



What do the PE and Sport Premium Changes mean for Coaching Providers



Nikki Clamp
Chief Operations Officer (COO)
Aspire Training Solutions



AGENDA

FOR TODAY'S SESSION



60 MINUTES
Insight, Opportunities
and Action



01



WELCOME & INTRODUCTION

Purpose of the session and what we'll cover



5 MINS

02



LATEST DFE UPDATE

Key announcements and what we now know



15 MINS

03



WHAT THIS MEANS FOR PROVIDERS

Implications, opportunities and risks



15 MINS

04



HOW TO POSITION YOUR BUSINESS

Practical steps to prepare, adapt and grow



15 MINS

05



Q&A

Your questions, our answers



10 MINS



**OUR GOAL: TO HELP YOU UNDERSTAND THE CHANGES,
SEE THE OPPORTUNITIES AND TAKE CONFIDENT ACTION.**



SCHOOLS ARE TRYING TO NAVIGATE THIS TOO...



What schools need to know for September 2026 PE and Sport Premium, transition funding and the new Partnerships Network

NOW	OCTOBER 2026	SPRING 2027	TO BE CONFIRMED
<p>Plan for September</p> <p>Schools should continue planning PE, sport, swimming, water safety and physical activity provision for September 2026.</p>	<p>Funding in October</p> <p>The PE and Sport Premium will continue into autumn term 2026. Schools are expected to receive autumn term funding in October 2026.</p>	<p>New Network expected</p> <p>The PE & School Sport Partnerships Network is expected to be fully operational from spring 2027.</p>	<p>Final details</p> <p>Final details on local delivery, access to support and provider involvement are still subject to confirmation.</p>

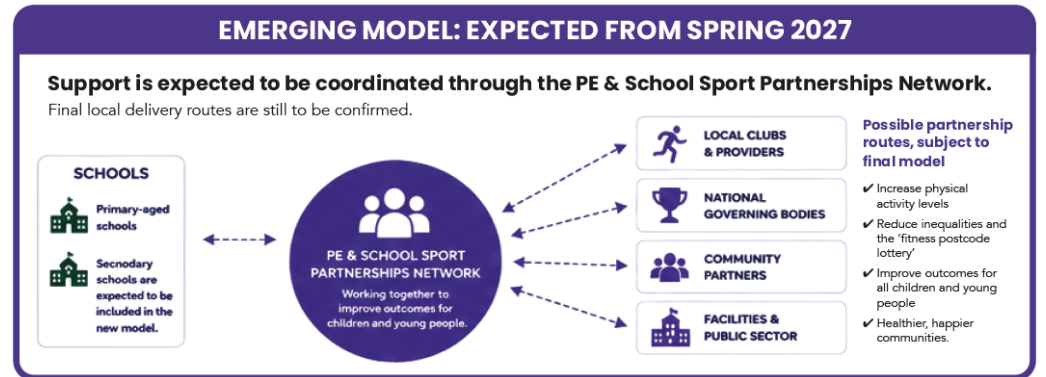
CURRENT POSITION: PE & SPORT PREMIUM

The PE and Sport Premium is expected to continue into autumn term 2026.

Schools are expected to receive autumn term funding in October 2026

Current Premium funding is focused on primary-aged pupils.

- ✓ Schools decide how to spend the funding
- ✓ Schools plan and deliver their own PE, sport and physical activity provision
- ✓ Accountability through self-review and reporting
- ✓ Funding aimed at improving outcomes for pupils.



£1 BILLION INVESTMENT OVER 3 YEARS*

 £580m PE & School Sport Partnerships Network	 £200m School sport facilities and equipment	 £100m Transition funding for primary schools	 TARGETED SUPPORT Targeted support for least active pupils, girls, pupils with SEND, disadvantaged pupils and those facing barriers to participation.
--	---	--	--

*Investment announced by the Government in May 2026.

WHAT SCHOOL LEADERS SHOULD KNOW

- ✓ The PE and Sport Premium is expected to continue into autumn term 2026.
- ✓ Schools are expected to receive autumn term funding October 2026
- ✓ Schools should continue planning PE, sport, swimming, water safety and physical activity provision for September.
- ✓ The new PE & School Sport Partnerships Network is expected to be fully operational from spring 2027.
- ✓ Final details on local delivery and access to support are still to be confirmed.

