



THE SHOT PAPERS

THE THIRD LESSON.

Schools are about to be graded on personal development with less curriculum PE than at any time since London 2012. The evidence inspectors want is produced every week, on school pitches and at the clubs down the road, and nobody writes it down. This paper is about fixing that, for nothing.

FOR HEADS · PE LEADS · TRUSTS · THE NEW PARTNERSHIPS NETWORK

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THE ARGUMENT IN ONE PAGE

Secondary schools now face an inspection framework that grades personal development and wellbeing as its own report-card area, and they face it with less curriculum PE than at any point since London 2012. The evidence inspectors are looking for is produced every week in sport, at school and at clubs, and almost none of it is recorded. None of it follows the child. That gap can be closed, and it does not need a budget line.

SIX FINDINGS

1. **PE is shrinking.** Its share of secondary teaching hours has fallen from around 8.6% in 2011/12 to around 7.3% in 2025/26. State secondaries lost 4,000 curriculum PE hours last year alone.
2. **The accountability is growing.** From November 2025, Ofsted's renewed framework grades personal development and wellbeing as its own five-point report-card area, with inspectors looking for individual development over time.
3. **The funding is changing shape.** The £320 million PE and sport premium goes in spring 2027, replaced by a partnerships network worth £580 million over seven terms, roughly 22% less per year, plus capital and transition funds.
4. **England has fixed this before.** Under the School Sport Partnerships of 1999 to 2010, pupils doing two or more hours of school sport rose from 25% to roughly 90%, on schools' own survey returns.
5. **The evidence already exists.** Every week of sport produces exactly what the framework asks for: leadership, resilience, confidence, teamwork. Nobody records it.
6. **The school-club link is a handshake, not a system.** A child's development resets at the school gate in both directions, so each side holds half the picture and neither can use it.

Schools do not have a personal development problem. They have a recording problem. The richest evidence a school owns is produced on its own pitches and at the club down the road, every week, and nobody writes it down.

This paper sets out the numbers, why the current answers fall short, a principle any school or partnership could adopt tomorrow with or without us, and then, last, how we have built it.

1 THE MOMENT

I spent years running a grassroots football club that grew from five girls to several hundred children a week. This paper started with something I noticed about those children's other sporting life, the one on the far side of the school gate.

The club began with five girls who wanted somewhere to play. It grew to 20, then 100, then somewhere between 500 and 800 children a week across midweek evenings, weekends and holiday camps. Some of those kids were heading for county trials. Some had disabilities or mental health difficulties. Most just wanted to play football with their mates.

Somewhere in that growth I started paying attention to the school half of the same children's weeks. Some of our volunteer parents were teachers, and they would mention, almost in passing, that PE was the first lesson to give way when the timetable tightened. Exam preparation. Staff shortages. A sports hall requisitioned for mocks. The children we were coaching for two hours on a Tuesday night were, in the very same week, quietly losing curriculum PE at school. Two facts about one child, and they never met. PE had become the third lesson: praised in every speech, first on the chopping block.

That was the part that got under my skin. Two systems were developing the same child, and they never compared notes. The school had no idea that a quiet Year 8 girl had just captained her first match, organised her own warm-up and talked a teammate through a bad defeat. Her coach had no idea she had stopped putting her hand up in class, or that a PE teacher had spent a whole term building the confidence the club now relied on. Each side held half the picture, and each half was invisible to the other.

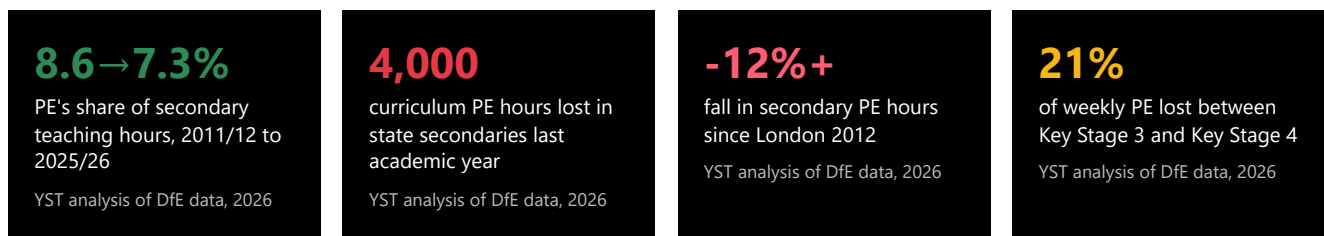
A child's sporting life resets at the school gate, in both directions. What the club learns about resilience, leadership and confidence never reaches the school that is about to be inspected on exactly those things. What the school knows never reaches the coach who, across a season, sees the child for more hours than some of their teachers do. Nobody is at fault. There has simply never been anywhere for either side to write it down.

2 THE PROBLEM IN NUMBERS

The squeeze on school PE is not a feeling. It is visible in the government's own workforce data, and it is tightening exactly as the accountability for personal development arrives.

