



northamptonshire
sport
let's move together

PE & SPORT PREMIUM DEVELOPMENT PLAN

*SHARING OUR INTENT, IMPLEMENTATION,
IMPACT & SUSTAINABILITY*

2025-2026



PE & Sport Premium: Government intent

The purpose of the PE and sport premium grant is for schools to make additional and sustainable improvements to the provision of PE and sport for the benefit of all primary-aged pupils to encourage the development of healthy, active lifestyles.

This means schools **must** use the PE and sport premium to:

- build capacity and capability within the school and ensure that improvements to the quality of PE, sport and physical activity provision made now are sustainable and will benefit pupils joining the school in future years; and
- develop or add to the PE, sport and physical activity that the school provides

PE & Sport Premium: School intent

NORTHMAPTON INTERNATIONAL ACADEMY

Our intent is to use the funding to raise the profile of PESSPA for all learners, raising the level of physical literacy of our learners so they can become confident and competent movers, enjoying and accessing movement as they grow, reaping the SEMH rewards of an active lifestyle. We will achieve this by mainly focussing on the following 3 key areas.

- Increasing staff's confidence, knowledge and skills in teaching primary PE and sport.
- Increasing engagement of all pupils in regular activity and sport.
- Raise the profile of PE and sport across the school to support whole school improvement.

Effective use of the funding

Schools should use the PE and sport premium funding to support children to meet 60 active minutes and achieve the funding intent (stated above). This funding must not be used for core-type school activities.

Schools should use it to:

- make additional and sustainable improvements to the PE, sport and physical activity they provide
- provide or improve equal access to sport for boys and girls
- ensure teachers have the relevant skills and knowledge to confidently teach PE in a structured way, prioritising continued professional development (CPD) and training where needed

It is important that schools make the most effective use of the premium. To best achieve this, spending should focus on making improvements in 5 key areas, to assist in:

- increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities
- increasing engagement of all pupils in regular physical activity and sporting activities
- raising the profile of PE and sport across the school, to support whole school improvement
- offer a broader and more equal experience of a range of sports and physical activities to all pupils
- increasing participation in competitive sport

2024-2025 | REVIEWS

- Take some time to reflect on your intent, implementation and impact from last academic year to celebrate your achievements but to also think about improvements for the year ahead.
- Record the information that is key to your school's priorities and areas of focus, however be clear about how funding has been spent on key groups such as SEND, girls and disadvantaged pupils.

SWIMMING

Swimming & water safety		What went well? <i>Supporting evidence – how do you know this?</i>	What didn't go so well? <i>Supporting evidence – how do you know this?</i>
1. Swim competently, confidently and proficiently over a distance of at least 25 meters		33% were able to swim competently and confidently. Local swimming teacher reports and weekly lessons for one half term. Offering swimming over 3 years from yr 4,5 &6 has helped.	Time we have available to access the swimming pool on our curriculum and school budget isn't big enough to extend the booking for the year groups we take swimming.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		25% were able to swim competently and confidently. Local swimming teacher reports and weekly lessons for one half term. Expertise from swim teachers support this development with specific strokes.	Time we have available to access the swimming pool on our curriculum and school budget isn't big enough to extend the booking for the year groups we take swimming.
3. Perform safe self-rescue in different water-based situations		33% were able to swim competently and confidently. Local swimming teacher reports and weekly lessons for one half term. Expertise from swim teachers support this development of water safety.	Time we have available to access the swimming pool on our curriculum and school budget isn't big enough to extend the booking for the year groups we take swimming.

