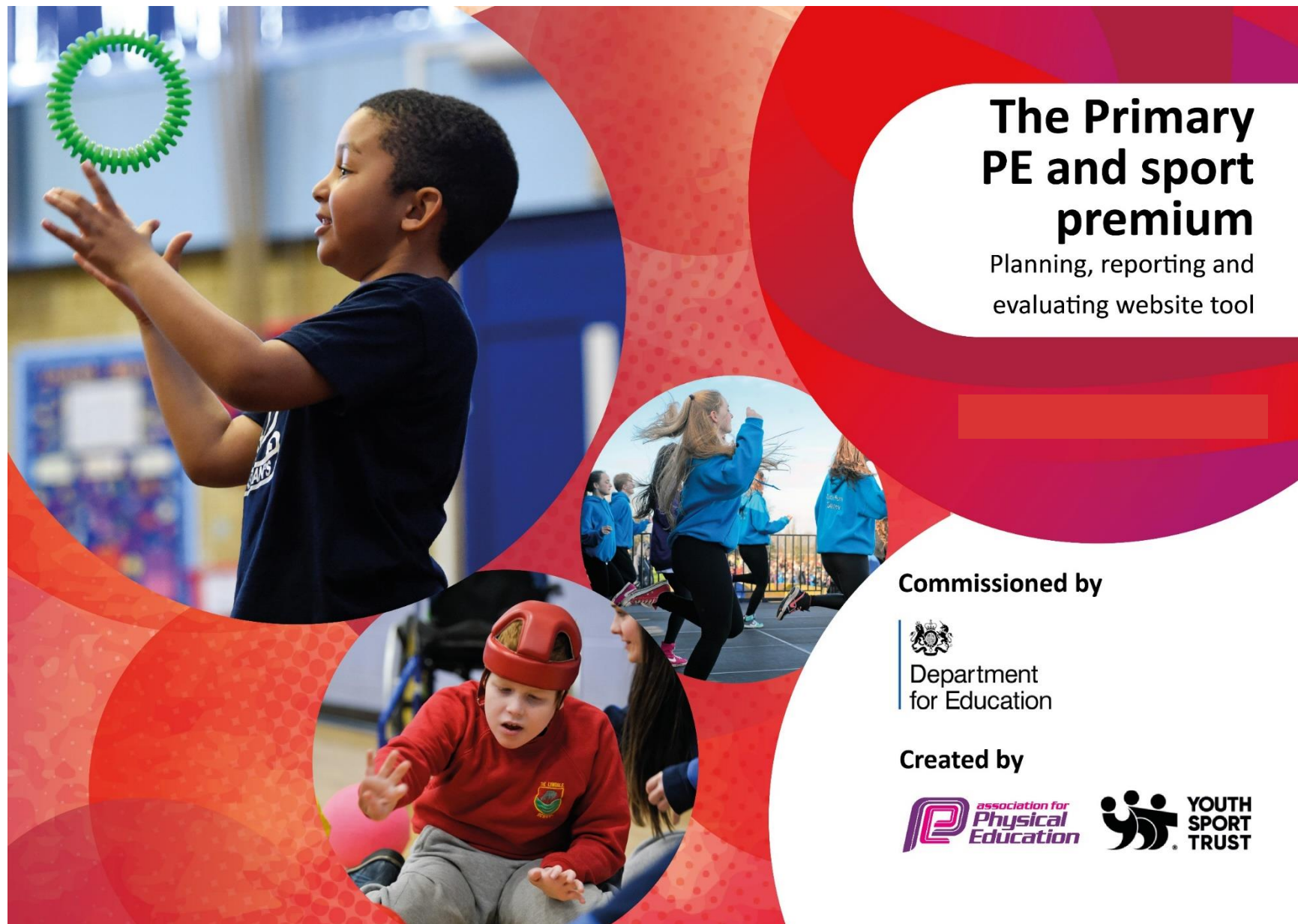




The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Commissioned by



Department
for Education

Created by



SPRING GROVE
PRIMARY SCHOOL



SPORT IMPACT



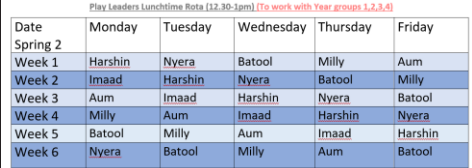
HOSTED BY ISLEWORTH & SYON SCHOOL

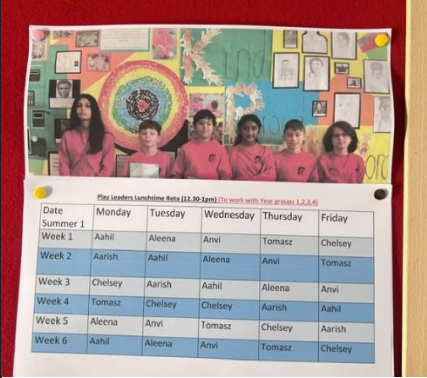
Key priorities and Planning 2025 2026

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

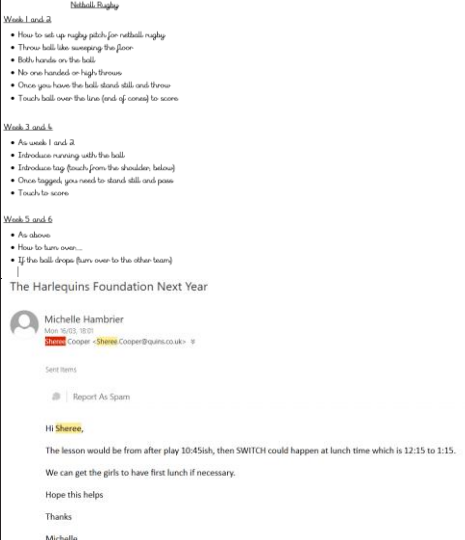
Action – what are you planning to do	Who does this action impact?	Key Indicator 1 <i>Increased confidence, knowledge and skills of all staff in teaching PE and sport</i> What Impact are you expecting? (Include evidence)	Actual Impact and how sustainability will be achieved (include evidence)	Cost linked to the action
<u>CPD for teachers.</u> Teachers to receive CPD and mentoring in their PE lessons from a specialist teacher. Autumn 1- Year 3 handball Play Leaders (Year 6) Autumn 2- Year 3 Dodgeball Reception PE Spring 1- Year 2 Apparatus Year 1 Apparatus Spring 2- Year 3 Apparatus Year 5 Apparatus Summer 1- Year 4 Golf Year 1 Net & Wall Summer 2- year 6 Golf and OAA and Celebration event	Primary generalist teachers Pupils	- Teacher confidence improved (survey results from CK) - Pupils have positive engagement In PE and are making progress (survey, assessment and observations)	Teacher feedback from confidential surveys: ‘It worked well that we discussed what we would do and why we were doing it, such as allowing the children time to really learn and develop the skills as well as how we would do it. It really allowed me to effectively teach the children as I had the knowledge of why we were doing something’ (Y3) ‘Having collaborative conversations and talking through options when discussing what we could do next and then expanding on those ideas together; really encouraging and supportive’ (Y2) ‘I’m more feeling more confident with setting up and safely using large apparatus with children as this wasn't something I had done before’ (Y5)	Sport Impact- (External Coaches supporting teacher confidence)
