northamptonshire sport
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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 Hunsbury Park Primary School, our intent is to use the PE and Sport Premium funding to create lasting, high-quality improvements in physical education, school sport and physical activity for all pupils. We aim to develop a culture in which every child is encouraged, supported and motivated to lead healthy, active lives. Through this funding, we seek to build staff expertise, strengthen our curriculum provision, and widen opportunities so that sport and physical activity are inclusive, engaging and accessible to all pupils, regardless of background or ability. Our focus is on developing sustainable systems and practices that will benefit pupils now and in future years by improving the quality of teaching, increasing participation, raising the profile of PE across the school, offering a broader range of sports, and ensuring equal access to competitive and non-competitive opportunities.

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 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?	What didn't go so well?

	Supporting evidence – how do you know this?	*Supporting evidence – how do you know this?*
1. Swim competently, confidently and proficiently over a distance of at least 25 meters	• Pupils increased their confidence in the water throughout the programme. • Many non-swimmers at the start of the year progressed to swimming short distances independently	• Some pupils needed more time in the water than the timetable allowed. • Absence and missed sessions affected progress for some pupils.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	• Most pupils showed improvement in at least one recognised stroke. • Backstroke and front crawl techniques developed well across the cohort.	• Some pupils lacked the stamina to maintain stroke technique over longer distances.
3. Perform safe self-rescue in different water-based situations	• Pupils showed strong understanding of water safety rules and hazards. • Self-rescue demonstrations, such as floating and controlled entry/exit, were completed successfully by most pupils. • Classroom-based safety lessons helped secure knowledge beyond the pool.	• Not all pupils could apply safety skills independently without adult prompts. • Time constraints reduced opportunities to practise more advanced rescue scenarios.

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	• Provided staff training opportunities to improve confidence and skill in delivering PE • Continued parallel teaching model, with sports coaches working alongside teachers • Maintained consistent use of the RealPE scheme across the school • Booked a range of external coaches and specialist athletes to model high-quality sessions • Enabled teachers to observe RealPE ambassadors to support professional development	• Not all staff were able to attend PE training sessions. • Some teachers still lacked confidence in delivering elements of RealPE. • Fewer opportunities than planned for staff to observe high-quality model lessons. • Staff voice surveys did not capture feedback from all teaching staff.

2. Increasing engagement of all pupils in regular physical activity and sporting activities	• Installed new playground markings to promote active play at break and lunch • Re-trained Year 5 pupils as Sports Leaders to run KS1 and EYFS activities • Created and implemented a structured MUGA timetable ensuring fair access for all year groups • Delivered training to lunchtime supervisors to help them facilitate active play • Reviewed and expanded after-school and lunchtime sports club provision • Entered a wide range of Northamptonshire Sport competitions and Rhino tournaments • Continued to bring athletes and sports visitors into school • Allocated release time for Rhino coaches to offer targeted training for competition teams	• Playground marking installation was delayed, limiting their impact this year. • Sports Leader sessions were not consistently delivered throughout the year. • Sensory circuits were occasionally disrupted due to number of children participating • Outdoor activity participation dropped during periods of poor weather.
3. Raising the profile of PE and sport across the school, to support whole school improvement	• Continued to bring sports visitors into assemblies and PE sessions to inspire pupils • Booked a diverse range of competitions and sporting events for all abilities, including KS1 • Updated the PE display regularly with vocabulary, photos, and achievements • Promoted whole-school initiatives such as Walk to School Week • Created competitive opportunities tailored for pupils in The Nest	• The PE display was not updated as frequently as planned. • Parent response time to competitions is slow • KS1 children had fewer competitive opportunities compared to KS2.
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	• Updated and refined the curriculum overview with sports coaches to ensure broad learning opportunities • Organised Bikeability for eligible year groups • Reviewed and improved extra-curricular sports provision	• Availability of external providers limited the introduction of some new sports. • Access to wider sporting experiences varied across year groups. • Pupils in The Nest had fewer opportunities to join external sporting events than intended.

	• Ensured inclusion by planning opportunities for pupils from The Nest to attend events • Used pupil voice to inform club choices and enrichment offers	
5. Increasing participation in competitive sport	• Continued participation in Northamptonshire Sport events across all three levels (participation, development, performance) • Provided targeted specialist coaching to prepare teams for competition • Entered competitions beyond the Northamptonshire Sport network through local clubs and partners • Worked toward maintaining eligibility for the School Games Mark, preparing for eventual Platinum status	• Date clashes meant some competitions could not be attended. • Transport limitations reduced participation in certain events. • Some teams had limited preparation time before competitions. • Weather conditions resulted in several outdoor events being cancelled.