WHAT SCHOOLS SHOULD DO NOW!

- ✓ Schools should not pause PE, sport, swimming or physical activity plans while waiting for the new network.
- ✓ The current priority is to plan carefully for September and use available funding to support high-quality, sustainable outcomes for pupils.

THE AIM IS SIMPLE: MORE PUPILS. MORE ACTIVE, MORE OFTEN
 For now, schools should keep planning, keep improving provision and keep pupils active.

As the new model develops, schools may need to show that provision is high quality, safe, inclusive and aligned to local and national priorities. Access to support and provider involvement are still to be confirmed. The tender for the national delivery model has not yet gone live, so the final structure is still subject to confirmation.
 Based on current DoE and DCMS announcements and sector updates. The tender process has not yet concluded, so delivery arrangements remain subject to confirmation.

THE BIG PICTURE



2025

£1bn investment announced



AUTUMN 2026

Transition funding for
primary schools
(one term PE Premium payment)



SPRING 2027

PE & School Sport
Partnerships Network
operational



THE FUTURE

More quality assurance
More accountability
More collaboration



This is an evolution of the system, not a removal of external providers.

NEW

THE NATIONAL DELIVERY PARTNER (NDP) WILL CONTROL SIGNIFICANT COMMISSIONING



THE NDP WILL:

- Assess need nationally
- Manage funding
- Commission delivery
- Oversee subcontractors
- Undertake baseline assessments
- Develop the PESSPA strategy



NATIONAL DELIVERY PARTNER (NDP)

WILL COORDINATE:

- FUNDING
- QUALITY ASSURANCE
- TARGETED SUPPORT
- DELIVERY PARTNERSHIPS
- EVALUATION



THE NDP WILL LEAD THE SYSTEM TO ENSURE **HIGH QUALITY, TARGETED** AND **EFFECTIVE SUPPORT** FOR ALL CHILDREN AND YOUNG PEOPLE.

WHAT DOES THIS MEAN FOR COACHING PROVIDERS?

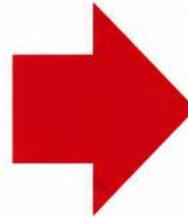
CURRENT



SCHOOL



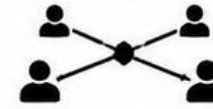
COACHING PROVIDER



FUTURE



SCHOOL



PARTNERSHIP NETWORK



HIGH QUALITY PROVIDER



BETTER OUTCOMES FOR CHILDREN



Schools will still need external delivery partners.

WHAT PROBLEM IS GOVERNMENT TRYING TO SOLVE?








GOAL: MORE PUPILS, MORE ACTIVE, MORE OFTEN






WHAT WE KNOW / WHAT WE DON'T KNOW



WE KNOW

-  Significant investment has been confirmed
-  PE Premium will transition into a new network
-  Primary and secondary schools will be included
-  Support will be more targeted and data-led
-  Swimming and water safety remain priorities

STILL TO BE CONFIRMED

-  Final procurement has not concluded
-  Final operating model
-  How schools will access, commission or engage
-  Final quality standards not yet published
-  Provider requirements are still developing



EXISTING SCHOOL RELATIONSHIPS MAY NOT AUTOMATICALLY CONTINUE.



.....● FUTURE INCLUSION WILL DEPEND ON DEMONSTRATING: ●.....



QUALITY

Consistently high standards in delivery, safeguarding and provision.



WORKFORCE COMPETENCE

Skilled, qualified and well-supported staff who deliver positive outcomes.



VALUE FOR MONEY

Efficient use of resources that delivers strong returns for schools and pupils.



IMPACT

Clear, measurable evidence of positive outcomes for children and young people.