<u>Subject Lead Support</u> Sport Impact to support MH in subject lead role.	Subject Leader	- Platinum Games Mark maintained. - Attendance at PE	School Games Mark Platinum Award Achieved.	Sport Impact support to subject leader (External Coaches supporting teacher confidence)

Support with targeting competitions Support with Action Planning and reviewing Support with Games Mark application. Keep up to date with latest CPD opportunities and resources. Support with new PE Digital reporting Tool.		conference (MH) Attendance at HEP meetings and sharing with staff.	 A new focus on more pupils accessing inclusive competition. MH has ensured the maximum number of pupils get to represent their school at a festival or competition. Subject Leader feedback 'Sport Impact has been a major support and impact as my new role as PE Lead and the various task that go along with it. We undertook play leader training with Year 6 and later combined what they had learn throughout (carefully planned structured session with children's freedom of choice) with Year 3 children and the outcome was incredible' MH has attended HEP (Hounslow Education Partnership) Subject Leader CPD training events.	(CPD- Conference- External Training Course)
<u>PE Planning Support and Assessment</u> MH to ensure all staff have access to and are confident with using the GetSet4PE website as well as its assessment grids and knowledge organizers to be used at the end of every unit. Plan lessons until Christmas then review curriculum in line with updated national curriculum. Review curriculum mid-year and make any required updates.	Teachers Pupils	- Staff being able to navigate and use the appropriate Get Set resources confidently. - Familiarity with the Get Set assessment grid, will help all staff track pupil progress and plan accordingly, ensuring success. - Evidence of pupil work using photos and videos.	Teacher survey https://docs.google.com/forms/d/1BFgrD1j-ykylZNJqC-G9W6TdVKIWHK75CR3-Wfomo7A/edit	(Internal School Based Activities- use of educational platforms)

