



PE and Sport Premium Report – The West Park Academy

Aims for the next academic year (2025/2026)

Consider which of the 5 key areas improvements will be focusing on:

- 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
- 2. Increasing engagement of all pupils in regular physical activity and sporting activities*
- 3. Raising the profile of PE and sport across the school, to support whole school improvement*
- 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*
- 5. Increasing participation in competitive sport*

<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	75% of the cohort achieved this. This is a significant increase on last year due to the fact that we prioritised those who needed more lessons across the year.	Next year we will start by assessing the new cohort, identify unmet needs and look at the best top up support for this cohort.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	75% of the cohort achieved this. This is a significant increase on last year due to the fact that we prioritised those who needed more lessons across the year.	Next year we will start by assessing the new cohort, identify unmet needs and look at the best top up support for this cohort.
3. Perform safe self-rescue in different water-based situations	75% of the cohort achieved this. This is a significant increase on last year due to the fact that we prioritised those who needed more lessons across the year.	Next year we will start by assessing the new cohort, identify unmet needs and look at the best top up support for this cohort.

Proposed objective: Staff development

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Improve staff confidence and inclusive PE teaching (area 1).	Audit staff needs, target CPD and coaching, then review teaching and staff confidence each term.	Staff demonstrate stronger confidence and apply inclusive approaches independently.	Collect staff surveys and lesson reviews.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Review (July)	Staff confidence in delivering inclusive PE has improved through targeted CPD and peer coaching. Observations demonstrate more consistent teaching approaches, effective adaptations to meet pupils' differing needs and increased confidence in delivering PE independently. Staff are increasingly able to support one another, sharing effective practice and reducing reliance on external specialists.	Yes. The coaching model has developed staff expertise and established a sustainable approach to professional development. Staff are increasingly confident in supporting and developing one another, with inclusive teaching and adaptations becoming embedded in everyday practice. Ongoing peer coaching, lesson observations and annual staff confidence audits will identify further development needs and ensure improvements are maintained as staffing changes.	Staff confidence surveys completed before and after CPD. PE lesson observations demonstrating improved teaching confidence and inclusive practice. Records of coaching sessions and professional development. PE planning showing appropriate adaptations for pupils with SEND and differing abilities. Staff feedback demonstrating increased confidence and independence. Pupil voice reflecting positive experiences of PE and improved accessibility. PE subject leader monitoring records identifying improvements in teaching.	CPD: £2,000 for cover to enable coaching to take place. Resources to support planning and assessment: £695 Equipment to support teaching: £3,000

Proposed objective: Activity and participation

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Increase regular activity and club participation (areas 2 and 3).	Retain free after-school opportunities, review activities with pupils and monitor take-up by group each term. Implement lunchtime coaching clubs to increase participation of those who would not normally attend an after-school club. Implement enrichment days to allow all children to take part in an activity they may not have tried before – lacrosse, archery, disco dodgeball etc.	Increased regular participation in extracurricular physical activity, particularly among disadvantaged and less active pupils. Lunchtime coaching clubs provide additional opportunities for pupils who do not normally access after-school provision. Termly monitoring demonstrates an increase in the number and proportion of pupils participating, with improved engagement and positive pupil feedback.	Registers have been collected and pupil voice taken when selecting clubs to run and when reviewing participation in clubs.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Review (July)	Participation among disadvantaged and previously less active pupils has been tracked to evaluate whether lunchtime coaching has successfully engaged children who would not otherwise participate. Pupil voice has been used to assess enjoyment, accessibility and the suitability of activities offered.	Yes. The improvements are sustainable through the continued provision of free after-school clubs and the introduction of lunchtime coaching opportunities, reducing barriers to participation. Termly monitoring of attendance and pupil voice will ensure that activities remain inclusive, engaging and responsive to pupils' interests. Targeted encouragement of disadvantaged and less active pupils will support sustained participation, while existing staff expertise and resources will help maintain provision.	Termly club registers demonstrating sustained participation and increased take-up, particularly among disadvantaged and less active pupils. Lunchtime coaching registers showing engagement of pupils who do not normally attend after-school clubs. Pupil voice demonstrating enjoyment, increased confidence and interest in continued participation. Staff and external coach feedback evaluating pupil engagement and identifying opportunities for further development.	Bikeability £275 Sports coaches after school £6226 Sports coaches lunchtime £4692 Enrichment days £875