One flag before the numbers. The hours analysis below is the Youth Sport Trust's, a charity that campaigns for school sport, working on the Department for Education's School Workforce Census. The underlying census is primary government data; the analysis of it comes from an advocacy body. I would rather say that plainly than pretend the distinction does not exist.

THE SHRINKING THIRD LESSON



The pattern gets worse as children get older, which is precisely when drop-out risk peaks. By 16 to 18, young people average 34 minutes of PE a week. And only 57% of teachers say their school delivers the recommended two hours; the same analysis, the same flag. In the summer after a home Olympics we promised a generation would be inspired. Fourteen years on, that generation's younger siblings have over 12% less PE.

THE MONEY IS CHANGING SHAPE

From spring 2027, the £320 million PE and sport premium is scrapped and replaced by a PE and school sport partnerships network: £580 million over seven school terms, which works out at roughly 22% less per year, alongside £200 million of capital funding and £100 million of transition support. Whether that is a cut or a redesign depends entirely on what the network is built to do, and those decisions are being made now.

IT HAS BEEN FIXED BEFORE



The School Sport Partnerships of 1999 to 2010 are the closest thing this country has to a natural experiment. With around 450 partnerships linking schools and clubs, the share of pupils doing two or more hours of school sport rose from 25% in 2002 to roughly 90% before the programme was abolished. That 90% came from schools' own survey returns, so treat it as directional rather than precise. Directionally, it is not subtle: when schools and clubs are wired together, participation climbs.

Meanwhile the accountability has already landed. From November 2025, Ofsted's renewed framework grades personal development and wellbeing as its own report-card area on a five-point scale, with inspectors looking

at how individual children develop over time and whether disadvantaged pupils get the same enrichment as everyone else.

3 WHY THE CURRENT ANSWERS FAIL

Schools are not short of effort on personal development. They are short of a system that captures what already happens, and the three tools they have been given do not do it.

MORE IS BEING ASKED, WITH LESS

Put the two trends of Part Two side by side and the bind is obvious. Schools are being asked to evidence every child's personal development with less curriculum PE than at any time since 2012. PE is the one subject that produces that evidence as a matter of course: children leading, cooperating, failing in public and trying again. It is being cut while the demand for what it produces goes up. Faced with an inspection, most schools reach for what they can find: a folder of photographs, an assemblies log, a one-off pupil survey, a list of clubs offered. All of it describes provision. None of it shows an individual child changing over time, which is what the framework now asks about.

SPORT PRODUCES THE EVIDENCE WEEKLY, AND NOBODY RECORDS IT

Think about what one ordinary season produces for one ordinary child. Turning up in the rain when it would be easier not to. Captaining a side for the first time. Refereeing a younger age group. Losing a final and shaking hands anyway. Coming back after being dropped. Every one of those is a dated, observable, individual piece of personal development evidence, and in almost every club in the country the recording system is a coach's memory and a WhatsApp thread. At school, the same is largely true of everything that happens outside a marked book. The evidence is generated in enormous volume and written down almost nowhere.

THE SCHOOL-CLUB LINK IS A HANDSHAKE, NOT A SYSTEM

Where school-club links exist, they are usually a poster in reception, a taster day and one enthusiastic adult with a phone number. When that person changes job, the link dies with them. And even a healthy link moves fixtures and children; it never moves information about the child. The pupil who plays for the school on Wednesday, the club on Sunday and a holiday programme in August is developing in three silos that share nothing. Each silo starts from zero.

MONEY WITHOUT MEMORY

The PE and sport premium put real money into schools for over a decade, and it still could not defend itself, partly because it bought provision without keeping any record of what changed for any individual child. A fund that cannot show its effect, child by child, will always be negotiable. If the partnerships network that replaces it repeats that design, it will inherit the same weakness with 22% less per year to absorb it.

4 THE PRINCIPLE

"Sport is the richest personal development evidence a school owns, if anyone writes it down."

THE PRINCIPLE OF THIS PAPER

Everything else follows from that sentence, and it holds whether or not our platform exists. Any school, trust or partnership could adopt the five rules below tomorrow with a spreadsheet and discipline. The tooling makes it sustainable; the principle makes it work.

1

RECORD DEVELOPMENT, NOT JUST ATTENDANCE

A register proves a child was present. Evidence means noting what they did and how they grew: led a warm-up, refereed a game, handled a defeat, improved a skill. Date it, keep it, let it accumulate.

2

ONE RECORD PER CHILD, NOT ONE PER PROVIDER

The record belongs to the child and travels with them between school PE, club sport and holiday programmes. Three silos sharing nothing is the current system; one record is the fix.

3

TWO VOICES IN EVERY RECORD

The child rates themselves alongside the adult's assessment. The gap between the two is evidence in its own right: it shows confidence, or the lack of it, before any behaviour does.

