

Evidencing the impact of the Primary PE and sport premium

High Down Infant School
2024 - 25



Commissioned by



Department
for Education

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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term at the latest.

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. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2024	Areas for further improvement and baseline evidence of need:
- Sports coach (S4K), encouraging outdoor play and team games for lunchtime. SMSA training in positive energetic outdoor play. - We have established strong links with local clubs including Karate, Street Dance and North Somerset PE Association. - We have reviewed our range of clubs taking place after school including: karate and dance. - We are able to offer a bursary for pupil premium children to participate in these clubs. - We provided CPD opportunities for staff leading to the embedding of a new whole school Scheme of Work (Real P.E and Gym). Staff meetings have been held to review development of the scheme so far. - P.E. co-ordinators are teaching the Real P.E. scheme across the year group to develop own expertise and promote and embed the scheme with other staff. - P.E board added in the hall for teaching reference. - Ipad purchased to support the teaching of Real PE during lessons. - New equipment purchased to support active fitness at play times. - New equipment purchased to support delivery of Real P.E. - Virtual Leagues took place and results shared in the newsletter. - Inter school sports festival attended with other local schools. - Sports week was held in July 2023, enabling children to take part in a wide range of physical activities e.g. Street Dance, Golf, orienteering. Parents attended across the whole school for the first time. - Linked to sports week, whole school assembly with a member of the world champion street dance crew, Dark Angel. - New Large climbing equipment purchased for the playground.	- Continue to provide children with the opportunity to take part in competitive sports in inter and intra school competitions. - Continue to focus on active lunchtimes with use of sports equipment. - Monitor impact of lunchtime sports coaching (Sport4 Kids). We have had a Sports Coach daily. - Sports Leaders to be trained from the Junior School to provide additional support in the Infants. - SMSA training in supporting active play is ongoing. – EB to lead. - Lead SMSA. - Continue to monitor and review the impact of Real P.E and Real PE. - Update the school noticeboard/ newsletter to promote sport at High Down Schools - Further developing virtual leagues across KS1 to increase competition and to beat class personal best. - Investigate additional Inter school competitions targeting PP children in order to support the development of core skills. - Gymnastics CPD by Real P.E. provided from membership NSSPA - Dance workshops to be provided across KS1 - Fox Cycling opportunities for children to improve their balance and learn to ride a bike.

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.

TOTAL ALLOCATION: £17,580

Academic Year: 2024/25		Total fund allocated: £17,580 costs £17, 621.63		Date Updated: May 2025	
Key indicator 1: The engagement of all 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:
					£10,446.63 -59%
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?
• Sport4Kids to support children at lunchtime and encourage children to be more active.		Sport4Kids to support children with positive energetic play in both playgrounds. Work alongside SMSAs (particularly those new to the lunchtime team) to demonstrate games and activities to support positive play		£5,760	Children are more active at playtime. They have learnt new games to play which are incorporated into their playtimes. SMSA’s have had the opportunity to learn new games to support positive play at lunchtime. Positive energetic structured play is encouraged.
• Year 5 and Year 6 Sports Leaders/ buddies to promote positive play and support children during lunchtimes		Mentoring to enable positive play and support offered to vulnerable and disadvantaged pupils		£0	Yr5/6 Sports Leaders have engaged well with the children. Encouraging positive active play from young role models.
• Regular opportunities for outdoor activities in all year groups in line with our school risk assessment		Co-ordinators to review curriculum opportunities to undertake daily physical activity. Primary workshops for school booked to provide high quality experiences for all children Circus skills Skipping workshop		£998	Classes have used the outside environment to support cross curricular afternoon plans and the teaching of P.E. All children have taken part in WOW events learning new skills, which can be used at playtimes.
					SMSAs are now able to undertake this role instead of Sports4Kids.
					This will continue next year – consider ways to strengthen the support
					Consider other activities that support staff development

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Audit, then develop a programme of ongoing replacement and enrichment of resources to support physical activity and the development of sports skills e.g. skipping ropes, basketball hoops.	Children engage with a wider range of physical activity and develop their skills, including at break and lunchtimes.		New equipment has been bought, e.g large and single skipping ropes. SMSA have been handing out skipping best score cards. Children are accessing and utilising the equipment to increase activity at playtimes and during P.E lessons.	Continue to review and update resources alongside PSA
To employ a Lead SMSA	Promote sports games and equipment during lunch times in separate playground to Sports 4 Kids	£0	A lead LSA has been ensuring the smooth running of a rotation of physical activities.	Evaluate the role of lead SMSA and continue to develop the role
Dance workshops	Bollywood dance Chinese Dragon dance	£998	Staff skills in dance have improved	Continue to review and update resources alongside PSA
New equipment purchased		£2,690.63	Replace old and broken equipment to increase the level of physical activity at playtimes and to support PE lessons.	