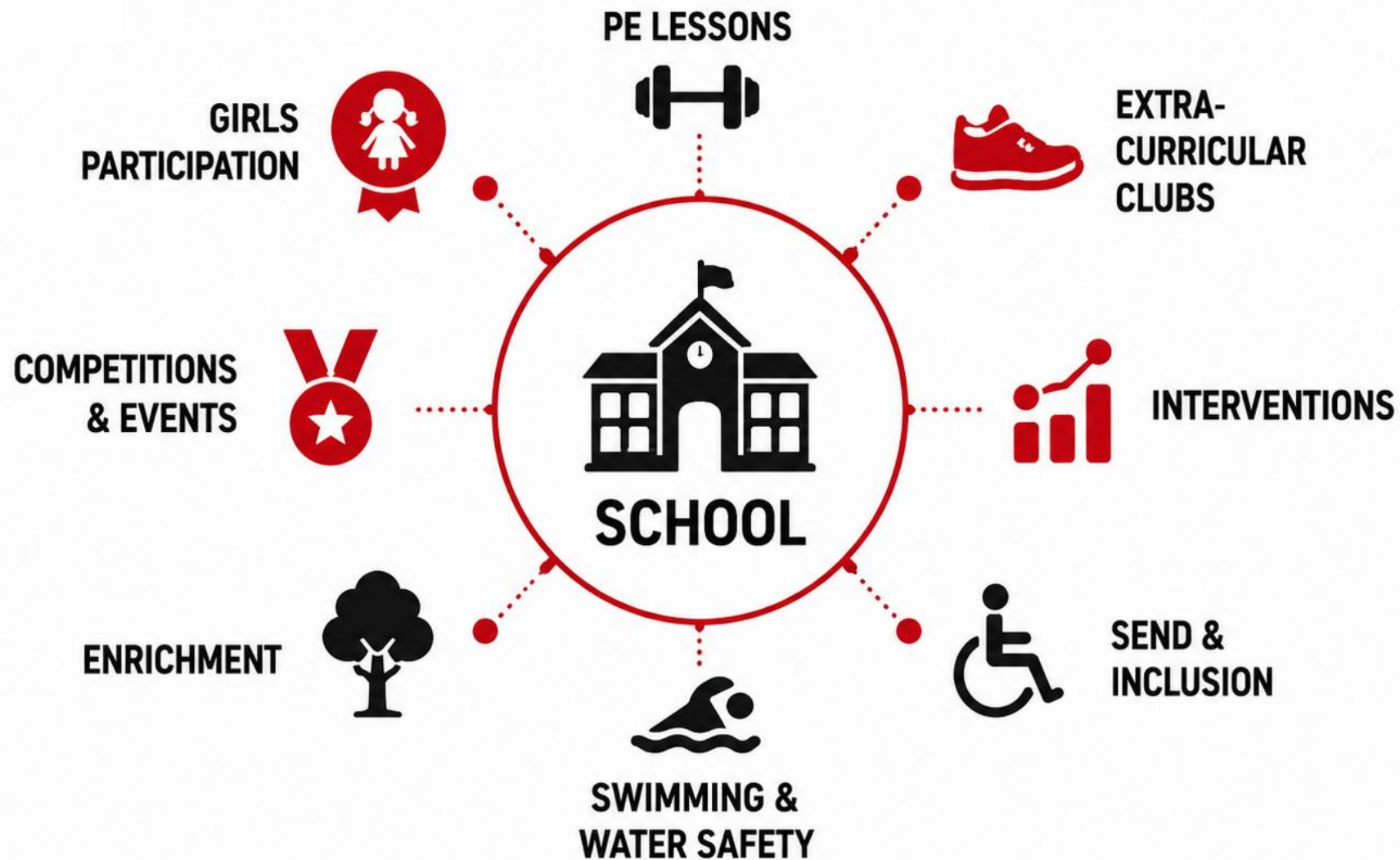
Providers who can evidence these areas will be best placed to secure a place in the **new Partnerships Network.**

THE FUTURE BELONGS TO HIGH QUALITY PROVIDERS



The market is likely to professionalise.

SCHOOLS WILL STILL **NEED YOU**



Schools need capacity. They need trusted people.

KEY PRIORITY AREAS

★ These groups will be **key priority areas** for future support and investment.



SEND

Children and young people with special educational needs and disabilities.



GIRLS

Increasing participation and engagement in physical activity.



