

# The Primary PE and sport premium

Planning, reporting and  
evaluating website tool

Updated July 2025

Commissioned by



Department  
for Education

Created by





## Abbots Farm Infant School

### PE and Sport Premium

### Expenditure 2024-25

The Government allocates funding to every school with an overall aim of improving the quality of sport and PE for all pupils. Through the use of the sport premium, schools will develop and extend the current provision offer and further benefit pupils now and in future years. The 5 key indicators that schools should expect to see improvements in across the school by using this funding include:

- There is increased confidence, knowledge and skills of all staff in teaching PE and sport **Key Indicator 1 [K1]**
- The engagement of all pupils in regular physical activity (children 5-18 should engage in at least 60 minutes of physical activity per day of which 30 minutes should be in school) **Key Indicator 2 [K2]**
- The profile of PE and sport is raised across the school as a tool for whole school improvement **Key Indicator 3 [K3]**
- Broader experience of a range of sports and activities are offered to all pupils **Key Indicator 4 [K4]**
- Increased participation in competitive sport **Key Indicator [K5]**

Abbots Farm Infant School has been allocated funds in order to fulfil this aim in a way that serves the needs of the pupils and community of our school.

#### How much does the school receive?

Total amount received 2024-25: **£17,190**

Amount spent 2024-25: **£18075.** = contributed £400 from SEN budget and £485 from pupil premium budget

#### How will the school spend it and what are we aiming to achieve?

The expenditure of the funding is managed by school Governors, Headteacher and PE Subject Leader to ensure that the funds are used appropriately and effectively.

## Review of last year's spend and key achievements (2023/2024)

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

Activity/Action	Impact	Comments												
Use of Metcalf Sports	<p>Children with poor gross motor skills have been supported with PreMoves and Moves interventions. This table shows the impact of this intervention:</p> <table border="1"> <thead> <tr> <th></th><th>No. chd</th><th>Ach.</th></tr> </thead> <tbody> <tr> <td>Rec</td><td>6</td><td>50%</td></tr> <tr> <td>Yr 1</td><td>5</td><td>80%</td></tr> <tr> <td>Yr 2</td><td>2</td><td>50%</td></tr> </tbody> </table> <p>1 reception child has been referred for OT support and 2 children in yr 1 have had additional OT/ physiotherapy support.</p> <p>All children have had 2 PE sessions a week plus additional time in outdoor provision to practise these skills.</p>		No. chd	Ach.	Rec	6	50%	Yr 1	5	80%	Yr 2	2	50%	Continue with Metcalf Sports
	No. chd	Ach.												
Rec	6	50%												
Yr 1	5	80%												
Yr 2	2	50%												
Use of School Sports Partnership	<p>Provided CPD, after school clubs, regularly provide updates and changes, 100% of KS1 children have participated in either a football festival, cricket festival or agility festival. 2 trophies from the SSP have been a success. Children proud to be nominated and receive them each half term.</p>	<p>Continue next year. Ensure that some year 2 children have accessed the play leaders training.</p> <p>Introduce the third trophy.</p>												
Increase the variety of sports clubs across the	Children have had the opportunity to	Continue to offer a range of clubs.												

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year	participate in football, tennis, Tang Soo Do, dance, creative movement, gymnastics, fundamentals of movement, target games. Pupil premium children had first refusal but take up was still low. PE Leader offered a lunchtime club. 100% of PP children participated.	A barrier for our PP children was the timings after school.
Improve outdoor provision	There have been more opportunities for physical activity and gross motor development as seen on outdoor planning. 97% of our reception children achieved the ELG for gross motor. Resources were purchased in each year group such as additional equipment to enhance the use of bikes and scooters and larger construction resources. Improved equipment for promoting active lunchtimes. Additional resources purchased such as the basketball net. These are wheeled out and used every lunchtime.	Over the summer our playground is being tarmacked. This gives us the opportunity to remark with activities that will promote being physically active.
Introduce the weekly family challenge	Engagement has been low. Majority of participants have been from reception.	Ensure that each year group includes a physical challenge on their home learning grids.
To use Sports week to promote new activities and activities in the community	Struggled to get sports leaders from the community into school this year. However, the children benefitted from potted sports event that AFJS's yr 6 play leaders organized and ran. From the success of this	Book a new sporting experience for the children in the Autumn ready for Sports week.

