





The Primary PE and sport premium

Planning, reporting and evaluating website tool

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TO BE REVIEWED: JUNE 2027

Commissioned by

Department for Education

Created by

association for Physical

YOUTH SPORT



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.

Created by: Association for Physical Education YOUTH SPORT TRUST

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)

For the purpose of supporting the delivery of Physical Education (PE) at Ormiston Queensmill Academy (OQA), the Primary PE and Sport Premium funding plays a vital role in ensuring that all pupils can access a broad, inclusive and personalised programme of physical activity.

As a specialist SEND provision, OQA is committed to providing opportunities that meet the individual needs of pupils with a wide range of physical, sensory, communication and learning needs. These resources support the removal of barriers to participation and help ensure that all pupils can access meaningful physical activity opportunities regardless of ability, confidence or level of independence.

The funding enables OQA to maintain high quality provision already established within the Academy, whilst also developing new opportunities that promote inclusion, accessibility and participation. It also allows the Academy to work alongside external providers, access specialist facilities and provide community based experiences that enrich the PE curriculum and support wider outcomes for pupils.

The focus of PE and physical activity at OQA extends beyond traditional sporting outcomes and includes physical wellbeing, communication, confidence, independence, community participation and preparation for adulthood. Through a broad and personalised approach, pupils are supported to engage successfully in physical activity in ways that are meaningful, accessible and responsive to their individual needs.

For many pupils, physical activity also plays an important role in supporting emotional regulation, engagement and readiness to learn. Through personalised and inclusive opportunities, pupils are supported to access activities that are meaningful, motivating and responsive to their individual needs.

Activity/Action	Impact	Comments
Community and External Partnerships: Ongoing partnership with London Sports Trust, supporting the delivery of inclusive Boccia sessions and kayaking opportunities alongside school staff. Collaboration with Bikeability Trust also supported the delivery of cycling education and training opportunities for OQA students.	• CYP were able to access a broader range of inclusive and community based physical activities. • Pupils benefited from specialist opportunities that complemented the PE curriculum and widened access to adapted sport, cycling and outdoor learning opportunities	• Increased exposure to a wider variety of sports and physical activities. • Improved confidence, independence and engagement when participating in activities beyond the school environment.
Staff training and professional development. • Internal trampolining training delivered by the PE Lead to staff at OQA (Three times during the academic year) and OKQMA (once during the academic year) focusing on the safe use of trampolining equipment, risk management and effective delivery of trampolining activities.	• Staff increased their confidence, knowledge and practical skills when delivering trampolining activities. • Training supported the safe and consistent delivery of physical activity opportunities across different provisions and increased staff understanding of how to adapt activities to meet individual pupil needs.	• Improved consistency of practice and supported the sustainable delivery of trampolining activities across the school. • Increased staff confidence when supporting pupils to access trampolining safely and effectively.

Organisation and delivery of off site activities and outdoor education. • Regular swimming lessons. • Visits to Snakes & Ladders indoor adventure centre (Lower Primary) • Rock climbing and kayaking opportunities. • Access to outdoor gyms and community gym facilities.	• **Swimming:** pupils developed water confidence, physical fitness, coordination and independence through participation in regular swimming lessons. • **Rock Climbing:** pupils developed strength, balance, grip, problem solving skills and resilience through structured climbing activities. • **Kayaking:** pupils developed teamwork, communication skills, turn taking and confidence whilst participating in water based activities. • **Snakes & Ladders:** pupils developed balance, coordination, movement exploration and social interaction through active play experiences • **Outdoor Gyms and Community Facilities:** pupils developed physical fitness, confidence and independence whilst accessing community based exercise opportunities.	• **Swimming:** increased independence and essential life skills, including changing routines, personal organisation and participation in community facilities. • **Rock Climbing:** improved physical confidence, resilience and self belief when completing physical challenges. • **Kayaking:** stronger communication skills, cooperation and confidence in unfamiliar environments. • **Snakes and ladder** were successfully introduced as new activities during the academic year, increasing the range of physical opportunities available to pupils. • **Outdoor Gyms and Community Facilities:** increased confidence and participation in physical activity beyond the school environment
Raising the profile of PE and Sports. • Participation in external sporting galas through Panathlon, including football, swimming and Boccia events.	• **External Galas:** CYP participated in inclusive sporting events alongside pupils from other schools, developing confidence, teamwork and positive attitudes towards physical activity.	• **External Galas:** increased motivation and enthusiasm towards PE and physical activity, whilst providing opportunities to represent the school in a wider sporting environment.

