

HOPPING HILL PRIMARY SCHOOL

2025/2026 PE & SPORT PREMIUM FUNDING DEVELOPMENT PLAN

Integrated Northamptonshire Sport-style planning, monitoring, evaluation and reported expenditure document

	Hopping Hill Primary School
Academic year	2025/2026
UKPRN	10072501
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Document status	Integrated with 2025/2026 PE & Sport Premium expenditure return data

Executive Summary

This 2025/2026 PE and Sport Premium Development Plan sets out how Hopping Hill Primary School has used its £19,450 allocation to support additional and sustainable improvements in PE, sport and physical activity. The full allocation has been reported as spent, with no unspent funding remaining.

The largest area of reported investment is extracurricular opportunities, supported by equipment and resources, memberships and subscriptions, School Games Organiser network activity, external competitions, Forest School provision, nurture groups, sensory circuits and top-up swimming/aquatic opportunities. These priorities are intended to increase pupil participation, broaden access, strengthen the profile of PE and sport, and support sustainable improvements in curriculum and wider-school provision.

Provision is targeted towards SEND pupils, pupils with long-term medical conditions, girls and disadvantaged pupils, with a focus on inclusive participation, reduced barriers and regular monitoring through pupil voice, registers, staff feedback and participation data. Targeted support includes Forest School, nurture groups and sensory circuits to support pupils' confidence, regulation, wellbeing and readiness to engage in physical activity.

Swimming outcomes for 2025/2026 record 70% of pupils swimming competently, confidently and proficiently over at least 25 metres, with 57% using a range of strokes effectively and 57% performing safe self-rescue in different water-based situations. Continued curriculum swimming and targeted support remain a priority before the end of Key Stage 2.

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, sport and physical activity for primary-aged pupils and to encourage healthy, active lifestyles.

- Build capacity and capability within the school so that improvements are sustainable and benefit future pupils.
- Develop and add to the PE, sport and physical activity already provided by the school.
- Support pupils to access regular physical activity, high-quality PE and opportunities to participate in a broad range of sports and physical activity.

PE & Sport Premium: Hopping Hill school intent

Hopping Hill believes that high-quality physical education helps to embed the school values of collaboration, fairness, challenge and respect. The school aims to deliver a positive and inclusive PE curriculum that develops children's skills in sport and promotes pupil health and wellbeing. Pupils are encouraged to compete, take part in a range of physical activities, develop confidence, experience vigorous activity and access opportunities regardless of ability, background or need.

Historic Hopping Hill evidence used to inform 2025/2026 priorities

Key area	What previous Hopping Hill evidence shows	How this informs 2025/2026 planning
Staff confidence and curriculum quality	Staff training took place on School Games Mark, competition intent and the Real PE scheme.	Continue Real PE, subject leadership support, CPD as required and monitoring so that PE delivery remains consistent and sustainable.
Regular activity and engagement	The school uses structures games at break and lunchtimes, lunchtime sport clubs, Forest School, extracurricular clubs, nurture groups and sensory circuits. Pupil voice previously indicated 95% of children enjoyed physical activity.	Maintain active lunch and club provision, target less-active pupils and continue to monitor pupil voice and participation.
Profile of PE and leadership	Active newsletters, charity events, Gold School Games Mark and Young Leaders helped raise the profile of sport.	Continue celebrating PE, developing Young Leaders and linking to school values.
Broader experiences and equality	Pupils accessed basketball, dodgeball, football, hockey, Forest School, girls' football and a range of clubs. SEND and less-active pupils were included in targeted provision.	Keep provision broad, inclusive and responsive to girls, SEND, disadvantaged pupils and pupils with medical needs.
Competitive sport	The school ran intra-school events, attended inter-school competitions and celebrated participation through newsletters, assemblies and Class Dojo.	Maintain a varied competition calendar and inclusive competition pathways for different levels of confidence and ability.

2025/2026 Submitted / Digital Return Report Section

This section integrates the 2025/2026 PE & Sport Premium grant expenditure return data supplied for Hopping Hill Primary School.

Funding item		2025/2026 reported value
Total PE & Sport Premium allocation		£19,450
Total reported spend		£19,450
Unspent funding remaining		£0
DfE return category	Reported spend	Notes for publication
Extracurricular opportunities	£13,052	Largest reported spend category; supports pupil access to sport and physical activity beyond curriculum PE as well as Forest School sessions for all pupils including targeted nurture session for children with SEND.
Equipment and resources	£1,844.92	Supports active play, clubs, curriculum delivery and targeted provision.
Membership and subscription fees	£695	Includes membership/subscription costs reported in the return.
Activities organised by the SGO network	£400	Supports access to School Games Organiser network activities.
External school sports competitions	£1,705	Supports participation in external competitions and events.
External coaching staff	£0	No external coaching staff spend reported in the return.
Top-up swimming / aquatic opportunities	£1,753.08	Reported swimming and aquatic opportunities spend with positive impact.
Total	£19,450	Total matches the reported allocation; no underspend recorded.

Targeted provision and equality of access

The 2025/2026 return records that PE, sport and physical activity opportunities were targeted towards SEND pupils, pupils with long-term medical conditions, girls and disadvantaged pupils.

