



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Manor Leas Infant School
2024/2025

Commissioned by



Department
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not



necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

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
To continue to work with Premier Education observing their practice and implementing aspects of it into teacher's own teaching of PE. Staff to communicate with coaches aspects of PE that they would like support with and would like to see modelled in lessons.	All children are receiving 2 high quality PE lessons weekly, which they are keen on learning about and participate in. Staff's professional development and PE skills continues to develop through weekly coaching and mentoring sessions which has increased teacher confidence and subject knowledge.	Staff received CPD during PE lessons. Premier then delivered an after school club each week. This support is to continue and to be further developed with the new sports coaching company CARRES.
An Olympic athlete visit with fitness activities carried out by each class supporting children with having aspirations for their future.	Children were excited about the day and enjoyed taking part in the physical activities and the assembly. All children actively participated. Raised the profile of other sports and sporting heroes.	This will be booked again for next year with a different sporting athlete.
Specialised sports coaching from Premier Education was provided for all classes on a termly basis with a focus on a cross-curricular skills based approach. Premier Education were provided with progression documents and lesson objectives to be taught each term within each unit.	This continues to improve the professional development and PE skills of teachers through weekly coaching and mentoring sessions. The consistency of PE planning and progression across the school continues to be embedded.	This will continue to be embedded through the new sports coaching company. We will also look at evidencing pupils learning, progress and attainment in PE lessons with a view to targeting groups of children for intervention for physical activity.
Continue with lunchtime and after school sports sessions/activities for pupils	More children physically active during lunchtimes with	Continue with this and track those participating in clubs.

	both the PE apprentice and Premier provided lunchtime skills activities to embed learning in PE lessons.	
Use Elite Swimming pop up pools to deliver a minimum of 1 x 30 minute swimming lessons a week for 3 weeks for Year 2 children.	Improved numbers of pupils who are confident in the water and now understand and are aware of water safety.	This has been booked for next year.
Consider organising our own well-being/performing art days with the support of PE apprentice.	Healthy lifestyles have been taught in PSHE and Science sessions – children gained a good understanding of what is needed for staying healthy. Our own well-being and performing art days have not been able to happen due to prioritising other areas for the PE apprentice.	Explore this with the new sports coaching company.
Invite inspirational athletes into school with coaching workshop and masterclass (Elite sports coaching company).	Children were amazed and inspired by the Football Freestylers skills. They enjoyed the workshops and spoke about future careers in this.	Continue exploring inviting inspirational visitors into school to support the children with having aspirations for their future.
Use the school website, newsletter, twitter, ClassDojo to promote PE and the activities that we carry out throughout the year.	Improved parental involvement and communication, raising the profile of PE and sporting activities within school.	PE Leader role continues to be developed and embedded in their role across the Academy, including development of new sports, more clubs, parental involvement and more information provided to parents.
Implement a curriculum that is broad and balanced including traditional and non-traditional sports such as balance ability, archery and fencing.	This has given children more variety when choosing how to be physically active.	Explore this with new coaching company, possibly looking at LeCrosse and curling.
Children are to complete outdoor practical tasks regularly throughout the year.	Where appropriate use of outdoors for lessons, particularly Maths lesson, has been utilized.	This will be addressed through a separate outdoor curriculum.
To attend competitions in the local areas organized by sports companies.	All Year 1 and 2 children were actively involved in at least 1 sports competition, increased profile of physical activity and developed teamwork and social skills. As well as providing a competitive element and promoting other sporting activities.	This will be further developed with the new sports company and their Sports festivals.
To organize sports and fitness days.	All children actively involved in sports day, increased profile of physical activity and developed teamwork	Sports days will continue as they are with all participating, look at fitness days.

	and social skills. As well as providing a competitive element.	
Arrange inter sports competitions.	Through sports day all children were actively involved, developed teamwork to achieve points for their house team.	Develop this further with intra sports competitions within school aswell.

