

# **WILLIAM LILLEY INFANT AND NURSERY SCHOOL**



## **PRIMARY PE AND SPORTS FUNDING**

**July 2025 – July 2026**

At William Lilley Infant and Nursery school we use the Sports funding to provide sports opportunities and provision which are additional to our two-hour curricular PE provision each week. We ensure that the funding is utilised for sustainable improvements. The funding received will focus upon the following two key principles:

- build capacity and capability within the school and ensure that improvements to the quality of PE, sport and physical activity provision made now are sustainable and will benefit pupils joining the school in future years; and
- develop or add to the PE, sport and physical activity that the school provides.

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 2026.

A review of impact of previous funding has identified key achievements and further areas for improvement as follows:

What went well/ not so well  Activity/ Action	Funded within section	How do you know  Impact/sustainability	Evidence	Comments – Further actions for 2025/26
Introduction of new PE scheme	CPD	<ul style="list-style-type: none"> <li>A new scheme was trialed throughout the first half of the summer term 2025 following on from a review of schemes available. Monitoring of the implementation of this showed that although the new scheme whilst this was successful in bringing greater creativity for EYFS units and for dance, the quality of CPD and videos which model how to demonstrate skills to children were not as strong as the current system. Therefore the current system will remain.</li> <li>Outcomes for pupils in Y1 from 68% meeting expected outcomes in Games attacking and defending to 100% in Athletics. Outcomes for pupils in Y2 from 63% in Games attacking and defending to 88% in Games Striking and fielding</li> <li>Current system has high proportion of Games activities in comparison to Gymnastics and Dance</li> </ul>	<ul style="list-style-type: none"> <li>Staff discussions</li> <li>Staff meetings</li> <li>Data monitoring analysis</li> <li>Coverage in Data analysis</li> <li>Long term plans</li> </ul>	<ul style="list-style-type: none"> <li>TLG-PE to be updated for EYFS to include greater opportunities for creativity</li> <li>TLG-PE to be updated in KS1 to readdress the balance of Gymnastics and Dance</li> <li>TLG-PE monitoring to ensure school long term plan is adhered to (not as identified in TLG-PE plans)</li> <li>Assessment moderation required as a focus for 2025/26 within SIP including moderation of outcome judgements for sports coach delivery</li> </ul>
Introduction of embodied learning to support cognitive load in the classroom	CPD	<ul style="list-style-type: none"> <li>Monitoring of activities and implementation show that opportunities have been developed across the school to include physical movement. This includes active learning in English through the Talk for writing model, movement within Maths when practicing counting by rote, communication and physical movement through 'walk and talk' and advice tunnel, writing opportunities in different places to encourage large scale movements in nursery. Children are actively encouraged to move in a directed way within lessons to support their retention of learning. This is having a positive impact on their retention of knowledge. This has linked directly to staff CPD.</li> </ul>	<ul style="list-style-type: none"> <li>Cognitive load action plans</li> <li>Observations regarding cognitive load</li> <li>INSET</li> <li>Staff meetings</li> </ul>	
Bespoke staff coaching	CPD	<ul style="list-style-type: none"> <li>Midday training has led to increased physical activities through 'Shining stars' lunchtime club. This has supported individual children through team games and activities developed by senior MDSA and implemented by MDSA; leading to greater confidence and independence within the group.</li> <li>ECT coaching and team teaching has led to improved learning behaviours and differentiation of PE skills within the lesson; leading to effective delivery of the PE curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Discussions with MDSA team</li> <li>MDSA team minutes</li> <li>ECT report</li> </ul>	
Increased physical activity	CPD	<ul style="list-style-type: none"> <li>Although funding has been sought from sponsored event (in 2024), this has been utilised to continue to enhance physical activity on the playground and at</li> </ul>	<ul style="list-style-type: none"> <li>Informal observations at</li> </ul>	