<p>To achieve YST quality Mark</p>	<p>event the yr 6 play leaders continued to support at lunchtime one day a week for the rest of the summer term. Our Metcalf Sports coach introduced something new to each year group that they hadn't experienced.</p> <p>Achieved Bronze award. Had many elements of silver.</p>	<p>Use action plan from quality mark to work towards gaining silver.</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 to use Metcalf Sports to support our curriculum offer and to support our children with poor gross motor skills	Teachers – development as they work alongside pupils – as they will take part.	<p>There is increased confidence, knowledge and skills of all staff in teaching PE and sport <b>Key Indicator 1 [K1]</b></p> <p>The profile of PE and sport is raised across the school as a tool for whole school improvement <b>Key Indicator 3 [K3]</b></p> <p>Broader experience of a range of sports and activities are offered to all pupils <b>Key Indicator 4 [K4]</b></p>	<p>Children have 2 PE lessons a week – one led by sports coach and the follow up by class teacher</p> <p>Sports coach timetables to support children with poor gross motor skills in outdoor provision</p>	£9310



Continue to use the School Sports Partnership	<p>Teachers – development through CPD – focus on gymnastics training</p> <p>pupils – as they will take part in competitions</p> <ul style="list-style-type: none"> <li>- Yr 2 children trained as play leaders (AFJS to support) - <b>Priority</b></li> </ul>	<ul style="list-style-type: none"> <li>• There is increased confidence, knowledge and skills of all staff in teaching PE and sport <b>Key Indicator 1 [K1]</b></li> <li>• The engagement of all pupils in regular physical activity (children 5-18 should engage in at least 60 minutes of physical activity per day of which 30 minutes should be in school) <b>Key Indicator 2 [K2]</b></li> <li>• The profile of PE and sport is raised across the school as a tool for whole school improvement <b>Key Indicator 3 [K3]</b></li> <li>• Broader experience of a range of sports and activities are offered to all pupils <b>Key Indicator 4 [K4]</b></li> <li>• Increased participation in competitive sport <b>Key Indicator [K5]</b></li> </ul>	<p>Increase in staff knowledge and confidence</p> <p>Awareness of changes in PE developments</p> <p>Increase in number of children that participate in competitive sport</p> <p>YR 2 children leading activities at lunch</p>	£3136
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<p>To increase the variety of sports clubs across the year</p>	<p>Pupils – seek pupil voice for things they would like to try and liaise with Metcalf and SSP</p> <p>PP Pupils – to attend one sports club across the year (Prioritise)</p> <p>Children with poor motor skills invited to fundamentals of movement club.</p>	<ul style="list-style-type: none"> <li>• The engagement of all pupils in regular physical activity (children 5-18 should engage in at least 60 minutes of physical activity per day of which 30 minutes should be in school) <b>Key Indicator 2 [K2]</b></li> <li>• Broader experience of a range of sports and activities are offered to all pupils <b>Key Indicator 4 [K4]</b></li> </ul>	<p>Different clubs offered each half term and increase the uptake as pupil voice has been used to choose clubs.</p> <p>Increase in vulnerable children participating (90% PP to attend 1 sports club)</p> <p>Children’s gross motor skills have improved</p>	<p>£0</p>
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<p>Improve outdoor provision so there are more opportunities for physical activity and gross motor skill development including at lunchtime</p>	<p>Teachers – promoting physical activity in outdoor provision</p> <p>MDS – promoting active play by encouraging activities and use of new equipment supported by a sports coach for 2 lunchtimes</p> <p>Pupils – opportunity to be more active Better gross motor skills Yr 2 children to lead lunchtime activities perhaps supported by yr 6.</p>	<ul style="list-style-type: none"> <li>The engagement of all pupils in regular physical activity (children 5-18 should engage in at least 60 minutes of physical activity per day of which 30 minutes should be in school) <b>Key Indicator 2 [K2]</b></li> <li>Broader experience of a range of sports and activities are offered to all pupils <b>Key Indicator 4 [K4]</b></li> </ul>	<p>Children are using lunchtime play equipment and participating in activities set up by MDS that promote an active lunch</p> <p>Children given the opportunity to practice skills taught in PE lessons in continuous provision</p> <p>Children’s gross motor skills improve or teachers deliver MOVEs or physio therapy referrals.</p>	<p>MDS- £2725 <b>Actual - £3462 (+£737)</b></p> <p>Sports Coach for lunchtimes - £2090</p>
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Ensure at least one physical activity task is set each half term on the home learning grid.	Teachers – which pupils are engaging with the physical activity tasks	<ul style="list-style-type: none"> <li>The engagement of all pupils in regular physical activity (children 5-18 should engage in at least 60 minutes of physical activity per day of which 30 minutes should be in school) <b>Key Indicator 2 [K2]</b></li> <li>The profile of PE and sport is raised across the school as a tool for whole school improvement <b>Key Indicator 3 [K3]</b></li> </ul>	Increases enjoyment in physical activity and promotes a healthy lifestyle  Aim for 100% of children to participate	£0
To use Sports week to promote new activities and activities in our community	<p>PE Lead – Booking an experience in the Autumn term ready for sports week</p> <ul style="list-style-type: none"> <li>- Liaising with AFJS so yr 6 play leaders can lead an event</li> </ul> <p>Teachers – development as they learn new skills</p> <p>Pupils – have the opportunity to try new activities and if they enjoy it have the opportunity to attend a club in the community</p>	<ul style="list-style-type: none"> <li>There is increased confidence, knowledge and skills of all staff in teaching PE and sport <b>Key Indicator 1 [K1]</b></li> <li>The engagement of all pupils in regular physical activity (children 5-18 should engage in at least 60 minutes of physical activity per day of which 30 minutes should be in school) <b>Key Indicator 2 [K2]</b></li> </ul>	Increases enjoyment in physical activity  Children might join a community club	£500 <b>Actual - £77</b>