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
<p>Use specialist sports coach from CARRES to support teachers in improving confidence with teaching all elements of the PE curriculum.</p> <p>Ensure we have access to the plans from CARRES to ensure teachers know what is being taught each week and the progression links with our PE progression document.</p>	<p>Teachers- Staff's professional development and PE skills continues to develop through weekly coaching and mentoring sessions which has increased teacher confidence and subject knowledge.</p> <p>Teachers- Staff's professional development and PE skills continues to develop.</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff teaching PE and sport.</p> <p>Key indicator 1: Increased confidence, knowledge and skills of all staff teaching PE and sport.</p>	<p>PE lead to monitor lessons and pupil attainment. Staff questionnaires.</p> <p>PE lead to monitor lessons and pupil attainment. Staff questionnaires.</p>	<p>Specialist coach from CARRES - £9800</p>
<p>Use specialist CARRES sports coach to deliver Lunch and afterschool sports club 1 x per week across school</p>	<p>Pupils- Children will have further opportunity to take part in regular physical activity above and beyond the national curriculum.</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity</p>	<p>Monitoring of uptake and ensuring all children are attending a sports club either in or out of school.</p>	<p>Included in key indicator 1 costs.</p>

All children to take part in a Skipping Workshop. With the possibility of a skip everyday week.	Pupils-will be inspired and learn how to skip.	Key indicator 2: Engagement of all pupils in regular physical activity	Children will be inspired to learn how to skip with an increased number of children skipping at playtimes.	Skipping Workshop Date: 14/10/24 Cost: £434
All children to take part in a Circus Workshop, with a focus on hula hooping.	Pupils-will be inspired and learn how to perform hula hoop skills and tricks.	Key indicator 2: Engagement of all pupils in regular physical activity	Children will be inspired to learn how to use a hula hoop with an increased number of children hula hooping at playtimes.	Circus Workshop Date: 4/02/25 Cost: £434.00
All children to take part in an Indian Folk and Bollywood dancing Workshop, with a focus on hula hooping.	Pupils-will be inspired and learn a new style of dancing.	Key indicator 2: Engagement of all pupils in regular physical activity	Children will be inspired to take up dancing.	Indian Folk and Bollywood dancing Date: 21/1/25 and 22/1/25 Cost: £660.00
Invite inspirational athletes into school with coaching workshop and masterclass (Elite sports coaching company).	Pupils- will have the opportunity to meet a real life sports personality to inspire and increase understanding of professional sports.	Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.	Children will be inspired to take up sports.	Elite Sports Coaching Date: 06/06/25 Cost: £637.50
Professional sports visitor to visit school in the summer term to promote a healthy lifestyle and raise the profile of PE.	Pupils- will have the opportunity to meet a real life sports personality to inspire and increase understanding of professional sports. They will also take part in physical exercise through a sponsored event.	Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.	Children will be inspired to take up sports. Attitudes towards physical exercise will be improved. Children will be choosing to be more active both in and out of school.	Free initial cost (40% of fundraised money plus £1.50 per child admin cost). Date:16/05/25 Total cost: £220
Use Elite Swimming pop up pools to provide all children in Year 2 with at least 6 x 30-minute swimming lessons.	Pupils- will have the opportunity to experience being in a swimming pool and learn basic water skills.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Supporting children to undertake extra activities inside school, including teaching water safety and swimming and improve	£1733.33 29 th Oct-15 th Nov 24

