



PE & Sport Premium at Swaffham Primary Academy 2025-2026: Written Report for Governors written by W Honeybone- PE/Sports Lead.

(Please see separate swimming report)

Overall Summary of Impact

Throughout the 2025–2026 academic year, Swaffham CofE Primary Academy has continued to provide a broad, inclusive and engaging PE, physical activity and school sport programme for pupils from Nursery to Year 6. A range of evidence, including participation data, pupil voice, staff voice, swimming outcomes and Playmaker feedback, demonstrates the positive impact of our provision.

Key outcomes include:

- **73.5% of Key Stage 2 pupils** (86 out of 117) represented the school in inter-school School Games Cluster competitions, an increase of **12%** compared with the previous academic year.
- Although **no Key Stage 1 pupils** participated in inter-school competition this year, this was due to the cancellation of the planned Cluster Fun Run by the organisers rather than a lack of opportunity or engagement from the school.
- Swimming provision continued to have a positive impact, with pupils making good progress in confidence, water safety and stroke development. For the first time, pupils from our **Complex Needs Provision** successfully accessed swimming lessons alongside their Year 3 peers with appropriate support (see swimming report).
- Pupil voice showed that children overwhelmingly enjoy PE, feel safe and included in lessons, and value learning new skills. Many pupils expressed a desire for even more opportunities to be active through additional PE lessons, clubs and lunchtime activities.
- Playmaker feedback was extremely positive, with **83%** rating their experience as **Excellent**. Pupils reported developing leadership, communication, teamwork and responsibility while supporting Sports Day, lunchtime activities and younger children.
- Staff voice identified many strengths within the school's PE provision, including positive pupil engagement, effective curriculum planning and strong leadership. It also highlighted continued professional development and improvements to PE equipment as priorities for future investment.
- Sports Days across EYFS, Key Stage 1 and Key Stage 2 successfully promoted participation, resilience, teamwork and healthy competition, with excellent parental attendance and meaningful leadership opportunities for Year 6 Playmakers. Pupils from our **Complex Needs Provision** also participated successfully, reflecting our commitment to inclusive practice.



Priorities for 2026–2027

The evidence gathered this year has identified several priorities to continue improving PE and school sport:

- Increase opportunities for pupils to participate in competitive school sport, particularly within Key Stage 1.
- Continue to develop staff confidence through targeted CPD and the sharing of good practice.
- Review, replenish and improve the organisation of PE equipment and resources.
- Expand opportunities for extracurricular sport and structured physical activity throughout the school day.
- Continue developing the Y5 & Y6 Playmaker programme and increase opportunities for pupil leadership.
- Introduce a more consistent whole-school assessment and tracking system for PE to monitor pupils' progress towards age-related expectations and provide robust attainment data alongside participation and pupil voice.

Overall, the evidence demonstrates that PE and school sport continue to make a significant contribution to pupils' physical development, confidence, wellbeing and enjoyment of physical activity. The priorities identified through this evaluation will inform the school's PE & Sport Premium Action Plan for 2026–2027 and support the continued development of high-quality, inclusive provision for all pupils.



School Games Cluster Events 2025–2026

Throughout the 2025–2026 academic year, Swaffham CofE Primary Academy participated in a wide range of School Games Cluster events, organised by our local School Games our local high school. These events brought together the cluster of primary schools, providing pupils with opportunities to represent the school, develop sporting skills, experience healthy competition and enjoy taking part in sport with their peers.

This year's programme included:

Football Festival

Cross Country Competition (with pupils successfully progressing to the County Finals)

Sports Hall Athletics

Tag Rugby Festival

Unfortunately, although we had intended to attend the **High 5 Netball Festival**, we were unable to do so due to staffing availability on the day. The planned **Key Stage 1 Fun Run** was also cancelled by the organisers and therefore did not take place.

Despite these cancellations, the school was able to offer a broad range of sporting experiences throughout the year, with pupils demonstrating excellent teamwork, resilience, sportsmanship and enthusiasm. We are particularly proud that several pupils progressed beyond the cluster stage to represent the school at county level in cross country, highlighting the strength of our participation and sporting talent.

