



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Commissioned by



Department
for Education

Created by



SPORT IMPACT



HOSTED BY ISLEWORTH & SYON SCHOOL

Review of last year's spend and key achievements (2024/2025)

| Activity/Action | Impact | Comments |
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| BFC SLA | Participation in local competitions/activities - linked to after school clubs. | A range of competitive and non-competitive activities attended by a diverse range of children (varying age, skill level and advantage/disadvantage). |
| Sports day delivered | Competitive and non-competitive events to include <u>all</u> children across all age groups | Sports days include non- competitive (Carousel) of activities and competitive (races) activities across a full day in school. |
| PPG/SEND specific activities delivered | Opportunities provided for disadvantaged groups (including outdoor learning and PPG specific activities for PPG/SEND children (e.g. Boccia) | Funding for activities provided where necessary/nominal fee where appropriate. |
| Promote Active lunchtimes | More children in KS1 and KS2 to take part in organized activities with leadership/equipment | With use of play leadership and equipment, organized games saw an increase in participation in sport |
| Recruit House captains / Sports Leaders | Older children led some activities / supported sports activities for younger groups | Sports skills developed through activities Leadership skills to support younger children Links between KS1 and 2 |

Key priorities and Planning 2024 2025

| 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> | Impacts and how sustainability will be achieved? | Cost linked to the action |
|--|------------------------------|---|---|---------------------------|
| CPD available for teachers. Getset scheme of work CPD - gymnastics and dance | Staff | Improved staff subject knowledge in PE leads to higher-quality lessons. | More consistent delivery of gymnastics and dance across year groups. Increased teacher confidence results in better pupil outcomes and engagement. | £550 |
| Bikeability for Year 5 & 6 children Spring & summer Term | Pupils in years 5 & 6 | Pupils gain essential road-safety and cycling proficiency skills. | Increased confidence in active travel supports healthy lifestyles. Cycling skills remain with children long-term, promoting independent active travel. Encouraging Year 5 pupils annually builds a culture of confident cyclists. | |
| 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> | Impacts and how sustainability will be achieved? | Cost linked to the action |
| Active playtime equipment | Pupils | Use break times and lunchtimes to engage all pupils in regular physical activity - kick-starting healthy active lifestyles 60 minutes per day. | Increased participation in structured and unstructured physical activity during break/lunch. Supports the 60 active minutes per day initiative. Encourages development of physical literacy through play. | £3000 |

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| Skip2benefit Spring | pupils | Improves cardiovascular fitness and coordination. | Motivates pupils through measurable personal improvement. Skipping equipment remains usable year-on-year. Staff can continue programme delivery without external providers. | £400-700 |
| Play leaders Spring Clare King to introduce on the 5 th December am. Then include in the spring PE lessons. | Pupils | Increased physical activity led by trained pupils. | Development of leadership, organisation and communication skills. More structured games reduce behaviour issues during lunch. Training model repeats annually to develop new leaders. Play leader system becomes part of school culture. Equipment provided to maintain programme long-term. | |
| 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> | Impacts and how sustainability will be achieved? | Cost linked to the action |
| Community club links (gymnastics, athletics, rugby, swimming) so children experience pathways beyond school (During sports week) | pupils | Pupils discover pathways into community sports. | Increased motivation and aspiration in PE lessons. Ongoing relationships with local clubs provide long-term opportunities. Pupils joining clubs strengthens school-club links. | |
| Maintenance of gymnastics wall bars in KS1 and KS2 halls | pupils | Safe and effective equipment enables higher-quality gymnastics lessons. | Increased opportunities for strength, coordination and flexibility development. New equipment ensures long-term usability. Reduces maintenance needs for several years. | £7000 Exact costings to be determined nearer installation |