during playtimes		<p>lunchtime through a specially designed plan which allows children access to a wider range of inclusive resources such as spinners, shared scooters and wheeled toys which has led to a greater proportion of children choosing physical activity at lunchtime and playtime.</p> <ul style="list-style-type: none"> <li>• A MDSA has focused on sports and whilst the children reported enjoying the games such as tag and basket ball. Each lunchtime the sports coach targets groups of children with high level physical activity; this is making playtimes fun and supporting children to maintain their physical activity throughout the day.</li> </ul>	<p>lunch/play</p> <ul style="list-style-type: none"> <li>• Pupil voice monitoring</li> </ul>	
Engagement with Gymnastics competition	External activities	<ul style="list-style-type: none"> <li>• Pupil voice show that children have positive viewpoints with regard to Gymnastics and outcomes in Y2 show the highest percentage of pupils exceeding expectations (with 85% achieving or exceeding overall which includes 15% exceeding) which has been directly impacted by Gymnastics competition.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice monitoring</li> <li>• Data monitoring and analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Include further competitions for G&amp;T pupils</li> <li>• Identification of G&amp;T pupils and enhance offer for these pupils in PE</li> </ul>
Local sporting activities promoted beyond school	External activities	<ul style="list-style-type: none"> <li>• Reference has been made on the newsletter with regard to different local sporting events that the children can attend. This has continued to ensure that physical activity is a high priority for the school; ensuring children widen their physical ability.</li> </ul>	<ul style="list-style-type: none"> <li>• Newsletters</li> <li>• Parent questionnaire</li> </ul>	
Engagement with wider sporting activities – Ice skating	External activities	<ul style="list-style-type: none"> <li>• Ice skating sessions continue to enhance physical skills and overall positive learning behaviours. The children reported learning new skills such as skating and skating fast, skating around the corner. This was the most successful in children then utilizing these skills beyond the school as children report returning to the ice rink during open sessions and taking friends to the ice stadium.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Informal observations (videos)</li> </ul>	
Engagement with wider sporting activities – martial arts	External activities	<ul style="list-style-type: none"> <li>• All Y2 children gained a martial arts belt. The children spoke about their skills such as kicking, punching and chop boards. They enjoyed learning new skills and gaining their first martial arts belt. Some children talked about how they do martial arts beyond school.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice</li> </ul>	
Engagement with wider sporting activities – sports week	External activities	<ul style="list-style-type: none"> <li>• During sports week, children have the opportunity to develop a wider range of skills. Resources were purchased to support with this. Pupil voice demonstrated that the children loved the different sporting opportunities. The spoke about a range of activities such as climbing wall and achievements within this as well as sports day and their successes. Overall, pupils' positive attitude to sport ensures they are open to new opportunities and are keen to engage in activities and enhance their own physical skills which support pupils with their positive physical habits into the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Informal discussions with staff and pupils</li> </ul>	
Engagement with wider sporting activities – Y2 residential	External activities	<ul style="list-style-type: none"> <li>• During the Y2 residential, the children showed resilience and determination to overcome sporting challenges such as climbing wall, abseiling, archery, Frisbee football and circus skills. They pushed their own boundaries within these sports and activities, developing their confidence and independence significantly.</li> </ul>	<ul style="list-style-type: none"> <li>• Informal residential observations</li> <li>• Pupil voice</li> </ul>	