PE, SCHOOL SPORT & PHYSICAL ACTIVITY

Key areas as outlined in PE and sport premium guidance		What went well? <i>Supporting evidence – how do you know this?</i>	What didn't go so well? <i>Supporting evidence – how do you know this?</i>
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed		Some internal CPD helped support less experienced staff.	On review this needs to be a focus for next year. Not only for the PE teachers but for all staff.
2. Increasing engagement of all pupils in regular physical activity and sporting activities		Installation of activity lines and marking on the playground have support active breaks, and used in lessons too. Learners are more active at break, with less behaviour incidents. PM break individual class sessions are more structured and focussed times with skills development activities and social game play	Further development required. It is essential to get the environment right for change to take place. Change were we want leaners to be more confident movers, find movement more accessible and therefore become more competent movers.
3. Raising the profile of PE and sport across the school, to support whole school improvement		Installation of Basketball posts suitable for the Primary learners, offers a great opportunity at break and lunch to play. Also used in lessons, supporting HQPE and opportunities for school sport.	Numbers at clubs and no clear focus or link with the attendance or academic attainment. Link work next year with activities that support SEMH, attendance and Maths and English.
4. Offer a broader and more equal experience of a range of sports and physical activities to all		We attended more events and a wider variety of events to provide opportunity to all.	Introduction of new accessible sports which can be used in HQPE and PA and SS.

pupils and ensure equal access to sport for boys and girls		
5. Increasing participation in competitive sport	Increase sports means more spend on travel to make these opportunities achievable.	Increase spend her too will help support and increase in opportunities for our learners.

2025-2026 | PLANNING, MONITORING & EVALUATION

SWIMMING

Swimming and water safety are national curriculum requirements and essential life skills. The national curriculum requirement is that by the end of key stage 2, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.
- perform a safe self-rescue in different water-based situations.

You can use the PE and Sport Premium to fund the professional development and training that is available to schools to train staff to support high-quality swimming and water safety lessons for their pupils.

You can use your funding for:

- professional development and training that are available to schools to train staff to support high quality swimming and water safety lessons for their pupils.
- additional top-up swimming lessons to pupils who have not been able to meet the 3 national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons. At the end of key stage 2 all pupils are expected to be able to swim confidently and know how to be safe in and around water.

Schools are required to annually publish information on the percentage of their pupils in year 6 who met each of the 3 swimming and water safety national curriculum requirements

Swimming & water safety	Intentions	What will you measure and how do you know you have been successful? (supporting evidence)
1. Swim competently, confidently and proficiently over a distance of at least 25 meters	To increase learners' success rate to +40%. Support the swim teachers by school staff focussing more on the lower ability, water confident needs of the weakest non-swimmers. Swim teachers to focus on those who are closer to the 25m target.	First swim lesson baseline and last lesson assessment carried out by the swim teachers.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	To increase learners' success rate to +40%. Support the swim teachers by school staff focussing more on the lower ability, water confident needs of the weakest non-swimmers. Swim teachers to focus on those who are closer to the 25m target.	First swim lesson baseline and last lesson assessment carried out by the swim teachers.

3. Perform safe self-rescue in different water-based situations	To increase learners' success rate to +40%. Support the swim teachers by school staff focussing more on the lower ability, water confident needs of the weakest non-swimmers. Swim teachers to focus on those who are closer to the 25m target.	First swim lesson baseline and last lesson assessment carried out by the swim teachers.
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PE, SCHOOL SPORT & PHYSICAL ACTIVITY

- Using your whole school priorities, school development plan and previous PE, school sport and physical activity data, set out your aims for the academic year 2025/2026.
- Think about specific areas of need such as **inactive girls, SEND and disadvantaged pupils**
- Consider which of the 5 key areas improvements will be focusing on:
 - Outcome 1 | Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.
 - Outcome 2 | Increasing engagement of all pupils in regular physical activity and sporting activities
 - Outcome 3 | Raising the profile of PE and sport across the school, to support whole school improvement
 - Outcome 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
 - Outcome 5 | Increasing participation in competitive sport
- Please aim to use this as a live working document throughout the year.
- Keep returning to this document to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have; make as many or as few as you see fit that will support your aims for the year ahead.

