

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

At our school, we believe that physical education, school sport and physical activity are fundamental to developing healthy, resilient and confident young people. Through our PE and Sport Premium funding, we aim to provide every pupil with access to high-quality physical education, a broad range of sporting opportunities and the knowledge, skills and motivation to lead healthy and active lives beyond primary school.

Our strategy is built around three core priorities.

Firstly, we are committed to developing the confidence, subject knowledge and expertise of our staff so that high-quality PE teaching becomes increasingly sustainable across the school. Through specialist coaching from Premier Education, instructional coaching, team teaching and professional development opportunities, staff will continue to strengthen their pedagogical knowledge and practical skills, ensuring that pupils benefit from consistently high-quality PE provision regardless of their class or year group.

Secondly, we aim to provide a broad, balanced and inclusive enrichment programme that enables every child to discover activities they enjoy and can succeed in. We recognise that children engage in physical activity in different ways and therefore offer a diverse range of experiences including traditional team sports, individual activities, swimming, wellbeing-focused physical activity and outdoor and adventurous opportunities. Particular attention is given to ensuring high participation from girls, disadvantaged pupils, SEND pupils and those who may be less active outside of school.

Thirdly, we seek to foster lifelong participation in physical activity by increasing engagement, competition and opportunities for leadership. Through active playtimes, sports leadership roles, competitions, festivals, clubs and partnerships with local providers, pupils develop teamwork, resilience, self-confidence and a positive attitude towards physical activity.

Following our review of swimming provision during 2024-25, we have also secured a new swimming provider to improve the quality, consistency and impact of swimming instruction. This will support more pupils in achieving the national curriculum expectations for swimming and water safety while developing confidence and competence in a vital life skill.

Ultimately, our intent is that every child leaves our school physically literate, confident, active and equipped with the skills, habits and positive attitudes required to enjoy healthy lifestyles throughout their lives.

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

2025-2026 | 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 by clear about how funding has been spent on key groups such as SEND, girls and disadvantaged pupils.

SWIMMING

Swimming & water safety	What went well? *Supporting evidence – how do you know this?*	What didn't go so well? *Supporting evidence – how do you know this?*
1. Swim competently, confidently and proficiently over a distance of at least 25 meters	• 72% of Year 6 pupils met the national curriculum expectation. • Swimming remained a priority within the curriculum despite increasing costs and logistical challenges. • Pupils demonstrated improved confidence and independence in the wate	• Outcomes remained below the school's aspirations. • Progress was inconsistent between groups and greater challenge was needed for some pupils. • Review identified a need for improved quality assurance and consistency of delivery, resulting in a change of provider for 2025-26
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	• 72% of pupils were able to demonstrate effective use of a range of strokes. • Swimming sessions promoted increasing technical competence and confidence	• Some pupils lacked consistency in technique and stamina. • Additional intervention and earlier identification of pupils requiring support was needed

3. Perform safe self-rescue in different water-based situations	• 72% of pupils met self-rescue expectations. • Water safety knowledge was embedded within the programme	• Some pupils required additional opportunities to rehearse and apply self-rescue techniques. • Greater emphasis on water safety education will be included within the revised programme

PE, SCHOOL SPORT & PHYSICAL ACTIVITY

Key areas as outlined in PE and sport premium guidance	What went well? *Supporting evidence – how do you know this?*	What didn't go so well? *Supporting evidence – how do you know this?*
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	• Staff benefited from specialist coaching, networking and curriculum support. • PE leadership capacity increased through NSSP involvement. • Greater consistency in curriculum planning was evident across the school. • Non-specialist staff reported increased confidence in delivering PE lessons	• Some teachers remain reliant on external specialists. • Monitoring identified variation in provision between classes. • Further coaching and modelling is required to embed excellent practice consistently
2. Increasing engagement of all pupils in regular physical activity and sporting activities	• Sports mentor provision significantly increased participation at playtimes and lunchtimes. • Sports Leaders supported active play across the school. • Vulnerable pupils benefited from physical activity linked to wellbeing and self-regulation	• Participation data for some less-active pupils requires closer tracking. • More targeted provision is needed for pupils who are least likely to participate outside school.
3. Raising the profile of PE and sport across the school, to support whole school improvement	• PE became increasingly visible through enrichment activities, trips, clubs and sport leadership. • Sport supported wider school priorities around wellbeing, attendance and personal development.	• Greater celebration of sporting achievements and competition success is needed. • Opportunities to engage parents in healthy lifestyles could be strengthened

