The Primary PE and sport premium

Planning, reporting and evaluating website tool

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

SPORT IMPACT

HOSTED BY ISLEWORTH&SYON SCHOOL

Key priorities and Planning 2025/2026

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Digital Reporting Tool sub category	Key Indicator 1 *Increased confidence, knowledge and skills of all staff in teaching PE and sport* What Impact are you expecting? (Include evidence)	Actual Impact and how sustainability will be achieved (include evidence)	Cost
CPD for Subject Leaders Subject Leaders to attend borough HEP CPD events, Subject Leader Forums and annual PE conference. Sport Impact to support Subject Lead in their role: Support with Action Planning, curriculum planning and reviewing Support with Games Mark application. Keep up to date with latest CPD opportunities and resources. Attendance at HEP training (Hounslow Education Partnership)	CPD- Conference- External Training Course CPD-Internal Learning and development	• The subject leader is supported in their own CPD and development. • Teachers feel supported by the subject leader. • PW & NS to share dates with subject lead. • The subject leader is supported in developing confidence, knowledge and leadership of PE across the school. • Teachers feel well supported by the subject leader and have access to current guidance, resources and high-quality planning. • PE curriculum planning, assessment and progression continue to improve through external support and professional development. • The school remains up to date with national guidance and local initiatives, supporting continual improvement in PE provision. • Evidence: Staff voice questionnaires, lesson observations, curriculum documents, action plans, CPD certificates, School Games Mark	• The PE subject leader attended borough forums, HEP training, annual PE conferences and worked alongside Sport Impact to strengthen leadership and improve whole-school PE provision. • New initiatives, resources and best practice were shared with staff through meetings, mentoring and ongoing support, resulting in increased staff confidence and greater consistency in PE delivery. • Curriculum documents, progression maps and action plans were reviewed and updated to ensure PE provision remains progressive, inclusive and sustainable. • Sustainability will be achieved through annual CPD, continued partnership with Sport Impact and HEP, regular curriculum reviews and the ongoing sharing of resources and best practice with all staff.	(Part of Sport Impact SLA £11,618)

		submission and meeting records.	• Evidence: CPD certificates, staff meeting minutes, updated curriculum maps, PE action plans, planning scrutiny, lesson observations, staff feedback and School Games Mark evidence.	
CPD for teachers Teachers receive CPD and mentoring in their PE lessons from a specialist teacher. CPD for teachers Delivering a high-quality PE lesson to teachers as if they are students.		• Teacher confidence improved for the primary generalist teacher. • This has a positive impact on the quality of PE, the engagement of the pupils and the progress the children are making in their PE lessons. • Teacher confidence and subject knowledge improve through mentoring, team teaching and modelling by the PE specialist. • Teachers are able to deliver high-quality PE lessons independently using effective teaching strategies. • Pupils receive consistently high-quality PE lessons, resulting in increased engagement, confidence and progress in physical education. • Evidence: Staff confidence questionnaires, lesson observations, learning walks, pupil voice and PE assessment data.	• Teachers received regular coaching, mentoring and team teaching from the PE specialist, leading to increased confidence and improved quality of PE teaching across the school. • Lesson observations and learning walks demonstrated greater consistency in lesson delivery, effective use of assessment and higher levels of pupil engagement. • Staff are now better equipped to plan and deliver high-quality PE lessons independently, ensuring long-term improvement beyond the funded period. • Sustainability will be achieved through continued mentoring for new staff, sharing of good practice, access to high-quality planning and ongoing support from the PE Lead. • Evidence: Lesson observation records, learning walks, staff feedback questionnaires, pupil voice, PE planning scrutiny and assessment records.	(Part of Sport Impact SLA £11,618)
PE Planning Support Ensure all staff have access to accessible and easy to follow planning and assessment to support their PE teaching.	(Internal School Based Activities- use of educational platforms.	• Staff being able to navigate and use the appropriate PE planning resources confidently will ensure progression of skills across the year groups.	• All staff had access to a central bank of PE planning, progression documents and assessment resources, resulting in greater consistency in lesson	£555.75 through GetSet4PE

