



PE & Sports Premium 2025-26 Review 2026-27 Plan



Commissioned by



Department
for Education

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YOUTH
SPORT
TRUST

Review of the last academic year (2025/2026)



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<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	84% of children were able to swim confidently and proficiently over the distance required. Due to disruption in Year 4 last year, additional funding was spent for the current year 5 children to attend additional lessons which enabled them to improve their swimming abilities.	Low levels of participation in swimming outside of school resulted in there being a larger than average group of children with no experience of swimming.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	79% of children are able to use a range of strokes for swimming	
3. Perform safe self-rescue in different water-based situations	64% of children were able to perform safe self-rescue in different situations.	Not all groups of swimmers were taught basic safe self-rescue techniques e.g. floating. Discussions have been had with instructors to ensure that all groups, no matter of swimming ability, are exposed to these.

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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	A variety of opportunities were given to staff to increase confidence and knowledge when teaching P.E: - PE lead attended subject leader network - Lunch time leaders training provided by HCC - Qualified coaches in to teach dodgeball - Orienteering courses booked to support teachers with a range of ways to use the course	Teachers across the school were not able to take part in CPD due to PPA timetabling meaning P.E. is taught by JG.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Children were given the opportunity to participate in a range of different activities including: - Scootfit - Olympic Athletes Day - Cross Curricular orienteering electronic timing day - Sports day - Basketball coaching - Cricket Coaching - Trojans Hockey coaching - A range of after school sports clubs which are funded through sports premium.	Clubs were chosen by staff so more pupil voice to be used in next years selections. Many children are attending religious activities after school so more flexibility in the timings of clubs will allow greater participation.

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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
3. Raising the profile of PE and sport across the school, to support whole school improvement	Celebration assemblies celebrate sports stars of the week. Children celebrated in newsletters for sporting achievements. Display boards show reports from competitions and events.	
4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls	Girl's day for four square and football introduced on the playground. Football club just for girls started to encourage higher participation. A range of sports paid for through the sports premium for all children to have equal access to.	Girls not always taking opportunities to participate on these days.
5. Increasing participation in competitive sport	Portswood Primary School participated in: • Cross country • Boys football league • Girls football league • Quad kids athletics competition	Most of the competitions were for KS2 - explore opportunities for KS1 to participate in a sporting competition.

Aims for academic year (2026/2027)



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Aim	Why?	Key Area	Supporting evidence
Increase CPD for whole staff	Many staff miss out on PE training due to timetabling arrangements. Increasing staff knowledge and confidence will ensure high-quality PE provision across the school and greater consistency in teaching.	1	Staff voice indicates that not all teachers have accessed PE-specific CPD. Lesson observations and discussions will be used to identify areas for development. Increased confidence will support delivery when teachers lead PE sessions and contribute to improved pupil outcomes.
Plan in-house competitions for KS1	To provide younger pupils with opportunities to experience competition in a supportive and familiar environment while developing resilience, teamwork and sportsmanship.	5	Review of 2025/26 highlights limited competitive opportunities for KS1 pupils. Pupil voice shows children enjoy competitive activities and want more opportunities to represent their class.
Offer pupils a range of sporting opportunities	To increase participation, develop physical literacy and ensure all children can experience a broad range of sports, including those they may not otherwise access outside school.	4	Pupil voice will inform club choices. Registers from previous clubs demonstrate strong participation. Equipment purchases and links with local sports providers will enable a wider range of activities and increase opportunities for disadvantaged pupils and girls.

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Increase CPD for whole staff	Conduct a staff audit to identify confidence levels and training needs across different PE areas. Arrange targeted CPD opportunities through local networks, specialist coaches and external providers. Provide opportunities for staff to observe high-quality PE teaching and team-teach alongside specialist coaches. Share best practice through staff meetings and PE-focused professional development sessions. Develop a bank of PE resources, progression documents and assessment materials to support teachers.	Increased staff confidence and subject knowledge across all areas of PE. More consistent delivery of PE lessons throughout the school. Improved use of subject-specific vocabulary and effective skill progression. Increased pupil engagement and enjoyment during PE lessons. Higher quality teaching resulting in improved pupil attainment and physical competence. Greater staff willingness to lead sporting activities, clubs and competitions.	Staff confidence surveys before and after CPD. Lesson observations and learning walks. PE monitoring records. Pupil voice surveys. Increased participation in extracurricular sporting opportunities.
	What impact have you seen?			
Evaluate (Complete in July)				



	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Plan inhouse competitions in KS1.	Schedule termly KS1 competition weeks. Plan a variety of inclusive competitive events linked to PE curriculum units. Introduce personal best challenges alongside team competitions. Use School Games Values to promote fair play, teamwork and respect. Involve Sports Leaders and older pupils in helping to organise and run events. Celebrate participation and achievement through assemblies and newsletters.	Increased participation in competitive sport amongst KS1 pupils. Greater confidence when taking part in physical activities. Improved understanding of teamwork, resilience and sportsmanship. Increased enthusiasm for PE and school sporting events. Higher levels of pupil engagement, particularly amongst less active pupils. Children demonstrating School Games Values during PE lessons and competitions.	Participation records. Pupil voice surveys. Staff observations. Photographs and newsletters. Records of competition outcomes and involvement.
	What impact have you seen?			
Evaluate (Complete in July)				



	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Offer pupils a range of sporting opportunities.	Provide a broad programme of after-school sports clubs across the year. Use pupil voice surveys to select clubs and activities. Invite specialist coaches and local sports clubs to deliver taster sessions. Develop links with community sports providers to support pathways beyond school. Target participation of girls, disadvantaged pupils and pupils with SEND where appropriate. Purchase resources and equipment to enable delivery of new sports and activities. Organise enrichment days and sporting events introducing children to less traditional sports.	Increased participation in extracurricular sport across all year groups. Greater engagement from girls, disadvantaged pupils and pupils with SEND. More pupils accessing community sports clubs outside school. Improved physical fitness, confidence and enjoyment of physical activity. Increased awareness of a wide range of sporting opportunities. Positive attitudes towards lifelong participation in sport and physical activity. Higher attendance at sports clubs and enrichment opportunities.	Club attendance registers. Pupil voice and parent feedback. Participation tracking for key groups. Records from local club partnerships. Photographs, newsletters and celebration assemblies. Comparison of participation data across the academic year.
	What impact have you seen?			
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here