Pupil group	Reported targeting	Impact statement	Sustainability / next steps
SEND pupils	Yes	Targeted approaches build on Hopping Hill's previous use of Forest School, nurture groups, sensory circuits, inclusive clubs and SEND competition opportunities.	Continue to monitor participation and adapt activities so pupils can take part successfully.
Pupils with long-term medical conditions	Yes	Provision is designed to improve access to appropriate PE, sport and physical activity opportunities.	Continue individualised consideration when planning clubs, activity and competition access.
Girls	Yes	Girls' participation is supported by the previous emphasis on girls' football and equality of access.	Continue tracking club and competition participation by group and responding to pupil voice.
Disadvantaged pupils	Yes	Funding supports access to extracurricular opportunities and broader experiences.	Use registers and pupil voice to identify barriers and maintain inclusive access.

Swimming and water safety: 2025/2026 outcomes

National curriculum swimming requirement	2025/2026 outcome	Impact and sustainability
Swim competently, confidently and proficiently over at least 25 metres	70%	The return records a positive impact from swimming/aquatic opportunities. Continue curriculum swimming and targeted support before the end of Key Stage 2.
Use a range of strokes effectively	57%	Stroke effectiveness has improved
Perform safe self-rescue in different water-based situations	57%	Self-rescue has improved

Outcome 1 | Increasing confidence, knowledge and skills of staff in teaching PE and sporting activities

Intent objective	Implementation actions	Intended / observed impact	Sustainability / next steps	Evidence
Maintain consistent, progressive PE delivery across the school.	Continue Real PE use; subject leader support; staff updates and monitoring.	Staff confidence remains secure and pupils receive consistent, inclusive PE lessons.	Real PE and subject leader systems are embedded and can support new staff.	Staff training records; lesson monitoring; staff/pupil voice; planning scrutiny.
Use specialist input to support staff development where appropriate.	Use external expertise strategically to model practice and strengthen teacher knowledge.	Staff develop practical strategies that improve pupil experience rather than relying on external delivery.	Specialist support is used to upskill staff and develop internal capacity.	Subject leader monitoring; staff discussions; observed practice.

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

Intent objective	Implementation actions	Intended / observed impact	Sustainability / next steps	Evidence
Increase active opportunities across the school day.	Sustain active lunchtimes, clubs, active play resources and structured opportunities.	Pupils have regular opportunities to be active beyond curriculum PE.	Lunchtime systems, equipment routines and club provision can continue each year.	Club registers; lunchtime observations; pupil voice; participation data.
Target less-active pupils and identified groups.	Use staff knowledge, Forest School, nurture groups, sensory circuits, targeted provision and participation tracking to encourage engagement.	Less-active pupils, SEND pupils and disadvantaged pupils are supported to access physical activity.	Monitoring, Forest School, nurture groups, sensory circuits and established interventions can continue as part of the inclusion offer.	Participation tracking; SEND monitoring; pupil feedback.

Outcome 3 | Raising the profile of PE and sport across the school to support whole-school improvement

Intent objective	Implementation actions	Intended / observed impact	Sustainability / next steps	Evidence
Celebrate PE, sport and physical activity across the school.	Use assemblies, newsletters, displays and school communication to share achievements.	Pupils see PE and sport as valued parts of school life and are motivated by celebration.	Communication routines can continue as part of whole-school culture.	Newsletters; assemblies; displays; school communication records.
Develop pupil leadership through sport.	Continue to use Young Leaders and pupil leadership opportunities.	Older pupils develop responsibility and younger pupils benefit from peer-led support.	Annual training and staff support can maintain leadership pathways.	Young Leader records; sports day support; pupil voice.

Outcome 4 | Broader and more equal experience of a range of sports and physical activities

Intent objective	Implementation actions	Intended / observed impact	Sustainability / next steps	Evidence
Offer a broad and varied programme of clubs and activities.	Provide a range of extracurricular opportunities and enrichment activities including options that appeal to different interests.	Pupils experience a wider range of physical activity and sporting contexts.	Club offer reviewed annually using participation data and pupil voice.	Club registers; pupil voice; enrichment records.
Maintain equality of access for girls, SEND, disadvantaged pupils and pupils with medical needs.	Monitor who participates and adjust provision, including Forest School, nurture groups and sensory circuits, to reduce barriers.	Identified groups are more able to access PE, sport and physical activity opportunities.	Participation monitoring and targeted planning remain embedded in provision.	Registers; targeted provision records; staff feedback.

Outcome 5 | Increasing participation in competitive sport

Intent objective	Implementation actions	Intended / observed impact	Sustainability / next steps	Evidence
Provide inclusive competition opportunities.	Enter external competitions and use intra-school opportunities, School Games values and Sports Days.	Pupils develop confidence, resilience, teamwork and sportsmanship through competition.	Annual competition calendar and local partnerships support sustainable participation.	Competition registers; School Games evidence; photos; pupil voice.
Ensure competitions are accessible across abilities and needs.	Plan appropriate opportunities, including participation-focused and inclusive events.	A wider range of pupils can represent the school and experience positive competition.	Staff and Young Leaders can support annual events and inclusive formats.	Participation data; SEND competition records; event registers.

Accountability, publication and digital reporting

The school has integrated the PE & Sport Premium expenditure return data into this published development plan. The source return data records a total allocation of £19,450, total spend of £19,450 and no unspent funding remaining.

Requirement	Integrated evidence in this document	Action / status
Funding received	£19,450 allocation recorded in funding summary.	Included
Full breakdown of spend	DfE return category breakdown included.	Included
Impact on pupils	Outcome impact statements included using 2025/2026 return data.	Included
Sustainability	Each outcome includes sustainability / next steps statements.	Included
Swimming attainment	70%, 57%, 57% published in swimming section.	Included