



Part A

PE and Sport Premium transition toolkit

Monitoring form

FIA 2026/27
academic year

Review of the last academic year (2025/2026)

Example data is for reference only:

- Take some time to reflect on your intent, implementation and impact from last academic year to celebrate your wins but to also think about improvements for the year ahead.
- You do not need to complete every box. Just record the information that is key to your school's priorities and areas of focus.

Remember - Be clear about how you focused spending on key groups such as SEND, girls and disadvantaged pupils.

<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 pupils in year 6 can swim 25 metres. • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.	• We are aiming for this to be 100%, so targeted sessions for those pupils not meeting expectations. • 5 pupils targeted for further intervention following top up swimming support in partnership with the Council of the Isles of Scilly swim sessions.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	• 60% of pupils in year 6 can use a range of strokes effectively. • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.	• We are aiming for this to be 100%, so targeted sessions for those pupils not meeting expectations. • 5 pupils targeted for further intervention following top up swimming support in partnership with the Council of the Isles of Scilly swim sessions.
3. Perform safe self-rescue in different water-based situations	• 75% of pupils in year 6 can perform safe self-rescue. • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.	• We are aiming for this to be 100%, so targeted sessions for those pupils not meeting expectations. • 5 pupils targeted for further intervention following top up swimming support in partnership with the Council of the Isles of Scilly swim sessions.

Review of the last academic year (2025/2026)

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increase all staff's confidence, knowledge and skills in teaching PE and sporting activities	- PE staff were supported to access specific CPD opportunities on the mainland, including the cost of courses, flights, accommodation and supply cover. These included: - Teachers Trampoline Certificate: preparing to be able to offer trampolining in 2026/27, including reintroducing Rebound therapy for students with additional needs. - England Netball Level 1 Training: to provide wider netball skills for both Primary and Secondary pupils and access to competitive opportunities. - Confidence in teaching Dance was increased for all Primary staff through the two residencies of Linden Dance, and one from C-Scape. This included a whole school creative INSET training session from Linden Dance in 2025, and the creation of a series of digital workshops to use in the classroom, developing further CPD for the teachers.	- Next steps: beginning trampolining activities, ensuring that there are an adequate number of staff to enable this. - Next steps: introducing Dance to collaboration Fridays.
2. Increase all pupils' engagement in regular physical activity and sporting activities	- A very popular clubs offer was sustained across the year, enabled through funded hire of the Council of the Isles of Scilly's Sports Hall after school. This included a rolling programme of hockey, golf, rowing, athletics, football, gymnastics, table tennis, circus skills, softball, Just Dance, cross country, girls only football, dodgeball, netball, Quad Kids and tennis. - Secondary specialist PE staff led paid lunchtime healthy play and sports activities on three days every week. - Children from the off-islands of St Agnes, St Martin's, Tresco and Bryher were transported to St Mary's to take part in specialist PE sessions alongside their peers to ensure equity of engagement in regular sporting activities. - An external specialist was brought into school to lead Zumba classes to raise the profile of dance and fitness for all children.	Next steps: PD tracking on Arbor of participation in clubs in order to identify children who are missing opportunities to engage in regular physical activity and sporting activities.

Review of the last academic year (2025/2026)

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	- Sporting activities were celebrated across the school through high profile events such as House dodgeball competitions, Project Week Darts fundraising finals being held during lunchtime to ensure all students can watch and support the events, celebrations in assemblies. - The 'Silly Service' Project Week volunteering activity led by the PE team involved redecorating the Sports corridor and changing rooms with 'wallpaper' created from FIA Sports posters – raising the profile of sport for all children and adults who use the space. - Two key new hyper-local events were introduced: the 'School Run', where all KS2 children spent a day travelling between the islands and running to each of the school's bases; and the Junior Swimrun, where all children from EYFS upwards participated in a mixed water and land event, tailored to their age and ability and supported by Wez Swain's Silly60 organisation.	The School Run boating between islands (£2,000) was enabled through the Sports Premium, but is too expensive for this to become a regular event.
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	- CPD as in key area 1 is opening up further opportunities in 2026-27 for trampolining/rebound for children with additional needs and disabilities. - Children with SEND and disadvantaged children participate equally in PE through the curriculum, and a high number of children with SEND access after school clubs and lunchtime healthy play activities. - Girls-only football was run by two female coaches in 2025-26, increasing participation in sport by girls. - CPD in dance is opening up new opportunities for 2026-27 to embed dance lessons into Collaboration Friday lessons. Zumba lessons were embedded in the 2025/6 PE offer. 2025-26 trips built in opportunities for a wider range of sports, including dry slope skiing for 100% of Year 5s, archery, climbing and quarrysteering for Year 4s.	PD tracking on Arbor is needed to identify participation rates of girls and boys, as well as of disadvantaged children and children with SEND.
5. Increase participation in competitive sport	- Whole school events including the School Run, Junior Swimrun, School Marathon (Years 5&6), Sports Day and Samson Picnic games enable all students to participate in competitive sport, but with careful planning to reward participation, effort and sportsmanship as well as competition. 24 children from Years 3-6 were enabled to compete successfully at the Quad Kids event	Further opportunities for matches on island and on the mainland would be desirable.

What are your next steps for this 2026/27 academic year?

Aim	Why?	Key Area	Supporting evidence
Teacher development to embed Dance within the FIA curriculum	To ensure 100% of pupils have access to Dance as a sporting activity and form of self expression for both girls and boys	Increasing confidence, knowledge and skills of all staff in teaching Dance, prioritising CPD and training where needed.	Staff confidence surveys, pupil attainment data, lesson observation reviews, pupil voice.
Strong tracking of school opportunities for pupils to access multiple opportunities to be physically active and monitor external physical activity to drive physical activity levels with key focus groups.	To ensure that no pupils are slipping through the participation net and to ensure disadvantaged pupils, pupils with SEND, boys and girls are having equal access to sporting opportunities.	- Key Indicator 2: - Increasing engagement of all pupils in regular physical activity and sporting activities	- PD trackers outlining the amount of activity pupils' access outside of school. - Extra curricular timetable and participation data. - Lunchtime participation data, alongside lunchtime activity plan. - Data for all physical activity level tracked on REAL PE's assessment.
Provide regular intra school competition, as well as all pupils accessing inter competitions against other schools, both on the islands and mainland. Competition formats to reflect needs of pupils.	To ensure 100% of pupils can access competition in school and outside of school, to encourage all pupils to participate and enjoy these valuable experiences.	- Key indicator 5: - Increasing participation in competitive sport	- Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. - Virtual multi skills league format and results. - Competition calendar and register of participants.
Focus on top-up swimming and water safety for those pupils not achieving the expected swimming and water safety attainment.	To ensure 100% of pupils meet the expected swimming targets.	- Key Indicators 1, 3, 4. - Developing pupil attainment.	Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.