Action – what are you planning to do	Who does this action impact?	Key Indicator 2 <i>Engagement of all pupils in regular physical activity</i> 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.	Nursery parents Nursery pupils Nursery teachers	- 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.	Delivered Taster sessions: 19 th March 26 th March Feedback needed from nursery to see the best format for next year. Parent Feedback https://docs.google.com/forms/d/10hNH5LUTH3w3wDRwtjAOFiq1vqsvTJhmfYHaCIBKcPQ/edit	Sport Impact (split over leadership, SMSA training and club support) (External-Activities Organised by School Games organiser network)
<u>Active Playground</u> Organise a rota and staffing for the Arena and KS1 active play zone. Check there is adequate playground equipment for leaders and pupils Design a rota to allow Year 6 Leaders to support the KS1 Play Zone. Train up SMSAs to support with KS2 Playground. Delivering SMSA training. Work with the school council to choose some favourite playground games. Year 5 Disney Inspired Year 2 Project	Pupils	- Play Leaders complete Year 6 Training - MH to initiate Play leaders into the play zone and create a rota. - Sports Coach utilised to deliver Arena sports at lunchtime. - MH trained Y5 Disney Inspired leaders.	Include playground timetable, including Disney.  Playground leader rota 	Sport Impact (split over leadership, SMSA training and club support) (External-Activities Organised by School Games organiser network)

			Include impact evidence and photos from Disney Stars project. 	
Action – what are you planning to do	Who does this action impact?	Key Indicator 3 <i>The profile of PE and sport is raised across the school as a tool for whole school improvement</i> What Impact are you expecting? (Include evidence)	Actual Impact and how sustainability will be achieved (include evidence)	Cost linked to the action
<u>Sports Leaders</u> Train up Year 6 Pupils as Sports Leaders. Year 6 to plan and deliver a play event with Year 3. Year 6 to support KS1 playground on rota. Year 5 Disney Leaders.	Pupils in KS1 and KS2	- Sport Impact to deliver Play Leader training to the whole of Year 6. - All year 6 pupils to design their own playground game and teach it to year 3 pupils. - Year 6 to run a successful play leader event (feedback and photos).		Sport Impact £2204 (split over leadership, SMSA training and club support) (External- Activities Organised by School Games organiser network)
Pupil Voice Send out Koboca pupil voice survey. Send out a survey spring term Consult female Muslim voice using adapted getset4pe pupil voice survey.	Pupils and Staff	Send out koboca survey to capture info on: Participation- which activities/sports do you enjoy? Activity Levels School Teams Swimming Data	See Koboca reports	No cost

<u>School Games Mark</u> Plan for Platinum 2025 2026	Staff Pupils	Produce a case study that shows you are a physically literate school: Play Leaders Play and Engage Active Lunchtime Zones Pupil feedback Y5 Disney Leaders	https://www.yourschoolgames.com/ 	Subject Leader
<u>SEND</u> Skills4life SEND workshop Attend SEND competitive event Daily Sensory Circuits	Pupils	- Positive engagement from SEND pupils in movement and PE. - All pupils get to attend competitions and festivals.	Impact from sensory Circuits- See SENCO report. Pupils took part in Skills4life SEND workshop  Attend SEND competitive event 	
Action – what are you planning to do	Who does this action impact?	Key Indicator 4 <i>Broader experience of a range of sports and activities offered to all pupils</i> What Impact are you	Actual Impact and how sustainability will be achieved (include evidence)	Cost linked to the action

		expecting? (Include evidence)		
<u>Rugby</u> Participate in Sport Impact Rugby Programme Contact Harlequins to run girls only rugby Attend a borough rugby event. Harlequins' intervention- Mental Health and Rugby- Year 5 Girls Rugby- Lunchtime Club- 4,5,6 Sport Impact (NS) Curriculum and Competition Intervention- Part of the rugby programme.	Pupils Staff	- Staff confidence in teaching rugby improved. - Pupils positively engage with rugby and progress their skills and confidence in the sport. - Engagement with clubs in the community.	NS delivered a Rugby session to... 	
<u>Employment of a Sports Coach</u> Additional coached Lunchtime activity sessions and after school sessions. Mini medics sessions- KS2 Skills for Life	Pupils Lunchtime staff	- A range of pupils get to experience structured lunchtime sport. - Pupils are offered choice and voice to determine which sports are on offer. - Pupil uptake and feedback is positive	Lunchtime Sports Clubs opportunities for Year 3,4,5 and 6 from 12.15-1.15pm including dodgeball, basketball, football, archery and fencing. (See rota) 	(Internal School Based- School based extra-curricular opportunities

