



# Bromley Borough Primary Schools'

## Physical Education Summer Term Newsletter 2026



Welcome to this academic year's third FREE termly newsletter for Physical Education Subject Leaders serving within Bromley Borough Infant; Junior and Primary schools. The date of this term's newsletter is purposely intended to reflect recently announced major national policy directive changes as well as to support schools with next steps and what to expect for the start of the next academic year

### The PE Landscape – Update

By now it is hoped that all Borough Infant, Junior and Primary PE Subject Leaders should have received email notification from myself as circulated on Friday 22<sup>nd</sup> May of the Department for Education's (DfE) confirmation of the cessation of the Primary PE and Sport premium as published by The Ministry at 5pm the afternoon beforehand:

DfE: Open Letter from Education Secretary, Bridget Philipson: Link:

[https://news.service.education.gov.uk/E89B030D338BF73674BFF619AA27BE16C17E9D5241D238CC19D5ADD2F71F7045/C03B4B994ACCC4769E7B3C6A81C2BE17/VIB?es\\_c=C03B4B994ACCC4769E7B3C6A81C&fbclid=IwY2xjawR8gndleHRuA2FlbQlxMABicmlkETAOSHpicFlxTzFha2pzTlhJc3JOYwZhcHBfaWQQMjlyMDM5MTc4ODlwMDg5MgABHiXutAxefiPlmlq7V7mW1kYXpWnl3bnUg0z5JjoHSeLr9l8XIPTIXY12w5Xw\\_aem\\_YWdncwCWKBqOgLDwu\\_HdO2MN249J&brid=YWdncwF6nSRRMEUCz-c9j9CuCPtbGOV.UK](https://news.service.education.gov.uk/E89B030D338BF73674BFF619AA27BE16C17E9D5241D238CC19D5ADD2F71F7045/C03B4B994ACCC4769E7B3C6A81C2BE17/VIB?es_c=C03B4B994ACCC4769E7B3C6A81C&fbclid=IwY2xjawR8gndleHRuA2FlbQlxMABicmlkETAOSHpicFlxTzFha2pzTlhJc3JOYwZhcHBfaWQQMjlyMDM5MTc4ODlwMDg5MgABHiXutAxefiPlmlq7V7mW1kYXpWnl3bnUg0z5JjoHSeLr9l8XIPTIXY12w5Xw_aem_YWdncwCWKBqOgLDwu_HdO2MN249J&brid=YWdncwF6nSRRMEUCz-c9j9CuCPtbGOV.UK)

Press Release: Link: <https://www.gov.uk/government/news/1bn-boost-to-pe-and-school-sport-to-end-fitness-postcode-lottery>

Further to the guidance published thus far and from consequent information extracted from the recently attended DfE webinar regarding PE and School Sport Partnership Network, PE subject leaders are to be advised that:

- The template for Primary PE and Sport Premium 2025-26 expenditure reporting return will be published very soon with all schools required to complete and submit by 31<sup>st</sup> July. 'Funds must not be carried forward' past this date. I will email all schools with notification of this year's arrangement when details are published by the DfE. By way of promoting best practice, please keep online all previous years' documented spend and impact reports to evidence sustainable impact achieved coupled with this year's completed Monitoring and Tracking Form. Support guidance and materials for the latter can be found via the following afPE link:  
[https://www.afpe.org.uk/page/WebsiteReporting\\_Template](https://www.afpe.org.uk/page/WebsiteReporting_Template)
- The transitional grant that will be released for the Autumn term will be supported by specific criteria that is expected to differ from what has been previously released for the Primary PE and Sport Premium. Once again, this grant is expected to be 'ringfenced' and will amount to the equivalent of a 1/3 of the annual amount typically received in the past - DfE confirmation received last week stated that schools will have the entire academic year to spend before reporting back again. Swimming and water safety has also been highlighted as a focus area for 2026-27 yet **all schools are advised NOT to commit to any purchases until the DfE has released the guidance upon how to spend this specific grant**. This transitional grant will represent the final stage of subject-specific direct funding to all schools
- Through separate funding via Sport England, you will be hopefully already aware that the centralised funding for renewal of the national network of School Games Organisers has been guaranteed for 2026-27 academic year
- From January 2027, the DfE is planning to roll out a new local partnerships network to assist schools to 'consistently deliver high-quality experiences in PE, Sport and Physical Activity (PESSPA)'. The network will focus on three core areas:
  - a) Support reintegrating PESSPA into Core Curricular and Extra Curricular provision for ALL pupils to access
  - b) Elevate the quality and standards of PE experiences for ALL pupils
  - c) Expand access to high quality PESSPA opportunities

