# Temple Ewell CEP School

## PE, Sport and Physical Activity Improvement Plan

## 2026-2027: Transition Year

*This plan replaces the former Sports Premium spending plan format and sets out how the school will sustain high-quality PE, school sport, physical activity, wellbeing and pupil leadership during the national transition to new PE and School Sport Partnership arrangements.*

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### 1. Context and rationale

Following the national transition away from the previous Primary PE and Sport Premium model, Temple Ewell CEP School remains committed to sustaining and further developing high-quality physical education, inclusive school sport and regular physical activity for all pupils.

This plan builds on the impact of the school's 2025-2026 Sports Premium provision. That plan supported active playtimes, pupil leadership, staff employment and development, broader sporting experiences, swimming support and increased participation in competitive sport.

During 2026-2027, the school will continue to prioritise physical activity as an important part of pupils' personal development, wellbeing, confidence, teamwork, resilience and healthy lifestyles. The plan will be reviewed as national guidance, transition funding and local PE and School Sport Partnership arrangements are confirmed.

### 2. Impact carried forward from 2025-2026

- All classes received high-quality PE provision through the Sports and Wellbeing Coach, with every class receiving at least one PE lesson each week and some receiving two.
- New playground equipment supported structured activity zones at lunchtimes and increased purposeful physical activity.
- Although the Daily Mile was not fully embedded, many classes established regular running sessions twice weekly, improving fitness and stamina.
- Sports Ambassadors and Play Leaders contributed to Sports Day, pupil-led events and wider sporting opportunities.
- PE and sporting achievements were celebrated through assemblies, collective worship, newsletters and social media.
- Staff benefited from modelling, team teaching and in-house CPD from the Sports and Wellbeing Coach, alongside Youth Sport Trust membership and training opportunities.
- Pupils experienced a broad range of activities including football, tag rugby, rounders, multi-sports, yoga and swimming booster sessions.
- Over 75% of pupils represented the school in sporting competitions, and every Year 6 pupil took part in at least one competitive sporting event before leaving the school.
- The school achieved the Platinum School Games Mark for the second consecutive time, recognising sustained commitment to high-quality PE, school sport and physical activity.

- Year 6 swimming outcomes showed that 95% of pupils could use a range of strokes effectively; safe self-rescue remains a key area for further development.

## 3. Strategic priorities for 2026-2027

| Priority | Strategic area | 2026-2027 objective |
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| 1 | Engagement of all pupils in regular physical activity | Embed active playtimes, daily movement opportunities and inclusive lunchtime provision so that pupils develop healthy, active habits. |
| 2 | Profile of PE and sport as a tool for whole-school improvement | Use PE, sport and physical activity to strengthen personal development, leadership, confidence, teamwork and wellbeing. |
| 3 | Staff confidence, knowledge and skills | Build sustainable capacity so that high-quality PE is not dependent on short-term funding or one external provider. |
| 4 | Broader and more equal sporting experiences | Ensure all pupils, including SEND, disadvantaged and less-active pupils, access a broad range of sports, activities and outdoor opportunities. |
| 5 | Participation in competitive and non-competitive sport | Sustain high participation in competitions, festivals, personal challenge and intra-school events, including opportunities for every Year 6 pupil. |

## 4. PE, sport and physical activity improvement plan 2026-2027

### Priority 1: Engagement of all pupils in regular physical activity

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| **Rationale / objective** | To ensure every pupil is physically active throughout the school week, with particular attention to active playtimes, SEND inclusion, less-active pupils and pupils who need support to develop confidence. |
| **Actions 2026-2027** | - Embed active playtime zones using existing and new equipment.<br>- Train and refresh Play Leaders and Sports Ambassadors.<br>- Develop a flexible daily movement offer, including running, movement breaks and outdoor activity.<br>- Use the Sports and Wellbeing Coach and support staff to target less-active pupils.<br>- Track participation termly, including SEND and disadvantaged pupils. |
| **Resource / funding** | School budget; transition funding if confirmed; existing sports coach provision; staff leadership time; playtime equipment budget; possible PTFA or grant support. |
| **Intended impact** | - More pupils active at break and lunchtime.<br>- Improved confidence and engagement for less-active and SEND pupils.<br>- Physical activity becomes a visible part of the school day.<br>- Pupils can talk about how activity supports health and wellbeing. |
| **Monitoring** | PE Lead; SLT; Headteacher; Link Governor; Sports and Wellbeing Coach. |
| **Evidence** | Playtime observations; participation tracker; pupil voice; photographs; equipment audit; staff feedback; governor monitoring notes. |
| **Review / evaluation** | Termly review of participation and playtime engagement. Identify pupils not accessing clubs or active play and plan targeted support. |