LEAST ACTIVE CHILDREN

Reaching those who are doing the least activity.



PUPILS FROM LOWER SOCIOECONOMIC BACKGROUNDS

Reducing inequalities and widening opportunities.



ETHNICALLY DIVERSE GROUPS

Ensuring inclusion and representation for all communities.



SEMH

Supporting social, emotional and mental health needs.



ALTERNATIVE PROVISION

Engaging children and young people in alternative education settings.



By focusing on these priority groups, we can create a more **inclusive, active** and **equitable** future for all children and young people.





FUTURE GROWTH OPPORTUNITIES MAY INCLUDE:



TEACHER CPD

High-quality professional development to build teacher confidence, skills and subject knowledge.



RESOURCES

Curriculum-aligned resources and tools to support high-quality teaching and learning.



SPECIALIST INTERVENTIONS

Targeted programmes and interventions to address specific needs and close participation gaps.



INCLUSION SUPPORT








Specialist support to ensure all children and young people can participate, progress and thrive.



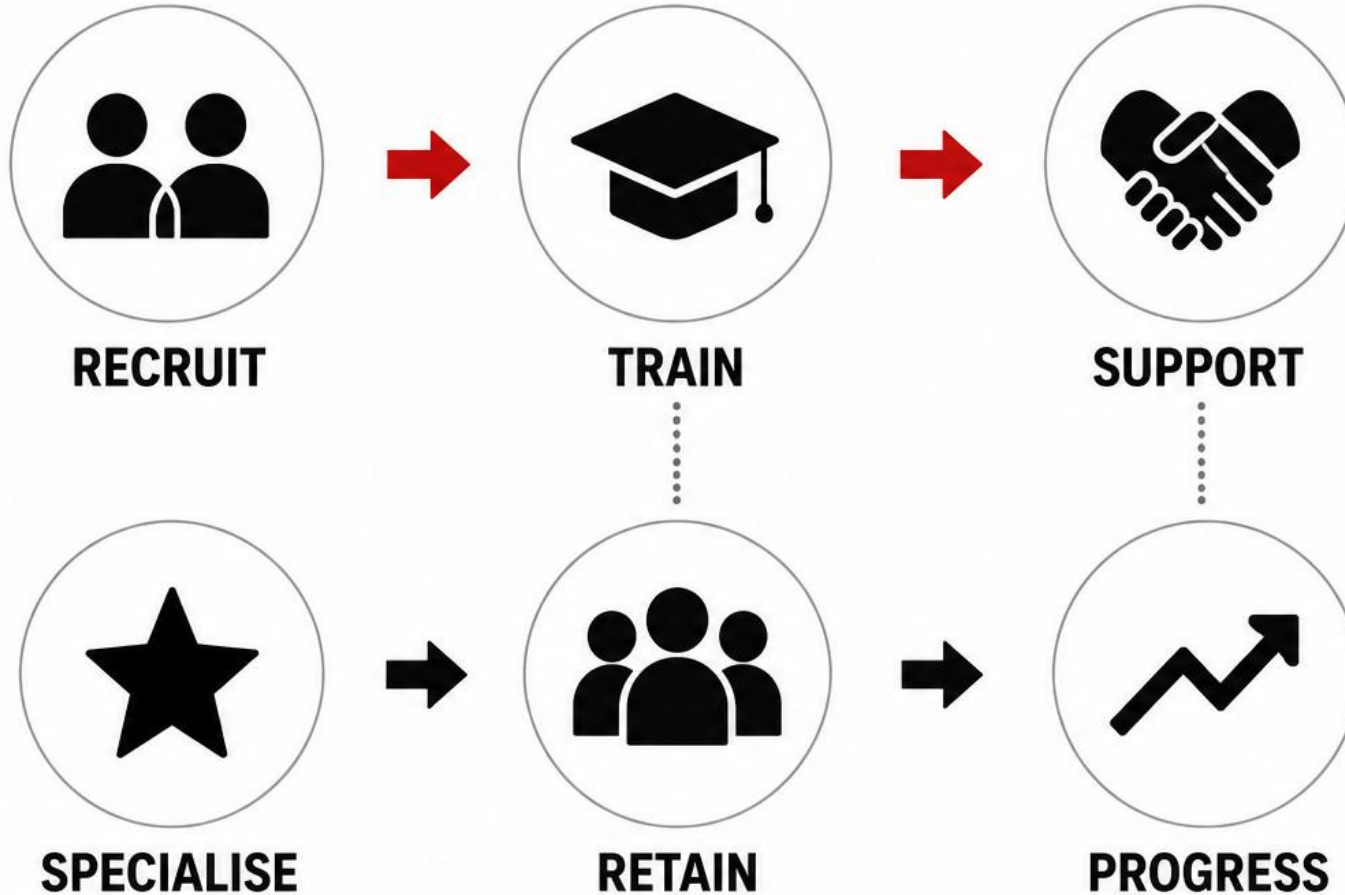
By expanding into these areas, providers can create **greater impact, stronger partnerships** and **sustainable growth.**

