



Department
for Education

Part C - PE and sport premium transition toolkit

Strategic guidance and practical ideas – 2026/27 academic year

In 2026/27 academic year schools will receive one PE and sport premium payment in the autumn. Funding can be spent throughout the 2026/27 academic year to improve PE, school sport and physical activity for all pupils.

This guide is designed to support strategic thinking and spending decisions. Use it alongside Part A of the transition toolkit, which provides a template for planning, monitoring, evaluating and evidencing the impact of your funding.

It is organised around the five key indicators and should be used alongside the PE and sport premium guidance and conditions of grant.

Schools must use the funding to build knowledge, skills and confidence within the school and to develop or add to the PE, sport and physical activity they already provide. Any investment should lead to improvements that are sustainable and will benefit both current and future pupils.

The transition to the new PE and School Sport Partnerships Network marks an important change for primary schools. While further details about the new network will emerge over the coming year, schools have an important opportunity to use their PE and sport premium funding to strengthen high-quality PE, school sport and physical activity provision.

Throughout the guide, reflect on the following questions:

- What do our school and pupils need most?
- How will this investment make a difference?
- How will we know whether it has worked?
- What knowledge, skills, opportunities or resources will remain in place after this year?
- How will the improvement be sustained when the funding or external support ends?

1. Increase all staff's confidence, knowledge and skills to deliver high-quality Physical Education

Developing the confidence, competence, knowledge, and skills of all staff to deliver high-quality Physical Education is fundamental to ensuring every pupil receives a positive, engaging, and inclusive learning experience. Prioritising high-quality continuing professional development enables teachers and support staff to deliver a broad, balanced, and progressive PE curriculum that supports pupils to develop the knowledge, skills, and positive attitudes needed to enjoy being physically active throughout their lives.

Investing in staff is one of the most sustainable uses of the PE and sport premium. Developing in-house knowledge, skills and confidence can strengthen provision and reduce reliance on continued external funding.

Reflection questions

- What does Physical Education look and feel like in your school?
- How confident are staff in delivering high-quality PE that meets the needs of all pupils?
- Which aspects of PE do staff feel least confident teaching?
- If you use external providers, how are they developing staff confidence, knowledge and skills?
- How well does your PE curriculum support pupils' physical, cognitive, social and emotional development?
- What knowledge, skills and expertise do you want to retain when the funding changes?
- What has been achieved through the PE delivery in the past?

Ideas to explore

- Gather staff feedback to identify specific professional development needs.
- Observe PE lessons to understand how the curriculum is being implemented in practice
- Invest in CPD that is linked directly to your school's PE curriculum and the needs of your pupils.
- Invest in a member of staff becoming a qualified PE Specialist so that they can provide on-going training in school now and into the future.
- Use specialists and external providers to plan and teach alongside staff so that knowledge, skills and confidence are developed within the school.
- Support your PE lead through appropriate training, mentoring and protected release time to lead improvement across the school.
- Develop a wider team of staff who can support high-quality PE, physical activity and school sport across the school.
- Provide professional development in inclusive and adaptive practice so that staff are confident in meeting the needs of all pupils.
- Create regular opportunities for staff to observe one another, share effective practice and reflect on teaching.

This could look like...

1. A dance specialist planning and delivering alongside teachers before staff take over.

2. A PE lead or teacher taking part in the Primary PE Specialism Qualification to ensure sustainable in-house expertise.

3. Making PE a priority within the School Development Plan, with regular staff meetings focused on developing teachers' confidence and expertise.

4. Observing lessons to understand current practice and identify the next steps for improvement.

Evidence of Impact and Success Measures

Refer to the [Part A - monitoring form](#) to for ideas of how to obtain evidence to be able to measure success and impact.

Use [Part B - spend tracker](#) to record and monitor the expenditure associated with these activities.

Useful links

- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2026 to 2027 - GOV.UK](#)

- AfPE — [Professional development, support and qualifications](#)
- Activity Alliance — [Inclusive Education Hub](#)
- Youth Sport Trust — [Training and school support](#)
- Positive Experiences Collective — [Physical literacy-informed practice](#)

2. Increase all pupils' engagement in regular physical activity and sporting activities

This key indicator is about creating opportunities for pupils to be active throughout the school day, not only during curriculum PE. Schools should understand who is taking part, who may be missing out and what changes would help more pupils build positive and enjoyable relationships with movement and physical activity.

Reflection questions

- Do you know how many pupils are meeting the relevant [UK Chief Medical Officers' physical activity recommendations](#)?
- Which pupils are currently least active, and how do you know?
- What barriers prevent some pupils from being active?
- What do pupils tell you about the opportunities currently available?
- Are there particular groups of pupils who are less likely to take part?
- How active are breaktimes, lunchtimes and other parts of the school day?
- How confident are lunchtime staff and other adults in supporting active play and physical activity?
- Which opportunities can the school sustain when this funding or external support ends?