Outcome 1 | Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities

Planning & Monitoring			
Intent What is your objective?	Implementation How will you achieve this – what do you need to action?	Impact What impact do you hope to see?	Cost Planned cost
Active lessons to raise attainment across the school – Numeracy and Literacy.	Purchase the CPD Tagtivate package and resources. Whole school CPD staff and learners. Use as a intervention and active learning tool.	Increase enjoyment of movement. Improved attainment in Maths and English. Improved impact of Maths and English intervention sessions.	£1,800.0
Structured active breaks and lunches. Structured lesson break times.	Dan The Skipping Man – Staff and learner CPD. Class and individual resources, Staff then to use and facilitate at break and lunch and also during active lesson breaks. Pluss opportunities for PE lessons and a broader curriculum of movement.	Increase staff confident to facilitate and lead skipping sessions in a variety of situations - whole class, small group, intervention, break and lunch. Increase learners time spent being active and enjoying movement.	£1,500.00
To upskill both POE staff and the primary tutors and ISPs providing support for active options.	YST – TOPS resources Full collection of resources to support throughout the school day and staff in different situations – lessons, breaks, lunches, interventions.	Increased staff knowledge and confidence. Learners increased HQ experiences.	£300.00
ISP training on break and lunch time resources and facilitating activities.	Internal staff CPD during whole school active days to develop staff confidence. Led by the PE team.	Increased staff knowledge, confidence and competency in delivering and facilitating PA.	£300
To improve the HQPE already on offer and upskill the whole PE team. Develop confidence for all so they can all be involved in primary delivery. Develop HQ consistency of delivery.	Full access to the PE HUB online resources for three years. Staff CPD and shared practice across EMAT.	Improved HQPE delivery and upskilled PE team. Developed confidence for all so they can all be involved in primary delivery. Develop HQ consistency of delivery.	£1,400.00

Evaluation			
Impact What impact have you seen?	Outcomes Are the outcomes sustainable? How will they be sustained?	Impact How do you know this objective has been met – what evidence do you have?	Cost Actual cost
Staff and Leaners response to the introduction was very positive.	Yes – continued internal staff CPD and access to the online resources. Future yearly subscriptions to come out of school budget when continued success and impact is evidenced.	Evidence to be on obtained and collected from Sept 2026 – 2027 following a full year of implementation. Data comparisons from 2025 – 2026 SATS and internal assessments.	£1,800.0
Qualitative data so far from pupil and staff response. Implementation only started July 2026.	Yes – continued internal staff CPD and resources purchased to last.	Active break and lunchtime data to be collected. Summer term 2026. Through the year 2026 – 2027. Pupil voice of PESSA. Staff feedback on PESSA at primary.	£1,500.00
Qualitative data so far from pupil and staff response. Implementation only started July 2026.	Yes – continued internal staff CPD.	Active break and lunchtime data to be collected. Summer term 2026. Through the year 2026 – 2027. Pupil voice of PESSA. Staff feedback on PESSA at primary.	£300.00
Qualitative data so far from pupil and staff response. Implementation only started July 2026.	Yes – continued internal staff CPD.	Active break and lunchtime data to be collected. Summer term 2026. Through the year 2026 – 2027.	£300
Staff and Leaners response to the introduction was very positive.	Yes – continued internal staff CPD and access to the online resources. Future yearly subscriptions to come out of school budget when continued success and impact is evidenced.	Evidence to be on obtained and collected from Sept 2026 – 2027 following a full year of implementation. Data comparisons from 2025 – 2026. Pupil voice of PESSA. Staff feedback on PESSA at primary.	£1,400.00

and PE curriculum diet.			
To raise attainment in Maths and English, raise physical literacy, raise physical activity levels across a day.	To support the active learning across the school – adding Active Maths and English resources to the Primary Phases.	Increase confidence and enjoyment in movement as well as with maths and English. Learners becoming more familiar with numbers and letter.	£1,600.00

Staff and Learners response to the introduction was very positive. Student voice. Quantitative data from SATs, interventions.	Yes – continued internal staff CPD and access to the online resources to support deliver. Both for Teachers and ISP to deliver.	Quantitative data from SATs, interventions.	£1,600

Outcome 2 | Increasing engagement of all pupils in **regular physical activity** and sporting activities

