



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 2025-26

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 to be received 2024-25: **£17,200**

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 (2024/2025)

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

Activity/Action	Impact	Comments
<p>Continue to use Metcalf Sports to support our curriculum offer and to support our children with poor gross motor skills</p>	<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 expectations for gross motor increased</p>	<p>To continue</p>

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	<p>over the year:</p> <table border="1"> <tr> <td>Aut</td> <td>Spr</td> <td>Sum</td> </tr> <tr> <td>90%</td> <td>92%</td> <td>95%</td> </tr> </table>	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	<p>Clubs on offer each half term and number of children participating:</p> <table border="1"> <thead> <tr> <th></th> <th>A1</th> <th>A2</th> <th>Sp 1</th> <th>Sp 2</th> <th>Sm 1</th> <th>Sm 2</th> </tr> </thead> <tbody> <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>Multisports</td> <td>10</td> <td>10</td> <td>12</td> <td>11</td> <td></td> <td></td> </tr> </tbody> </table>		A1	A2	Sp 1	Sp 2	Sm 1	Sm 2	Tang Soo Do	14	15	15	15	15	15	Dance	11	9					Multisports	10	10	12	11			Range is now much improved. Focus on vulnerable groups attendance.
	A1	A2	Sp 1	Sp 2	Sm 1	Sm 2																								
Tang Soo Do	14	15	15	15	15	15																								
Dance	11	9																												
Multisports	10	10	12	11																										

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 children are given the opportunity to

Continue with the playleaders

	<p>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>							
<p>Ensure at least one physical activity task is set each half term on the home learning grid.</p>	<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 border="1" data-bbox="837 715 1509 847"> <thead> <tr> <th>Yr group</th> <th>% of children</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>79%</td> </tr> <tr> <td>2</td> <td>57%</td> </tr> </tbody> </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%	<p>The family challenges set in previous years work better than adding it to a home learning grid.</p>
Yr group	% of children							
R	79%							
2	57%							
<p>To use Sports week to promote new activities and activities in our community</p>	<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 warnings we could not continue it.</p>	<p>Struggle to get community coaches in due to work commitments.</p>						

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 border="1" data-bbox="837 608 1509 922"> <thead> <tr> <th></th> <th>Rec</th> <th>YR 1</th> <th>YR 2</th> </tr> </thead> <tbody> <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> </tbody> </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 continuous provision after the unit has been taught.</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%																								
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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.
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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 Key Indicator 1 [K1]</p> <p>The profile of PE and sport is raised across the school as a tool for whole school improvement Key Indicator 3 [K3]</p> <p>Broader experience of a range of sports and activities are offered to all pupils Key Indicator 4 [K4]</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>	£9690

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<p>Continue to use the School Sports Partnership</p>	<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"> - Yr 2 children trained as play leaders (AFJS to support) - Priority 	<ul style="list-style-type: none"> • 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] 	<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>	<p>£3198</p>
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<p>To increase participation of PP & SEN children at 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>SEND 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"> 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] Broader experience of a range of sports and activities are offered to all pupils Key Indicator 4 [K4] 	<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 at lunchtime</p>	<p>Yr 2 children to lead lunchtime activities perhaps supported by sports coach</p>	<p>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]</p> <ul style="list-style-type: none"> • Broader experience of a range of sports and activities are offered to all pupils Key Indicator 4 [K4] 	<p>Children are using lunchtime play equipment and participating in activities set up by playleaders that promote an active lunch</p>	<p>Sports Coach for lunchtimes - £2166</p>
<p>To increase children's physical activity and promote healthy morning routines</p>	<ul style="list-style-type: none"> - Sports coach to support breakfast club for 2 mornings to provide the children with physical activities. - One morning a week run a Wake and Shake session for parents and children to join in before school 	<p>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]</p>	<p>At least 80% of breakfast club children to participate in physical activity on two mornings each week. Attendance increases at Wake and Shake sessions. Staff observe improved readiness to learn and positive physical activity habits in pupils.</p>	<p>£2166</p>

Key achievements 2025-2026

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

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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