Engagement with wider sporting activities – after school clubs	External activities	<ul style="list-style-type: none"> <li>The children spoke about a range of after clubs, with cricket being very popular due to them not having had the opportunity to try this before.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice</li> </ul>	
Promotion of sports	External activities	<ul style="list-style-type: none"> <li>A sporting challenge day was delivered in which a Paralympian visited the school. Children engaged in a range of physical activities with the Paralympian and were inspired by his journey. This supported all children to continue to build a positive mindset around sports and raised funds for use in sporting equipment in school.</li> </ul>	<ul style="list-style-type: none"> <li>Informal observations during challenge day</li> <li>Challenge day plans</li> </ul>	
Local sporting events	Internal activities	<ul style="list-style-type: none"> <li>Each week children develop their physical abilities through an enrichment club. The children referred to football and learning skills such as learning to shoot, developing skills to ‘exercise’ such as learning jumping jacks, learning how to use pompoms in cheerleading, exploring their own moves in dancing with Mrs D and learning synchronised movements in musical theatre. These activities ensure physical activity is seen as a priority within the school. The enhancement of these has seen a positive impact in dance outcomes across the school are good with 89% of Y1 achieving expectations in dance and 83% of Y2’s achieving which includes 7% exceeding expectations in dance.</li> </ul>	<ul style="list-style-type: none"> <li>Enrichment club discussions – pupil voice</li> <li>Monitoring data analysis</li> </ul>	
SEND enrichment – sensory circuits	Internal activities	<ul style="list-style-type: none"> <li>Children with complex SEND have had the opportunity to engage with sensory circuits. A trained practitioner has led these each week; ensuring pupils have the opportunity to calm their bodies through physical activity which has positively supported their engagement with more directed learning in their classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Informal observations</li> </ul>	
Sports Leaders	Internal activities	<ul style="list-style-type: none"> <li>The sports leaders have learned how to develop games with groups of children. They have provided positive role models during playtimes and lunchtimes and supported in ensuring playtimes and lunchtimes are active. They talked about learning new games with Mr D and how to show others. They were confident in how to set up activities for others too.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice</li> </ul>	
Targeted PE – Sports coach and Funfit	Internal activities	<ul style="list-style-type: none"> <li>Our sports coach has supported more vulnerable pupils for physical intervention, which has led to an improvement in engagement in PE sessions and some pupils moving towards expected standard in aspects of PE.</li> <li>Children who are consistently underachieving have additional needs which are impacting upon physical ability and are targeted for Funfit intervention in Y2 (67% achieving expected or above in Athletics, 33-50% achieving expected or above in Gymnastics)</li> </ul>	<ul style="list-style-type: none"> <li>Funfit monitoring report</li> </ul>	<ul style="list-style-type: none"> <li>Targeted and differentiation for different groups (including SEND) to be a focus within CPD and delivery 2025/26</li> </ul>
Resources	Internal activities	<ul style="list-style-type: none"> <li>An audit and reorganization of resources ensured that staff are aware of resources and can easily access these to use within lessons. PE sessions are appropriately resourced with high quality equipment which leads to quality first teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Organization of resources</li> </ul>	

Active playtimes	Internal activities	<ul style="list-style-type: none"><li>• An audit and reorganization of resources has ensured that playtimes can be active with a range of different, inclusive equipment used by children. Observations show these are well utilised throughout playtime sessions.</li></ul>	<ul style="list-style-type: none"><li>• Organisation of resources</li></ul>	<ul style="list-style-type: none"><li>• Focus on the continuation of development of active playground within SIP continuous provision priority 2025/26</li></ul>
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Our Action plan for 2025/26 demonstrates how we aim to spend the £16,890 and focuses upon the areas for further improvement highlighted above. Our action plan refers directly to the 5 key indicators as follows;

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
2. The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.
3. The profile of PE and sport being raised across the school as a tool for whole school improvement.
4. Broader experience of a range of sports and activities offered to all pupils.
5. Increased participation in competitive sport.

### Action Plan and Budget Tracking



<b>Financial Year:</b>	2025/26
<b>Total fund allocated:</b>	£16730 (£16,586 contingency £144)
<b>Total spend</b>	
<b>Date updated</b>	October 2025