Planning & Monitoring			
Intent What is your objective?	Implementation How will you achieve this – what do you need to action?	Impact What impact do you hope to see?	Cost Planned cost
To improve target learner sch attendance, to increase numbers cycling / scooting to school. Active Travel.	BMX academy – Scooter day. Whole school assembly inspiration experience. Targeted group sessions to develop skills and confidence and enjoy school and PESSPA.	To improve target learner sch attendance, to increase numbers cycling / scooting to school. Active Travel.Targeted group sessions to develop skills and confidence and enjoy school and PESSPA.	£1000.00
Active lessons to raise attainment across the school – Numeracy and Literacy.	Purchase the CPD Tagtivate package and resources. Whole school CPD staff and learners. Use as a intervention and active learning tool.	Increase enjoyment of movement. Improved attainment in Maths and English. Improved impact of Maths and English intervention sessions.	£1,800.0
Improve the quality of experience received in PE.	New sports – Table tennis added to the curriculum. 6 new tables that can be used in lessons and at breaktimes.	Greater enjoyment in lessons. Better understanding of the games and rules. Better application of skills and need for greater skill development.	£5000
ISP training on break and lunch time resources and facilitating activities.	Internal staff CPD during whole school active days to develop staff confidence. Led by the PE team.	Increased staff knowledge, confidence and competency in delivering and facilitating PA.	£300

Evaluation			
Impact What impact have you seen?	Outcomes Are the outcomes sustainable? How will they be sustained?	Impact How do you know this objective has been met – what evidence do you have?	Cost Actual cost
	Yes. Use of scooters in lessons and curriculum time in years 1,2 and 3. Offer of bikeability in year 5.	Data collected prior to BMX academy Scooter day on attendance and travel to school.	£1000.00
Staff and Learners response to the introduction was very positive.	Yes – continued internal staff CPD and access to the online resources. Future yearly subscriptions to come out of school budget when continued success and impact is evidenced.	Evidence to be on obtained and collected from Sept 2026 – 2027 following a full year of implementation. Data comparisons from 2025 – 2026 SATs and internal assessments.	£1,800.0
Qualitative data so far from pupil and staff response. Implementation only started July 2026.	Yes – continued internal staff CPD and resources purchased to last.	Active break and lunchtime data to be collected. Summer term 2026. Through the year 2026 – 2027. Pupil voice of PESSA. Staff feedback on PESSA at primary.	£5000
Qualitative data so far from pupil and staff response. Implementation only started July 2026.	Yes – continued internal staff CPD.	Active break and lunchtime data to be collected. Summer term 2026. Through the year 2026 – 2027.	£300

Introduction of Pickle ball to PESSPA – linked to the craze of Padel we aim to keep up with trends that the learners can relate to and should be accessible.	Pickleball – Purchase of Pickle nets, bats and ball. Who class resource set that can be used in PE and PA times.	Engage and excite learners. Relate to activities they can try outside of school and develop interest. Increase activity levels.	£800.00
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Qualitative data so far from pupil and staff response. Implementation only started July 2026.	Yes – continued internal staff CPD and resources purchased to last.	Active break and lunchtime data to be collected. Summer term 2026. Through the year 2026 – 2027. Pupil voice of PESSA. Staff feedback on PESSA at primary.	£800.00
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Outcome 3 | Raising the **profile of PE and sport across the school**, to support whole school improvement

Planning & Monitoring			
Intent What is your objective?	Implementation How will you achieve this – what do you need to action?	Impact What impact do you hope to see?	Cost Planned cost
As an EMAT community - raise the profile of PESSPA.	EMAT Activity Day Led by NIA PE staff the day is PA focussed, new, fun engaging experiences that can inspire active lives and other interests outside of school. Climbing walls, archery etc.	Increased engagement in school, PESSPA, attending clubs. Increased engagement in active lifestyles outside of school – attending clubs.	£2385.00
To improve target learner sch attendance, to increase numbers cycling / scooting to school. Active Travel.	BMX academy – Scooter day. Whole school assembly inspiration experience. Targeted group sessions to develop skills and confidence and enjoy school and PESSPA.	To improve target learner sch attendance, to increase numbers cycling / scooting to school. Active Travel. Targeted group sessions to develop skills and confidence and enjoy school and PESSPA.	£1000.00
Active lessons to raise attainment across the school – Numeracy and Literacy.	Purchase the CPD Tagtivate package and resources. Whole school CPD staff and learners. Use as a intervention and active learning tool.	Increase enjoyment of movement. Improved attainment in Maths and English. Improved impact of Maths and English intervention sessions.	£1,800.0
Improve the quality of experience received in PE.	New sports – Table tennis added to the curriculum. 6 new tables that can be	Greater enjoyment in lessons. Better understanding of the games and rules. Better application of	£5000