## Water Safety

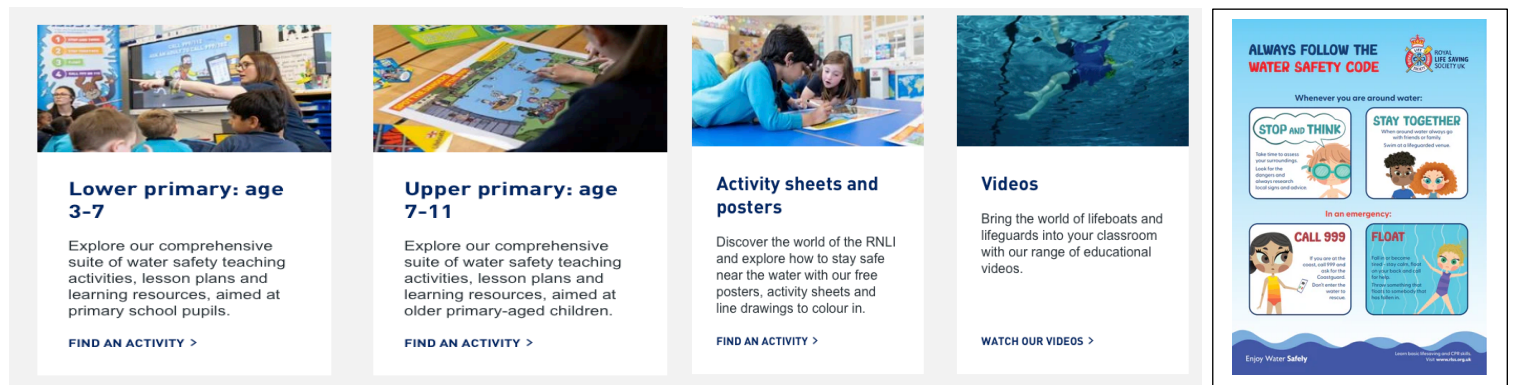
The recent news reporting upon 19 young lives lost to preventable drowning incidents (including an 11-year-old) across the half term period is a potent reminder of the joint role that Education has in its part to play for pupils to learn life-saving skills, appreciate environmental risks and acquire survival techniques. In reply, The Daily Mirror has this week launched a national campaign entitled 'Save Lives for Sam' calling for action along with leading UK charities, bereaved parents and Olympian champions.

As the coming weeks and summer holiday break bring spells of considerably hotter weather, it has never been more necessary to drive home to pupils and via parental backgrounds a firm understanding of open water risks including cold water shocks and deceptive strong currents. The subject of 'Water Safety' is now a compulsory element of learning across BOTH Physical Education and PSHE curriculums therefore one important recommendation is for both Subject Leaders to collaborate working efforts and to implement available free-to-download differentiated learning provision to all age groups whilst circulating key guidance to home backgrounds via newsletter and website promotion.

Recommended free resource materials:

Royal Life Saving Society: <https://www.riss.org.uk/listing/Category/water-safety-education>

RNLI: <https://rnli.org/youth-education/education-resources>



**Lower primary: age 3-7**

Explore our comprehensive suite of water safety teaching activities, lesson plans and learning resources, aimed at primary school pupils.