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

Percentage of total allocation:

£2120 - 12%

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:
Raise the profile of a range of physical activities and the benefits thereof, motivating the children to become more active.	Invite Inspirational adults to lead whole-school assemblies to raise the profile of different sports. Children to feel inspired and motivated to engage with a wider range of sports.	£0	Children have had the opportunity to be inspired by 'real life' sporting heroes giving them something to thrive towards.	This has no cost and is sustainable
Raise the profile of a range of Sports and motivate the children	'Sport's board' dedicated to promoting sport across the school. Raised profile of PE and sport across the school and	£0	Children and staff can constantly access the P.E board when they are in the hall for service and PE.	

- Promoting sport across the school. - NSSPEA staff will update co-ordinators, share best practice and signpost new opportunities. Co-ordinators will then disseminate to staff - Enhance children's understanding of the determination and resilience required in learning new skills. - Increase core balance and cycling skills across the infants	increase knowledge of local sports clubs and facilities. Sporting assemblies.		Includes extra gymnastics challenges for more able gymnasts.	
	Co-ordinators to attend network training/ watch recordings and be responsible for disseminating information shared. Also enables us to access a range of activities for Sports Week.	£0	None been available this academic year. New knowledge and support is passed onto staff via email, staff meetings and INSET training. Children take part in new activities that are led by North Somerset PE which provided CPD events for staff alongside children.	Attend any Infant based external sports activities
	Include famous sporting figures from the past as role models in other school activities e.g Jesse Owens, Wilma Rudolph in Black History Month	£0	KS1 children have all taken part in Quad kids, Molkky, Speed staking and Boccia as part of NSSPEA membership introduce a new sport. Majority of Y2 have attended a Multisports Festival event	
	Offer all children the opportunity to increase core balance and learn to cycle	£1,120	This has been embedded in cross curricular learning. There has been an increase in families reporting cycling to school. Children have increased in core balance, confidence and co-ordination. There has been a positive increase in cycling skills.	Target the next cohort to continue these skills and the impact seen

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				18%
Intent	Implementation		Impact	£3173
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:
- Further CPD for staff in teaching gymnastics with apparatus as needs are identified. - Renewal of Real P.E. subscription - Sport4 Kids- Support SMSA CPD. This is ongoing, due to lunchtime staff turnover. - Supply costs to release staff for high quality training and for co-ordinator monitoring of lessons	Staff survey to identify needs? Other needs will be identified from monitoring. New SOW is embedded, leading to all children receiving high quality P.E. lessons, developing new skills and enhancing physical fitness. SMSAs are confident to provide active sessions at lunchtime Staff undertake quality CPD opportunities. Co-ordinators observe class lessons and provide developmental feedback to continue to improve practice across the school. Work with pupil voice groups.	£0 part of NSSPEA membership £695 £750 £1728	Providers have lead informative, creative gymnastics session including apparatus and differentiation for SEN / higher ability gymnasts. Children are familiar with the scheme and are responsive to the progressive / challenging skills format. As above Pupil voice was recorded April 25 and acted upon. Staff have been offered training throughout the year with outside agencies and with the P.E co-ordinators.	Review staff needs
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:

				8%
Intent	Implementation		Impact	£1394 -
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:
Sports Week in July 2025 To increase the range of different sporting activities that the children are offered	All children to take part in a week long intra- school competition. Children to participate in a wide range of sports activities led by a variety of sporting groups including yoga, archery, dance, golf, orienteering, quad kids, virtual leagues etc	£250 – S4K £280 – Karate £864 – supply to enable school staff to run events	The children really enjoyed the activities and engagement was high. Several disadvantaged children stated it was the first time they had accessed these sports.	Consider new sports to highlight during sports week
To broaden range of school clubs	Review existing clubs and take up Commence a new club.	£0	Dance club and sports are well attended.	Expand range of clubs
Review resources that can be loaned from NSSPEA to enhance school offer for children	Children access a broader range of sports	£0 As part of NSSPEA membership		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£488 -3%
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:
To participate in inter school competition run by NSSPEA	Provide a competitive opportunity for children. Disadvantaged children to have opportunities to represent the school. Provide minibus to take children to inter school competitions. Supply costs for teacher and LSA to accompany group to the competition	£288 Supply/ £200 Transport costs	Majority of Y2 children have taken part. Increased profile of PE, competition and core skills	Offer to host Multi Sports event next year to allow all children to take part.
Compete in virtual leagues	Children to compete in both inter school competition and externally as part of a virtual league (supported by NSSPEA) Class teacher to win 'golden whistle' in celebration assembly termly.	£0	Children are familiar with the competitive part of the scoring system and how VL are run across KS1.	Continue to complete termly competition including keeping a running record of scores to best last 'best'. Introduce from YR.

Signed off by	
Head Teacher:	Andreya Cowan
Date:	09/07/25
Subject Leader:	Rebecca Keys/ Ella Biggins
Date:	20/06/2025