4

THIRTY SECONDS, NOT THIRTY MINUTES

If recording costs a teacher or a volunteer coach real time, it will not happen twice. The unit of capture has to fit inside the walk back to the changing room.

5

FREE AT THE POINT OF USE

If it needs a budget line, the schools and clubs that most need it will not have it, and the evidence will follow the money rather than the children. Free at the base is a design requirement, not a pricing choice.

Held to those five rules, "inspection-ready" stops meaning a folder assembled the week before the visit. It means a dated, cumulative record for each child that answers the personal development question the way inspectors now ask it: not "what do you offer?" but "how has this child developed, and how do you know?"

5 THE BUILD

Our platform arrives on the second-to-last page because the principle matters more than the product. Here is how we built the principle, plainly and without superlatives.

PERFORM: FIVE PILLARS, THIRTY SECONDS

PERFORM is our development engine, covering 47 sports. Every framework is built on five pillars: Technical, Physical, Psychological, Social and Personal. The last three are, almost word for word, what the renewed inspection framework grades. A coach or teacher records a structured evaluation in around 30 seconds at the end of a session, inside a Prepare, Reflect, Coach loop, and the child rates themselves on the same ladder. The gap between the two ratings surfaces confidence problems long before behaviour does. The frameworks follow the whole-athlete methodology governing bodies already teach on their coaching courses; we made it deliverable on a wet Tuesday rather than leaving it in the classroom.

EVIDENCE A HEAD CAN PUT IN FRONT OF AN INSPECTOR

Because every evaluation is dated and cumulative, each child builds an individual development record across the five pillars over terms and seasons. When an inspector asks how the school knows its pupils are developing personally, the PE lead can show exactly that, child by child, including for disadvantaged pupils, instead of a folder of photographs. It is what the framework calls a development journey, held as data rather than anecdote.

A RECORD THAT FOLLOWS THE CHILD

The record belongs to the child through their Sport Head ID, not to any single provider. It travels between school PE, club sport and holiday programmes, with parents holding visibility appropriate to the child's age. The Tuesday-night captaincy becomes visible to the school; the school's term of confidence work becomes visible to the coach. The reset at the school gate stops, in both directions.

FREE AT THE BASE

The school, club, team and coach layer is free, permanently. No card, no catch, no per-pupil fee. With the premium ending and its replacement worth roughly 22% less per year, we think the evidence layer for school sport should cost schools nothing, so that no budget decision ever stands between a child and their record.

THE NETWORK FROM 2027

The partnerships network is being designed now for spring 2027, on ground the School Games organiser network, around 450 organisers convening schools and clubs, already holds. A partnership that adopts one shared development record across its schools and clubs gains the thing the premium never had: the ability to show, child by child, what the funding changed. That is how a programme worth less per year defends itself, and how the next School Sport Partnerships story gets written in data rather than in survey returns.



TAKE YOUR SHOT

The children losing PE hours at school and the children playing club sport midweek are the same children. The two systems developing them should stop working blind to each other, and the evidence problem and the hours problem can be answered together.

If you are a head or a trust leader: before your next inspection preparation, ask your PE department for one child's development record over one term. If the answer is a folder of photographs, that is the gap this paper describes. We will set your school up with the five-pillar record for nothing, and it will cost your staff about 30 seconds per child per session.

If you are a PE lead: pick one year group and run the record for a term. Compare what you can show at the end of it with what you could show before, then decide whether it earns the rest of the school.

If you organise a partnership: the network's shape is being decided now for spring 2027. Build a shared development record between your schools and clubs in from the start, so the network can show what it changed, child by child, from its first term. Talk to us before the design hardens.

You do not need our platform to act on this paper. The five rules in Part Four work on paper and stubbornness alone. But the recording has to start, because the inspections have, and the children this whole system exists for are producing the evidence either way.

Take your SHOT. Own it. Make impact. · shotclubhouse.com

SOURCES

- Youth Sport Trust, analysis of the Department for Education School Workforce Census, June 2026: PE share of secondary teaching hours, curriculum hours lost, KS3 to KS4 decline, 16-18 weekly minutes, teacher survey on the two-hour recommendation. Primary government data; advocacy analysis, flagged as such throughout.
- Department for Education, replacement of the PE and sport premium with the PE and school sport partnerships network, announced May 2026: £580m over seven terms, £200m capital, £100m transition, in force spring 2027 (as reported in the education press).
- Hansard, House of Commons debate on school sports funding, 30 November 2010: School Sport Partnerships participation figures, 2002 to 2010 (schools' self-reported survey returns, flagged).
- Ofsted, renewed inspection framework, effective November 2025: personal development and wellbeing graded as its own report-card area on a five-point scale.
- Sport England / Department for Education, School Games organiser network figures (around 450 organisers).

The story of the club in Part One is my own, told first person. Remarks attributed to teachers are recollections from volunteer parents at that club, reported as experience rather than data. Where a statistic comes from an advocacy organisation's analysis of primary data, the paper says so at the point of use.