





The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2026

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST



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 2027.**

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.

Review of last year's spend and key achievements (2025/2026)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

For the purpose of supporting to deliver the curriculum of Physical Education (PE) at Ormiston Kensington Queensmill Academy (OKQMA) -which is based on an adaptation of the National Curriculum in England to the special education needs of our pupils-, the Sport Premium funds were highly helpful to offer our children and young people (CYP) a high-quality PE provision. These resources let us be consistent in appropriate dynamics already established, as well as implement new activities in our planning. Also, it made possible to collaborate with external professionals, and to arrange different outside activities, enriching so the PE curriculum at CPS within our three curriculum areas:

- Curriculum pathway I - Engaging
- Curriculum pathway II - Exploring
- Curriculum pathway III - Discovering

Activity/Action	Impact	Comments
• **Community and External Partnerships:** Ongoing partnership with London Sports Trust, who support and co-deliver structured PE and sport sessions alongside school staff.	• CYP were able to access a broader range of outdoor and community-based PE activities, enriching the overall PE provision. • Staff benefited from joint delivery and modelling of good practice, strengthening the quality and consistency of PE sessions.	• Increased exposure to a wider variety of sports and physical activities. • Improved confidence and engagement when accessing activities beyond the school environment.
• **Attending dance sessions** by external professionals, including **Amici Dance Workshops**, within the school setting. • **Participation** in a final dance performance at **Hammersmith Theatre, The Lyric,** performing alongside pupils from other schools as part of a shared dance project.	• CYP accessed high-quality, inclusive dance lessons that promoted body awareness, coordination, and movement development. • Performing in a professional theatre setting gave pupils a strong sense of achievement and pride. • Pupils experienced working with other schools and being part of a larger event, which supported confidence and social interaction.	• High levels of enjoyment and engagement in dance-based physical activity. • Increased willingness to participate in creative and expressive movement activities. • Improved teamwork, cooperation, and engagement within group performance. • Greater motivation to take part in dance and expressive physical activities. • A positive and memorable experience that supported enjoyment of physical activity and creative expression.
• **Organisation and delivery of off-site activities** and outdoor Education including **rock climbing, swimming, kayaking, and boat rides,** supported by qualified external instructors and school staff.	• **Rock climbing:** pupils worked on strength, balance, grip, and problem-solving. Many pupils showed increased perseverance, confidence, and willingness to try something new, especially when faced with physical challenges. • **Swimming**: pupils developed water confidence and coordination. Sessions also support everyday independence, particularly through routines such as changing clothes, managing personal belongings, and following pool rules. • **Kayaking:** Pupils experienced teamwork when	• **Rock climbing:** improved physical confidence, resilience, and self-belief when completing routes independently or with peer support. • **Swimming:** increased independence and essential life skills, including changing clothes with growing confidence, looking after belongings, and following structured routines. • • **Kayaking:** stronger communication skills, cooperation with peers, and confidence

	rowing, turn-taking and confidence in the water.	when learning in an outdoor, unfamiliar environment.
Raising the profile of PE and Sports. Promotion of PE through **sports days, themed events, and visits to external sports centers** for competitions.	• CYP participated in traditional events and activities related to sport and physical activity. Pupils had the opportunity to experience outdoor sports activities, such as sports days held off-site with families also involved. • CYP students also had opportunities to take part in shared outdoor sporting activities and to participate in competitions with peers from different schools.	• Increased motivation and enthusiasm towards PE and physical activity. • Opportunities to explore new environments and sporting contexts.
Providing OKQMA with **new PE and sport equipment**.	• CYP had access to appropriate and high-quality equipment, enabling participation in a broader sporting offer.	• Development of motor skills, balance, coordination, and physical confidence. • Opportunities to explore new sports and activities safely and inclusively.