[FIND AN ACTIVITY >](#)

**Upper primary: age 7-11**

Explore our comprehensive suite of water safety teaching activities, lesson plans and learning resources, aimed at older primary-aged children.

[FIND AN ACTIVITY >](#)

**Activity sheets and posters**

Discover the world of the RNLI and explore how to stay safe near the water with our free posters, activity sheets and line drawings to colour in.

[FIND AN ACTIVITY >](#)

**Videos**

Bring the world of lifeboats and lifeguards into your classroom with our range of educational videos.

[WATCH OUR VIDEOS >](#)

**ALWAYS FOLLOW THE WATER SAFETY CODE**

Whenever you are around water:

- STOP AND THINK**  
Take time to assess your surroundings. Look for any dangers and discuss them with your teacher.
- STAY TOGETHER**  
When you are near water, stay with your group. Never go off on your own.

In an emergency:

- CALL 999**  
If you are at the beach, call 999 and ask for the Coastguard. Don't enter the water to help.
- FLOAT**  
Call a teacher, lifeguard or lifeline. Get a lifebuoy and hold it. When something that floats is nearby, use it to help.

Enjoy Water Safety

Swim Safe: <https://swimsafe.org.uk/about>

Please endeavour to make sure that both pupils and family backgrounds are fully cognisant of the easy-to-follow **Water Safety Code** and please display it with renewed purpose within your school environment



**National School Sports Week: 6<sup>th</sup>-12<sup>th</sup> July 2026:**

Link: <https://www.youthsporttrust.org/school-support/national-school-sports-week>

Regional Community Club Links: <https://www.londonseprimarypehwb.co.uk/club-links-directory>

## Childrens' Wellbeing and Schools Act

There is the need to reinforce the significance of the recent passing of the Childrens' Wellbeing and Schools Bill and what this means regarding new staff employees leading curricular teaching and learning. Irrespective of academy or local maintained background, the law comes into effect from September that they must have QTS status or be 'working towards' via such DfE approved routes as Teacher Apprenticeship and Postgraduate Based-Employment. This confirmed change in direction means that Level 5 and 6 PE Qualifications are not deemed as an acceptable substitute for QTS. A polite reminder that Level 2 is Ofqual rating equivalent to GCSE A\*-C.

<https://schoolswweek.co.uk/childrens-wellbeing-and-schools-act-the-policies-signed-into-law/>

## **Inclusive Education Hub**

As we transition from one funded national strategy to another, it is worth reinforcing the value of employing completion of the available free-to-use inclusive PE self-assessment tool via Activity Alliance to gauge degree of status:

Link: <https://education.activityalliance.org.uk>

For those yet to register, the process is easy and upon completion of the self-assessment, the answers submitted will influence the relevant complimentary resources that you will then be directed towards. These specifically targeted interventions will assist in the meeting of pupils' particular needs whilst ensuring that all impact from your school's PE curricular and extra-curricular offer. The resources and tools available to support adaption of learning will provide an important stepping stone in high quality sustainable provision with approaches that lend themselves to cross-curricular positive repercussions.

## **Introduction of a National Enrichment Benchmark**

All schools will be aware of this Government's National Enrichment Framework that sets out to introduce a "core enrichment entitlement" for every child to ensure equal access to activities beyond the formal curriculum. Amongst the five key core categories are outcomes that impact upon PESSPA outcomes including sport and physical activities, outdoor adventurous learning, relationships forged with local/regional youth and cultural organisations, and volunteering.

Ofsted is set to update its Inspection Framework before the end of this summer term to factor in the evaluating of the efficacy of schools' planning and delivery related to this national initiative.

Concern has been recently raised by teaching unions as to the lack of further guidance by the DfE leaving schools with less than two months to fully prepare before September's expected roll out. Those Primary schools that have employed the PESS Premium effectively to achieve sustainable impact with focused attention towards enrichment categorised activity provision will inevitably find the transition much easier.