		• Staff confidently use the PE planning and assessment resources to deliver progressive, high-quality lessons. • Consistent planning across year groups ensures clear progression of knowledge and skills. • Teachers accurately assess pupils' learning to inform future planning and support progress. • Evidence: PE assessment records, staff voice questionnaires and pupil outcomes.	delivery across the school. • Teachers reported increased confidence when planning and assessing PE, leading to improved progression of skills throughout the year groups. • Sustainability will be achieved by maintaining and regularly updating the shared planning resources, embedding assessment procedures and providing ongoing support from the PE Lead for existing and new staff. • Evidence: staff feedback questionnaires, assessment records, curriculum progression documents and pupil progress data.	
Action – what are you planning to do	**Digital Reporting Tool sub category**	**Key Indicator 2** ***Engagement of all pupils in regular physical activity*** **What Impact are you expecting? (Include evidence)**	**Actual Impact and how sustainability will be achieved (include evidence)**	**Cost linked to the action**
<u>Play and Engage</u> Set up Play and Engage sessions with nursery children and their parents. Sessions to include simple games, singing, movement and play.	(External Activities- External Coaching staff.	• The nursery pupils develop their fundamental movement skills, including locomotion, stability and object control (observations and photos/videos) • The sessions develop the children and parents confidence, listening skills and give them an opportunity to play together. • Nursery pupils develop fundamental	• Play and Engage sessions were successfully delivered in July by PW, with nursery children and their parents actively participating in a range of fun, movement-based activities. • Children demonstrated increased confidence, enthusiasm and engagement whilst developing	(Part of Sport Impact SLA £11,618)

		movement skills, including balance, coordination, agility and spatial awareness through structured play activities. • Children become more confident and engaged in physical activity from an early age. • Parents/carers gain ideas and confidence to continue active play at home, strengthening links between school and families. • Evidence: attendance registers and pupil engagement during activities.	fundamental movement skills through structured play. • Parents/carers were provided with practical ideas and activities to continue supporting their children's physical development at home. • Sustainability will be achieved by sharing activities and resources with families, encouraging continued active play at home and embedding similar movement opportunities within the nursery curriculum. • Evidence: Attendance registers, photographs, staff evaluations.	
<u>SMSA Training and Active Playground Support</u> Train up SMSAs to support an active playground. Link up with Play Leader training. Increase children physical activities using active 60 minute.	(External Activities- External Coaching staff.	• SMSAs are more confident in facilitating an active play environment. • SMSAs develop the confidence and skills to organise and facilitate active, inclusive playtimes. • More pupils participate in purposeful physical activity during break and lunchtime. • Lunchtime behaviour and engagement improve through structured active play opportunities. • Play Leaders support the delivery of activities, encouraging leadership and participation amongst pupils. • Evidence: Playground observations, pupil voice.	• SMSAs received training to confidently deliver structured playground activities, leading to increased pupil participation during lunchtimes. • Play Leaders worked alongside SMSAs to organise games and encourage inclusive participation, supporting the school's Active 60 initiative. • Playground observations showed pupils were more active and engaged, with a wider range of children participating in organised activities. • Sustainability will be achieved through annual SMSA refresher training, ongoing support from the PE Lead, continued use of Play Leaders and maintaining a bank of playground activity resources. • Evidence: Training registers,	(Part of Sport Impact SLA £11,618)

			playground observations, pupil voice, behaviour records, Play Leader timetables.	
Action – what are you planning to do	**Digital Reporting Tool sub category**	**Key Indicator 3** ***The profile of PE and sport is raised across the school as a tool for whole school improvement*** **What Impact are you expecting? (Include evidence)**	**Actual Impact and how sustainability will be achieved (include evidence)**	**Cost linked to the action**
<u>Leadership</u> Train up Year 5&6 Pupils as Leaders. Sport Impact to deliver Play Leader training to the whole of Year 5 or 6. Leaders to run a KS1 Multiskills event. Option for Leaders to support KS1 Sports Day and Intra School Sport. Sport Council Representatives.	External Activities- External Coaching staff.	• Pupils develop key leadership skills- Confidence, Communication, organisation, cooperation. • Play leaders support an KS1 active play zone • Sports Leaders become part of the PE& Sport workforce. • Pupils develop key leadership skills including communication, teamwork, organisation, responsibility and confidence. • Play Leaders effectively support active lunchtimes and encourage younger pupils to participate in physical activity. • Sports Leaders contribute to whole-school sporting events, intra-school competitions and Sports Day. • The Sports Council plays an active role in promoting PE, school sport and pupil voice. • Evidence: Leadership training registers, pupil voice, playground observations, Sports Council meeting minutes and participation records.	• Year 6 pupils successfully completed leadership training and confidently supported KS1 active playtimes, Sports Day activities and intra-school competitions throughout the year. • Play Leaders organised inclusive games during lunchtimes, helping to increase participation and providing positive role models for younger pupils. • Sports Council representatives met regularly to share pupil voice, support PE initiatives and contribute ideas for improving physical activity across the school. • Sustainability will be achieved by training a new cohort of Play Leaders each year, providing mentoring from experienced leaders and embedding leadership opportunities within the school's PE programme. • Evidence: Play Leader timetables, leadership training registers, Sports Council meeting minutes, playground observations, pupil voice and photographs of leadership activities.	(Part of Sport Impact SLA £11,618)