Data Analysis

- Key Stage 2 participation: 86 out of 117 pupils represented the school in at least one inter-school competition **(73.5%)**.
- Increase in participation: **12%** increase compared with the 2024–2025 academic year.
- Key Stage 1 participation: No pupils participated this year as the planned Cluster Fun Run was cancelled by the organisers.
- Gender participation: 43 boys **(50%)** and 43 girls **(50%)** represented the school.
- Pupil Premium participation: 32 pupils **(37.2%)** who represented the school were eligible for Pupil Premium funding.
- SEND participation: 8 pupils **(9.3%)** with identified SEND represented the school.
- Participation by year group:
 - Year 3 – 22 pupils **(25.6%)**
 - Year 4 – 24 pupils **(27.9%)**
 - Year 5 – 20 pupils **(23.3%)**
 - Year 6 – 20 pupils **(23.3%)**
- Pupils represented the school across a range of events including the Football Festival, Cross Country, Sports Hall Athletics and Tag Rugby.
- Several pupils successfully progressed from the Cluster Cross Country event to represent the school at the County Finals.



Playmakers – Pupil Voice Analysis 2025–2026

Playmaker Programme Overview

Our Year 6 Playmakers continued to play an important role in promoting physical activity and positive play across the school during the 2025–2026 academic year. They supported the organisation of Sports Day, helped to set up equipment, assisted with school sporting events and worked with younger pupils to encourage active and enjoyable play. At the end of the academic year, all Playmakers completed a pupil voice questionnaire to evaluate the programme and identify strengths and areas for future development.

Questionnaire Analysis

Understanding and Confidence in the Role

Responses to Questions 1–5 demonstrated overwhelmingly positive views of the Playmaker programme.

Across the five statements:

- **65%** of responses were **Strongly Agree**
- **33%** of responses were **Agree**
- **2%** of responses were **Not Sure**

No pupils selected **Disagree** or **Strongly Disagree**.

This indicates that Playmakers clearly understood their role, enjoyed taking part, felt confident leading activities, believed they had a positive impact on younger pupils and felt that adults valued and listened to their ideas.

Favourite Aspects of Being a Playmaker

The most common themes identified by pupils included:

- Helping younger children to enjoy being active.
- Organising and leading games.
- Supporting Sports Day.
- Teaching younger pupils new sports and games.
- Seeing younger children smile and have fun.
- Feeling helpful and making a positive difference around the school.

These responses demonstrate that pupils particularly valued the leadership and responsibility that the role provided.

Skills Developed



Playmakers identified a wide range of skills that they had developed throughout the year.

The most frequently identified skills were:

- **Leadership** (most common response)
- **Confidence**
- **Communication**
- **Responsibility**
- **Teamwork**
- Organisation
- Helping others

The responses suggest that the Playmaker programme is developing valuable leadership and personal skills alongside promoting positive role models within the school community.

Activities Enjoyed

The activities pupils most enjoyed supporting were:

- **Sports Day** (most popular)
- Setting up equipment
- Helping younger children
- School competitions
- Lunchtime games

Sports Day was consistently identified as the highlight of the year, with pupils enjoying the responsibility of organising events, supporting younger pupils and helping the day run smoothly.

Future Development

When asked what would help them become even better Playmakers, the majority of pupils responded that **no changes were needed**.

Suggestions from a small number of pupils included:

- More opportunities to lead games at lunchtimes.
- More time to plan activities.
- Opportunities to work alongside friends.
- More children taking part in Playmakers.

These ideas will help inform the development of the Playmaker programme during the 2026–2027 academic year.

Activities for Next Year



Pupils suggested a range of games and activities they would like future Playmakers to lead, including:

- Dodgeball
- Tennis
- Rounders
- Hopscotch
- Stop and Go
- Farmer Farmer
- Running games and relay activities

These suggestions will be considered alongside a wider pupil survey to ensure future lunchtime activities reflect the interests of children across the school.

Advice for Future Playmakers

The advice given by current Playmakers reflected the positive ethos of the programme. Common messages included:

- Believe in yourself.
- Try your best.
- Make sure everyone has fun.
- Be a good leader.
- Enjoy the experience.

These responses demonstrate the maturity and pride pupils have developed through the role.

Overall Evaluation

Overall feedback was exceptionally positive.

- **83%** of pupils rated their experience as **Excellent**.
- **17%** rated their experience as **Good**.
- No pupils rated the programme as Satisfactory or Needs Improving.

This demonstrates that the Playmaker programme continues to have a highly positive impact on those involved, developing leadership skills while making a valuable contribution to active play across the school.

Pupil Voice

"I liked helping younger children because it made them smile."

"Sports Day was my favourite because I got to help organise all the activities."

"Being a Playmaker has made me much more confident speaking to other children."