We can expect both Department for Culture, Media and Sport and DfE to provide further guidance e.g. confirmation of national delivery partner, content of external evaluation etc however at this stage it is advised to also refer to examples of best practices to help shape each Academy Trust's structured offer. For example:

Oasis Academy Trust Enrichment for All: Benchmarks to build belonging, skills and opportunity:

[https://oasisuk.org/wp-content/uploads/2025/11/Enrichment-benchmarks\\_Final-DofE-Oasis-RA-BE-1.pdf](https://oasisuk.org/wp-content/uploads/2025/11/Enrichment-benchmarks_Final-DofE-Oasis-RA-BE-1.pdf)

PTA+ offers recommended school fundraising advice: <https://communityinspired.co.uk/advice-hub/fundraising-strategy/school-fundraising-enabling-enrichment/>

## **Resource Links:**

FIFA World Cup Resource Materials including a focus upon how football can bring people together from different cultures, communities and generations

Link: [https://girlsfootballinschools.org/wc2026\\_primary.php](https://girlsfootballinschools.org/wc2026_primary.php)

LTA Primary Tennis Programme that includes detailed inclusive PE lesson plans focused on developing fundamental movement skills, and accompanying videos showing the activities in action. Their primary school teacher training includes personal development assemblies and challenges, cross-curricular STEM resources, as well as intra and inter school competitions

Link: <https://www.lta.org.uk/roles-and-venues/schools/>

'Cricket Without Boundaries' that includes detailed subject introduction and game cards to assist with lesson planning

Link: <https://www.cricketwithoutboundaries.com/index.php/ourwork/resources>

## Evaluating Impact and Planning Ahead

The following self-assessment guide will enable you to assess impact achieved through 13 years of the Primary PE and Sport Premium and identify important qualitative steps to take forward by way of key foci for next year. Let's start with one of The Premium's key objectives:

*'And, importantly, a real focus of our work on the premium has been around sustainability - ensuring that improvements made by head teachers today, have an impact on pupils joining school in a year, five years or even ten years' time. A key part of that is making sure that expertise and enthusiasm is embedded and developed within schools themselves. If every teacher feels confident about getting up and teaching a PE lesson, the school won't be reliant on buying in external coaches - whose expertise disappears when their contract runs out.'*

(Former Children & Families Minister, Edward Timpson addressing afPE National Conference (2015) re: Primary PE & Sports Premium)

<b>1.0 PE &amp; Sports Premium: Have You....</b>	<b>Yes</b>	<b>No</b>
1.1 Adhered to all statutory requirements as dictated by the DfE's published criteria?		
1.2 Ensured that Strategy focus guarantees the accommodation of breadth and balance across all key indicators?		
1.3 Monitored efficacy of last year's objectives to ensure that measures have been put into place to guarantee sustainable impact with no need for repeated funding?		
1.4 Ensured that previous years' spend and impact reports have remained online as evidence of addressing sustainable impact?		
1.5 Ensured that your school has been completing the Monitoring and Tracking Form for this academic year's spend so that this can also be added to online evidence?		
1.6 Accounted for both quantitative and qualitative impact of funded objectives?		
1.7 Ensured that planning of Premium spend objectives has been completed with PSHE lead re: NC Unit 1: HWB + Compulsory Health Education links?		
1.8 Identified explicit areas of strength as well as areas for improvement in terms of Key Stage transition e.g. Fundamental Core Skills?		
1.9 Shared Strategy impact and evaluation with Senior Leaders, Finance Officer and any designated School Governor links?		