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	• Pupils experienced archery, gymnastics, swimming, outdoor activities, dance and sports enrichment and many more. • Funding supported access for disadvantaged and less-active pupils. • Every year group accessed experiences beyond the PE curriculum.	• Some clubs reached capacity quickly. • Participation by specific targeted groups requires more systematic monitoring and evaluation
5. Increasing participation in competitive sport	A small core of pupils participated in a significant proportion of events.	Greater numbers of opportunities are needed for a wider range of students

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	• Increased percentage of Year 6 pupils achieving 25m compared to 2025-26 outcomes.	• Provider assessment reports. • End-of-year swimming data. • Pupil voice.

	• Termly assessment data demonstrates expected progress. • Pupils identified as below expected standard receive additional support. • Swimming provider assessment records show improved attainment over time.	• PE lead monitoring.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	• Increased percentage of pupils demonstrating competent front crawl, backstroke and breaststroke. • Improved quality of technique observed during lessons. • Pupils demonstrate increased stamina, control and efficiency in the water.	• Swimming assessment records. • Teacher and provider evaluations. • Observation records. • End-of-unit assessments.
3. Perform safe self-rescue in different water-based situations	• Pupils can explain and demonstrate age-appropriate self-rescue techniques. • Pupils show secure understanding of personal water safety and risk management. • Increased pupil confidence when discussing safe behaviours around water.	• Water safety assessments. • Provider reports. • Pupil voice surveys. • Lesson observation and monitoring records.

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
Develop sustainable in-house expertise in PE teaching.	Continue Premier Education curriculum support model. Team teach and coach staff during PE lessons. PE lead lesson observations and instructional coaching. NSSP CPD and networking.	100% staff receive PE CPD. Staff confidence survey improves from baseline. Monitoring evidences consistently strong teaching.	£12,775

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

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
Increase daily participation in physical activity.	Continue sports mentor programme.	Reduced inactivity rates. • Increased participation among disadvantaged and SEND pupils.	Additional supplement of £2,755
	Develop Sports Leaders.		
	Structured active lunchtimes.		

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

		• Improved pupil wellbeing indicators.	
	Target least-active pupils.		

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
Position PE as a driver of wellbeing and personal development.	• Celebrate achievements weekly. • Sports news shared on Class Dojo and social media. • Inter-house competitions. • Parent engagement events.	• Increased club uptake. • Positive pupil voice. • Increased parental engagement.	£350

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

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

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
Ensure every pupil accesses a wide	• Maintain diverse club offer.	• All pupils access at least one	£2,755

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

range of sports and physical activities.	• Continue sports trips and enrichment days. • Target subsidised places. • Expand opportunities specifically for girls and less-active pupils.	enrichment opportunity. • Increased participation by disadvantaged pupils. • Positive pupil voice regarding variety of sports.	

Outcome 5 | Increasing participation in **competitive sport**

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
Increase participation in inclusive competitive sport.	• Expand NSSP competition calendar. • Introduce intra-school competition programme. • Focus on first-time competitors. • Introduce SEND-inclusive competitive opportunities.	• More pupils represent the school. • Increased participation from targeted groups. • Improved confidence and resilience reported by pupils.	£1300

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

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:	Magnus Wallace/ Jonathan Dale	**Date:**	26/7/26

Document updated (date)								