Pupil Voice Send out Koboca pupil voice survey.	No cost (Part of Sport Impact SLA)	Pupil voice is used to evaluate the quality of PE, school sport and physical activity across the school. Pupils have opportunities to influence future PE provision and extra-curricular opportunities. Feedback helps identify strengths and areas for development, ensuring PE provision meets the needs and interests of pupils.	Analyse data in September The School Sport Survey was completed by pupils, providing valuable feedback on PE lessons, clubs, competitions and physical activity opportunities. The results were analysed in September and used to inform the PE Action Plan, club provision and future school sport priorities. Sustainability will be achieved by completing the pupil voice survey annually, reviewing trends over time and involving the Sports Council in evaluating feedback and suggesting improvements.	No cost (Part of Sport Impact SLA)
Action – what are you planning to do	**Digital Reporting Tool sub category**	**Key Indicator 4** ***Broader experience of a range of sports and activities offered to all pupils*** **What Impact are you expecting? (Include evidence)**	**Actual Impact and how sustainability will be achieved (include evidence)**	**Cost linked to the action**
Employment of a Sports Coach PE specific interventions for targeted pupils in curricular and extra curricular. Additional coached Lunchtime activity sessions Sensory Circuits.	External Activities- External Coaching staff.	• Targeted pupils receive additional support to improve confidence, participation and physical literacy through specialist coaching. • A wider range of sporting and physical activity opportunities is available during curriculum time, lunchtimes and extra-curricular clubs. • Pupils develop their fundamental movement skills, teamwork and resilience through high-quality coaching. • Sensory circuits support pupils' readiness to learn by improving focus, coordination and self-regulation. • Evidence: Club registers, intervention records, pupil voice, lesson observations, sensory circuit records and teacher feedback.	• The sports coach delivered targeted interventions, lunchtime activity sessions, sensory circuits and extra-curricular clubs, increasing participation and engagement in physical activity. • Targeted pupils demonstrated improved confidence, behaviour and physical competence, while lunchtime activities encouraged greater participation across the school. • Sensory circuits provided regular support for identified pupils, helping to improve concentration and readiness for learning. • Sustainability will be achieved by continuing targeted interventions, embedding successful activities within the school's PE provision and ensuring staff work alongside the	(Part of Sport Impact SLA £11,618) And £4677.50 through Dance Energy and Onside for additional Lunchtime Activities. £13,550.50 for curricular activities from Onside and Dance Energy.

			coach to develop their own confidence and skills. • Evidence: Intervention records, club attendance registers, pupil voice, behaviour records, teacher feedback, lesson observations and sensory circuit timetables.	
Extra Curricular Clubs Use feedback from pupil voice surveys to ensure extra curricular club provision reflects the needs of the pupils. Reach out to local organisations to support running of clubs if needed.	Internal School Based- School based extra-curricular opportunities.	• A broad and inclusive extra-curricular programme provides opportunities for pupils of all abilities to participate in regular physical activity. • Club provision reflects pupil interests and increases participation across different year groups. • More pupils engage in school sport and physical activity beyond curriculum PE. • Local community links provide additional opportunities for pupils to continue participating in sport outside school. • Evidence: Club registers, pupil voice surveys, participation data.	• Pupil voice surveys were used to shape the extra-curricular offer, ensuring clubs reflected pupils' interests and encouraged higher participation. • A wide range of clubs was provided throughout the year, resulting in increased engagement in physical activity before and after school. • Partnerships with local sports organisations enhanced the club offer and provided pathways for pupils wishing to continue participating in sport within the community. • Sustainability will be achieved by reviewing pupil voice annually, monitoring club attendance, adapting the programme to meet changing interests and maintaining strong links with community sports providers. • Evidence: Pupil survey results, club attendance registers, participation data.	£4677.50 through Dance Energy and Onside.
PE Equipment Subject leader to carry out regular PE equipment audits. Consult staff over equipment requirements. Check ALL curriculum activities can be resourced.	(Internal School Based- Equipment and Resource.	• New equipment allows pupils to experience a broader range of sports and activities. • Adapted equipment allows ALL pupils to access PE. • Pupils have access to high-quality, safe and appropriate equipment to support the delivery of the PE curriculum.	• A full equipment audit was completed and new equipment purchased to replace worn resources and meet curriculum requirements. • The improved range and quality of equipment enhanced lesson delivery, increased pupil engagement and ensured all	£601.18