<b>2.0 Curriculum : Have You....</b>	<b>Yes</b>	<b>No</b>
2.1 Conducted a staff audit related to staff confidence and competence with what they are expected to deliver?		
2.2 Conducted any recent lesson observations to gauge quality of teaching and pupil learning outcomes?		
2.3 Monitored the quality of success criteria to ensure that it is appropriate for both age and ability; focused and identifying clear knowledge and skills?		
2.4 Conducted work scrutiny by way of collecting and studying class lesson plans, sample video sessions and associative assessment records?		
2.5 Ensured that the learning environment is prepared by way of visual supportive stimuli e.g. indoor / outdoor display boards for success criteria and related physical vocabulary?		
2.6 Ensured that there is the appropriate quality and quantity of equipment to service the needs of the curriculum across all year groups?		
2.7 Completed all safety / repair checks for all equipment e.g. gymnastics mats and benches? Are staff aware of protocol when damaged equipment needs to be taken out of service? Are pupils encouraged to check?		
2.8 Ensured that all staff have access to the latest edition of 'Safe Practice in Physical Education (2026) and that reference to appropriate subject-specific health and safety practice is therefore incorporated into lesson planning and delivery?		
2.9 Upskilled staff colleagues in respect of mental; emotional and social links that can also be incorporated into lesson outcomes?		

<b>3.0</b>	<b>Subject Profile and Quality of Teaching / Learning: Have You...</b>	<b>Yes</b>	<b>No</b>
3.1	Included a vision statement for Physical Education that is incorporated within relevant policies?		
3.2	Identified targeted subject areas of development that are recognised within the Whole School Development Plan?		
3.3	Ensured that all teaching staff feel confident; knowledgeable and skilled delivering the Fundamental Core Movement Skills (FMS)?		
3.4	Allocated staff training time to ensure that all colleagues have received appropriate upskilling and development e.g., FMS; assessment etc.?		
3.5	Identified willing staff colleagues who wish to attend additional specialist CPD opportunities?		
3.6	Met with curriculum subject leaders to identify and promote cross-curricular links as contribution to developing whole school ethos towards active healthy lifestyles?		
3.7	Ensured that all staff are fully cognisant with the characteristics of 'good' and 'outstanding' teaching and learning in PE?		
3.8	Reviewed efficacy of both Scheme of Work and Curriculum Mapping?		
3.9	Completed and promoted subject-specific knowledge and skills progression per year group with clear identity of key outcomes?		
3.10	Completed and promoted subject-specific learning road map?		
3.11	Established SEN support for identified pupils who are challenged by their fine and gross motor skills and response to attending to FMS?		
3.12	Established a more able; gifted and talented register specifically for PE?		
3.13	Established an online directory of quality assured community links to address pathway re: OSHL continuity and progression?		

<b>4.0</b>	<b>Physical Active Learning (PAL): Have You...</b>	<b>Yes</b>	<b>No</b>
4.1	Adopted physical activity as positive vehicle for ACTIVE cross curriculum learning opportunities?		
4.2	Ensured that Literacy and Numeracy subject leaders have been upskilled to co-mentor staff colleagues in relation to physical, active learning applied direct and relevant learning opportunities e.g., playground markings as resource tool		
4.3	Made increased usage of the outdoor environment to embrace wider scope of activity provision?		
4.4	Enabled pupils to create simple games / activity ideas that can be transferred to play and lunchtime infant / junior leadership provision?		
4.5	Promoted transferrable best practice activity ideas to the home and wider community environment via website and newsletter publicity?		
4.6	Ensured that programmed activities are seasonally adjusted to sustain pupil interest and safety?		

**Website:** <https://www.londonseprimarypehwb.co.uk/home>

Don't forget to access the FREE accompanying, resource-rich Physical Education and PSHE website that is continuously updated to reflect key developments and guidance. Those pages that are non-accessible are targeted for revision.

Newsletters: <https://www.londonseprimarypehwb.co.uk/pe-pshe-newsletters-2025-26>

Sports Calendar: <https://www.londonseprimarypehwb.co.uk/sports-calendar-2026>