



PE & Sport Grant Report

Evaluated

2025 – 2026

Together we learn and grow

The government has provided additional funding to each school annually since 2013 to support and improve the provision of physical education (PE) and sport. For this academic year (2025-26) the DfE have confirmed that they will match the funding provided for the previous four years in order to continue to support high quality provision of sporting opportunities for children in primary schools. The funding is ring-fenced and therefore can only be spent on ensuring that schools make additional and sustainable improvements to the quality of PE and sport they offer, although schools have the freedom to choose how they should do this. Ultimately, this means schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer

There are 5 key indicators that schools should expect to see improvement across:

Key indicator 1: Increase confidence knowledge and skills of all staff in teaching PE and Sport.

Key indicator 2: Engagement of all pupils in regular physical education.

Key indicator 3: The profile for PE is raised across the school as a tool for whole school improvement.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.

Key indicator 5: Increased participation in competitive sport.

Maple Infants' School expect to receive a budget of: £17,630

Below is a table of planned spending which was identified at the beginning of this year.

'Key achievements' have now been completed to showcase the developments and the impact that Maple Infants' School has made with their Primary PE and Sport Premium spending.

Key priorities and Planning

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
Annual membership to Kingston Schools Sports Partnership (KSSP)	PE leader – attending various meetings Pupils – accessing a variety of sport events organised by the local borough.	Key indicator 3: The profile for PE is raised across the school as a tool for whole school improvement. Key indicator 5: Increased participation in competitive sport.	More pupils taking part in physical activity and are exposed to new sports through festival events. More pupils taking part in competitive sport through the competitive events.	£306 membership fee (based on size of school and how many children are on role.)
Get Set 4 PE – teaching scheme of work to support staff with planning and delivering lessons.	Class teachers- teaching the sessions. Pupils – taking part in the learning.	Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport. Key indicator 2: Engagement of all pupils in regular physical education. Key indicator 3: The profile for PE is raised across the school as a tool for whole school improvement.	Class teachers will develop confidence by using high quality lesson plans that are easy to follow and deliver. The scheme also ensures progression. Pupils will access a high quality and engaging PE curriculum focused on skill development and	£360 membership fee to access all planning and online videos/resources for a year.

			promotes mental, physical and emotional wellbeing.	
Teddy Tennis Coaching in Reception to enhance the physical development	Coaches – running the sessions. Pupils- taking part in learning. Teachers – coaches upskilling the teachers	Key indicator 2: Engagement of all pupils in regular physical education. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Reception children have the opportunity to take part in tennis sessions designed to increase coordination, balance, core strength and gross motor skills. This is a key development for the age of these children to support in gross and fine motor skills.	£6435 for three hours coaching a week for the Spring and Summer terms.
Upkeep/ replenish sports equipment	Class teachers – modelling with the equipment. Pupils – using the equipment. Sports Day – using the equipment Storing the equipment – OPAL shed and PE shed	Key indicator 2: Engagement of all pupils in regular physical education. Key indicator 3: The profile for PE is raised across the school as a tool for whole school improvement.	All children are able to access to high quality, safe equipment to take part in activities and develop their ability to control and use the equipment effectively when taking part in sporting activities.	£1801

OPAL (Outdoor Play and Learning Project)	Pupils – beginning a process to promote more physical activity across the lunchtime and other breaks Staff – upskilling staff to promote and provide physical activity provision during break and play times	Key indicator 1: Increase confidence knowledge and skills of all staff in teaching PE and Sport. Key indicator 2: Engagement of all pupils in regular physical education. Key indicator 3: The profile for PE is raised across the school as a tool for whole school improvement. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	The school is working through the OPAL process to increase activity and sport access, working toward certification as an OPAL school within the next year to 19 months.	£8193 – Training OPAL staff and helping the provide the work that they are doing by upskilling them
Country Dancing Festival – fee and coach	More pupils taking part in physical activity and are exposed to new sports through festival events. More pupils taking part in competitive sport through the competitive events.	Key indicator 2: Engagement of all pupils in regular physical education. Key indicator 3: The profile for PE is raised across the school as a tool for whole school improvement.	Opportunity for children to engage in an after-school club to learn a selection of dances. Children will then perform the dances at the Kingston Country Dancing Festival. Collaborative	£535 fee to take part in event.