"I enjoyed making up games and teaching younger children how to play them."

"It feels good helping other people and being a role model."

"I would tell next year's Playmakers to believe in yourself and make sure everyone has fun."

Impact

The Playmaker programme has continued to make a positive contribution to the school's PE, physical activity and leadership provision. It has provided Year 6 pupils with meaningful leadership opportunities while supporting younger children to engage in active play and school sporting events. The overwhelmingly positive pupil voice demonstrates that the programme is valued by participants and has helped develop confidence, communication, teamwork and responsibility.

Next Steps

- Continue the Playmaker programme in 2026–2027, with both Y5 & Y6.
- Provide additional opportunities for Playmakers to lead structured lunchtime activities.
- Introduce more planning time to allow Playmakers to prepare games.
- Gather pupil voice from younger children to help shape future lunchtime activities.
- Continue to develop leadership training so Playmakers feel even more confident leading activities and supporting whole-school sporting events.



PE/ Sports and physical activity: Pupil Voice Questionnaire Analysis 2025–2026

Overview

In addition to regular pupil voice sampling during PE lessons, during events and during class time, in July 2026, a pupil voice questionnaire was shared with families via ClassDojo to gather feedback on PE, physical activity and sport across the school. The questionnaire explored pupils' enjoyment of PE, feelings of safety, inclusion, confidence, opportunities for physical activity and ideas for future development.

Key Stage 1 (Reception – Year 2)

Overall, Key Stage 1 pupils were extremely positive about their PE experiences.

Key findings

- **100%** of pupils agreed or strongly agreed that they feel safe during PE lessons.
- **100%** agreed or strongly agreed that teachers explain activities clearly.
- **100%** felt encouraged to try their best.
- **83%** felt everyone is included during PE lessons.
- **83%** enjoy PE.
- **100%** enjoy being active during playtimes and lunchtimes.
- **83%** would like even more opportunities to be active during the school day.

Pupils particularly enjoyed:

- Trying new activities.
- Having fun with friends.
- Learning new skills.
- Being active and using their energy.

Suggestions for improvement included:

- More footballs and playground equipment.
- More dancing.
- Additional PE sessions.
- More opportunities to rest during activities when needed.

Key Stage 2 (Years 3–5)

Feedback from Key Stage 2 pupils was also overwhelmingly positive, with particularly high levels of enjoyment, confidence and inclusion.

Key findings



- **91%** enjoy PE lessons.
- **91%** feel safe during PE.
- **100%** agreed that teachers explain activities clearly.
- **91%** feel encouraged to try their best.
- **91%** believe everyone is included in PE lessons.
- **96%** enjoy being active at playtimes and lunchtimes.
- **82%** would like even more opportunities to be physically active during the school day.

Pupils particularly enjoyed:

- Learning new sports.
- Gymnastics.
- Running.
- Team games.
- Being outdoors.
- Trying different activities.

Suggestions for future development included:

- More PE lessons each week.
- Longer PE lessons.
- A wider variety of sports.
- Additional sports clubs.
- More lunchtime equipment.
- Greater opportunities to participate in football and dodgeball.

Sports and Activities Pupils Would Like

The most commonly requested activities included:

- Dodgeball
- Football
- Tennis
- Cricket
- Rugby
- Basketball
- Gymnastics
- Running Club
- American Football
- Assault Courses

This demonstrates that pupils enjoy a broad range of sporting opportunities and would welcome an even wider variety of activities.

Overall Analysis



The questionnaire demonstrates that pupils have a highly positive perception of PE and physical activity at Swaffham CofE Primary Academy.

Particular strengths identified include:

- Pupils feel safe during PE lessons.
- Teachers explain learning clearly.
- Pupils are encouraged to try their best.
- PE lessons are inclusive.
- Pupils enjoy learning new skills.
- Children value opportunities to be physically active.

The most common suggestions for future development centred around increasing opportunities rather than changing current provision. Many pupils requested:

- More PE time.
- More sports clubs.
- Additional lunchtime activities.
- A wider variety of sports and equipment.

These responses indicate that pupils enjoy PE and are enthusiastic about participating in even more physical activity, which is a very positive outcome.

Representative Pupil Voice

"I like that we get to try new things."

"Using my energy and having fun."

"Learning different sports."

"Gymnastics is my favourite."

"I would like more PE each week."

"I'd like to try more sports."

"It would be good to have longer PE lessons."

"I enjoy doing sports with my friends."