Key priorities and planning (2026/2027)

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
• **Special activities/External providers.** John Lyon's *All On Board Project* – delivering **BOCCIA** sessions alongside the PE teacher. Fit for Fun charity delivering inclusive PE sessions on-site and hosting sessions at their centre with the **Avondale Satellite Provision.**	External providers have increased pupil engagement and access to inclusive, high-quality physical activity. Specialist sessions, such as BOCCIA, have supported pupils with a range of needs to participate confidently in PE. Joint delivery with school staff has built staff skills and ensured sustainable practice, while community-based activities have reduced barriers to participation and broadened pupils' sporting experiences.	Key Indicator 2: Engagement all pupils in regular physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. CYP will be provided with wide professi onal insight. Future participation in Boccia competitions involving pupils from other schools.	**Free cost**
• **PE equipment and Bikeability provision.**	Additional staff or equipment to enable CYP to access a range of competitive and celebratory events, and to access a wider range of PE and sportive dynamics.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key Indicator 2: Engagement all pupils in regular physical activity. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.	Raised profile of PE and sports activities across the school supporting future attendance and engagement. CYP will have access to a wider range of physical activity and sportive insight.	**£3000**

• **Amici Dance Project.** Engage a specialist dance practitioner to continue to work alongside school staff to develop dance provision and perform alongside pupils from other schools as part of a shared dance project.	CYP will have more access to dance, and this specialist input will support teachers to embed this within curriculum and increase pupils' daily activity.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Future participation in Amici dancing performance show at the Lyric Theatre in Hammersmith.	**Free cost**
• **Swimming sessions.**	Primary age CYP are supported to access community swimming pool safely.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key Indicator 2: Engagement all pupils in regular physical activity.	CYP develop increased water confidence, physical fitness, and essential life skills, including changing routines and personal organisation. High staffing ratios ensure safety and positive experiences in the pool. Skills learned are transferable beyond school, supporting long-term confidence and independence in community settings.	**£1000 per term / swimming pool rent for 3 days/week**
• **Rock climbing**	CYP are supported to access community Rock climbing center @westway	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key Indicator 2: Engagement all pupils in regular physical activity.	CYP develop strength, coordination, and confidence through physical challenge. Familiarity with community facilities and staff involvement supports ongoing participation. CYP build teamwork,	**£800 - £1000 per term for a climbing instructor/ once a week.**

• **Kayaking**	CYP are supported to access community Kayaking activity @Canalside center.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key Indicator 2: Engagement all pupils in regular physical activity.	communication, and confidence in outdoor settings. Links with providers enable continued access to water-based activities.	**Free cost**
• **Sports Day event**	CYP benefits from structured, inclusive physical activity and adapted sporting opportunities.	Key Indicator 2: Engagement all pupils in regular physical activity. Key indicator 5: Increased participation in competitive sport.	CYP engage in inclusive and enjoyable physical activities, increasing motivation and participation in PE. The event raises the profile of sport across the school and encourages positive attitudes towards physical activity. Equipment purchased can be reused in future years, supporting sustainable delivery of whole-school sporting events.	**£200 - £300 equipment + rent of the space (football pitch)**

Key achievements 2026/2027

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments

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

Question	**Stats:**	**Further context** **Relative to local challenges**
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	0%	We are a specialist school supporting children and young people (CYP) with autism and complex needs. Our students follow a tailored curriculum designed to meet their individual requirements. Swimming sessions focus primarily on building water confidence rather than perfecting technique. For children with ASD, these sessions also emphasise water safety, physical development, sensory regulation, social interaction, and independence, while ensuring that the experience remains enjoyable and motivating. This focus can sometimes make it challenging for students to participate in community swimming sessions with school or family. Throughout their time at school, opportunities to access local swimming facilities are provided whenever possible. However, we face difficulties in accessing the pool as we do not have a school bus and rely on public transport. This means we must limit the number of students attending at any one time. As a result, some pupils attend swimming lessons every other week, with a maximum of four students participating each week on a rotating basis.

What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	0%	As above.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	0%	We have not used the Primary PE and Sport Premium to provide additional top-up swimming sessions. Due to the specific needs of our students and the challenges of accessing community swimming facilities without a school bus, we are currently unable to offer extra sessions beyond the core swimming lessons.
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	We have not used the Primary PE and Sport Premium to provide additional top-up swimming sessions. Due to the specific needs of our students and the challenges of accessing community swimming facilities without a school bus, we are currently unable to offer extra sessions beyond the core swimming lessons.

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	I have received formal CPD in swimming, having completed both levels of the Swimming Teacher course. This has provided me with the knowledge and confidence to teach swimming and water safety to our students, ensuring sessions are delivered safely and effectively while considering the individual needs of children and young people with autism and complex needs.

Signed off by:

Head Teacher:	*Anica Bancerz*
Subject Leader or the individual responsible for the Primary PE and sport premium:	*Sandra Bartolome*
Governor:	*(Name and Role)*
Date:	21/10/2026