



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Newbury Park Primary School 2025-2026



Commissioned by



Department
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).



The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not

necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2026.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

NPPS PE School Sports Funding Spend 2025-2026

Action	Who does this action impact?	Key indicator met (Refer to poster below for context)	Impact and sustainability	Cost linked to the action
Retain the services of advocacy PE (PE Advisor and trainer, real PE Expert)	- Teaching Staff - PE Lead/SLT - Midday Staff - Pupils	1-5	<u>Teaching Staff-</u> Staff received ongoing hands-on support and training in their PE delivery. Directly linked with the real PE approach, staff were supported within their lessons with the real PE expert. The trainer led modelled lessons (Team Teach approach),, demonstrating good practice and how to embed the scheme, exploring strategies that engaged and inspired learners. Teachers will become more confident in their own delivery, resulting in consistently higher quality PE provision across the school. Staff also linked the real PE approach to the NPPS values and expectations. New teachers/staff were identified for extra support, especially new starters. Staff also took part in regular CPD delivered bespoke to theirs and the school needs exploring curriculum and assessment via staff insets and/or regular drop-in sessions. <u>PE Lead/SLT-</u> Ongoing mentoring and support was afforded to the PE Lead during contact time in school and beyond. Together they devised an action plan that reflected the ambitions of NPPS	£9360.00

			to achieve a positive culture of PE and School sport. In consultation with the trainer the pe Lead identified and worked with school staff to implement an approach where staff felt support and could engage with further opportunities for training and support. The PE Lead received ongoing and regular support from the trainer in their own role and how to develop their own skill set to raise the profile of PE. Learning Walks were conducted together with a key focus on identifying gaps in delivery and feedback sessions with staff were modelled. Beyond the curriculum, the advisor worked with the PE Lead to explore the potential of raising the profile of PE and School Sport through different initiatives that supported both staff and pupils in the classroom. The PE was tasked with helping staff set up access to free resources such as: ● Premier League Primary Stars ● The Daily Mile ● Olympics	
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			Further support was put in place to support the PE lead with the development of policies and strategy. Ensuring all relevant documents are relevant and up to date. The advisor also worked with the PE Lead to help boost extra-curricular opportunities. The outcome is directly linked to the School Games Mark Award. Upon the departure of the PE Lead the advisor worked closely with SLT to maintain and plan for PE moving forwards through a period of transition. <u>Midday Staff-</u> Provided ongoing support and training for the Midday Staff ensuring that their role is celebrated and impactful. Demonstrated positive behaviours during lunch times ensuring their roles as key role models in the school community is recognized. Help support and embed their ideas to help increase pupil engagement at lunchtime ensuring that pupils were challenged in their sedentary behaviors and increased their participation in physical activity working towards their 60 minutes per day. Further supported in their role of implementing the Sports Leaders ensuring that their role is also seen as meaningful and impactful during	
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			lunchtimes. <u>Pupils-</u> Through the training and support of the trainer/advisor with teachers, pupils have benefited from any more inclusive and progressive PE approach. They now understand the real PE philosophy in greater detail and furthermore understand the impact it has on their wider learning experiences. Pupils have become more engaged within lessons due to teachers being able to personalize the learning experience. Children have become more connected with their PE experiences and begin to talk more positively as well as better understand the importance of physical wellbeing.	
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<i>Tennis Coaching</i> (Insert Name of Company)	● Teaching Staff ● Pupils	1-5	Tennis Coaching delivered by Tens Project provided the children with an experience with a sport they might not ordinarily get to access. Directly linked with the development of their skills being taught in the curriculum, children can engage and apply their learning into sport specific context. Furthermore, children can also build connections with opportunities in the local community as well as experience competition both in and out of school. Teachers benefited from experience hands-on CPD with the coach modelling effective teaching strategies and demonstrating how to deliver high quality tennis provision aligned with the curriculum.	<i>Insert Costs</i>
<i>Purchase of key equipment</i>	● All staff ● Pupils	1-5	Purchase of key equipment Key equipment was identified and purchased to support the delivery of high-quality PE, Sport and physical activity across lessons, clubs and lunchtimes. This ensured increased access and participation due to a wider range of equipment and enhanced activity offer. Equipment is reviewed regularly to ensure sustainability, replacement and ongoing quality provision.	<i>Insert Costs</i>

Primary PE and Sport Premium - Key Indicators

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

There are 5 key indicators that schools should expect to see improvement across:

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

Download the full DfE guidance at www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools
Download afPE's exemplification guidance at www.afpe.org.uk/physical-education/advice-on-sport-premium/



Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	32 %	32% of our current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres. This reflects the significant challenges many of our pupils face in accessing swimming lessons outside of school. As a school serving a community with high levels of deprivation, many children rely entirely on curriculum swimming to develop these essential life skills. While we are pleased that some pupils have achieved the expected standard, we recognise that this percentage is lower than we would like.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	32 %	32% of our current Year 6 cohort can use a range of strokes effectively, including front crawl, backstroke and breaststroke. This percentage reflects the barriers many of our pupils face in accessing regular swimming opportunities outside of school. As a school serving an area of high deprivation, a significant number of children rely solely on school-based swimming provision to develop these skills.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	12 %	12% of our current Year 6 cohort are able to perform safe self-rescue in different water-based situations. <i>This figure reflects the varying levels of access our pupils have had to swimming opportunities both within and outside of school. As a school serving an area of high deprivation, many of our pupils have limited opportunities to access swimming lessons beyond those provided by the school.</i>
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	No	

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	
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Signed off by:

Head Teacher:	<i>Sebrina Dawes</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Caroline Rogers, Deputy Head Teacher</i>
Governor:	Frankie Chissim
Date:	July 2026