Next Steps

The questionnaire has highlighted several priorities that will inform PE development during 2026–2027:

- Continue to provide engaging, inclusive PE lessons across all year groups.
- Explore opportunities to increase physical activity throughout the school day.



- Investigate additional extracurricular clubs, particularly football, dodgeball and tennis.
- Continue to refresh lunchtime equipment and activities.
- Use pupil voice regularly to shape future PE provision and sporting opportunities.

EYFS & Key Stage 1 Sports Day

Children from Nursery (Ducklings) through to Year 2 took part in a carousel of **nine different activities**, including running, jumping and throwing challenges. Working in small mixed groups, pupils rotated around each activity, allowing every child to experience success while developing fundamental movement skills in a fun and supportive environment.

This was the **first Sports Day for our Nursery (Ducklings) pupils**, who demonstrated excellent enthusiasm, resilience and stamina throughout the event. They approached each activity with confidence and thoroughly enjoyed taking part alongside the older children.

We were also delighted that pupils from our **Complex Needs Provision (Red Foxes)** successfully participated in the event. With appropriate adult support, they were able to access the activities alongside their peers, demonstrating determination, enjoyment and a real sense of achievement. Their participation reflected our commitment to providing an inclusive Sports Day where every child has the opportunity to take part, experience success and celebrate their achievements.

The emphasis throughout the event was on:

- Enjoyment.
- Participation.
- Trying your best.
- Teamwork.
- Personal achievement.

Children particularly enjoyed moving around the activities with their friends, encouraging one another and celebrating each other's successes.

Pupil Voice – EYFS & Key Stage 1

Common themes from pupil discussions included:

- Enjoying taking part with friends.
- Feeling proud when completing each activity.
- Trying activities they had not done before.
- Enjoying running and throwing challenges.
- Feeling excited when their families were watching.

Representative pupil comments included:

"I liked trying all the different games."



"Running was my favourite because everyone cheered."

"It was fun being in a team with my friends."

"I felt proud when I finished all the activities."

"I liked showing my family what I could do."

Key Stage 2 Sports Day

Key Stage 2 pupils completed a carousel of six athletic activities before taking part in competitive team relays.

The carousel enabled pupils to continue developing a range of athletic skills while promoting teamwork, resilience and personal best performances.

The afternoon concluded with team relay races involving all four school teams (Red, White, Blue and Green). Pupils competed enthusiastically, demonstrating determination, perseverance and excellent sportsmanship throughout.

The relay races created an exciting atmosphere, with pupils encouraging one another and parents and carers providing enthusiastic support from the sidelines. The event successfully balanced healthy competition with enjoyment and inclusion.

Pupil Voice – Key Stage 2

Discussions with pupils highlighted several common themes.

Children enjoyed:

- Representing their team.
- Competing against other houses.
- Encouraging classmates.
- Challenging themselves.
- Working together towards a common goal.

Many pupils spoke positively about persevering even when the races became physically demanding and were proud of completing the relay for their team.

Representative comments included:

"The relay was hard, but I kept going for my team."

"I liked everyone cheering each other on."

"It felt good representing my team."

"Even if we didn't win, it was really fun."



"I was proud that I didn't give up."

Playmaker Leadership during Sports Days

Year 6 Playmakers made a valuable contribution to the EYFS and Key Stage 1 Sports Day by leading activities, demonstrating events, supporting scoring and helping younger pupils understand each challenge.

Their leadership helped activities run smoothly while providing younger pupils with positive role models.

The Playmakers spoke positively about the responsibility they were given and valued the opportunity to support younger children.

Comments reflected those gathered through the Playmaker questionnaire, including:

"I liked helping the younger children understand the games."

"It made me feel responsible."

"Seeing everyone enjoy themselves made me feel proud."

"It was fun helping Sports Day run well."

The event provided an authentic opportunity for pupils to demonstrate leadership, communication and organisation skills developed through the Playmaker programme.

Overall Impact

Sports Day continues to have a significant positive impact on pupils across the school.

The event successfully promoted:

- Enjoyment of physical activity.
- Personal achievement and resilience.
- Teamwork and cooperation.
- Healthy competition.
- Confidence.
- Leadership opportunities for Year 6 Playmakers.
- Strong links between school and families through excellent parental attendance.

Pupil voice indicates that children value Sports Day not only because of the sporting activities but because it allows them to challenge themselves, work alongside friends and celebrate success together.

