£525</p>
<p>After school clubs 2 x weekly (Premier Sports)</p>	<p>Subject lead – to ensure registers are provided, collect children at the end of the day and take to sessions, help dismiss to ensure all children go home safely.</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>Children can take part in competitive sport in extracurricular sessions. Children experience playing as part of a team as well</p>	<p>£2,800</p>

<p>2 lunch time clubs per week (Premier Sports)</p>	<p>Subject lead – identify interest in clubs, create club registers and monitor effectiveness/engagement</p> <p>Pupils – to take part in their chosen club on the correct day at the correct time.</p> <p>Sports coaches – to provide high quality lunch time sessions, to complete registers, to ensure good behavior management and safe dismissal of children</p> <p>Class teachers – allow pupils a few minutes to change into appropriate footwear ready for the club. Ensure pupils change back into correct footwear for the afternoon.</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity</p> <p>Key indicator 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <p>Key indicator 5 - Increased participation in competitive sport</p>	<p>Children being provided with opportunities to be more physically active at lunch times 2 x weekly. Opportunities for children to gain experience in working as a team and showing skills such as resilience, cooperation and good sportsmanship. Pupils will be given chances to take what they have practiced in these sessions and transfer to competitions. Pupils are being provided with opportunities to be part of a ‘club’ in sports that interest them.</p>	<p>£650 for one additional lunch time club – 1 club included in price of ‘Bags of Character’.</p>
<p>‘Bags of Character’ programme (Premier Sports)</p>	<p>Subject lead – Organise classes taking part, organize timetables for staff and coaches, monitor effectiveness and impact of programme.</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity</p> <p>Key Indicator 3 - The profile of PE and sport is raised across the</p>	<p>Provides links to OAA within the PE curriculum and also has lots of cross curricular PSHE content. Through</p>	<p>£1,750, including 1 lunch club weekly.</p>

<p>Affiliation with SoccerStars</p>	<p>Class teacher – to support coaches in behavior management, to work with pupils during the sessions.</p> <p>Coaches – to lead high quality sessions, to assess pupils and provide feedback to subject lead/class teachers</p> <p>Pupils – to take part in the sessions</p> <p>Teaching staff – they may be mentored, support with behaviour management, support in the assessment of</p>	<p>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>Key indicator 2 -The engagement of all pupils in regular physical activity</p>	<p>physical learning, the learning outcomes focus on key personal skills and character development. The programme helps children to understand and improve key skills which many currently seem to be lacking. This includes skills such as resilience, communication, team work, confidence, self esteem and social skills amongst others. These skills are not a by-product of the lessons but the main focus, helping children understand why they are important and when and how they should be applied.</p> <p>Pupils receiving high quality physical education lessons</p>	<p>£3,600 (including 2 x</p>
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<p>After school clubs 2 x weekly (SoccerStars)</p>	<p>the children</p> <p>Coaches – teaching of the class, assessment of the children, may need to bring some of their own resources</p> <p>Pupils – taking part in the sessions</p> <p>Subject lead – organizing the timetable of when classes will work with the coaches.</p> <p>Subject lead – to ensure registers are provided, collect children at the end of the day and take to sessions, help dismiss to ensure all children go home safely.</p> <p>Teachers – to send correct children at the end of the day to subject lead to go to the club</p> <p>Pupils – to take part in clubs wearing the correct clothing</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all 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>Key indicator 5 - Increased participation in competitive sport</p>	<p>termly through a trained sports coach. Children gain experience in sports that they may otherwise not have the chance to.</p> <p>Children can take part in competitive sport in extracurricular sessions. Children experience playing as part of a team as well as an individual. Children gain experience in sports they may otherwise not get chance to outside of school. PP children targeted.</p>	<p>afterschool clubs weekly)</p> <p>(see costing of SoccerStars affiliation)</p>
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<p>Spanish dance workshop</p>	<p>Sports coaches – to take register at the start of the sessions, lead sessions, behavior management and safe dismissal of children at the end of the sessions.</p> <p>Subject lead (Spanish) – to create a timetable for the classes and share with staff</p> <p>Teachers – to attend the workshop at the correct time. Behavior management.</p> <p>Pupils – to take part in the workshop wearing the correct clothing</p> <p>Dance coach – to lead the sessions, modelling/demonstrating the dance and getting the children involved.</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 (cultures) and activities offered to all pupils</p>	<p>Children are given the opportunity to experience a dance of another culture. Children to partake in daily physical exercise. Children to work with children across their year group.</p>	<p>£240</p>
<p>Bikeability – Learn</p>	<p>Subject Lead – to</p>	<p>Key indicator 2 -The engagement of all pupils in</p>	<p>Pupils are given the</p>	