																																																																
<u>Golf</u> Golf to be rolled out in lessons as part of Sport Impact CPD. Golf on the curriculum KS2 Sport Impact to support Year 4 and Year 6 Golf lessons	Staff Pupils	• Pupils are exposed to a broader range of sports. • Pupils improve their physical skills linked to golf (coordination, balance, flexibility, motor control, strength) • Pupils are signposted to local golf opportunities at Hounslow Golf Park and local borough competitions.	Subject Leader attended borough golf CPD and received in lesson Golf CPD with year 4. Positive engagement from pupils with ALL pupils making progress in their putting, launching and collaborative partner work.  Golf has been included in Cooperative Sports Event. Trialling Y6 Golf Leaders Sept 2026	Free																																																												
<u>Extra-Curricular Clubs</u> 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.	Pupils	• Pupils have access to a range of extracurricular clubs. • Pupil voice is consulted to ensure the clubs on offer reflect their interests. • Clubs are well attended allowing pupils to develop their physical skills and enthusiasm for sport and PE.	<table><tr><th>AUTUMN</th><th>SPRING</th><th>SUMMER</th></tr><tr><td>CLUBS</td><td>CLUBS</td><td>CLUBS</td></tr><tr><td>Karate</td><td>KS2 Football</td><td>KS2 Football</td></tr><tr><td>Street Dance</td><td>Dodgeball</td><td>Multisports</td></tr><tr><td>Art Club (AM)</td><td>KS1 Football</td><td>KS1 Football</td></tr><tr><td>Art Club (AM)</td><td>Multi Sport</td><td>Cricket</td></tr><tr><td>Mini Book Club</td><td>Gymnastic</td><td>Gymnastic</td></tr><tr><td>Glow Hover Ball</td><td>Karate Club</td><td>Coding</td></tr><tr><td>Football</td><td>KS2 Football</td><td>KS2 Football</td></tr><tr><td>Football</td><td>Dodgeball</td><td>Multisports</td></tr><tr><td>Gymnastics</td><td>KS1 Football</td><td>KS1 Football</td></tr><tr><td>Tennis Club</td><td>Multi Sport</td><td>Cricket</td></tr><tr><td>Multi-Sports</td><td>Gymnastic</td><td>Gymnastic</td></tr><tr><td>ECO Warriors (AM)</td><td>Street Dance</td><td>Kiddy cook</td></tr><tr><td>JTA (AM)</td><td>ECO Warriors (AM)</td><td>Karate Club</td></tr><tr><td>School Council (AM)</td><td>JTA (AM)</td><td>ECO Warriors (AM)</td></tr><tr><td></td><td>School Council (AM)</td><td>JTA (AM)</td></tr><tr><td></td><td>Boosting Maths</td><td>School Council (AM)</td></tr><tr><td></td><td>Boosting English</td><td>Debate</td></tr><tr><td></td><td>Debate</td><td>Racquet Club (am)</td></tr></table>	AUTUMN	SPRING	SUMMER	CLUBS	CLUBS	CLUBS	Karate	KS2 Football	KS2 Football	Street Dance	Dodgeball	Multisports	Art Club (AM)	KS1 Football	KS1 Football	Art Club (AM)	Multi Sport	Cricket	Mini Book Club	Gymnastic	Gymnastic	Glow Hover Ball	Karate Club	Coding	Football	KS2 Football	KS2 Football	Football	Dodgeball	Multisports	Gymnastics	KS1 Football	KS1 Football	Tennis Club	Multi Sport	Cricket	Multi-Sports	Gymnastic	Gymnastic	ECO Warriors (AM)	Street Dance	Kiddy cook	JTA (AM)	ECO Warriors (AM)	Karate Club	School Council (AM)	JTA (AM)	ECO Warriors (AM)		School Council (AM)	JTA (AM)		Boosting Maths	School Council (AM)		Boosting English	Debate		Debate	Racquet Club (am)	See above
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Action – what are you planning to do	Who does this action impact?	Key Indicator 5 <i>Increased participation in competitive sport</i> What Impact are you expecting? (Include evidence)	Actual Impact and how sustainability will be achieved (include evidence)	Cost linked to the action
<u>Borough Competitions</u> Increase the number of pupils attending competitions by entering the Inspire, Aspire and Higher Competitions. Organise training sessions before competitions to ensure pupils are adequately prepared. Engage more staff in supporting competitions.	Pupils	- A range of 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. - Pupil feedback from competitions is positive.	- Year 5/6 Girls Premier League/Football competition. - KS 2 Osterley Park Cross Country Race- 1km and 1.6 km - Year 5&6 best football - Year 5/6 Indoor Sports hall Athletics - Year 5/6 girls Kwik Cricket Year 5/6 Boys and best Cricket (Borough Finals) - Boccia SEN event - Virtual Mini Marathon – whole School	(Sport Impact -Activities Organised by School Games organiser network)
<u>Sports Day- Competitive and Cooperative</u> - Plan a Sports Day event for Reception, KS1 and KS2 - Plan a cooperate Sports Day from Nursery-Year 6 with Year 6 being leaders.	Pupils	Children experience an inclusive and competitive Sports Day	Successful KS1 and KS2 Sports Day. Include photos and any feedback from staff or pupils. 	No cost

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

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	50%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	50%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	75%	
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	

Signed off by:

Head Teacher:	<i>Susan Colley</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Michelle Hambrier</i>
Governor:	
Date:	09/06/2026