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	• Increase the percentage of pupils who can swim 25m independently. • Provide targeted booster sessions for pupils who are close to meeting the standard. • Build confidence for non-swimmers through structured, supportive progression	• **Distance assessments** recorded by swimming instructors at the start and end of the programme. • **Percentage of pupils achieving 25m** compared with last year's outcomes. • **Booster attendance records** showing targeted pupils receiving additional sessions. • **Instructor progress reports** evidencing improved confidence, stamina, and independent swimming.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	• Improve technical proficiency in at least two recognised strokes for all pupils. • Ensure pupils develop coordinated breathing, leg action and body position. • Provide focused coaching on strokes for pupils	• **Stroke technique assessments** carried out by instructor • **Progress tracking sheets** that show improvement in the technical elements of each stroke. • **Video or observational evidence** used to review technique during and after sessions. • **Instructor feedback** indicating pupils can maintain stroke technique over longer distances.
3. Perform safe self-rescue in different water-based situations	• Ensure all pupils understand and can demonstrate essential water safety skills. • Increase pupil independence when performing self-rescue techniques. • Reinforce water safety knowledge through classroom lessons and scenario-based tasks.	• **Self-rescue skills checklists** completed by swimming instructors. • **Water safety quizzes or class assessments** demonstrating pupils' understanding of hazards and safe responses. • **Observation of practical skills**, including floating, treading water, entering/exiting the pool safely, and call-and-response procedures. • **Instructor evaluations** confirming pupils can apply safety skills with minimal prompting.

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				**Evaluation**			
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	**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
To increase staff confidence and competence in delivering high-quality PE lessons.	• Provide staff training through RealPE and school-based CPD sessions. • Offer opportunities for staff to observe model PE lessons. • Provide planning support and resources to ensure teachers can deliver lessons independently. • Sports coaches to lead and deliver sessions	• Staff feel more confident when teaching PE. • Teachers deliver more consistent, higher-quality lessons. • Improved pupil experience across all classes.	£3200	Staff confidence has increased through Real PE training, parallel teaching and support from Rhino coaches. PE lessons are more consistent and engaging across the school.	Yes. Staff now have greater confidence to deliver PE independently. Continued use of Real PE and ongoing CPD will sustain improvements.	Staff feedback, lesson observations, PE monitoring, planning scrutiny and pupil engagement during lessons.	**£3,200**
To ensure staff have secure subject knowledge of PE skills and progression.	• Introduce annual PE progression training for all teachers. • Provide resources outlining skill development across year groups. • Regular monitoring of planning and lesson delivery.	• Staff understand progression and can plan effective sequences of learning. • Greater consistency across year groups.		Teachers have improved their understanding of skill progression, resulting in better sequencing of learning and greater consistency across year groups.	Yes. Progression documents and shared planning will continue to support staff and maintain consistent curriculum delivery.	Planning scrutiny, curriculum monitoring, lesson observations and staff discussions.	£750
To improve staff ability to support less-active pupils and those with SEND within PE lessons.	• Provide CPD on inclusion strategies and adaptive PE practice. • Share practical strategies when possible • In-lesson support where needed.	• Inclusive practice becomes embedded. • Less-active pupils and pupils with SEND participate more fully in PE lessons.		Teachers are more confident adapting activities to meet pupils' individual needs, leading to greater participation from less-active pupils and those with SEND.	Yes. Inclusive strategies are embedded within teaching and will continue through staff training and shared practice.	Lesson observations, pupil participation, SEND pupil engagement, staff feedback and PE monitoring.	£500
To build long-term staff capability in physical literacy approaches.	• Continue whole-school use of RealPE platform. • Create a bank of recorded exemplar lessons and resources. • Schedule annual refresher sessions.	• Staff independently deliver a consistent physical-literacy-based curriculum. • Long-term sustainability without reliance on external providers.	£695	The Real PE approach has become embedded across the school, with staff confidently developing pupils' physical literacy and fundamental movement skills.	Yes. Continued use of the Real PE platform and annual refresher training will ensure the approach remains sustainable.	Planning scrutiny, lesson observations, staff feedback and consistent use of the Real PE curriculum.	£695

