

WILLIAM LILLEY INFANT AND NURSERY SCHOOL



PRIMARY PE AND SPORTS FUNDING

July 2026 – July 2027

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 2026
TLG-PE to be updated for more creativity and to readdress the balance of Gymnastics and Dance	CPD	Exploration of other planning platforms to enhance PE planning has been completed, with links to use of imoves to enhance current practice. Dance opportunities have been brought into school, through a cultural dance activity implemented by an outstanding company which has engaged all learners and supported staff to enhance their dance skills through exploration of ‘what a good one looks like’. Training videos and links are available for staff within the current PE program, enabling staff to engage with CPD linked to the taught curriculum and ensuring effective delivery. Gymnastic strategies shared through coaching and modelling alongside opportunities for children to enhance their gymnastic skills through a coaching competition. This lead to the school receiving first place in a local inter-school competition. This has provided greater enhancements to staff knowledge and expertise ensuring sustainability for the future.	• Photographs • Imoves and TLG-PE program • Pupil voice • Certificates from inter-school competition	Continue to explore enhancements to the curriculum – exploration of Purple MASH new PE
TLG-PE monitoring to ensure school long term plan is adhered to (not as identified in TLG-PE plans)	CPD	Monitoring has been completed to ensure the long term plan has been adhered to and modelling has been provided to ensure pupils are receiving the planned curriculum as set out in the long term plans. This has ensured the taught curriculum is effective and therefore sustainable for the future.	• Medium term plans • Long term plans • Monitoring	
Assessments have been reviewed and moderation indicates accuracy of outcome judgements	CPD	Moderation discussions have taken place with all staff, including staff external to the school in ensuring accuracy of judgements against the assessment criteria. The assessment criteria links directly to the long term plans and demonstrates progress for all. KS1 pupils have been highlighted for intervention and extension which are considered within and beyond lessons to ensure appropriate progress for all. Staff have a greater awareness of accuracy of moderation judgements and therefore are able to accurately ensure a consistent approach.	• Assessment and data	
Include further competitions for G&T pupils	External & Internal	Pupil feedback and achievement highlights a strong enthusiasm for gymnastics, which was further evidenced by the children securing first place in a local inter-school competition. Further opportunities to engage with sporting competitions included sports day and celebrating achievements in sport, whether these are shared in the weekly ‘culture box’ or through assembly, children have shown great pride in their accomplishments. Lessons learned within this are brought back into school to support the continued cycle of planning, teaching, assessment and review.	• Pupil voice • Observations • Informal discussions with staff	
Identification of G&T pupils and enhance offer for	Internal CPD	The integration of dedicated sports coach support during lunchtime has been a highly effective intervention for gifted and talented pupils, creating structured environments where advanced motor	• Pupil feedback • Evidence of external sporting	

these pupils in PE		skills, tactical thinking, and competitive drive can be further challenged outside standard curriculum time. To maximize the impact of this lunchtime provision, a peer-led sports leadership program was implemented where G&T pupils themselves are trained to design, facilitate, and officiate activities; this not only extends their physical capabilities but also develops critical soft skills like strategic communication, empathy, and sportsmanship. The children felt that the sports leaders role supported children to be more active which in turn ensured they were ready for learning. All sports leaders further engaged with a sporting activity beyond the school day, which has supported them to enable this life-long skills for continued sustainability.	activities • Sports leader arrangements and monitoring	
Targeted and differentiation for different groups (including SEND)	CPD	A daily sports coach has supported play during lunchtime. Lunchtime is often the most overwhelming part of the school day for SEND pupils due to its unstructured nature, high sensory load, and complex social dynamics. The sports coach has supported to transform unstructured free time into purposeful, scaffolded interaction by adapting games to suit varying physical and cognitive abilities, establishing clear rules, and creating predictable, low-anxiety micro-environments. By channeling energy into positive physical activity, this has helped to regulate pupils' sensory systems, significantly easing their transition back into the classroom and improving afternoon focus, engagement, and behaviour. Targeted FunFit sessions alongside weekly Sensory Circuits have been utilised to boost both physical development and classroom readiness, particularly for pupils with SEND. FunFit builds the core strength, shoulder stability, and bilateral coordination necessary for children to sit comfortably at a desk, maintain handwriting endurance, and cross the body's midline without physical fatigue. Meanwhile, the sensory circuits provide a structured sequence of alerting, organizing, and calming inputs that help regulate the nervous system, supporting pupils into an optimal state for learning. Together, these strategies significantly reduce the cognitive effort children must spend on physical self-regulation and upright posture, freeing up vital mental energy for focus, emotional resilience, and active engagement during classroom tasks. As all children have been effectively targeted, staff have seen the resources provided and impact of this. This has lead to enhancements for all staff in raising the bar of provision for all.	• SEND monitoring report (in-house) • Inclusion report • Monitoring reports • Intervention records	
Focus on the continuation of development of active playground within SIP continuous provision priority 2025/26	Internal	Playground plans have been developed with further 'zones' to encourage physical activity. Monitoring has evidenced active playtimes for all with pupils reporting that they enjoy and engage with playtime opportunities. School sports leaders support the sustainability of this model, utilizing the different zones for high quality interaction and physical development. Further enhancements across the school have been explored through the development of areas within the EYFS provision, supporting children to build on their gross physical skills as they progress from EYFS into KS1. Pupils reported that activities during the playtime period not only supported the children's physical skills but also ensured playtimes were happier and relationships stronger. They also felt that playtimes were more active due to their roles and they were able to support and encourage others to develop their skills. Zones are sustainable into the future, with further coordination of resource and CPD to enhance provision planned.	Pupil voice Monitoring	Explore further CPD, development and sustainability through OPAL play 2026/27 for KS1