			<p>children's attainment in swimming.</p> <p>Children will be inspired to take up sports.</p> <p>Attitudes towards physical exercise will be improved</p>	
Travel to English Institute of Sport, Sheffield to take part in an athletics event in an indoor athletics track.	Pupils- will have the opportunity to experience being in an indoor athletics track.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Supporting children to undertake extra activities inside school, including teaching about different athletics events and improve children's attainment in athletics.	<p>Date: 16.6.25</p> <p>Cost: £795.00</p> <p>Cost of coaches: £1675</p>
Implement a curriculum that is broad and balanced including traditional and non-traditional sports such as balance ability, Multi Golf and Lacrosse.	Pupils-will have the opportunity to take part in a variety of sports.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Developing children's teamwork, resilience and competitiveness.	Included in Key indicator 1 costs
Attend interschool sports competition with KS1 children.	Pupils- will take part in an interschool sports competition, hosted and organised by CARRES.	Key indicator 5: Increased participation in competitive sport.	The children will be more driven to compete and do well in competitive sports.	<p>Included in Key indicator 1 costs</p> <p>14.2.25- Year 1 Multiskills No cost</p> <p>9.5.25-EYFS Fundamentals No cost</p> <p>14.7.25-Year 2 Multiskills No cost</p>

Children to take part in an intraschool sports competition e.g. Kurling, Boccia and Sports Day	Pupils- will have the opportunity to take part in intraschool sports competitions every term.	Key indicator 5: Increased participation in competitive sport	Pupil voice- Children will be more driven to compete and do well in competitive sports to earn points for their house teams.	No additional costs
PE Leader release time for lesson monitoring, pupil voice, and assessment review	Staff and pupils – ensures quality assurance and improvements to PE delivery.	Key Indicator 1: Increased confidence, knowledge and skills of all staff	Improves consistency in PE provision and enables targeted support. Staff feedback and observations will inform future CPD. Findings will shape sustainable planning.	2 x supply days: £182 per day £364.00
Whole-school Bikeability delivery over 3 days (in-house)	Pupils – all children accessed cycle safety and balance training	Key Indicator 4: Broader experience of a range of sports and activities	Children gained essential cycling skills and awareness. The programme was delivered internally using free training and will be sustained in future years. Builds long-term pupil safety and active travel skills.	3 x supply days: 6th/7th/9th May 25 £182 per day £546.00

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
<p>1. Strong Focus on CPD for Staff</p> <ul style="list-style-type: none"> Use of CARRES specialist coaches is well-aligned with Key Indicator 1 (staff confidence and skills). Inclusion of monitoring (lesson observations, staff questionnaires) demonstrates intent to measure impact. 	<p>Teachers' confidence and subject knowledge in delivering high-quality PE has increased through weekly modelling and mentoring by CARRES specialist coaches. Staff feedback via questionnaires indicates improved understanding of progression and assessment in PE, particularly in games units.</p>	<p>Next year, we will encourage independent delivery of full PE units by class teachers with shadow support from the new coaching company.</p>
<p>2. Broad Range of Activities</p> <ul style="list-style-type: none"> The plan includes non-traditional sports (e.g., Lacrosse, Multi Golf), workshops (Circus, Skipping, Bollywood Dance), and inspirational athlete visits, which enrich pupils' experiences and align with Key Indicator 4. 	<p>Pupils engaged enthusiastically with a wider range of physical activities including balanceability, lacrosse, and multi-golf. Teacher feedback and pupil voice show these sports increased motivation and participation at playtimes. Pupils reported enjoying PE and felt confident trying new skills, contributing to improved enjoyment of PE.</p>	<p>We plan to review pupil voice to determine which new sports to retain or expand.</p>
<p>3. Inclusive Competitive Opportunities</p> <ul style="list-style-type: none"> Children in KS1 and EYFS have access to inter- and intra-school competitions, supporting Key Indicator 5. Intraschool events like Kurling, Boccia, Blind football and Sports Day show a commitment to engaging all ability levels. 	<p>All KS1 and EYFS pupils participated in interschool events, fostering teamwork, sportsmanship, and enthusiasm for competition. Intraschool events, including Sports Day and Kurling tournaments, ensured inclusivity and house team engagement. Staff observed an increase in leadership and communication skills during competitive tasks.</p>	<p>Intraschool competitions ensured all children accessed a sense of sporting achievement. Next year, we will introduce a sports leader role to support house events.</p>