Evaluation			
Impact What impact have you seen?	Outcomes Are the outcomes sustainable? How will they be sustained?	Impact How do you know this objective has been met – what evidence do you have?	Cost Actual cost
Qualitative data from staff and learner response to the day.	Yes – combined with other initiatives going on in PESSPA.	Pupil voice feedback to be collected in July 2026 and compared with previous years data.	£2385.00
Attendance from target learners should have improved and learners more engaged with active travel to school.	Yes. Use of scooters in lessons and curriculum time in years 1,2 and 3. Offer of bikeability in year 5.	Data collected prior to BMX academy Scooter day on attendance and travel to school.	£1000.00
Staff and Leaners response to the introduction was very positive.	Yes – continued internal staff CPD and access to the online resources. Future yearly subscriptions to come out of school budget when continued success and impact is evidenced.	Evidence to be on obtained and collected from Sept 2026 – 2027 following a full year of implementation. Data comparisons from 2025 – 2026 SATS and internal assessments.	£1,800.0
Qualitative data so far from pupil and staff response. Implementation only started July 2026.	Yes – continued internal staff CPD and resources purchased to last.	Active break and lunchtime data to be collected. Summer term 2026. Through the year 2026 – 2027.	£5000

	used in lessons and at breaktimes.	skills and need for greater skill development.	
Introduction of Pickle ball to PESSPA – linked to the craze of Padel we aim to keep up with trends that the learners can relate to and should be accessible.	Pickleball – Purchase of Pickle nets, bats and ball. Who class resource set that can be used in PE and PA times.	Engage and excite learners. Relate to activities they can try outside of school and develop interest. Increase activity levels.	£800.00
To improve the HQPE already on offer and upskill the whole PE team. Develop confidence for all so they can all be involved in primary delivery. Develop HQ consistency of delivery. and PE curriculum diet.	Full access to the PE HUB online resources for three years. Staff CPD and shared practice across EMAT.	Improved HQPE delivery and upskilled PE team. Developed confidence for all so they can all be involved in primary delivery. Develop HQ consistency of delivery.	£1,400.00
Improve the quality of experience received in PE.	New sports – Table tennis added to the curriculum. 6 new tables that can be used in lessons and at breaktimes.	Greater enjoyment in lessons. Better understanding of the games and rules. Better application of skills and need for greater skill development.	£5000
To improve the quality of PE and the delivery of Sportshall Athletics. Giving learners realistic and high quality experiences.	Introduction of high quality equipment used in competitions which we will use in PE.	Increased engagement in athletics lessons, athletics clubs and success and school competitions.	£2,400.00

		Pupil voice of PESSA. Staff feedback on PESSA at primary.	
Qualitative data so far from pupil and staff response. Implementation only started July 2026.	Yes – continued internal staff CPD and resources purchased to last.	Active break and lunchtime data to be collected. Summer term 2026. Through the year 2026 – 2027. Pupil voice of PESSA. Staff feedback on PESSA at primary.	£800.00
Qualitative data so far from pupil and staff response. Implementation only started July 2026.	Yes – continued internal staff CPD and resources to support staff CPD for 3 years. As a school we will develop our own resources from this or purchase the package as part of our normal curriculum and T&L budgets.	Active break and lunchtime data to be collected. Summer term 2026. Through the year 2026 – 2027. Pupil voice of PESSA. Staff feedback on PESSA at primary.	£1,400.00
Qualitative data so far from pupil and staff response. Implementation only started July 2026.	Yes – continued internal staff CPD and resources purchased to last.	Active break and lunchtime data to be collected. Summer term 2026. Through the year 2026 – 2027. Pupil voice of PESSA. Staff feedback on PESSA at primary.	£5000
Will be qualitative when used in lessons. Student voice and quantitative when we look at club attendance.	High quality equipment. Staff trained to sue them and stored effectively and linked to the PE curriculum so used at the right time.	High numbers at clubs, success at school competitions and student voice feedback about lessons and athletics.	£2,400.00