Proposed objective: Inclusive opportunities

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Broaden access for SEND pupils (area 4).	Use inclusive training and specialist resources. Review SEND participation and pupil feedback to identify barriers.	SEND pupils access suitable activities.	SEND CPD/resources reported.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Review (July)	Pupils with SEND have been supported to access a wider range of PE, sport and physical activities through adapted provision, specialist resources and inclusive teaching approaches. Staff have developed their confidence in adapting activities to meet individual needs, helping pupils with SEND to participate alongside their peers. This has supported pupils' physical development, confidence, enjoyment and inclusion.	Yes. Staff training has increased knowledge and confidence in delivering inclusive PE and physical activities, meaning adaptations can continue without ongoing external support. Specialist equipment and resources can be reused to support future cohorts. SEND participation will continue to be monitored, with pupil voice used to identify barriers and inform future provision. Inclusive practice will remain embedded in PE planning, extracurricular activities and staff development.	Records of staff CPD and inclusive PE training. Purchase records and inventories of specialist equipment and adapted resources. PE planning showing adaptations for pupils with SEND. SEND participation registers for PE enrichment, clubs and sporting events. Pupil voice demonstrates enjoyment, confidence and accessibility. Staff feedback on confidence in adapting activities. Registers of of SEND pupils participating in Trust sporting events and inclusive competitions.	Equipment and resources to improve SEND access £2024

Proposed objective: Competitive sport

	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 participation in competitive sport (area 5).	Proposed: plan accessible competitions and track events, pupils and first-time participants. Use pupil feedback to review access.	More pupils experience competition, including SEND and disadvantaged pupils.	Positive 2024/25 impact reported. Collect event records and group participation totals.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Review (July)	Pupils have continued to access competitive sporting opportunities through Trust events and inter-school competitions. However, the impact has been more limited than anticipated, with participation not yet extending to a sufficiently wide range of pupils. Opportunities have remained available, but further work is needed to increase the number of pupils taking part.	Partially. Established links with Trust schools and an annual calendar of sporting events provide a foundation for continued participation. The sustainability is strengthened through a Trust wide recognition of the need to improve this area and therefore a commitment from all schools to ensure that regular, trustwide events are organised and attended. The PE subject leader will monitor participation more closely, identify underrepresented groups and prioritise opportunities for pupils who have not previously competed. This will be build into school priority action plans.	Records of Trust and inter-school competitions attended. Registers identifying pupils who have represented the school. Participation data highlighting pupils and groups who have had limited opportunities. PE subject leader evaluation identifying barriers to wider participation. Pupil voice to inform future competition planning.	Transport £500 Resources and equipment £2000

Proposed objective: Swimming

	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)	Improve all three swimming requirements.	Proposed: assess the new cohort, identify gaps and plan suitable additional support. Review progress with swimming providers.	A higher proportion meets 25m, effective strokes and safe self-rescue requirements.	2024/25 baseline: 55%, 40%, 40%. Collect new-cohort assessments and outcomes.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Review (July)	Swimming outcomes have improved significantly, with 75% of pupils achieving all three national curriculum swimming requirements in 2025/26. This represents an improvement of 20 percentage points in swimming 25 metres, and 35 percentage points in effective strokes and safe self-rescue compared with 2024/25. Further support is needed for the remaining 25% of pupils who have not yet achieved all three requirements.	Yes. Swimming remains an established part of the PE curriculum, with regular assessment enabling staff to identify pupils who require additional support. Continued collaboration with swimming providers and targeted intervention will help maintain improved outcomes and increase the proportion of pupils meeting the national curriculum requirements.	Swimming assessment records for 2025/26. End-of-year swimming outcomes showing 75% achieving the expected standard. Comparison with 2024/25 outcomes, demonstrating improved attainment. Swimming provider assessments and feedback. Identification of pupils requiring further support.	No sports premium was spent this year on additional lessons, rather the way the sessions were organized was changed.