			event with other local schools.	
Total spend of PE and Sport:				£17,630

Key achievements 2025-2026

'Key achievements' – completed Summer 2026

Activity/Action	Impact	Comments
Teddy Tennis Coaching in Reception to enhance the physical development	At the end of Autumn 2025, data for physical development indicated that there was a gender gap of 17.5% with boys underperforming compared to girls. Weekly Teddy Tennis sessions began at the beginning of the Spring term and have been taking place right through the academic year until the end of the Summer 2026 for all Reception classes. We know that focused small group activities build gross motor skills best and so alongside the wider provision, these sessions have impacted positively on the children's progress in physical development, including improvement in their coordination, balance and core strength. As a result, end of year data shows that 100% of children in Reception achieved the ELG for gross motor development (inc. PPG). These sessions have also promoted interest and engagement in wider sports, which is important for all children, but especially those who may not be able to access wider sporting opportunities outside of school. Our after-school Teddy Tennis Club, which runs for each year group is often oversubscribed.	Working alongside Teddy Tennis coaches and observing sessions taking place supports the upskilling of staff and our team are actively able to promote and encourage energetic engagement for all of our children. The coaching has helped all pupils increased engagement in sport at school, but particularly vulnerable pupils (including PPG). Focused sessions help to support all children to work towards meeting the Early Learning Goal Physical Development. The sessions enable staff to build strong evidence for success for all children. coordination, balance, core strength

OPAL (Outdoor Play and Learning Project)	Play makes up 20% of children's life at school and therefore the launch of the OPAL project at Maple has highlighted the importance of giving this area of school life the attention it deserves. ALL staff have accessed training which has brought a collective understanding of the essentials of play and the importance of active high quality play. This has been shared with all stakeholders. Although we are only still in the infancy of our journey with this project, the impact seen at playtimes for our children has already been significant. Anecdotal evidence and observations show that physical activity has increased for all pupils at playtime and there is definitely a noticeable improvement in the number of children actively engaged in play. During typical lunchtimes, all children are now engaged in play and children are seen to be playing with other children from different year groups as well as those that are most familiar to them. Children are making purposeful and active decisions about their own play and are engaged in thinking about what else they would like to bring to their playtimes. OPAL has definitely provided the children with a wider range of activities during break and lunch time which has promoted positive wellbeing and mental health, as well as physical development.	Maple are receiving two years of mentored support to permanently change the culture and environment of play – our journey and impact will therefore continue.
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	We are also beginning to observe that children spend more time actively engaged in play and we are particularly interested in seeing the increase in the number of girls taking part in more active play. It has been noted that the children are developing stronger attitudes towards supporting and playing positively with each other. This again, reduces opportunities for interrupting play or physical activities as the children are managing to negotiate positive play themselves, needing less involvement from staff.	
Country Dancing Festival	Pupils committed to a 12 week after school club programme learning various dances to perform. This exposed them to a new sport and provided access to regular physical activity. Pupils then performed at a borough wide event promoting engagement, physical activity as well as join a collaborative community celebration.	The PE Lead attended two specific training sessions to learn the dances that will be performed at the festival. The after-school club enables the dances to be taught to the children. This therefore also upskills the teacher and enables them to teach and promote physical development and encourage increased participation in sporting events.
Remaining: £0		

Signed off by:

Head Teacher: Claire Barwell

Subject Leader or the individual responsible for the Primary PE and Sport Premium: Hazel Ojo-Earl – PE Leader

Governor: Standards, Teaching and Learning Committee

Date: Summer 2026