Outcome 4 | Offer a **broad**er 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

Planning & Monitoring			
Intent What is your objective?	Implementation How will you achieve this – what do you need to action?	Impact What impact do you hope to see?	Cost Planned cost
To improve target learner sch attendance, to increase numbers cycling / scooting to school. Active Travel.	BMX academy – Scooter day. Whole school assembly inspiration experience. Targeted group sessions to develop skills and	To improve target learner sch attendance, to increase numbers cycling / scooting to school. Active Travel.Targeted group	£1000.00

Evaluation			
Impact What impact have you seen?	Outcomes Are the outcomes sustainable? How will they be sustained?	Impact How do you know this objective has been met – what evidence do you have?	Cost Actual cost
	Yes. Use of scooters in lessons and curriculum time in years 1,2 and 3. Offer of bikeability in year 5.	Data collected prior to BMX academy Scooter day on attendance and travel to school.	£1000.00

	confidence and enjoy school and PESSPA.	sessions to develop skills and confidence and enjoy school and PESSPA.	
Introduction of Pickleball to PESSPA – linked to the craze of Padel we aim to keep up with trends that the learners can relate to and should be accessible.	Pickleball – Purchase of Pickle nets, bats and ball. Who class resource set that can be used in PE and PA times.	Engage and excite learners. Relate to activities they can try outside of school and develop interest. Increase activity levels.	£800.00
As an EMAT community - raise the profile of PESSPA.	EMAT Activity Day Led by NIA PE staff the day is PA focussed, new, fun engaging experiences that can inspire active lives and other interests outside of school. Climbing walls, archery etc.	Increased engagement in school, PESSPA, attending clubs. Increased engagement in active lifestyles outside of school – attending clubs.	£2385.00
To improve the HQPE already on offer and upskill the whole PE team. Develop confidence for all so they can all be involved in primary delivery. Develop HQ consistency of delivery. and PE curriculum diet.	Full access to the PE HUB online resources for three years. Staff CPD and shared practice across EMAT.	Improved HQPE delivery and upskilled PE team. Developed confidence for all so they can all be involved in primary delivery. Develop HQ consistency of delivery.	£1,400.00
Improve the quality of experience received in PE.	New sports – Table tennis added to the curriculum. 6 new tables that can be used in lessons and at breaktimes.	Greater enjoyment in lessons. Better understanding of the games and rules. Better application of skills and need for greater skill development.	£5000

Qualitative data so far from pupil and staff response. Implementation only started July 2026.	Yes – continued internal staff CPD and resources purchased to last.	Active break and lunchtime data to be collected. Summer term 2026. Through the year 2026 – 2027. Pupil voice of PESSA. Staff feedback on PESSA at primary.	£800.00
Qualitative data so far. Pupil and staff response. Feedback from learners and the 'buzz' from the day. Very positive, great day with a broad experience of inclusive and fun activities.	Success of the day will lead to solid implementation of the day in the school calendar and the use of the school budget. Staff CPD and development of what we can offer from within school. Development of ideas we can look to offer from school on a more sustainable basis -e.g – climbing wall.	Pupil survey will need to be completed.	£2385.00
Qualitative data so far from pupil and staff response. Implementation only started July 2026.	Yes – continued internal staff CPD and resources to support staff CPD for 3 years. As a school we will develop our own resources from this or purchase the package as part of our normal curriculum and T&L budgets.	Active break and lunchtime data to be collected. Summer term 2026. Through the year 2026 – 2027. Pupil voice of PESSA. Staff feedback on PESSA at primary.	£1,400.00
Qualitative data so far from pupil and staff response. Implementation only started July 2026.	Yes – continued internal staff CPD and resources purchased to last.	Active break and lunchtime data to be collected. Summer term 2026. Through the year 2026 – 2027. Pupil voice of PESSA. Staff feedback on PESSA at primary.	£5000