		<ul style="list-style-type: none"> <li>• Broader experience of a range of sports and activities are offered to all pupils <b>Key Indicator 4 [K4]</b></li> </ul>		
To achieve YST mark - silver	PE leader to – <ul style="list-style-type: none"> <li>• Reflect on all aspects of our offer through analysis of practice</li> <li>• Highlight the strength of PE in our school</li> <li>• Identify and prioritise developments</li> </ul>	<ul style="list-style-type: none"> <li>• The profile of PE and sport is raised across the school as a tool for whole school improvement <b>Key Indicator 3 [K3]</b></li> </ul>	By achieving the quality mark we will have a personalized action plan to further embed and develop our provision.	Through SSP
To improve the use of assessment	Teachers – Ensure assessment informs outdoor planning and future MTP <ul style="list-style-type: none"> <li>- Adapt GetSet plans</li> <li>- Identify children that would benefit from using visuals.</li> <li>- Identify children that would benefit from participating in clubs</li> <li>- Liaise with sports coach for end of unit</li> </ul>	<p>There is increased confidence, knowledge and skills of all staff in teaching PE and sport <b>Key Indicator 1 [K1]</b></p> <p>The profile of PE and sport is raised across the school as a tool for whole school improvement <b>Key Indicator 3 [K3]</b></p>	Children not achieving identified quickly and appropriate resources and provision are put in place to address this.	£0

	assessments			
To capture pupil voice	PE Lead: Use of sports ambassadors to seek pupils opinions on <ul style="list-style-type: none"> <li>- Range of clubs</li> <li>- Lunchtime provision</li> <li>- Areas they enjoy</li> <li>- Things they find challenging</li> </ul>	The profile of PE and sport is raised across the school as a tool for whole school improvement <b>Key Indicator 3 [K3]</b>	Children have a voice in school improvement	£0

## Key achievements 2024-2025

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
Continue to use Metcalf Sports to support our curriculum offer and to support our children with poor gross motor skills	<p>Children have 2 PE lessons a week – one led by sports coach and the follow up by class teacher. This supports staff development.</p> <p>Sports coach has led our Moves intervention throughout the year. This has led to significant improvement in gross motor skills and coordination.</p> <p>Moves Data:            In reception 7 children took part in Premoves and 100% achieved all the movements.            In yr 1 4 children took part in Moves level 1 and 100% achieved at least 13/14 Moves. They moved onto Moves 2 and 75% achieved at least 11/13 moves.            In yr 2 5 children took part in Moves level 1 and 80% achieved at least 11/14 movements. 4 children moved onto Moves level 2 and 100% achieved at least 11/13 moves.</p> <p>For reception the data for children meeting</p>	To continue

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	<table><tr><td colspan="3">expectations for gross motor increased over the year:</td></tr><tr><td>Aut</td><td>Spr</td><td>Sum</td></tr><tr><td>90%</td><td>92%</td><td>95%</td></tr><tr><td colspan="3"></td></tr></table>	expectations for gross motor increased over the year:			Aut	Spr	Sum	90%	92%	95%																											
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90%	92%	95%																																			
Continue to use the School Sports Partnership	<p>100% of KS1 children have participated in 2 sports festivals across the year led by SSP.</p> <p>Headteacher has been kept up-to-date with changes and attended DFE online reporting tool workshop.</p> <p>30 yr 2 children were trained as play leaders by SSP. They then led activities for all children at lunch time for 2 days each week which was overseen by our sports coach.</p>	To continue																																			
To increase the variety of sports clubs across the year	<table><tr><td colspan="7">Clubs on offer each half term and number of children participating:</td></tr><tr><td></td><td>A1</td><td>A2</td><td>Sp 1</td><td>Sp 2</td><td>Sm 1</td><td>Sm 2</td></tr><tr><td>Tang Soo Do</td><td>14</td><td>15</td><td>15</td><td>15</td><td>15</td><td>15</td></tr><tr><td>Dance</td><td>11</td><td>9</td><td></td><td></td><td></td><td></td></tr><tr><td>Multi spor</td><td>10</td><td>10</td><td>12</td><td>11</td><td></td><td></td></tr></table>	Clubs on offer each half term and number of children participating:								A1	A2	Sp 1	Sp 2	Sm 1	Sm 2	Tang Soo Do	14	15	15	15	15	15	Dance	11	9					Multi spor	10	10	12	11			Range is now much improved. Focus on vulnerable groups attendance.
Clubs on offer each half term and number of children participating:																																					
	A1	A2	Sp 1	Sp 2	Sm 1	Sm 2																															
Tang Soo Do	14	15	15	15	15	15																															
Dance	11	9																																			
Multi spor	10	10	12	11																																	



ts						
Foot ball	16	15	16	16		
Crea tive Mov eme nt			12	19		
Gym					18	12
Tenn is					22	21
Crick et					20	18