Pupils are be offered a range of sports with a focus on sports available within the schools locality.	External	Ice skating sessions have continued to enhance physical skills and foster positive learning behaviors for all pupils, fully supported by targeted coaching that enabled every child to develop these abilities. Opportunities for children to attend an open session after the event has been taken up by a proportion of pupils, building on their overall activity levels. During their Year 2 residential, the children actively explored physical activity and engaged in a wide range of sports, including the climbing wall, abseiling, archery, Frisbee football, and circus skills. By pushing past their personal boundaries and showing remarkable resilience, they not only grew in confidence and independence but also began building essential lifelong skills. The children loved the Martial arts sessions, learning a range of new skills and making their bodies stronger. Pupil voice evidenced a 1/3 of sports leaders further engaged with, or were exploring martial arts sessions beyond school. Sports Week offered pupils a broader range of activities, supported by targeted new resources. Pupil feedback was overwhelmingly positive, with children enthusiastically sharing achievements from activities like the climbing wall and Sports Day. This continued focus on introducing new sporting opportunities has helped embed physical activity into their daily routines. By fostering resilience, enthusiasm, and a positive attitude toward movement, pupils are developing healthy, lifelong physical habits. Within the sports leader pupil voice activity, all children engaged with a sporting activity beyond the school day. This included swimming, cricket, football, dodgeball, rugby, karate and biking. This ensures the children have been taught and developed sustainable behaviours into the future.	Pupil voice Monitoring Informal monitoring Staff feedback	
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Our Action plan for 2026/27 demonstrates how we aim to spend the £6,850 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



Financial Year:	2026/27
Total fund allocated:	£6850 (£6,240 + £610)
Total spend	
Date updated	September 2026

What are your plans for 2026/27	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?
INTENT					
Enhance Key Stage 1 (KS1) playtime provision to provide greater opportunities for targeted and engaging physical activity using the Outdoor Play and Learning (OPAL) framework.	CPD, Internal	2, 3	- Engagement with OPAL play which includes strategic: - Planning - Implementation - CPD - Community engagement - Enhancements to daily routines and practice	Pupils engagement and physical activity continues to build on	Monitoring of delivery of OPAL play including ongoing review of movement audits, staff and pupil feedback, parental feedback
Targeted and differentiation for different groups (including SEND and Gifted and talented) to enhance offer for these pupils	CPD	1, 2,3	- Continued exploration into enhancements for taught curriculum - ECT training and support for delivery for all groups of pupils - Sports leaders training for support and enhancement during lessons - Gymnastics festival to be attended in Autumn term. Children to be trained prior to the festival. - Sports week provision will be targeted towards the strengths of pupils within the school. - Children will be signposted to activities available outside of school to support all pupils	Pupils will be targeted and signposted to a wide range of sports and activities, leading to sustainability of physical behaviour for pupils.	Tracking data Pupil voice Engagement and update monitoring
Pupils are be offered a range of sports with a focus on sports available within the schools locality	External	4, 5	- Ice skating sessions are provided for Y1 pupils - Martial Arts sessions are provided for Y2 pupils - Sports week provided for the whole school which give extra-curricular opportunities and wider engagement in physical activity - Enrichment afternoon for pupils once a week focusing upon wider variety of strategies and skills - Competitive sports day to be organised within collaboration	Children will have the opportunity to try new sports and sporting activities.	Pupil Voice Engagement Review of pupils update within and beyond the school day