HOW TO **PREPARE NOW**



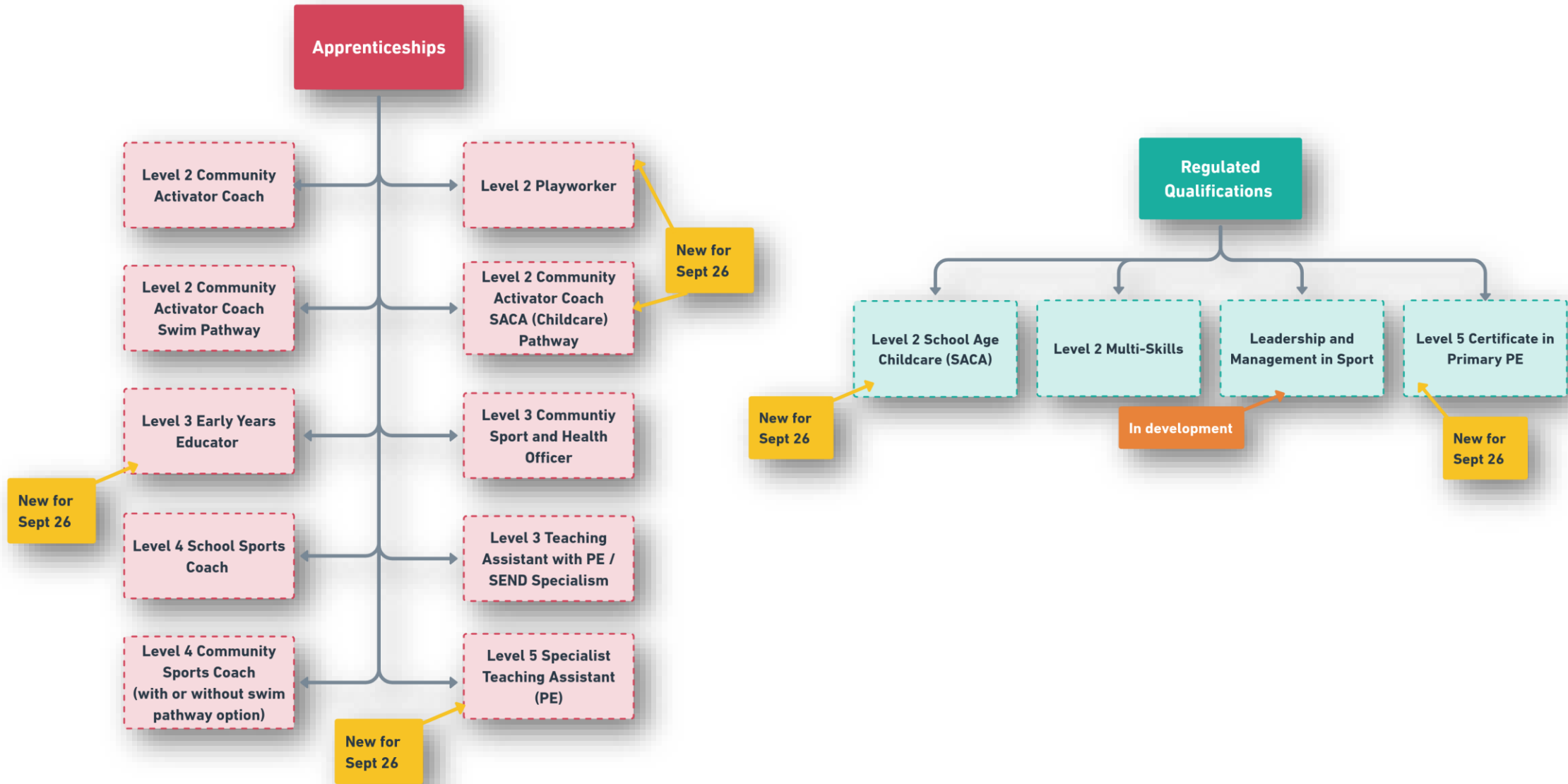
-  **1** | Audit your workforce 
-  **2** | Strengthen safeguarding
-  **3** | Build SEND & inclusion capability
-  **4** | Measure impact
-  **5** | Create staff development pathways
-  **6** | Become a strategic partner