What are your plans for 2025/26	Funding section	Key indicator	How are you going to action and achieve these plans IMPLEMENTATION	What impact/intended impact/sustainability are you expecting?	How will you know? What evidence will you have or expect to have?
<b>INTENT</b>					
TLG-PE to be updated for more creativity and to readdress the balance of Gymnastics and Dance	CPD	1	<ul style="list-style-type: none"> <li>• Exploration of other planning platforms to enhance PE planning with regard to Gymnastics and Dance opportunities</li> <li>• Enhancement of long term plan for PE incorporating progressive, creative Gymnastics and Dance opportunities for all.</li> <li>• Staff training and development in use of the new planning</li> </ul>	The taught curriculum has been enhanced, ensuring improved outcomes for pupils	<p>Monitoring of planning and delivery</p> <p>Data analysis</p>
TLG-PE monitoring to ensure school long term plan is adhered to (not as identified in TLG-PE plans)	CPD	1	<ul style="list-style-type: none"> <li>• Monitoring has been completed to ensure the long term plan has been adhered to and is effective in meeting the needs of pupils within the class.</li> </ul>	The long term plan is effective in meeting the needs of pupils within school.	<p>PE monitoring</p> <p>Data analysis</p>
Assessments have been reviewed and moderation indicates accuracy of outcome judgements	CPD	3	<ul style="list-style-type: none"> <li>• Moderation of PE sessions has been completed and assessment data that comparisons have been made (link to SIP)</li> <li>• Staff training to ensure effective use of assessment in targeting pupils needs within lessons.</li> </ul>	Assessments are consistently utilised within the school and are targeting individual need. They are accurate and relevant	<p>Data analysis</p> <p>Staff feedback</p>
Include further competitions for G&T pupils	External & Internal	1, 5	<ul style="list-style-type: none"> <li>• Gymnastics festival to be attended in Autumn term. Children to be trained prior to the festival.</li> <li>• Sports week provision will be targeted towards the strengths of pupils within the school.</li> <li>• Children will be signposted to activities available outside of school to support G&amp;T pupils.</li> </ul>	Those attending the festival will be targeted for working at greater depth.	<p>End of year pupil assessments.</p> <p>Pupil Voice</p>
Identification of G&T pupils and enhance offer for these pupils in PE	Internal CPD	1, 5	<ul style="list-style-type: none"> <li>• Use of sports coach support at lunchtime to promote and support G&amp;T pupils.</li> <li>• Sports leaders to be trained.</li> <li>• CPD for staff in the identification of G&amp;T pupils and targeting during lessons</li> </ul>	Extended targeted opportunities for G&T pupils allowing them greater success and achievement of exceeding expectation statements	<p>Pupil voice of identified G&amp;T</p> <p>Data Analysis</p> <p>Staff feedback</p>
Targeted and differentiation for different groups (including SEND) to be a focus within CPD and delivery 2025/26	CPD	1, 2,3	<ul style="list-style-type: none"> <li>• Midday to lead SEND focused activities each day for 30 mins.</li> <li>• Staff meeting / PE lead training disseminated through staff meeting and coaching.</li> <li>• Funfit to be completed by those children who need gross motor development.</li> </ul>	SEND to be supported to ensure they access the playground and physical activities during lunchtime. SEND to access high quality PE lessons effectively	Monitor before and after training, before and after support is put in place to assess use of the playground



					and physical activity engagement.
Focus on the continuation of development of active playground within SIP continuous provision priority 2025/26	Internal	2, 3	<ul style="list-style-type: none"> <li>• Non-contact time to develop playground plans, order resources and evaluate impact</li> <li>• Sports leaders to be trained</li> <li>• Create a bid for Tesco charitable funding to develop zones within the playground.</li> <li>• Renew resources</li> <li>• Order new resources</li> <li>• CPD to be offered to ensure that staff are aware of changes to the playground, the importance of PE and physical activity and how they can support children. Planning and delivery of INSET day.</li> </ul>	All children access resources during playtime and lunch time, leading to increased physical activity.	Monitor use of the different areas before and after new resources are purchased being. Assess the different activities being completed before and after. Pupil Voice.
Pupils are be offered a range of sports with a focus on sports available within the schools locality <ul style="list-style-type: none"> <li>- Year 1 children - Ice skating at Nottingham Ice arena – coaching and certificates</li> <li>- Martial Arts</li> <li>- Residential opportunities</li> <li>- Sports week</li> <li>- Competitive sports</li> </ul>	External	4, 5	<ul style="list-style-type: none"> <li>• Ice skating sessions are provided for Y1 pupils</li> <li>• Martial Arts sessions are provided for Y2 pupils</li> <li>• Residential opportunities include link to local opportunities that pupils can extend upon their return to school</li> <li>• Sports week provided for the whole school which give extra-curricular opportunities and wider engagement in physical activity</li> <li>• Enrichment afternoon for pupils once a week focusing upon wider variety of strategies and skills</li> <li>• Competitive sports day to be organised within collaboration</li> </ul>	Children will have the opportunity to try new sports and sporting activities.	Pupil Voice  Monitor attendance