### Priority 2: Profile of PE and sport as a tool for whole-school improvement

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| **Rationale / objective** | To use PE, sport and physical activity to promote wellbeing, leadership, teamwork, resilience, confidence, belonging and the school's wider personal development offer. |
| **Actions 2026-2027** | - Continue to celebrate sporting achievements in collective worship, newsletters and displays.<br>- Relaunch and strengthen Sports Ambassadors and Play Leaders.<br>- Link PE and sport to PSHE, wellbeing, school values and worship themes.<br>- Use Sports Day and intra-school events to promote teamwork, inclusion and pride.<br>- Provide leadership opportunities for older pupils to support younger pupils. |
| **Resource / funding** | Low-cost; staff leadership time; existing communication channels; medals/certificates budget; transition funding if available. |
| **Intended impact** | - PE and sport remain high profile across the school.<br>- Pupils demonstrate leadership and pride.<br>- Sports Ambassadors contribute meaningfully to school life.<br>- Pupils understand links between activity, wellbeing and personal development. |
| **Monitoring** | PE Lead; SLT; Headteacher; Governors. |
| **Evidence** | Assembly records; newsletters; social media posts; pupil voice; Sports Ambassador records; photographs; Sports Day planning. |
| **Review / evaluation** | Review pupil leadership each term. Evaluate whether leadership roles are visible, inclusive and impacting younger pupils. |

### Priority 3: Staff confidence, knowledge and skills in teaching PE

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| **Rationale / objective** | To ensure high-quality PE is sustainable by increasing staff confidence, curriculum knowledge, assessment practice and ability to teach a broad range of PE units. |
| **Actions 2026-2027** | - Use the Sports and Wellbeing Coach for modelling, team teaching and staff development, not just lesson delivery.<br>- Identify staff CPD needs through staff voice and lesson monitoring.<br>- Provide focused support in areas such as gymnastics, dance, games, athletics and outdoor adventurous activity.<br>- Maintain clear progression across mixed-age classes.<br>- Use Youth Sport Trust, local partnership or trust support where available. |
| **Resource / funding** | Core PE resources; existing sports coach provision; staff meeting time; local partnership support; Youth Sport Trust or equivalent training; transition funding if confirmed. |
| **Intended impact** | - Staff confidence and subject knowledge improve.<br>- PE lessons show clear skill progression.<br>- Pupils experience consistent teaching across classes.<br>- Provision is less dependent on one person or short-term funding. |
| **Monitoring** | PE Lead; SLT; Headteacher; Link Governor. |
| **Evidence** | Staff surveys; CPD records; lesson observations; planning scrutiny; curriculum map; pupil voice; assessment notes. |
| **Review / evaluation** | Autumn staff confidence audit; spring monitoring; summer evaluation against curriculum coverage and staff development needs. |

### Priority 4: Broader and more equal experience of sport and physical activity

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| **Rationale / objective** | To ensure pupils experience traditional and alternative sports and activities, with equal access for girls, boys, SEND pupils, disadvantaged pupils and those who may not usually choose sport. |
| **Actions 2026-2027** | - Provide a varied programme of clubs and enrichment, such as football, tag rugby, cricket, rounders, netball, dance, yoga, athletics, outdoor activity and multi-sports.<br>- Continue swimming support and place greater emphasis on safe self-rescue.<br>- Use inclusive festivals and non-competitive events through local partnerships.<br>- Audit club attendance to identify under-represented groups.<br>- Promote community links and pathways to clubs beyond school. |
| **Resource / funding** | School budget; swimming budget; parental contribution where appropriate; partnership festivals; local club links; transition funding if confirmed; external providers where cost-effective. |
| **Intended impact** | - Pupils access a wider range of activities.<br>- Less-active pupils and under-represented groups participate more.<br>- Safe self-rescue outcomes improve.<br>- Pupils can identify activities they may continue beyond school. |
| **Monitoring** | PE Lead; SLT; Sports and Wellbeing Coach; Governors. |
| **Evidence** | Club registers; swimming data; festival attendance; pupil voice; SEND/disadvantaged participation analysis; photographs; provider feedback. |
| **Review / evaluation** | Termly review of club registers and participation by group. Swimming and self-rescue outcomes reviewed for Year 6. |

### Priority 5: Increased participation in competitive and non-competitive sport

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| **Rationale / objective** | To sustain high participation in school sport, maintaining strong links with local competitions while ensuring competition is inclusive and balanced with festivals and personal challenge. |
| **Actions 2026-2027** | - Continue participation in Dover Schools Sports Partnership competitions and festivals.<br>- Aim for every Year 6 pupil to take part in at least one competition, festival or personal challenge event before leaving school.<br>- Maintain intra-school house events led by Sports Ambassadors.<br>- Refresh sports kit, medals and certificates where needed.<br>- Track representation to ensure opportunities reach a wide range of pupils. |
| **Resource / funding** | Transport support; partnership membership or event fees; sports kit and awards budget; staff time; transition funding if confirmed. |
| **Intended impact** | - High levels of representation are sustained.<br>- Competition is inclusive, not limited to the most confident pupils.<br>- Pupils demonstrate teamwork, resilience and pride.<br>- School Games Platinum-level practice is maintained. |
| **Monitoring** | PE Lead; SLT; Headteacher; Link Governor. |
| **Evidence** | Competition registers; School Games evidence; certificates; newsletters; match reports; pupil voice; photographs; participation tracker. |
| **Review / evaluation** | Review after each event and at the end of each term. Evaluate whether representation includes SEND, disadvantaged and less-active pupils. |