<p>to Balance and Ride</p>	<p>communicate with Bikeability and to organize timetables of sessions.</p> <p>Class Teachers – to manage behaviour of pupils within sessions</p> <p>Riding coach – to ensure high quality teaching and effective sessions.</p> <p>Pupils – to follow the school rules when in sessions. To take part in the sessions.</p>	<p>regular physical activity</p> <p>Key indicator 4 - Broader experience of a range of sports (cultures) and activities offered to all pupils</p>	<p>opportunity to learn how to balance on a bike and then progress to learning to ride a bike.</p>	<p>Free due to the 'Safe Haven' scheme.</p>
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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
Premier Sports Affiliation – 2 afternoons weekly, working with 2 different year groups on a sport not within the NC.	Pupils have received high quality PE sessions for 1 whole term from specialised coaches. Pupils have developed, built upon and gained new skills. They have developed good relationships with the sports coaches, increasing their enjoyment in PE and raising the profile of PE. Premier sports have also provided more opportunities for Reigate to take part in external competition through links with other schools in the trust. This has provided pupils with the opportunity to develop skills such as sportsmanship and resilience. Alongside the external competition, coaches also organize for year groups to compete against each other at the end of a topic, increasing internal competition. Class teachers are able to observe how specialised coaches teach particular areas, increasing their subject knowledge.	Through a recent pupil voice, pupils expressed how they look forward to their PE sessions with the sports coaches. They were able to explain clearly what they were learning and could discuss how their skills were developing, using technical vocabulary.
2 after school clubs weekly provided by Premier Sports – changes termly.	After school clubs have been at full capacity this year, with pupils taking part in high quality sessions in a range of activities/sports they may not get chance to take part in outside of school. Pupils are fully engaged in the sessions and develop a range of skills, including teamwork, which can then be transferred into PE sessions	Pupils have been offered a range of sports/activities to take part in across the year. Sessions have been provided for all pupils, from Reception to Year 6. School fund part of the sessions, allowing us to provide the sessions at a lower cost for families, giving more families the opportunity to take

<p>2 lunch time clubs weekly provided by Premier Sports – football and basketball.</p>	<p>and in the classroom. Some pupils have even joined clubs outside of school, from their experience within afterschool club.</p> <p>Childrens participation in physical activity at lunch times has increased through the use of lunch time sessions. Through the use of pupil survey, pupils interests were catered for and all sessions were at full capacity, with waiting lists. Childrens enjoyment of sport has developed and lots of pupils want to form teams to compete (something we are looking into for 23/24). One sports coach has created a link with another Derby school for some friendly games, giving pupils the opportunity to be part of a team and compete.</p>	<p>part.</p> <p>Lunch time sessions have provided time for pupils to take part in an activity they enjoy and may not get chance to take part in outside of school. Friendships have been created and skills such as resilience, determination, teamwork are worked upon. The profile of sport is being raised across school. Next year, opportunities for Year 1 and 2 need to be developed.</p>
<p>2 after school clubs weekly provided by SoccerStars UK – football (PP targeted)</p>	<p>These sessions have been funded by school and have targeted PP pupils. Through this, PP pupil involvement in sport has increased and we have been able to target pupils that have not attended after school clubs before. The enjoyment of PE and sport has increased, therefore raising the profile of PE and sport across school. Pupils are engaged in physical activity and are developing physical skills as well as teamwork skills.</p>	<p>Through discussion with pupils that attend the afterschool club the following views have been gained:</p> <p>"We develop our dribbling and out shooting skills."</p> <p>"We work as part of a team to score goals."</p> <p>" We can pass using the inside of our foot, the outside or the sole". Children are showing an understanding of the skills they are developing.</p>
<p>SoccerStars UK working with 2 x classes 2 x weekly (afternoons), providing children with</p>	<p>Pupils have received high quality PE sessions for 1 whole term from specialised coaches. Pupils have developed, built upon and gained new skills.</p>	<p>Sports coaches are informed of subjects to be taught ensuring breadth of coverage over the year. Regular check in's with the coaches</p>