<p>4. Profile-Raising Events</p> <ul style="list-style-type: none"> • Athlete visits, sponsored events, and the use of the newsletters, dojo and social media to promote PE across the school, fulfilling Key Indicator 3. 	<p>Whole-school assemblies and active workshops with visiting professional athletes (e.g. gymnast Sam Oldham) raised pupil aspirations and interest in sport. Children expressed excitement and curiosity about sporting careers.</p>	<p>Athlete visits were well received and contributed to whole-school enthusiasm. This will continue, with a focus on athletes from diverse sporting backgrounds to promote inclusion.</p>
<p>5. Swimming Provision</p> <ul style="list-style-type: none"> • Pop-up swimming pools for Year 2 ensures early water safety and confidence – proactive use of funds toward Key Indicator 4. 	<p>Pop-up pool sessions provided structured swimming lessons to all Year 2 pupils. Staff reported improved water confidence and safety awareness across the cohort. Many pupils who were initially hesitant progressed to full body immersion and/or basic stroke development, helping prepare them for KS2 requirements and increasing all children’s ability to access swimming.</p>	<p>The pop-up pool format proved successful for building early water confidence. We will also look into how swimming progress can be recorded to inform KS2 handover or parental reporting.</p>
<p>6. EIS Sheffield Athletics Trip</p> <ul style="list-style-type: none"> • (Key Indicator 4, also supports 3) 	<p>The whole-school trip to the English Institute of Sport exposed pupils to a world-class athletics environment. Pupils were inspired to participate actively and expressed pride in representing the school in a professional venue. Staff noted increased engagement and excitement with athletics following the trip.</p>	<p>This was the school’s first trip to a professional sports facility. Children showed enthusiasm and increased motivation. We plan to offer similar opportunities each year.</p>
<p>7. Club Participation and Lunchtime Sport</p> <ul style="list-style-type: none"> • (Key Indicator 2) 	<p>Regular lunchtime and after-school clubs led by CARRES increased physical activity levels for a wide range of pupils. Tracking showed that the clubs were full each term.</p>	<p>Tracking shows that clubs have been consistently full each term. Moving forward, we aim to target specific groups such as quieter children, girls, and those who are less active to ensure all are able to access.</p>
<p>8. Bikeability Programme</p> <ul style="list-style-type: none"> • (Key Indicator 4) • All children across the school participated in a structured Bikeability programme delivered in-house over three days. • The PE lead accessed accredited training (free of charge), enabling a sustainable delivery model for teaching cycling skills, road awareness, and active travel safety. • This broadened pupils' experience of physical activity and introduced lifelong health and independence skills. 	<p>The cycle training programme significantly improved pupils' bike handling skills, including balance, braking, and overall control. Staff observed high levels of engagement across all sessions, with particularly positive responses from less confident pupils. The programme supports the school’s wider aims of promoting healthy lifestyles and developing independence. Parent feedback indicated strong outcomes:</p> <ul style="list-style-type: none"> • 83% reported their child’s cycling ability had improved. • 60% said their child was using their bike more frequently. • 89% felt more confident in their child’s ability to cycle safely. • 100% were likely to encourage their child to cycle following the training. 	<p>This model of using internal staff capacity to deliver Bikeability demonstrates a sustainable approach to embedding physical literacy and active travel. We plan to repeat the programme annually and explore options for after school cycling club in the future.</p>

	<ul style="list-style-type: none">• 89% of children expressed interest in further cycle training.• 77% of parents believed more training would increase the likelihood of their child cycling to school. <p>The training is sustainable and can be delivered in future years without external costs, ensuring continued impact and value for money.</p>	
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Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	%	<i>N/A as an infant school</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	<i>N/A as an infant school</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	%	<i>N/A as an infant school</i>
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	N/A	<i>N/A as an infant school</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	N/A	

Signed off by:

Head Teacher:	<i>Claire Turner</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Michelle Yangwe</i>
Governor:	<i>Charlotte Rossington & Lianne Aherne</i>
Date:	8 th July 2025