## 5. Indicative resource plan

Funding and national partnership arrangements for 2026-2027 may be confirmed during the transition year. The school will therefore treat this as an indicative resource plan and update it once allocations, transition payments or partnership support are known.

| Area | Possible resource / funding source | Planning note |
|---|---|---|
| Sports and Wellbeing Coach / specialist support | Existing school budget; transition funding if confirmed; partnership support | Prioritise staff development, modelling and targeted support, not only direct delivery. |
| Active playtime and lunchtime provision | School budget; PTFA or local grants; existing equipment | Low-cost, high-impact area to sustain daily physical activity. |
| Swimming and safe self-rescue | Swimming budget; school budget; transition funding if confirmed | Safe self-rescue is a key improvement target because 2025-2026 data showed this was weaker than stroke competence. |
| Competition, festivals and transport | School budget; partnership events; parental contribution where appropriate | Protect access for pupils who may not otherwise represent the school. |
| Staff CPD and curriculum development | Staff meeting time; local partnership; Youth Sport Trust or equivalent; trust support | Essential for sustainable provision beyond short-term grant funding. |
| Equipment, medals, certificates and kit | School budget; PTFA; grants; transition funding if confirmed | Maintain quality, safety, pride and visibility of PE and school sport. |

## 6. Swimming and water safety focus

The school will continue to record statutory swimming and water safety outcomes for the Year 6 cohort. The 2025-2026 evaluation showed strong stroke competence, with 95% of Year 6 pupils able to use a range of strokes effectively. However, only 30% were recorded as able to perform safe self-rescue in different water-based situations. This will therefore be a sharper improvement focus during 2026-2027.

- Review the swimming curriculum to ensure safe self-rescue is explicitly taught, revisited and assessed.
- Identify pupils who require booster support as early as possible.
- Ensure swimming providers understand the school's priority around water safety and self-rescue, not only stroke development.
- Report Year 6 outcomes to governors and include any actions for the following year.

## 7. Monitoring, governance and accountability

Governors and senior leaders will monitor the implementation and impact of this plan throughout the year. Monitoring will focus on participation, inclusion, curriculum quality, staff confidence, pupil leadership, swimming outcomes and the sustainability of provision during the national transition to new arrangements.

| Review point | Monitoring focus |
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| Autumn 2026 | Confirm available funding/resources; audit equipment; review curriculum map; complete staff confidence audit; relaunch pupil leadership roles. |
| Spring 2027 | Review participation data, clubs, playtime activity, competition access and staff CPD impact; adjust provision where groups are under-represented. |
| Summer 2027 | Evaluate full-year impact; report to governors; review swimming and safe self-rescue outcomes; set priorities for 2027-2028 in light of national partnership arrangements. |

## 8. Success criteria for 2026-2027

- All pupils continue to access regular, high-quality PE and physical activity across the school week.
- Active playtime provision is embedded and inclusive, with visible pupil leadership.
- Staff report increased confidence in delivering PE and can identify progression in skills across units.
- Participation in clubs, festivals and competitions is tracked and widened, especially for SEND, disadvantaged and less-active pupils.
- Every Year 6 pupil has the opportunity to take part in at least one competition, festival or personal challenge event before leaving school.
- The school maintains a strong School Games culture and continues to use sport to promote personal development, teamwork, confidence and wellbeing.
- Swimming outcomes are reported clearly, with a particular focus on improving safe self-rescue.

## 9. Governor monitoring statement

*Governors will monitor the implementation of this plan through curriculum review, pupil voice, participation data, SEND and disadvantaged pupil access, staff confidence, club attendance, competition records and evidence of sustained physical activity across the school week. Given the national transition away from the previous PE and Sport Premium*

*model, governors will also review how the school is adapting provision to ensure improvements remain sustainable and are not dependent solely on short-term external funding.*

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### Source note

This plan has been drafted using Temple Ewell CEP School's 2025-2026 Sports Premium Plan and evaluation as the baseline for carried-forward impact and 2026-2027 priorities, alongside current national transition context for PE and school sport funding.

### Governor monitoring statement Key evaluation questions for leaders and governors

Leaders and governors will use the following questions to evaluate the impact of this plan:

- Are all pupils accessing regular, high-quality PE and physical activity across the school week?
- Which pupils are not yet engaging fully in clubs, competitions, festivals or active play, and what targeted support is in place?
- Are SEND, disadvantaged and less-active pupils represented in participation data?
- Has staff confidence in teaching PE improved, and is this evident in curriculum delivery?
- Are pupil leaders, including Sports Ambassadors and Play Leaders, making a visible contribution to school life?
- Has the school improved safe self-rescue outcomes in swimming and water safety?
- Is provision sustainable beyond short-term funding or individual staff expertise?