<p>high quality PE sessions.</p>	<p>Coaches ensure pupils are engaged and ensure lessons are differentiated through the use of equipment, space or time. Pupils are able to explain what they have been learning in the sessions, including technical vocabulary, and the engagement in and enjoyment of PE has increased, further raising the profile of Sport and PE. Class teachers are able to observe how specialised coaches teach particular areas, increasing their subject knowledge.</p>	<p>ensures subject leader is aware of the learning of pupils. Discussion with management of the company has also ensured the quality of the teaching of the coaches.</p>
<p>'Bags of Character' programme provided by Premier Sports (Friday mornings)</p>	<p>Sessions taught by specialist trained coaches. Cross-curricular links provided between PE, Sport and PSHE, raising the profile of PE and sport. Pupils have developed and worked on skills that are not always specifically taught e.g. resilience, which can then be transferred to every day life.</p>	<p>This is a new scheme that we have trialed and all feedback has been extremely positive, from both pupils and staff. For 24/25 - look into how it best fits into 'The Harmony Curriculum' long term plan. The coach also updates subject lead and class teacher through the use of an assessment tool.</p>
<p>Yoga Bugs Subscription</p>	<p>Teachers have on demand access to yoga bugs, allowing pupils to take part in sessions outside of set times if needed. The use of a virtual session reduces timetable restrictions and gives the class teacher more freedom. Pupils are able to follow a clear video and can also access these at home, increasing opportunities for physical activity and relaxation.</p>	<p>Pupils have commented on how they enjoy sharing the videos with family at home, and getting siblings/friends involved.</p>
<p>The PE Hub subscription</p>	<p>Resources provided through 'The PE Hub' ensure that teachers are clear in what they are teaching. Clear LI's, teaching steps and</p>	<p>The PE Hub has recently updated their website. Subject lead to explore and</p>

	<p>differentiation are provided, along with equipment needed, cross-curricular links and any music/videos needed. This has increased teachers confidence in the teaching of PE, particularly in areas such as gymnastics and OAA. Through the use of the 'curriculum builder' tool, the subject leader can ensure breadth of coverage, from EYFS to Year 6. The subject lead can ensure that sports/topics are revisited throughout the years, developing and building upon pupils skills, and then progressing into game based situations. The use of a scheme has also ensured continuity throughout the school in terms of terminology used and structure of lessons.</p>	<p>introduce to staff at the start of September.</p>
<p>Spanish dance workshop</p>	<p>Pupils were able to take part in a session that they would not get chance to experience elsewhere. Pupils were emerged in a different culture and this provided cross-curricular links between PE, Sport, R.E and Geography, raising the profile of PE and Sport. The session was led by an engaging specialist who knew how to get the children actively engaged.</p>	<p>Feedback was excellent, with pupils and staff enjoying their session.</p>
<p>Balance and Learn to Ride provided through Bikeability</p>	<p>KS1 pupils are provided with the opportunity to learn how to balance on a bike, progressing to learning how to ride a bike. This is an opportunity that some pupils may not have outside of school. Sessions are delivered by trained specialists, and all pupils are involved through Bikeability providing the bikes needed.</p>	<p>Bikeability sessions free due to the 'Safe Haven' scheme.</p>

	<p>Pupils are involved in physical activity and the profile of PE and Sport is raised by providing an enjoyable activity. (sessions due to take place w.b. 15.7.24).</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?	%	Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	Use this text box to give further context behind the percentage. e.g., 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 2024

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</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>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>	

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Name and Job Title)</i>
Governor:	<i>(Name and Role)</i>
Date:	