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

Planning & Monitoring				**Evaluation**			
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	**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
To increase daily physical activity levels for all pupils across the school.	• Continue to deliver active break and lunchtime activities through Sports Leaders • Introduce playground zones for children to have structured play • Ensure children know how to play with playground equipment with focussed lessons and training of sports leaders • Provide a range of equipment to encourage activity during unstructured times. • Timetabled daily activity	• Pupils engage in more physical activity every day. • Improved fitness, focus, and wellbeing. • More pupils choosing active play during breaktimes.		Pupils are more active throughout the school day through Sports Leaders, structured lunchtime activities and improved access to equipment.	Yes. Sports Leaders will continue to be trained annually and playground systems are now embedded within school routines.	Pupil voice, lunchtime observations, Sports Leader timetables and increased participation during break and lunchtime.	£1600
To ensure equal access to sports clubs and physical activity opportunities for all pupils.	• Provide a varied programme of extracurricular clubs, including targeted sessions for less-active pupils. • Offer funded/low-cost spaces for disadvantaged pupils. • Monitor participation to ensure a balanced offer across year groups.	• Increased club participation, especially from less-active and disadvantaged pupils. • More equitable access across the school.	£4400	A wider range of pupils, including disadvantaged and less-active children, accessed extra-curricular clubs and physical activity opportunities.	Yes. Club provision will continue to be reviewed through pupil voice and participation data to ensure equality of access.	Club registers, participation data, pupil voice and monitoring of attendance across year groups.	£4,400
To engage less-active pupils through targeted interventions.	• Identify children who are less active using staff observations and participation tracking. • Provide small-group active sessions (e.g., sensory circuits,	• Less-active pupils show increased confidence and participation. • Improved attitudes towards physical activity.		Targeted pupils showed increased confidence and willingness to participate in physical activity through sensory circuits and	Yes. These interventions have become part of the school's wider inclusion offer and will continue where appropriate.	Teacher observations, participation records, SEND monitoring and pupil feedback.	£900

	targeted lunchtime groups). • Work with external coaches to provide inclusive opportunities.		
To promote physical activity as part of whole-school wellbeing.	• Deliver campaigns such as Walk to School Week and active challenges. • Include physical activity messages in assemblies and newsletters. • Celebrate active achievements across the school.	• Pupils develop a positive attitude towards staying active. • Stronger school culture promoting a healthy lifestyle.	

small-group interventions.			
Physical activity has become more visible across the school through assemblies, newsletters, active campaigns and celebration of sporting achievements.	Yes. Active lifestyle messages are now embedded within the school's wider wellbeing and health promotion work.	School newsletters, assemblies, displays, pupil voice and increased participation in whole-school events.	£450

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
To raise the profile of PE and sport across the whole school community.	• Regularly celebrate sporting achievements in assemblies and newsletters. • Promote PE and sport through an updated display board, in the newsletter and on social media • Highlight school participation in festivals, competitions and events.	• Increased visibility of PE across school. • Pupils feel proud of achievements and more motivated to take part in physical activity.	£200 for competitions
To embed PE and sport within whole-school values and culture.	• Connect PE achievements to school values (e.g., perseverance, teamwork). • Provide leadership opportunities through roles such as Sports Leaders.	• Stronger sense of belonging and teamwork. • Pupils recognise sport as an important part of school life.	
To ensure parents and the wider community are aware of the	• Share updates through newsletters and social media. • Invite families to	• Improved parental engagement in physical activity events.	

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
PE and sport have become more visible through assemblies, newsletters, displays and celebration of sporting achievements. Pupils are proud to represent the school and participate in sporting events.	Yes. Regular celebration of achievements and promotion of PE through school communication will continue to maintain a positive sporting culture.	Newsletters, school displays, assembly records, pupil voice and increased participation in sporting events.	£200
PE has reinforced whole-school values such as teamwork, resilience and respect. Sports Leaders have developed leadership skills while encouraging younger pupils to be active.	Yes. Leadership opportunities and school values will continue to be embedded through PE lessons, competitions and Sports Leader roles.	Sports Leader observations, pupil voice, behaviour around sporting events and PE monitoring.	£250
Parents have been kept informed of sporting successes, competitions and	Yes. PE updates will continue through newsletters, the school website and social	Newsletters, website updates, social media posts and attendance at sporting events.	£70

importance of PE and sport.	attend sports days, events and celebrations. • Continue to communicate success stories and participation opportunities.	• Parents understand and value PE and school sport.		events through newsletters and school communication, increasing awareness of PE across the school community.	media to maintain engagement.		
To build pupil enthusiasm for PE through a wide range of positive sporting experiences.	• Provide opportunities for pupils to meet coaches, try new activities and attend festivals. • Celebrate effort as well as success to build confidence. • Offer inclusive events that encourage all pupils to take part.	• Increased pupil enjoyment and motivation in PE. • More pupils taking part in clubs and competitions.	£300	Pupils have enjoyed opportunities to participate in festivals, competitions and enrichment activities, increasing enthusiasm and confidence in PE.	Yes. Continued links with external providers and annual sporting events will ensure pupils continue to access a wide range of experiences.	Pupil voice, participation records, competition entries and teacher observations.	£300