Ideas to explore

- Complete an audit of the physical activity opportunities available both in and beyond school.
- Use participation information and pupil voice to understand who is taking part, who is missing out and why.
- Improve active play at breaktimes and lunchtimes by responding to pupil voice.
- Train lunchtime supervisors, teaching assistants, other staff and pupil leaders to support active play and movement across the school day.
- Develop opportunities that better meet the needs and interests of pupils who are least active.
- Consider how girls, disadvantaged pupils, pupils with SEND and others who face barriers can be better supported to participate.
- Implement a play leader programme that encourages all pupils to take part in creative and inclusive active play.
- Work with your School Games Organiser, Lead Inclusion School and local partners to identify support and opportunities that meet the needs of your pupils.

This could look like...

1. Using participation information to identify pupils who don't attend clubs, then listening to their views before developing new opportunities.	2. Training pupil leaders and lunchtime supervisors to provide inclusive active-play opportunities at lunchtimes.	3. Introducing a quiet movement club or 'Walk and Talk' group for pupils who find traditional playground games overwhelming or would prefer a different way to be active.	4. Working with a Lead Inclusion School to adapt activities and introduce opportunities that enable more pupils to participate.
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Evidence of Impact and Success Measures

Refer to the [Part A - monitoring form](#) to for ideas of how to obtain evidence to be able to measure success and impact.

Use [Part B - spend tracker](#) to record and monitor the expenditure associated with these activities.

Useful links

- School Games - <https://www.yourschoolgames.com/>
- School Games activities - <https://www.yourschoolgames.com/taking-part/our-sports/>
- Activity Alliance — [Inclusive Education Hub](#)
- Youth Sport Trust — [Lead Inclusion Schools](#)
- [Active Partnerships](#)
- Youth Sport Trust — [Youth voice resources](#)

3. Raise the profile of PE, school sport and physical activity to support whole-school improvement

This key indicator is about ensuring PE, school sport and physical activity contribute to the wider life of the school, rather than being seen as standalone activities. Schools should consider how they support priorities such as attendance, wellbeing, inclusion, personal development and achievement, while helping pupils, families, staff and governors recognise the value and impact of high-quality PE, school sport and physical activity.

Reflection questions

- How clearly do PE, school sport and physical activity contribute to your school's wider priorities?
- Are PE, school sport and physical activity recognised within your School Development Plan where appropriate?
- Do senior leaders and governors understand how the funding is being used and the difference it is making?
- How well does your school recognise the many ways pupils can succeed through PE, including their physical, cognitive, social and emotional development?
- Are pupils, families and staff aware of the opportunities available?
- How is the impact of PE, school sport and physical activity shared across your school community?

Ideas to explore

- Connect PE, school sport and physical activity to relevant whole-school priorities.
- Involve senior leaders and governors in planning, monitoring and reviewing the use of the funding.
- Share evidence of impact, not just lists of activities or events.
- Celebrate a broad range of pupil achievements, including improvement, leadership, inclusion and positive participation.
- Give pupils opportunities to lead, volunteer, officiate and represent the views of others.
- Share effective practice and learning across the staff team.
- Work with families and community partners to reinforce positive messages about movement and physical activity.
- Use the school website and wider communications to explain how the funding is being used and the difference it is making.

This could look like...

1. Embedding PE and physical activity within the School Development Plan, recognising how it contributes to priorities such as attendance, behaviour, wellbeing and personal development.

2. Giving governors regular updates on spending, participation, impact and plans for sustainability.

3. Developing a 'PE Learner of the Week' award that celebrates how pupils think, collaborate, communicate and improve, not just how they perform.

4. Sharing pupil voice and examples of impact with staff, families and the wider school community.

Evidence of Impact and Success Measures

Refer to the [Part A - monitoring form](#) to for ideas of how to obtain evidence to be able to measure success and impact.

Use [Part B - spend tracker](#) to record and monitor the expenditure associated with these activities.

Useful links

- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2026 to 2027 - GOV.UK](#)
- AfPE — [PE Subject Review](#)
- School Games — [Case studies and resources](#)
- Youth Sport Trust — [Well Schools and the Well Check](#)

4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils, ensuring equal access to all pupils

A broad offer should give pupils opportunities to experience different ways of moving, taking part, leading and achieving. It should be shaped by pupils' needs and interests, rather than offering more of the same activities.

Providing equal opportunities does not always mean offering the same experiences to everyone. Schools may need to remove barriers, adapt activities or provide additional support so that all pupils can participate, succeed and benefit.

Reflection questions

- Does your current offer reflect the interests, needs and backgrounds of the pupils in your school?
- Which pupils regularly attend clubs and activities, and who is missing out?
- Are some activities attended by pupils with similar backgrounds or characteristics, while others are under-represented?
- What do pupils say they would like to try?
- Are your opportunities accessible to pupils with SEND and those who face financial, cultural, practical or confidence-related barriers?
- Does your school provide a broad range of opportunities beyond traditional team sports?
- Are there meaningful opportunities for leadership, volunteering and officiating?
- Are there clear pathways between school activities and opportunities in the local community?