Outcome 5 | Increasing participation in competitive sport

Planning & Monitoring			
Intent What is your objective?	Implementation	Impact What impact do you hope to see?	Cost Planned cost

Evaluation			
Impact What impact have you seen?	Outcomes Are the outcomes sustainable?	Impact How do you know this objective has	Cost Actual cost

	How will you achieve this – what do you need to action?		
Improve the quality of experience received in PE.	New sports – Table tennis added to the curriculum. 6 new tables that can be used in lessons and at breaktimes.	Greater enjoyment in lessons. Better understanding of the games and rules. Better application of skills and need for greater skill development. New fixtures for local schools for Tabel Tennis.	£5000
To improve the quality of PE and the delivery of Sportshall Athletics. Giving learners realistic and high quality experiences.	Introduction of high quality equipment used in competitions which we will use in PE.	Increased engagement in athletics lessons, athletics clubs and success and school competitions.	£2,400.00

	How will they be sustained?	been met – what evidence do you have?	
Qualitative data so far from pupil and staff response. Implementation only started July 2026.	Yes – continued internal staff CPD and resources purchased to last.	Active break and lunchtime data to be collected. Summer term 2026. Through the year 2026 – 2027. Pupil voice of PESSA. Staff feedback on PESSA at primary.	£5000.00
Will be qualitative when used in lessons. Student voice and quantitative when we look at club attendance.	High quality equipment. Staff trained to sue them and stored effectively and linked to the PE curriculum so used at the right time.	High numbers at clubs, success at school competitions and student voice feedback about lessons and athletics.	£2,400.00

Accountability & reporting

It is highly recommended that schools use their development plan to track progress, delivery and impact of opportunities, and that the document is updated every half term to ensure that accurate information is collated and can be easily recalled when the digital tool opens for submission. The new Finance crib sheet should also be updated regularly to ensure that spending is on track, and any underspend can be spent/allocated to alternative initiatives in advance of the summer term.

Schools are accountable for how they use the PE and sport premium funding allocated to them. The school's senior leadership team should make sure that the funding is spent for the purpose it has been provided: to make additional and sustainable improvements to the PE, sport and physical activity offered. As part of their role, governors and academy trustees should monitor how the funding is being spent and determine how it fits into school improvement plans and assess the impact it is having on pupils. To assist with this, in conjunction with the National Governance Association (NGA) and the Local Government Association (LGA) we have devised a [monitoring tool](#) that can be used for this purpose.

Schools, local authorities and academy proprietors must follow the terms set out in the conditions of grant document. If a school, local authority or academy proprietor fails to comply with these terms, the Secretary of State may require the school to repay all or any part of the premium paid.

Digital reporting tool | all schools must complete the digital reporting form. The digital form outlines how the school has used its PE and sport premium and the impact it has had on achieving the aims and objectives of the funding.

The digital form contains a series of questions and free text boxes. Schools can enter details on how the PE and sport premium has been used to make improvements in the 5 key areas highlighted in this guidance. It can also be used to generate the necessary online report. As well as a series of questions and free text boxes, schools will also be required to report on the following information:

- figures on the overall spend
- what the funding has been spent on
- whether there is any unspent funding
- swimming and water safety attainment

ALL schools must complete the digital tool by 31st July 2026.

Online reporting | As part of the conditions of grant, by 31 July 2026, a school must publish on its website a report detailing how it has spent its PE and sport premium funding allocation. I school may choose to download a copy of its digital form return and use this as its published report.

Development Plan updates

Document completed by:	Luke Bartishel			Date:	21/07/2026			
Document updated (date)	01/12/25	20/03/26	01/06/26					