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				**Evaluation**			
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	**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
To ensure all pupils access a broad range of sports and physical activities.	• Continue to design a curriculum that includes varied sports and fundamental skill development. • Work with sports coaches to refresh curriculum maps and ensure full coverage.	• Pupils experience a rich and diverse physical activity curriculum. • Increased confidence and enjoyment across different sporting contexts.		Pupils experienced a wider range of sports through curriculum PE, enrichment opportunities and specialist coaching, increasing confidence and enjoyment.	Yes. The curriculum map and partnerships with external providers will continue to broaden pupils' experiences each year.	Curriculum plans, pupil voice, lesson observations and participation records.	£1250
To ensure equal access to sport for boys and girls across all phases.	• Monitor participation rates in clubs and competitions by gender. • Adjust extra-curricular offers based on pupil voice. • Provide targeted opportunities where needed to ensure balance of participation.	• Improved parity of participation between boys and girls. • Increased sense of inclusion and fairness in sport.		Participation remained balanced across boys and girls, with opportunities available for all pupils to take part in clubs, competitions and festivals.	Yes. Participation will continue to be monitored annually to ensure equality of access and respond to pupil voice.	Club registers, competition data, pupil voice and participation monitoring.	£250

To widen opportunities for pupils to try non-traditional sports.	• Book enrichment sessions such as trampolining, rock climbing, paddleboarding or obstacle courses. • Engage external clubs and community partners to offer taster sessions. • Provide accessible activities for pupils in The Nest and those with additional needs.	• Broader exposure to a variety of physical activities. • Greater levels of engagement from pupils who may not enjoy traditional sports.	£500
To ensure extra-curricular clubs represent a wide variety of interests and abilities.	• Review club attendance and gather pupil voice to shape the offer. • Work with Rhino coaches and school staff to offer a mixture of sports clubs. • Include inclusive activities for SEND pupils and those less active.	• Clubs meet the interests of a wider group of pupils. • Increased participation from less active or harder-to-reach groups.	£

Pupils experienced activities including yoga, dance, archery and rugby, helping to engage children who may not usually participate in traditional sports.	Yes. Strong partnerships with external providers will allow these enrichment opportunities to continue in future years.	Pupil voice, enrichment timetables, participation records and staff observations.	£500
A broad range of clubs encouraged participation from pupils of different ages, abilities and interests, including less-active pupils.	Yes. Club provision will continue to be reviewed annually using pupil voice and participation data.	Club registers, pupil questionnaires, attendance records and PE monitoring.	£400

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
To increase the number of pupils participating in competitive sport.	Sign up to Northamptonshire Sport competitions and Rhino tournaments. • Provide additional lunchtime coaching sessions for children competing. • Use MUGA timetables to ensure practice opportunities for teams.	• More pupils representing the school in competitions. • Increased skill development and confidence through competitive experience.	£480
To ensure competitive sport is accessible to all pupils, including	• Enter a range of event types: broadening	• Wider range of pupils able to participate regardless of ability.	

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
More pupils represented the school in competitions and festivals, developing confidence, teamwork and resilience through competitive experiences.	Yes. Annual competition calendars and continued partnerships with Northamptonshire Sport and Rhino Sports Academy will sustain participation.	Competition registers, School Games records, photographs and pupil voice.	£480
A wider range of pupils accessed competitions through participation,	Yes. A varied competition offer will continue to provide	Competition entries, participation data,	£500

beginners and less confident participants.	participation, development and performance levels. • Create opportunities for KS1 and The Nest children to access lower-stakes competitions. • Offer training sessions adapted for varied ability levels.	• Improved confidence and resilience in pupils taking part in competitions.		development and performance events, ensuring opportunities for all abilities.	inclusive opportunities for pupils of all confidence levels.	pupil voice and teacher observations.	
To strengthen staff capacity to take children to competitions safely and effectively.	•Ensure sports coaches maintain MIDAS training. • Provide staff release time for transporting and supervising pupils at fixtures. • Coordinate the competition calendar early to plan staffing efficiently.	• Safe and well-organised transport to events. • Increased number of competitions attended due to staff availability.		Improved organisation and staff availability enabled pupils to attend a wider range of sporting events throughout the year.	Yes. Early planning, staff deployment and ongoing partnerships with external providers will continue to support participation.	Competition calendar, staffing records, attendance at events and PE monitoring.	£750
To maintain and build upon the school's School Games Mark status.	• Track participation numbers and competition engagement across the school. • Document evidence required for School Games Mark submission. • Continue offering opportunities to meet gold award criteria in preparation for platinum.	• Consistent achievement of Gold level. • Long-term recognition of the school's commitment to competitive school sport.		The school successfully continued to provide a broad programme of competitions, leadership opportunities and inclusive physical activity, supporting the maintenance of its Gold School Games Mark.	Yes. Systems for recording participation and providing inclusive sporting opportunities are embedded and will support future School Games Mark applications.	School Games Mark evidence, participation data, competition records and Sports Leader programme.	£1375

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:	Chloe Daisley				**Date:**	21.11.25		
Document updated (date)	26.4.26	20.6.26	7.7.26					