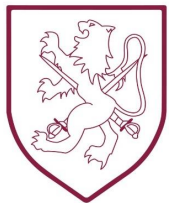


# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Walter Infant School  
and Nursery  
2024 2025

Commissioned by



Department  
for Education

Created by



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](http://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.**

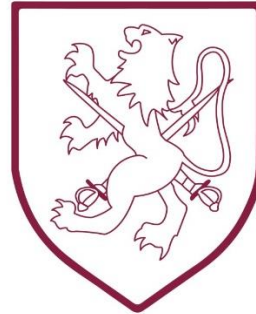


We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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 2024 2025

Total amount carried over from 2023/24	£0
Total amount allocated for 2023/24 from Sports Premium	£17,800
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Additional Allocation of funds	£17,100
Total amount allocated for 2024/25	£34,900
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£34,900

## 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: 2024/2025 April 2024 to March 2025		Total fund allocated: £17,800 Additional funding £0	Date Updated: October 2024		
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	
<p>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.</p> <p>In Foundation Stage all children have 1 PE lesson each week with a sports coach</p>		<p>In the <b>EYFS stage</b>, practitioners should:</p> <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>		<p>Funding allocated £17,790 (approximately £1779 per month (10 months/ 38 weeks))</p> <p>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.</p> <p>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.</p> <p>Our vulnerable children have access to extra-curricular activities through school funding so that they can also benefit from the additional</p>	<p>100%</p> <p>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>

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<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</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>		<p>opportunities provided by the school.</p>	
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<p>difficulties in accessing certain areas of the curriculum will receive and 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>	<p>skills), dancing, gymnastics, cricket skills and athletics.</p>			
<p>Year 1 will have one gymnastics lesson using the apparatus each week in the spring term.</p>	<p>The children have regular gymnastics lessons with their teachers to develop balancing and travelling skills.</p>	<p>£0</p>	<p>Our equipment is specifically designed for young learners. It is attractive and safe. The children have shared that they love their gymnastics lessons.</p> <p>The children can take risks safely and have learned many new skills such as jumping, landing and balancing as well as using their bodies to travel safely in different ways.</p> <p>The teachers report that the children love the new equipment and enjoy the lessons much more as they can extend the learning for the pupils much further than previously.</p>	<p>Continued investment in equipment to ensure safety and curriculum enhancement from Reactive Maintenance if required.</p>

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Percentage of total allocation:  
No cost

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Children will be encouraged to appreciate the importance of having a healthy body and begin to understand the factors that affect health and well-being.</p>	<p>At Walter Infant School and Nursery, we believe that good practice is safe practice. All PE lessons are prepared and structured around safe learning situations.</p> <p>We decide on what we want children to learn and plan on how that learning is to take place in a safe environment. All PE staff and class teachers teach PE not just to develop and maintain their skills and understanding of the subject, but also because they know the needs of their children. Plans and other useful PE resources are stored on the Shared Drive. The use of visual aids when necessary and IT equipment is encouraged to enhance learning.</p> <p>Each lesson includes a warm-up and cool down relevant to the main activity and learning environment/conditions. All pupils are physically active for sustained periods of time in every lesson. Progressively they learn about the components and how to perform warm up and cool down exercises paying attention to the principles of safe exercise practice.</p> <p>Our high-quality PE lessons include challenges for pupils, which involve developing:</p>	<p>£7,000</p>	<p>Our children enjoy the aspects of their PE lessons and develop an understanding of how important it is to be active and fit. Our children recognise the changes that happen to their bodies as they exercise and can talk about the benefits of exercise and sporting activities.</p> <p>Our children make links between exercising and feeling healthy, including eating healthily</p> <p>National Statistics state that 1 in 10 children (10%) are obese; @ Walter Infant School and Nursery we do not have any children who are obese (we do have weight and height checks each year). Our children are very active throughout the day. We have installed new gym equipment, which is very popular</p>  <p>We have been awarded our Healthy Schools accreditation for the second time.</p>	<p>Strong links between our Science Curriculum and our PSRHE Curriculum to develop a complete understanding of health and fitness so that the children will lead long and healthy lives.</p>
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	<ul style="list-style-type: none"> <li>• A sense of accomplishment and achievement</li> <li>• Learning something new and wanting to learn more</li> <li>• Physical and mental well-being</li> <li>• A feeling of independence</li> <li>• Flair and imagination when performing</li> </ul>			
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<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?:
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.
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				Percentage of total allocation: £9,000
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:
<p>We have a wide range of extra-curricular activities provided for our children including tennis, football, multi-skills</p> <p>To use U-Sports to provide a dance club and a gymnastics club</p> <p>To have an Olympics Dance Day to celebrate the 2024 Olympics</p>	<p>Children can attend 'sports clubs' before or after school. We provide at least one extra-curricular club for children in receipt of Pupil Premium Funding. We also provide kits and equipment.</p> <p>We have additional events throughout the year including Maypole Dancing, Indian Dancing for Diwali and sporting events such as our sports days and sponsored activities.</p>	<p>£6,000 PPG funding (additional)</p> <p>£4000 from School fund</p>	<p>Many children take part in extra-curricular activities</p> <p>Children share that they enjoy the clubs they attend</p> <p>Children access outside sporting clubs for example, Saturday football clubs run by our coaches.</p>	We will be sending questionnaires to parents and children to enable us to evaluate our provision.

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, cultural, or ethnic background.	Our PE curriculum is fully inclusive and meets the needs and interests of our children (see above).  The children come to school in their PE kits on PE days.	PPG Funding	We provided PE Kits for PPG children and at least one free club  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	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:	14/10/2024
Subject Leader:	Andrew Herlihey
Date:	14/10/2024
Governor:	Vicky Howard
Date:	14/10/2024