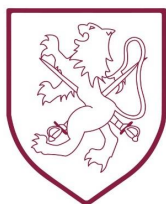


# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



**Walter Infant School  
and Nursery  
2025 2026**



**Commissioned by**



Department  
for Education

**Created by**



**YOUTH  
SPORT  
TRUST**

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

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

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

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

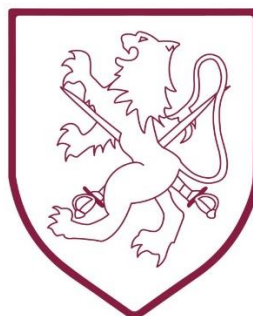
Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2022/2023, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2024.**



We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

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## Walter Infant School and Nursery Sports Premium Funding 2025 2026

Total amount carried over from 2023/2024	£0
Total amount allocated for 2024/25 from Sports Premium	£17,795
How much (if any) do you intend to carry over from this total fund into 2024/2025	£0
Additional Allocation of funds	£1000
Total amount allocated for 2025/2026	£18,791
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£18,780

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2025/2026 April 2025 to March 2026		Total fund allocated: £17,795 Additional funding £0	Date Updated: September 2025	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: More than 100% of allocation; topped up from the school's budget.
Intent	Implementation		Impact	100%
At Walter Infant School and Nursery, our PE curriculum will provide a broad base of learning opportunities for movement knowledge, individual athletic skills, and teamwork skills for cooperative and competitive situations.  In Foundation Stage all children have 1 PE lesson each week with a sports coach	In the <b>EYFS stage</b> , practitioners should: <ul style="list-style-type: none"> <li>Plan activities that offer appropriate physical challenges and provide sufficient space, indoors and outdoors, to set up relevant activities</li> <li>Give sufficient time for children to use a range of equipment and whenever possible teach half the class in each session</li> <li>Provide resources that can be used in a variety of ways or to support specific skills</li> <li>Introduce the language of movement to children, alongside their actions</li> </ul>	Funding allocated £14280 (approximately £1428 per month (10 months/ 38 weeks))	Our children take pleasure from developing good gross and fine motor skills and are provided with additional support if they find some physical skills difficult to grasp or have mobility complexities that can be challenging.  Our children enjoy taking part in team games and physical activities: they will always try their best and understand the values of resilience, empathy, honesty, respect, and kindness when taking part in sporting events, clubs and lessons.  Our vulnerable children have access to extra-curricular activities through school funding so that they can also benefit from the additional	Sustainability and suggested next steps: To monitor progression through the PE Curriculum to ensure that the children's skills develop throughout their PE journey in school.

<p><b>Provision</b></p> <p>All Key Stage 1 classes have 2 hours of PE per week divided between two sessions and we strive to include as much cross-curricular content as possible.</p> <p>All Key Stage 1 children have 2 outside play sessions each day; 20 minutes in the morning and 40 minutes at lunchtime.</p> <p>In addition, children who have been identified with specific difficulties in accessing certain areas of the curriculum will receive an additional session each week on a Friday with our sports coach.</p> <p>We provide Sensory Circuits for the children who have specific gross motor skills daily.</p>	<ul style="list-style-type: none"> <li>• Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists</li> <li>• Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.</li> </ul> <p>During <b>Key Stage 1</b>, pupils should be taught knowledge skills and understanding through dance, gymnastics and games activities. This is achieved through a programme of study that offers lessons and activities and exercises to meet the needs of children of all abilities.</p> <p>In Year 1 children further develop their fine and gross motor skills through a variety of sports and movement-based lessons and activities. This includes ball skills, parachute games, dancing, multi-skills and tennis.</p> <p>In Year 2 children learn to extend their physical abilities and teamwork skills through parachute games, dodgeball (ball</p>		opportunities provided by the school.	
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	skills), dancing, gymnastics, cricket skills and athletics.			
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				No cost
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
All pupils will have an age-appropriate understanding healthy lifestyles and that exercising and being active is good for them.	Our children (in all cohorts) will be provided with at least 3 opportunities each day to be active.			

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				No cost
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Our staff learn new skills by working alongside our sports coaches.	Teachers and/or support staff work alongside the professional coach in every lesson.	Time within the school day – no cost	The pupils have a wider knowledge of games, skills and strategies.	Staff retention and upskilling of other staff
Our PE Lead was an experienced sports coach before becoming a primary school teacher and is able to share his knowledge and expertise with colleagues.	The PE Lead has an annual operational plan to support the monitoring of provision and progression from FS1 to Year 2.		The teachers have a better understanding of the progression of the skills taught in school	
We have a scheme of work to support the teaching progression of PE in Key Stage 1 matched with the expectations of the National Curriculum.	Teachers use the SoW to support planning, teaching and learning as well as assessment.			


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

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
We want every child to be as active as possible; we want them to understand the importance of being fit and active. We hope to provide opportunities to develop agility skills and balancing as well as supporting children to build their upper body strength to help with writing stamina. We hope that are children will develop their sending and	We have purchased equipment to develop balance, agility and upper body strength. We have a balance trail, monkey bars, a log trail, two bridges, one for KS1 and one for FS: £2,354.02 Balance Bikes and helmets: £259.18 Balance Boards: £123.08 Playground Enhancement: £1206.35 Maypole Dancing Workshop to	£4,500  Actual Spend: £4,511.63	The children LOVE the new equipment and we are able to see how well they are developing their use if the Monkey Bars, balance trail and balance bikes.  The children also LOVE the equipment we have purchased for enhanced play; such as the balance boards, the spinning cones and much, much more.	

receiving skills to enable them to play cooperatively with bats and balls. We now have a skipping zone and staff are supporting children to learn to skip independently as well as in a group with a long skipping rope led by a staff member.	support our learning on summer traditions £569.			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				No additional costs as identified above
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
The PE curriculum is inclusive and provides every student with equal access to it, regardless of age, gender, physical skills and ability, culture, or ethnic background.	<p>Our PE curriculum is fully inclusive and meets the needs and interests of our children (see above).</p> <p>Some children will require one to one support from adults to engage in the lesson and to develop their skills from their individual starting points.</p> <p>We will provide a free after school club for every pupil premium child.</p> <p>The children come to school in their PE kits on PE days.</p> <p>We have a new child who is immobile; we are working with the OT to understand how he can integrate into FS1 PE Lessons</p>	PPG Funding	<p>We provided PE Kits for PPG children and at least one free club</p> <p>The children come to school in their PE kits on PE days which has reduced the difficulties with changing for SEND children and children from different ethnic backgrounds</p>	To continue to support our most vulnerable children using PPG funding to close the Cultural Capital Gap

Signed off by

Head Teacher:	Judy Wheeler 
Date:	30/09/2025
Subject Leader:	Andrew Herlihey
Date:	30/09/2025
Governor:	Vicky Howard
Date:	30/09/2025