Ideas to explore

- Use pupil voice to shape the range and timing of activities.
- Review attendance and participation to identify gaps.
- Broaden the offer to include different types of sport, movement and physical activity.
- Provide leadership, volunteering and young official opportunities.
- Adapt activities, equipment and environments to improve access and inclusion.
- Consider targeted support where particular groups are under-represented.
- Work with School Games Organisers, National Governing Bodies, National Disability Sport Organisations, local clubs and community organisations to broaden opportunities for pupils.
- Create pathways that help pupils continue participating outside school.
- Review enrichment opportunities alongside the DfE Enrichment Framework.

This could look like...

1. Listening to young carers before designing a lunchtime activity that better fits their needs and circumstances.	2. Creating a girls' leadership group to help shape lunchtime and after-school opportunities.	3. Using participation information to identify pupils who rarely attend clubs before removing barriers and creating activities that better meet their needs.	4. Linking a school club with a local community provider so pupils can continue participating outside school.
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Evidence of Impact and Success Measures

Refer to the [Part A - monitoring form](#) to for ideas of how to obtain evidence to be able to measure success and impact.

Use [Part B - spend tracker](#) to record and monitor the expenditure associated with these activities.

Useful links

- Department for Education — [Enrichment Framework for schools and colleges](#)
- School Games activities - <https://www.yourschoolgames.com/taking-part/our-sports/>
- Sport England — [Recognised National Governing Bodies and sport organisations](#)
- Activity Alliance — [Inclusive Education Hub](#)
- Youth Sport Trust — [Enrichment in Action](#)

5. Increase participation in competitive sport

Competition can take many forms. Alongside traditional fixtures and events, it can include festivals, personal challenges, intra-school activities, adapted formats and opportunities where pupils seek to improve on their own previous performance.

High-quality competitive experiences help pupils apply the skills and confidence developed through PE while developing resilience, teamwork, leadership, communication and respect. The focus should be on providing positive, meaningful and appropriately challenging experiences that encourage all pupils to take part and continue participating.

Reflection questions

- Which pupils currently take part in competitive opportunities?
- Which pupils rarely or never participate?
- Do you understand the reasons why some pupils do not take part in activities?
- What are the main barriers preventing some pupils from taking part in activities?
- Is competition mainly available to pupils who are already confident or highly skilled?
- Do you provide different formats and levels of challenge so that all pupils can experience success?
- Are activities adapted so that pupils with different needs can take part meaningfully?
- What do pupils say about their experiences of competition?
- Do competitive opportunities promote enjoyment, respect, teamwork and positive sporting behaviour?
- Are there appropriate opportunities to compete both within school and between schools?

Ideas to explore

- Develop a planned programme of inclusive intra-school competition.
- Offer festivals, personal challenges and participation-focused events alongside traditional competitive formats.
- Work with your School Games Organiser to access appropriate local opportunities.
- Use pupil voice to understand what makes competition enjoyable and what may discourage participation.
- Adapt rules, equipment, team selection and scoring to improve inclusion.
- Provide opportunities for pupils to lead, officiate, organise and report on events.
- Review participation to ensure competitive opportunities reach a wider range of pupils.
- Link competition to the school's values and wider personal development priorities.

This could look like...

1. Running house competitions, class festivals, sports days and personal-best challenges throughout the year.

2. Offering adapted or development events for pupils who may not yet feel ready for traditional competition.

3. Using pupil feedback after an event to improve future competitive experiences.

4. Training pupils to act as young officials, leaders or event organisers.

Evidence of Impact and Success Measures

Refer to the [Part A - monitoring form](#) to for ideas of how to obtain evidence to be able to measure success and impact.

Use [Part B - spend tracker](#) to record and monitor the expenditure associated with these activities.

Useful links

- School Games - <https://www.yourschoolgames.com/>
- School Games activities - <https://www.yourschoolgames.com/taking-part/our-sports/>
- Activity Alliance — [Inclusive Education Hub](#)
- Youth Sport Trust — [Inclusion 2028 support](#)

Before making a spending decision

The following questions can be used when considering training, equipment, resources, memberships, programmes or external providers. They apply across all five key indicators.

Question	Why it matters
Does this support our PE curriculum?	Provision should strengthen, not sit separately from, your planned curriculum.
Will staff become more confident or skilled?	The best external support should build school capacity.
Is it inclusive for all pupils?	Providers should adapt for SEND, confidence levels, gender, ability and need.
Does it support our school priorities?	Spending should link to your context, data and development plan.
How will we know it has made a difference?	Impact should be clear and evidenced.
What will remain when the provider leaves?	The investment should leave your school stronger.

Avoid spending that:

- Has no identifiable impact measure
- Benefits only a small group of pupils without a clear, evidence-based reason for targeted support.
- Creates dependency on providers
- Relies on external delivery without building school capacity or leaving a sustainable benefit.
- Is not linked to school priorities
- Cannot be sustained

When working with an external provider, schools should also agree:

- how the work connects to the school's PE curriculum and priorities
- how school staff will be involved
- what knowledge, planning or resources will be shared
- how inclusion and safeguarding requirements will be met
- how quality and impact will be reviewed
- what the school will be able to continue independently

Schools should ensure that external coaches and providers are suitably qualified, quality assured and have appropriate subject-specific expertise.

Further guidance

- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2026 to 2027 - GOV.UK](#)