• Annual Sports Day events promoting participation, achievement and enjoyment in physical activity. • Educational visit to Wimbledon, providing pupils with access to a major sporting venue and professional sporting environment.	• **Sports Day:** pupils engaged in a range of inclusive sporting activities that promoted participation, achievement and enjoyment across all ability levels. • **Wimbledon:** pupils experienced a major sporting venue and gained greater awareness of sporting opportunities, pathways and careers within sport.	• **Sports Day:** raised the profile of sport across the school and provided opportunities to celebrate achievement, participation and healthy competition. • **Wimbledon:** promoted positive attitudes towards sport and physical activity whilst inspiring pupils through exposure to a nationally recognised sporting environment.

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
Staff training and professional development programme. • Trampolining training delivered internally by the PE Lead at least three times throughout the academic year. • Implementation of PE Through Games training programme. 2days training (Autumn Term 1- OQA Main site and Sullivan).	Teaching staff, support staff and pupils at OQA. • Pupils across OQA.	• Increased staff confidence, knowledge and competence in delivering this sessions. • Improved differentiation and adaptation of activities to ensure all students can access learning successfully. • Enhanced support strategies to meet individual student needs and improve outcomes. • Increased student engagement, participation and sustained involvement in PE and Trampoline activities. • Increased access to swimming	• Staff will be better equipped to adapt activities, resulting in increased pupil participation and engagement in PE and Trampoline sessions. • Staff confidence and subject knowledge will improve through targeted professional development. • The development of in-house expertise will reduce reliance on external support and ensure sustainable high-quality PE provision across the school.	0£

Swimming Provision across OQA Main Site and Sullivan (Whole year) • OQA Main Site: Four weekly swimming sessions delivered across Three West London venues, providing access to all pupils. • Additional opportunities available for pupils requiring further support**.(Interventions)**	• Pupils requiring additional support to access aquatic activities. • Pupils working towards individual aquatic and water safety outcomes. • Primary students	opportunities for all pupils across OQA. • Improved pupil confidence, water safety awareness and independence in the aquatic environment. • Increased swimming competency and progression of aquatic skills, tailored to individual pupil needs. • Targeted interventions provided for pupils requiring additional support, leading to improved participation and progress. • Increased engagement, enjoyment and regular participation in swimming activities across both sites **Key Indicators** • Increased access to	• Pupils will develop water confidence, aquatic skills and water safety awareness through regular swimming opportunities. • Increased access to multiple swimming venues will ensure continuity of provision and progression opportunities across all ability levels. • Targeted interventions and access to different swimming environments will support pupils to progress according to their individual needs and abilities. • Pupils will develop	OQA Main Site: £4,300

Rock Climbing Provision (Whole year) • Weekly rock climbing sessions providing access to adventurous physical activity opportunities. • Development of strength, coordination, balance, confidence and problem solving skills. • Provision extended to include both Upper Primary. • Sessions delivered through a combination of external instructors and the OQA PE Lead, increasing internal expertise and sustainability.(Westway Sports Centre). • Additional opportunities available for pupils requiring further support**.(Interventions)**	• Primary students	adventurous and alternative physical activities for Upper Primary. • Development of strength, balance, coordination and overall physical literacy through regular climbing participation. • Improved pupil confidence, resilience and willingness to take on new challenges. • Enhanced problem-solving, decision-making and risk-awareness skills in a safe environment. • Increased pupil engagement and participation in physical activity through a non-traditional sport offer. **Key Indicators** • Increased access to outdoor	confidence, resilience, balance and coordination through regular climbing experiences. • Working alongside external instructors will increase staff knowledge and support the future development of the programme. • The programme will contribute to a broad and varied physical activity offer, helping to meet the diverse needs and interests of pupils across the school. • Pupils will improve	2700£