The introduction of competitive relay races within Key Stage 2 further enhanced pupils' experience by developing determination, teamwork and sportsmanship while maintaining an inclusive atmosphere where every child represented their team.



Next Steps

Moving forward, we aim to:

- Continue to provide inclusive Sports Days where every child participates fully.
- Further develop the competitive relay element for Key Stage 2, building on this year's success.
- Continue to use Playmakers to lead and support activities, providing meaningful leadership opportunities.
- Gather pupil voice annually to ensure Sports Day continues to evolve in response to pupils' views.
- Explore additional opportunities to celebrate personal achievement, teamwork and resilience alongside sporting performance.

Summary

Sports Day remains a highly valued event within the school community. Feedback from pupils, staff and families demonstrates that the event successfully balances participation, enjoyment and healthy competition while promoting the school's values of perseverance, teamwork and personal achievement. The introduction of structured leadership opportunities for Playmakers and the continued development of competitive relay races have further strengthened the quality and impact of Sports Day across the school.



Staff Voice Analysis – PE & Sport 2025–2026

Overview

As part of our annual review of PE and Sport provision, staff were invited to share their views on teaching PE, confidence in delivering lessons and areas where further support or professional development would be beneficial.

Although only a small number of responses were received, the feedback provides useful insight into current strengths and priorities for future development.

Staff Confidence

The responses indicated that staff feel **somewhat confident** in delivering PE but would welcome further support to develop their knowledge and confidence.

- The staff questionnaire, together with ongoing discussions and observations throughout the academic year, suggests that staff confidence in teaching PE varies across the school.
- A number of staff feel confident delivering PE lessons and are comfortable teaching a range of activities. However, confidence is not consistent across all members of staff or across all areas of the curriculum. Some colleagues feel less confident planning and delivering certain aspects of PE, particularly activities that are less familiar or require more specialist subject knowledge.
- Staff generally reported feeling most confident teaching fundamental movement skills and adapting activities to meet the needs of pupils within their class. Confidence was lower when planning sequences of lessons, assessing pupils' progress in PE and delivering some curriculum areas such as gymnastics, dance and outdoor adventurous activities.
- This reflects the varied experience of staff delivering PE and highlights the importance of continuing to provide high-quality professional development, opportunities to share good practice and access to well-structured planning resources. Supporting staff confidence remains a key priority as we continue to develop PE provision across the school.

Resources and Facilities

Staff responses identified resources as the main area for development.

- **100%** felt there is **not enough PE equipment**.
- **100%** felt that equipment is **not always easy to find**.
- **100%** felt that facilities and available equipment could better meet the needs of their classes.

Comments highlighted the importance of ensuring equipment is fit for purpose, well organised and readily accessible.



Professional Development

- **100%** of staff who responded said they would benefit from additional PE training.

Areas identified for further CPD included:

- Gymnastics
- Athletics
- Dance
- Outdoor Adventurous Activities (OAA)
- Tag Rugby
- Invasion Games
- Fundamental Movement Skills
- Assessment in PE
- Behaviour management during PE
- Health and Safety

These responses will help inform future CPD planning and support staff in developing confidence across a wider range of activities.

Playmakers

Staff recognised the positive contribution Playmakers make to school life.

- **100%** agreed that Playmakers have a positive impact within school.
- One member of staff suggested making greater use of Playmakers during PE lessons, particularly where lessons are delivered without additional adult support.

This feedback supports the continued development of the Playmaker programme as a valuable leadership opportunity while also enhancing PE provision across the school.

School Sport

- **100%** agreed that school sport has a positive impact on pupils.

Staff recognised the benefits that sporting opportunities have on pupils' confidence, participation and enjoyment of physical activity.

Representative Staff Voice

"The ready-to-use lesson plans work well and make PE accessible for staff."

"We adapt well to the facilities and equipment we have available."

"Additional equipment that is fit for purpose would further improve lessons."

"More adult support during some PE lessons would be beneficial."



"Further CPD would help increase confidence across a wider range of activities."

Impact

The staff responses indicate that PE is viewed positively across the school and that colleagues value the support already available. The feedback has also identified clear priorities for future development, particularly around staff training, equipment and making greater use of Playmakers to support PE provision.

Next Steps

- Provide targeted CPD based on identified training needs.
- Review and audit PE equipment to improve quality, accessibility and organisation.
- Explore opportunities for Playmakers to support PE lessons where appropriate.
- Continue to monitor staff confidence through annual staff voice questionnaires to evaluate the impact of professional development.