DfE Vision for the Primary PE and Sports Premium
"All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activities and sport."

Funding Overview

Financial Year	2026-2027
Total Premium	£16,956
Carried forward from 2025-26	£0.00
Total Available	£16,956

Funding calculation: Schools with 17 or more eligible pupils receive £16,000 and an additional payment of £10 per pupil

Key Achievements from 2025-2026
- Lower ability children working with sports coach made good or outstanding progress
- More able children were challenged and accessed sports from outside of the planned curriculum through Dance Energy sessions
- Teachers became confident in delivering quality first PE teaching using 'Get Set 4 PE'
- Children experienced competitive sports activities and were introduced to new sporting activities such as archery

Priorities for 2026-2027
The DfE identifies 5 key priorities for improvement:
- Increasing all staff's confidence, knowledge and skills in teaching PE and sport
- Increasing engagement of all pupils in regular physical activity and sport
- Raising the profile of PE and sport across the school, to support whole school improvement
- Offering a broader and more equal experience of a range of sports and physical activities to all pupils
- Increasing participation in competitive sport

Key Indicator 1: Engagement of all pupils in regular physical activity

Priority: Continue targeted intervention for children with lower PE skills and extend opportunities for more able children and increase lunchtime participation through OPAL

Actions:	**Success Criteria**
• Continue partnership with Dance Energy for differentiated sessions • Implement OPAL (Outdoor Play and Learning) programme to transform lunchtime play and increase physical activity participation • Maintain engaging physical busy learning activities across the school • Monitor participation rates and skill development through learning walks • Continue 'Mile a Day' initiative with personal best tracking • Track lunchtime participation rates before and after OPAL implementation • Ensure children take part in moderate to vigorous intensity physical activity for at least 60 minutes every day, in line with UK chief medical officer's recommendations	• 100% of identified lower ability children make good or outstanding progress • More able children access at least 2 sports beyond the core curriculum • All children participate in daily physical activity • Lunchtime participation in active play increases by at least 30% from baseline (measured through observation and tracking) • Pupil voice shows increased enjoyment of lunchtime activities • Reduction in lunchtime behaviour incidents as children are more positively engaged • Increased participation rates evidenced through termly tracking data
Budget Allocation: Dance Energy sessions: £6,500 OPAL programme implementation (training, resources, and support): £7,440 Busy learning resources: £500 Additional loose parts play equipment for OPAL: £500	£13,940

Key Indicator 2: Profile of PE and sport raised across the school

Priority: Embed PE as a tool for whole school improvement and maintain high-quality provision, including raising the profile of active play

Actions:	**Success Criteria**
• Continue to use busy learning to integrate physical activity throughout the school day • Celebrate sporting achievements in assemblies and on displays • Celebrate lunchtime play achievements and positive engagement through OPAL • Promote PE and sport through school communications (newsletters, website) • Share OPAL successes with parents through newsletters • Link PE to other curriculum areas where appropriate • Support whole school improvement through raising the profile of PE and sport	• Learning walks demonstrate high levels of participation across all year groups • Pupil voice shows strong understanding of the importance of physical activity including active play at lunchtime • Parents report increased awareness of PE provision through feedback surveys • Parents understand and support the OPAL approach to active play • PE displays updated termly to showcase achievements • Lunchtime play is recognised as a valuable part of the school's physical activity provision
Budget Allocation: • Display materials and celebration resources: £0 • Communication materials: £	£0

Key Indicator 3: Increased confidence, knowledge and skills of staff

Priority: Continue to upskill staff in PE teaching and leadership, including midday supervisors in supporting active play

Actions:	**Success Criteria**
• PE lead to attend borough PE conference with SLT member • Provide OPAL training for midday supervisors and teaching staff to support active lunchtime play • PE lead to conduct subject leader meetings with SLT, staff and outside agencies • Focus on building collective expertise through professional learning that enables expert teaching	• Teachers confident in delivering quality first PE teaching independently • Midday supervisors confident in facilitating and supporting active play using OPAL principles • Staff feedback demonstrates increased confidence in PE delivery (termly surveys show 90%+ confidence) • Midday supervisor feedback shows increased confidence in managing active lunchtimes • PE lead demonstrates good understanding and articulation of subject through effective leadership • All staff attend at least 2 PE CPD sessions during the year • All midday supervisors attend OPAL training
Budget Allocation: • PE lead conference attendance: £350 • OPAL staff training (included in OPAL programme cost above): £0	£358

Key Indicator 4: Broader experience of sports and activities

Priority: Expand range of sports offered and provide diverse play opportunities through OPAL

Actions:	**Success Criteria**
• Develop lunchtime sports clubs offering a variety of sports • Provide varied loose parts play opportunities through OPAL to develop creativity, problem-solving and physical skills • Invite external coaches to deliver taster sessions in new sports • Continue Sports Day with new activities • Ensure equal access to sport for boys and girls across all activities	• At least 6 different sports offered through clubs throughout the year • Children engage with a wide range of play activities at lunchtime, developing diverse physical skills • Children can articulate skills learned in a range of sports (evidenced through pupil voice) • Children can explain how different play activities help them develop different skills • Equal participation rates for boys and girls across all activities
Budget Allocation: • Dance Energy (cost above) £0	£0

Key Indicator 5: Increased participation in competitive sport

Priority: Provide regular competitive opportunities both within school and with other schools