This shows the increase in PP attending sports clubs:

	No. children	%
Aut	1/9	11%
Spr	5/17	29%
Sum	9/17	53%

\*Reception children don't access clubs until spring term.

Improve outdoor provision so there are more opportunities for physical activity and gross motor skill development including at lunchtime

Children are using lunchtime play equipment and participating in activities set up by MDS. On a Monday and Tuesday all year groups have had access to activities led by play leaders.

Planning and learning walks show that

Continue with the playleaders

	<p>children are given the opportunity to practise skills taught in PE lessons in continuous provision weekly.</p> <p>In reception at the end of the Autumn term 90% of children were on track to meet end of year expectations for gross motor skills. At the end of the year 95% achieved the ELG.</p>							
Ensure at least one physical activity task is set each half term on the home learning grid.	<p>Reception and yr 2 have had one each half term. Out of the children that regularly engage with home learning this table shows the % that have participated regularly in the physical activity:</p> <table><tr><td>Yr group</td><td>% of children</td></tr><tr><td>R</td><td>79%</td></tr><tr><td>2</td><td>57%</td></tr></table> <p>The children that engaged in home learning in yr 2 prioritised the writing and maths based tasks.</p>	Yr group	% of children	R	79%	2	57%	The family challenges set in previous years work better than adding it to a home learning grid.
Yr group	% of children							
R	79%							
2	57%							
To use Sports week to promote new activities and activities in our community	<p>In sports week the children benefitted from potted sports event that AFJS's yr 6 play leaders organized and ran for all year groups. All of KS1 took part in a football festival.</p> <p>Our Metcalf Sports coach introduced something new to each year group that they hadn't experienced such as tri golf.</p> <p>The children also took part in the daily mile at the start of the week due to weather</p>	Struggle to get community coaches in due to work commitments.						

	warnings we could not continue it.																										
To achieve YST mark – silver	Not achieved	As headteacher is leading PE evaluate the benefits of achieving this award against time taken to complete paperwork.																									
To improve the use of assessment	<p>Children not achieving identified on outdoor planning and appropriate resources and provision are put in place to address this.</p> <p>Table shows % children at ARE at the end of each half term:</p> <table><tr><td></td><td>Rec</td><td>YR 1</td><td>YR 2</td></tr><tr><td>Aut 1</td><td rowspan="2">90%</td><td>90%</td><td>87%</td></tr><tr><td>Aut 2</td><td>90%</td><td>92%</td></tr><tr><td>Spr 1</td><td rowspan="2">92%</td><td>93%</td><td>87%</td></tr><tr><td>Spr 2</td><td>88%</td><td>87%</td></tr><tr><td>Sum 1</td><td rowspan="2">95%</td><td>88%</td><td>77%</td></tr><tr><td>Sum 2</td><td>92%</td><td>82%</td></tr></table> <p>In Summer term in yr 2 striking and fielding unit has been difficult to practice in provision due to space needed to do this safely.</p> <p>Found that teachers aren't amending assessment data if children are then achieving due to more practice in</p>		Rec	YR 1	YR 2	Aut 1	90%	90%	87%	Aut 2	90%	92%	Spr 1	92%	93%	87%	Spr 2	88%	87%	Sum 1	95%	88%	77%	Sum 2	92%	82%	Scheme has updated and added units for next year. Therefore, need to ensure that all units have assessment tables for them and update physical continuous provision plans.
	Rec	YR 1	YR 2																								
Aut 1	90%	90%	87%																								
Aut 2		90%	92%																								
Spr 1	92%	93%	87%																								
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Sum 1	95%	88%	77%																								
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	continuous provision after the unit has been taught.	
To capture pupil voice	Governor met with sports ambassadors to seek pupils opinions. They were positive about physical education and being able to practice skills in outdoor provision. School offer a range of sports clubs after school. School pupil survey showed that yr 2 play leaders were seen positively in yr 2 but not so in Reception.	Play leader activities may need revising for reception or introducing differently.

Signed off by:

Head Teacher:	<i>Jeanette Lovejoy</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jeanette Lovejoy</i>
Governor:	<i>Nick Morrott</i>
Date:	<i>9/7/25</i>

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