Kayaking Provision (Autumn term and Summer term) • Two kayaking sessions per week providing access to water based outdoor and adventurous activities. • Development of teamwork, communication, resilience and confidence in outdoor environments. • One session funded through external funding and one session funded through the PE and Sport Premium budget.(External community venue)	• OQA STUDENTS (Lower primary students)	and adventurous water-based physical activities for OQA students. • Development of teamwork, communication and social interaction skills through collaborative kayaking activities. • Improved pupil confidence, resilience and independence in outdoor learning environments. • Enhanced physical fitness, coordination and water-based skill development. • Continued access to specialist kayaking provision through partnerships with external providers. • Effective use of external funding and PE and Sport Premium funding to sustain and extend participation opportunities. • Increased access to physical activity opportunities within a community-based setting.	confidence, teamwork and resilience through participation in outdoor adventurous activities. • Continued links with external providers and funding streams will support ongoing access to kayaking opportunities. • Pupils will gain skills and experiences that encourage long-term participation in outdoor physical activities. • Pupils will improve gross motor skills, confidence and participation in physical	Cost of the activity 5000£ (£2,500 funded)

Snakes & Ladders Active Play Programme (Spring term) • Two visits per week providing access to active play opportunities within a community setting. • Activities designed to develop balance, coordination, gross motor skills, confidence and physical participation. • Opportunities for pupils to access physical activity in a safe and engaging environment outside of school.(Snakes & Ladders Play Centre)	• Primary Students	• Development of balance, coordination, gross motor skills and overall physical literacy. • Improved confidence, independence and engagement in active play activities. • Increased participation in physical activity through enjoyable and motivating experiences. • Opportunities for pupils to develop social interaction and communication skills outside of the school environment. • Enhanced inclusion through access to activities that meet a range of abilities and physical needs • Increased access to community-based fitness facilities and opportunities for regular physical activity.	activity. • Community-based opportunities will support pupils to access active leisure activities beyond school. • Regular visits will strengthen pupils' familiarity and confidence within community settings. • Pupils will improve physical fitness, independence and understanding of healthy lifestyles.	750£

Community Gym Membership Programme (Whole year) • Annual gym membership programme providing access to a local community gym. • Three annual memberships allowing pupils to access all areas of the gym. • Two supported sessions per week delivered by the PE Lead. • Additional independent access available throughout the week. • Individual fitness programmes designed and monitored by the PE Lead.(Local Community Gym)	• OQA students	• Improved pupil knowledge and understanding of health, fitness and healthy lifestyles. • Development of strength, cardiovascular fitness, muscle endurance and overall physical wellbeing through structured gym-based exercise. • Increased pupil confidence, independence and ability to use gym equipment safely and effectively. • Personalised fitness programmes support individual needs, goals and physical development. • Enhanced inclusion through supported gym sessions and opportunities for independent participation. • Increased staff capacity and programme sustainability through ongoing monitoring and support from the PE Lead. • Increased participation in inclusive Sports Day events across OQA students. • Opportunities for all pupils to	• Individual fitness programmes will support long-term engagement in physical activity. • Access to a community gym will promote lifelong participation in exercise beyond school. • Pupils will experience success, enjoyment and increased participation in physical	899.70£

Sports Day Events Annual Sports Day events delivered across OQA students. • Separate Sports Day events organised for Departments. • Additional activities provided to maximise participation and engagement. • Bouncy castle provision for Primary students.	• Primary students.	engage in competitive, cooperative and recreational physical activities appropriate to their needs. • Improved pupil confidence, self-esteem and enjoyment through participation in whole-school sporting events. • Enhanced inclusion by providing differentiated activities that enable all pupils to experience success. • Increased physical activity levels through a wide range of engaging and accessible activities. • Development of social interaction, teamwork and positive sporting behaviours. • Additional provision, including adapted activities and bouncy castles, ensures meaningful participation for pupils with complex needs. • Increased participation in inclusive Boccia and Basketball activities for pupils of all abilities. • Development of coordination,	activity. • Inclusive activities will ensure meaningful engagement for pupils of all abilities. • Annual Sports Day events will continue to promote a positive culture of physical activity across the school. • Pupils will develop communication, teamwork and coordination skills	300£

