

Evidencing the impact of the Primary PE and sport premium

High Down Infant School
2025 - 26



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 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 2025	Areas for further improvement and baseline evidence of need:
• Lead SMSA encouraging and co-coordinating outdoor play and team games for lunchtime. • We have continued to establish strong links with local clubs including Gym Stars, Karate, Street Dance and North Somerset PE Association. • We have taken on a new club, Gymstars • We are able to offer a bursary for pupil premium children to participate in these clubs. • We have offered every year group a professional dance session linked to their learning. • P.E board effectively being used in the hall to enhance teaching. • New equipment purchased to support active fitness at play times. • New equipment purchased to support delivery of Real P.E. • Every year group had the opportunity to take part in sessions run by North Somerset PE association - Speedstacking KS1, Quadkids KS1/R, Molkky KS1, Boccia/Kurling KS1 • 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 2025, enabling children to take part in a wide range of physical activities e.g. cycling, golf, orienteering. Parents attended across the whole school.	• 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. • Sports Leaders to be trained from the Junior School to provide additional support in the Infants. • Continue to support lead SMSA. • Liaise with the Juniors Head of PE about training sports leaders for playtime. • Continue to monitor and review the impact of Real P.E. • 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. • Dance workshops to be provided across KS1 • North Somerset Association sessions to be booked for the whole school. • 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: £17,280

Academic Year: 2025/26		Total fund allocated: £		Date Updated: October 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:	
				74.6% £12,829.75	
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?
- Year 5 and Year 6 Sports Leaders/ buddies to promote positive play and support children during lunchtimes - Regular opportunities for outdoor activities in all year groups in line with our school risk assessment - 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. - To continue to support the Lead SMSA		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.
		Co-ordinators to review curriculum opportunities to undertake daily physical activity.		£0	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. E.g Skipping workshop
		Children engage with a wider range of physical activity and develop their skills, including at break and lunchtimes.		£832	New equipment has been bought, e.g Balls of various sizes. Children are accessing and utilising the equipment to increase activity at playtimes and during P.E lessons. New bars for the front playground.
		Promote sports games and equipment during lunch times.		£0 PSA funded £9,775	A lead LSA has been ensuring the smooth running of a rotation of physical activities in both playground and encouraging active play.
				Sustainability and suggested next steps:	
				This will continue next year – consider ways to strengthen the leader role.	
				Consider other activities that support staff development	
				Continue to review and update resources alongside PSA	
				This role will be removed due to the budget cut	

Dance workshops	Primary workshops for school booked to provide high quality experiences for all children Circus skills Skiping workshop Chinese Dragon dance Caribbean Dance workshop Dance workshops were booked for Sports week including Glo Dance and George Jones Hip Hop World Champion.	£1462.75 £40 £720	Staff skills in dance have improved. Staff feel able to run some of these events once the budget is reduced. Positive feedback from parents for the male role models in school.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £2,717.31
Intent	Implementation		Impact	15.8%
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. - Raise the profile of a range of Sports and motivate the children - Promoting sport across the school.	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. ‘Sport’s board’ dedicated to promoting sport across the school. Raised profile of PE and sport across the school and increase knowledge of local sports clubs and facilities. Sporting assemblies. Co-ordinators to attend network training/ watch recordings and be responsible for disseminating	£0 £0 £0	Children have had the opportunity to be inspired by ‘real life’ sporting heroes giving them something to thrive towards See above for visitors. Children and staff can constantly access the P.E board when they are in the hall for service and PE. Includes extra gymnastics challenges for more able gymnasts. None been available this academic year. New knowledge	This has had no cost and is sustainable for next year.

NSSPEA staff will update co-ordinators, share best practice and signpost new opportunities. Co-ordinators will then disseminate to staff	information shared. Also enables us to access a range of activities for Sports Week.	£1,318 (membership) Minibus £619.31	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 association which provided CPD events for staff alongside children. KS1 children have all taken part in Quad kids, Molkky, Speed staking and Boccia as part of NSSPEA membership. All of Y2 have attended a Multisports Festival event this year	Attend any Infant based external sports activities. High Down have offered to host a Multiskills event next year.
Enhance children's understanding of the determination and resilience required in learning new skills.	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	This has been embedded in cross curricular learning and services.	Target the next cohort to continue these skills and the impact seen
Increase core balance and cycling skills across the infants	Offer all children the opportunity to increase core balance and learn to cycle	£780	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.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6.5%
Intent	Implementation		Impact	£1121.25
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 - 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 £521.25 £0 £600	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. Staff 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 2026 A new scheme is to be introduced Sept 2026 Short staff meeting are to be arranged with SMSAs and new SMSAs to ensure active sessions are consistently ran. Staff meeting time will need to be allocated to embed the new PE scheme from Sept 26

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				11%
Intent	Implementation		Impact	£2018
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 2026 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	£2018	The children really enjoyed the activities and engagement was high. Several disadvantaged children stated it was the first time they had accessed these sports.	
To broaden range of school clubs	Review existing clubs and take up Commence a new club.	£0	Clubs and sports are well attended. The children really enjoyed the activities and engagement was high. Several disadvantaged children stated it was the first time they had accessed these sports.	Opportunity to run a new club from Sept 26
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	Resources borrowed improved the jumping ability of KS1 as evidenced in the increased scores through virtual	To vary the equipment borrowed 26/27

			league activities which have been tracked throughout the year	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£0
Intent	Implementation		Impact	0%
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 minibuses to take children to inter school competitions. Supply costs for teacher and LSA to accompany group to the competition	£0 £619.31 (as above for minibus costs)	All Y2 children have taken part this year. Increased profile of PE, competition and core skills An additional enrichment opportunity was offered by PH Active ED	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 & overall champions cup in the end of year celebration.	£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	
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Date:	21/07/26
Subject Leader:	Ella Biggins

Date:	21/07/26
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