Actions:	**Success Criteria**
• Organise half-termly intra-school competitions between classes • Children to attend at least 1 inter-school competition per term via 'Sports Impact' (£510.64 based on previous year) • Continue Sports Day practice and competition • Track participation rates in competitive activities • Promote local sports clubs through sample sessions • Enter local school competitions and hold competitions in the school to encourage participation	• 100% of year groups participate in intra-school competitions • School attends minimum of 3 inter-school competitions • Increased uptake of local sports club memberships (baseline data collected and tracked) • All children participate in Sports Day • Participation data shows engagement from disadvantaged pupils, those with SEND, and all groups
Budget Allocation: • Sports Impact inter-school competitions: £510.64 • Transport to competitions: £700	£1210

Planned Expenditure 2026-2027

Item	Key Indicator(s)	Cost
Dance Energy (or similar specialist provider)	1, 4	£6,500
OPAL programme implementation	**1, 2, 3**	**£7,440**
Sports Impact inter-school competitions	5	£510.64
Busy learning resources	1, 2	£500
Additional loose parts play equipment for OPAL	**1, 4**	**£500**
PE lead CPD (conference attendance)	3	£350
Transport to competitions	5	£700
TOTAL PLANNED SPEND		**£16459**

Item	Key Indicator(s)	Cost
Remaining balance/contingency		**£100**

Important: You must spend the funding before 31 July 2027 so it can be accounted for in the digital PE and sport premium reporting form. You cannot roll over any unused funding into the following academic year.

OPAL Implementation Plan

What is OPAL?
OPAL (Outdoor Play and Learning) is an evidence-based approach that transforms school playtimes by:

- Providing loose parts play materials (tyres, crates, fabric, etc.)
- Training staff to support rather than restrict play
- Creating a culture where children lead their own active, creative play
- Increasing physical activity levels naturally through engaging play

Implementation Timeline:

Term 1 (Summer):

- Staff training on OPAL principles
- Baseline data collection on lunchtime participation and behaviour
- Initial loose parts equipment purchased
- Launch OPAL with pupils

Term 2 (Autumn):

- Review and adjust provision based on observations
- Additional equipment purchased as needed
- Midday supervisor refresher training
- Interim data collection

Term 3 (Spring):

- Full evaluation of impact
- Celebration of successes
- Planning for sustainability
- Final data collection and comparison to baseline

Measuring OPAL Impact:

- Weekly observation of lunchtime participation rates
- Termly pupil voice surveys about lunchtime enjoyment
- Behaviour incident tracking
- Staff feedback surveys
- Parent feedback through questionnaires

Monitoring and Evaluation

How we will measure impact:

- **Termly learning walks** by PE lead and SLT to observe teaching quality and pupil engagement
- **Lunchtime observations** to track OPAL participation and engagement
- **Pupil voice surveys** (termly) to gather children's views on PE provision, lunchtime play, and their understanding of healthy lifestyles
- **Staff confidence surveys** (termly) to track professional development impact
- **Midday supervisor feedback** on lunchtime management and pupil engagement
- **Participation data tracking** for all activities, clubs, competitions, and lunchtime play
- **Behaviour incident data** for lunchtimes (pre and post OPAL)
- **Progress data** for targeted intervention groups (lower ability children)
- **Attendance records** for clubs and competitions, analysed by pupil groups
- **Parent feedback** through questionnaires and informal feedback

Review dates:

- **Autumn term review:** December 2026
- **Spring term review:** March 2027
- **Final review and impact statement:** July 2027

Reporting requirements:

You need to complete the DfE's digital reporting form by 31 July 2027 (2026/27 returns will open in June 2027). You must also publish a report on your school's website by 31 July 2027.

The published report must include:

- The amount of premium received
- A full breakdown of how it has been spent
- The impact of the funding on pupils' participation and attainment in PE and sport
- Details of how the improvements will be sustained

Your chair of governors must sign off the school's digital reporting form and any published report before publication.

Sustainability

To ensure improvements continue beyond the funding period:

- Staff CPD will build teacher capacity to deliver high-quality PE independently, focusing on upskilling your whole staff workforce so they feel confident and able to lead a PE lesson independently
- OPAL principles will be embedded in school culture, with midday supervisors trained to sustain the approach
- Equipment purchased will be maintained and used for future cohorts, with a maintenance schedule in place
- Loose parts play equipment is low-cost and can be replenished through donations and recycling
- Partnerships with local sports clubs and Dance Energy will continue through established relationships
- Successful initiatives (e.g., Mile a Day, busy learning, OPAL) are embedded in school culture and daily routines
- PE lead will continue to develop subject leadership skills through ongoing professional development
- Get Set 4 PE resources will be embedded in teachers' planning and practice
- Competition participation will become an established part of the school calendar
- The OPAL approach requires minimal ongoing costs once established, making it highly sustainable

Additional Considerations

Staffing and Insurance

Support staff (including TAs and HLTAs) can lead PE lessons under supervision where the headteacher decides this is appropriate, provided they are assisting or supporting the work of a teacher and are subject to the direction and supervision of a teacher.

The main consideration with insurance is whether an individual is competent to take a PE lesson. It is the headteacher's responsibility to decide whether a member of staff is capable of taking a PE lesson.

What the funding cannot be spent on:

You must not spend the PE and sport premium on:

- Capital expenditure (except for goods within the de minimis value)
- Employing coaches or specialist teachers to cover planning, preparation and assessment arrangements
- Teaching the minimum requirements of the National Curriculum
- Buying services that will be delivered or used in following academic years
- Staff salaries (e.g. employing someone whose role is to specifically administer the PE and sport premium)
- Buying staff PE kit