WHERE **ASPIRE** FITS IN



Building a specialist, school-ready workforce.

APPRENTICESHIPS DRIVING GROWTH



THE FINANCIAL CASE



Grow capability whilst staff build occupational competence.

YOUTH GUARANTEE

Our offer to employers

▶ **£1,000**

for employers who hire apprentices aged 16-18.

NEW

▶ **£3,000**

for employers who hire 18-24 year olds who have been on Universal Credit for over 6 months.

NEW

▶ **£2,000**

for SMEs who hire apprentices aged 16-24.

▶ **No NICs**

on employees under 21, or apprentices under 25.

▶ **£2,000**

for employers who hire foundation apprentices aged 16-21.

▶ **Jobs Guarantee**

Fully subsidised work for long-term unemployed 18-24 year olds.

To get involved visit:

business.gov.uk/recruit

These incentives are stackable!



8. Information: Apprenticeship incentives for employers for hiring a young apprentice

The department will introduce a new incentive of up to £2,000 for non-levy paying employers that hire apprentices aged 16 to 24. The incentive applies to apprentices starting from Thursday 1 October 2026, who joined their employer within the previous three months.

Non-levy incentive for hiring a young apprentice

Employer

We're launching a new incentive of up to £2,000 for non-levy paying employers (typically SMEs) that take on 16-24-year-old apprentices as new employees.


The policy will take effect for those starting apprenticeships from 1 October 2026, as long as they have joined their employer within the past 3 months (ie from July 2026).

NB. You can employ the apprentice prior to October and still receive the SME payment (up to 3 months before are still eligible)

You must however pay them NMW until their apprenticeship commences.

Salary Calculator





Salary Costing Calculator

Apprenticeship Standard

Level

Length of Apprenticeship (Months)

Select Apprenticeship: Sports Coach

4

20

National Minimum Rates (On Apprenticeship)

Age	Hourly Rate (First 12 months)	Hourly Rate (After 12 months)
Under 18	£8.00	£8.00
18-20	£8.00	£10.85
21+	£8.00	£12.71

Manual Input (optional)

Working Hours <small>(Default 30)</small>		Salary (£)
40	Per Hour	
	Per Year	

Term Time Only

Employer Costs

Age of Apprentice	First 12 Months Salary	Remaining Salary	Total Across Programme	Inc Management Fee (if applicable)
Under 18	£16,640.00	£11,131.20	£27,771.20	£29,771.20
18-20	£16,640.00	£15,096.69	£31,736.69	£33,736.69
21+	£16,640.00	£17,684.69	£34,324.69	£36,324.69

21+	£16,640.00	£17,684.69	£34,324.69	£36,324.69
18-20	£16,640.00	£15,096.69	£31,736.69	£33,736.69
Under 18	£16,640.00	£11,131.20	£27,771.20	£29,771.20
Age of apprentice	First 12 months salary	Remaining salary	Total across programme	Inc Management Fee (if applicable)