		• A wider range of equipment enables pupils to experience a broader variety of sports and physical activities. • Adapted and inclusive equipment ensures all pupils, including those with SEND, can fully participate in PE lessons. • Equipment audits ensure resources remain fit for purpose and curriculum needs are met. • Evidence: Equipment audits, lesson observations, staff feedback, pupil voice and PE curriculum planning.	curriculum activities could be taught effectively. • Inclusive and adapted equipment enabled all pupils to participate successfully in PE lessons, regardless of ability or need. • Sustainability will be achieved through annual equipment audits, planned replacement of damaged resources and ongoing investment to ensure equipment continues to meet curriculum and pupil needs. • Evidence: Equipment audit records, inventory lists, purchase orders, lesson observations, staff feedback and pupil voice.	
Action – what are you planning to do	**Digital Reporting Tool sub category**	**Key Indicator 5** ***Increased participation in competitive sport*** **What Impact are you expecting? (Include evidence)**	**Actual Impact and how sustainability will be achieved (include evidence)**	**Cost linked to the action**
Borough Competitions Increase the number of pupils attending competitions by entering the Inspire, Develop, Complete. Organise training sessions before competitions to ensure pupils are adequately prepared.	Sport Impact – External- Activities Organised by School Games organiser network. External- Other Inter-school sports competitions.	More pupils get to experience inclusive competitions that are appropriate for their age and stage. Pupils receive adequate training before competitions to ensure they are prepared. If pupils have an enjoyable experience at the competitions they are more likely to engage in the future. More pupils participate in a wide range of inclusive borough competitions across different sports and age groups. Pupils develop confidence, teamwork, resilience and sportsmanship through competitive experiences. Targeted training sessions ensure pupils are well prepared and able to compete to the best of their ability. Increased participation encourages more pupils to represent the school and continue participating in competitive sport.	Pupils represented the school in a wide range of borough competitions throughout the year, with participation increasing across different year groups and sporting events. Pre-competition training sessions improved pupils' confidence, skill development and understanding of competition rules, ensuring they were well prepared. Positive experiences at competitions encouraged pupils to attend future events and inspired other children to participate in school sport. Sustainability will be achieved by maintaining strong links with the borough School Games network, continuing to provide regular training opportunities and identifying pupils early to attend future competitions.	(Part of Sport Impact SLA £11,618)

		Evidence: Competition registers, training attendance records, pupil voice, participation data and competition results.	Evidence: Competition results, attendance registers, fixture calendar, training registers, pupil voice and photographs from competitions.	
Sports Day Plan a Sports Day event for KS1 and KS2 Provide Leaders for KS1 Sports Day if needed	.External- Other Inter-school sports competitions.	Sports Day enables pupils to come together as a school community and experience a range of activities. Sports Day provides an opportunity to expose pupils to inclusive competition. All pupils have the opportunity to participate in an inclusive Sports Day, regardless of ability. Pupils develop teamwork, resilience, determination and sportsmanship through friendly competition. The event encourages enjoyment of physical activity while promoting healthy competition and school spirit. Sports Leaders support the successful organisation and delivery of events, developing their leadership skills. Evidence: Participation registers, pupil voice, photographs/videos, Sports Leader feedback and parent feedback.	Sports Day was successfully delivered for all KS1 and KS2 pupils, with every child participating in a range of athletic and team-based activities. The event promoted inclusion, enjoyment and healthy competition, with high levels of pupil engagement and positive feedback from pupils, staff and parents. Sports Leaders supported the organisation and delivery of activities, helping events run smoothly while developing their communication and leadership skills. Sustainability will be achieved by reviewing the event annually through pupil and staff feedback, maintaining a bank of resources and event plans, and continuing to train Sports Leaders to support future Sports Days. Evidence: Event timetable, participation records, photographs, pupil and parent feedback, Sports Leader evaluations and staff reflections.	No Spending
			Spending against each key indicator	**1 -** **2 -** **3 -** **4 -** **5 -**
			Total Allocation **Total Reported Spend**	**£ 22260** **£ 22260**

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

Question	**Stats:**	**Further context** **Relative to local challenges**
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	61.76%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	60.78%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	74.51%	
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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	*Swimming has been delivered by external coaches with relevant qualifications. We will look at opportunities within the wider curriculum for water safety and self-rescue techniques.*

Signed off by:

Head Teacher:	
Subject Leader or the individual responsible for the Primary PE and sport premium:	*Ricardo Correia*
Governor:	
Date:	03/07/2026