| 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> | Impacts and how sustainability will be achieved? | Cost linked to the action |
|---|------------------------------|--|--|---------------------------|
| <p>Sports week ending in sports day at athletics track</p> <p>Time given to EM and NB to plan sports week.</p> <p>Summer: Athlete visit at the start of the week, then events for each year group over the week, ending in sports day.</p> <p>Ideas for events: fencing, archery, new-age kurling, lacrosse, ultimate frisbee</p> | Pupils | Exposure to new and inclusive sports (e.g., fencing, archery, kurling, lacrosse). | <p>Inspires pupils to try new activities and builds confidence. Athlete visit boosts motivation and raises aspirations.</p> <p>Staff gain experience delivering a wider range of activities. Resources and partnerships created during sports week can be reused. Annual tradition increases whole-school engagement and culture of sport.</p> | £3000 |
| Action - what are you planning to do | Who does this action impact? | Key Indicator 5 <i>Increased participation in competitive sport</i> | Impacts and how sustainability will be achieved? | Cost linked to the action |
| <p>SLA Buy into the BFC SLA for sports -</p> <p>Target:</p> <p>Cricket Skills- Y3&4 Invictus Festival- Inclusive Event (social skills appropriate for SEND)</p> | Pupils | More pupils' experience teamwork, resilience and sporting values. | <p>Increased opportunities for pupils to compete at appropriate levels. SEND and inclusive events ensure equity in sport participation.</p> <p>Annual participation in SLA embeds competition into school calendar.</p> <p>Staff gain experience in organising and preparing pupils for events.</p> | £3500 |

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| <p>Y5&6 Netball Festival Football Y3&4 mixed Boccia Panathlon KS2 (SEND) Rugby Festival Y5&6 Rugby Y3&4 Cross Country 4/5/6</p> | | | | |
| <p>Borough Competitions</p> <p>Increase the number of pupils attending competitions by entering the Inspire, Aspire and Higher Competitions.</p> <p>Organise training sessions before competitions to ensure pupils are adequately prepared.</p> <p>Engage more staff in supporting competitions.</p> <p>Prestige to support until Easter</p> | <p>Pupils</p> | <p>More pupils get to experience inclusive competitions that are appropriate for their age and stage.</p> <p>Pupils receive adequate training before competitions to ensure they are prepared.</p> <p>If pupils have an enjoyable experience at the competitions, they are more likely to engage in the future.</p> | <p>Improved performance due to dedicated training. Greater number of pupils experience competition. Enjoyable experiences encourage long-term participation.</p> <p>Staff involvement grows capacity to run competitions. Training structures can be repeated each year.</p> | |
| <p>Sporting house competitions for all years.</p> <p>Time given to EM and NB to plan events</p> | <p>Every pupil will get to experience house competitions every term.</p> | <p>All pupils get to experience inclusive competitions that are appropriate for their age and stage.</p> <p>If pupils have an enjoyable experience at the competitions, they are more likely to engage in the future.</p> | <p>Every child experiences competition in an inclusive, supportive setting.</p> <p>Increased sense of belonging and school spirit.</p> <p>House system easily repeatable annually. Resources and planning templates can be reused.</p> | |

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| <p>Sports Day</p> <p>Time given to EM and NB to plan Sports day.</p> <p>Sports Day</p> <ul style="list-style-type: none"> • Deliver an Inter House Sports Day in KS 1 and 2. | <p>Pupils</p> | <p>Children experience an inclusive and competitive Sports Day.</p> | <p>Pupils experience both competitive and non-competitive events. Strong community involvement and celebration of physical achievement. Annual event with reusable planning and structures. Staff expertise improves year-on-year</p> | <p>£1500</p> <p>Cost for hiring the athletics track for KS2 sports day.</p> |
| | | | <p>Spending against each key indicator</p> | <p>1 -£550 2 - £3700 3 - £7000 4- £3000 5- £5000</p> |
| | | | <p>Total Allocation</p> <p>Total Reported Spend</p> | <p>£19,770</p> <p>£ 19,250</p> |

Key achievements 2025-2026

This will be completed at the end of the academic year and will show key achievements schools have made with their Primary PE and sport premium spending.

| Activity/Action | Impact | Comments |
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Swimming Data

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

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| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | | |
| 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? | | |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | | |

Signed off by:

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| Head Teacher: | <i>Brent Ellis</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Natasha Bartram & Elise Miller</i> |
| Governor: | <i>Oli Rock</i> |
| Date: | <i>18th December 2025</i> |