Boccia/basketball Provision (Whole year) • Two weekly Boccia sessions delivered throughout the academic year. • Inclusive physical activity programme designed to promote participation, coordination, concentration and teamwork. • Delivered in partnership with London Sports Trust.	• OQA students.	concentration, communication and teamwork skills through regular participation. • Access to specialist coaching through partnership with London Sports Trust, enhancing the quality of provision and pupil experiences. • Increased opportunities for pupils to represent the Academy in external sporting events and community-based activities. • Improved confidence,	through regular participation. • Specialist coaching will provide high-quality sporting experiences and increase staff understanding of inclusive sports. • The partnership with London Sports Trust will help sustain opportunities for pupils in future years. • Pupils will develop confidence, independence and pride through representing the Academy.	Fully funded through London Sports Trust

External Galas and Sporting Visits • Participation in Panathlon Football events. • Participation in Panathlon Swimming events. • Educational visit to Wimbledon Championships. • Opportunities for pupils to represent the Academy in external sporting events and community activities.	• OQA students.	independence and social skills through participation in competitive and educational sporting experiences. • Enhanced engagement in sport and physical activity by providing access to high-quality events, competitions and inspirational visits. • Increased participation and engagement in PE through access to specialist coaching and high-quality physical activity sessions. • Development of football,	• Participation in community events will broaden pupils' sporting experiences and aspirations. • Ongoing links with external organisations will provide continued opportunities for competition and enrichment activities. • Increased engagement and participation in PE will support pupils' physical development and wellbeing.	**Panathlon Events:** Fully funded **Wimbledon Visit:** £25 per pupil (partially funded)

Specialist activities/External providers. External football coach delivering inclusive PE sessions every other Thursday . Regular sessions have increased pupil engagement and participation in PE across the school. All pupils have had the opportunity to take part, with activities adapted to meet individual needs where possible. The sessions have particularly supported pupils who are less confident in PE, encouraging greater participation, enjoyment and physical activity, activities offered to all pupils.		movement and fundamental physical skills through inclusive and differentiated activities. • Enhanced opportunities for all pupils, including targeted groups, to build confidence, physical competence and enjoyment in physical activity.	• Pupils will develop football and fundamental movement skills through specialist coaching. • Staff will gain ideas and strategies that can be incorporated into future PE lessons, supporting sustainability of the provision	£4,788

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:** (all these figures are from Academic Course 2025-26) They will be reviewed June 2027.	**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?	**OQA Main Site:** Approximately 10% of pupils are currently able to travel 25 metres in the water using flotation support.	Ormiston Queensmill Academy is a specialist school supporting children and young people with autism and complex needs. Pupils access a personalised curriculum designed to meet their individual strengths, needs and developmental priorities. Swimming provision focuses primarily on developing water confidence, water safety, aquatic participation and independence rather than solely achieving National Curriculum swimming outcomes. For many pupils, swimming also supports physical development, sensory regulation, communication, social interaction and preparation for adulthood. Due to the diverse needs of pupils across the Academy, swimming outcomes are measured against personalised targets and individual progress. As a result, some pupils may make significant progress in water confidence, safety and participation without necessarily achieving traditional swimming milestones such as swimming 25 metres or using a range of recognised strokes. OQA continues to prioritise access to swimming opportunities through the use of specialist off site facilities across West London. Swimming provision is delivered across multiple venues to ensure pupils can access appropriate aquatic environments that meet their individual needs and support meaningful participation in physical

		activity.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	**OQA Main Site:** Approximately 5%.	The primary aim of swimming provision at OQA is not the acquisition of formal swimming strokes. The programme focuses on water safety, water confidence, aquatic participation, independence and individual aquatic outcomes.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	**OQA Main Site:** Approximately 20%.	Water safety remains a key priority across both provisions. Swimming programmes focus on developing confidence, safe entry and exit, floating, recovery skills and personal safety in and around water. Outcomes are personalised and reflect the individual needs and abilities of pupils accessing the programme.

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 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:	*(Name)*
Subject Leader or the individual responsible for the Primary PE and sport premium:	*Javier Arranz Escorial*
Governor:	*(Name and Role)*
Date:	