BECOME THE **PROVIDER** THE NETWORK WILL WANT TO WORK WITH



PEOPLE



QUALITY



IMPACT

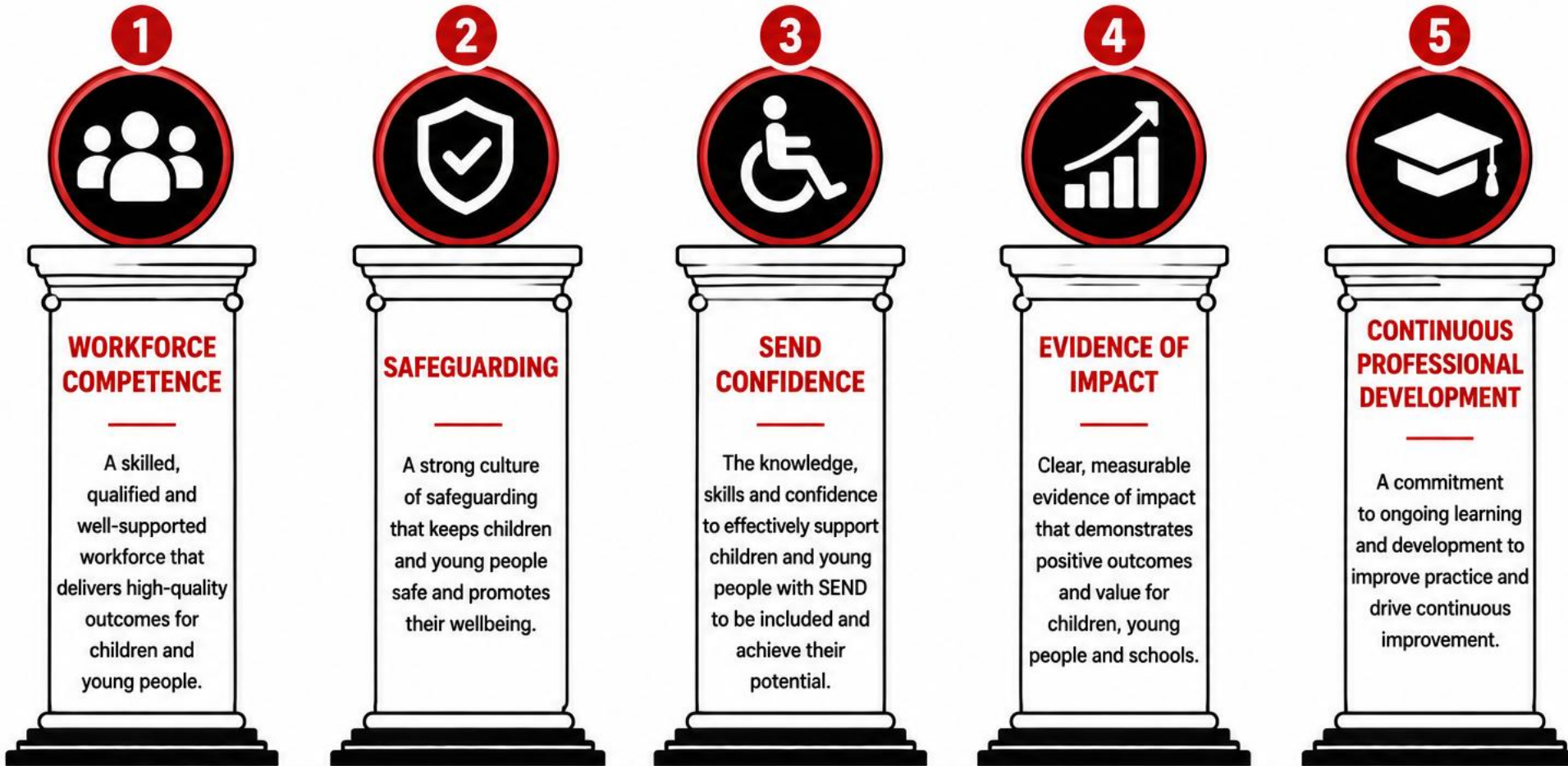


High quality providers will thrive.

WHAT WILL THE NETWORK VALUE?




FIVE PILLARS



APPRENTICESHIPS HELP PROVIDERS BUILD EVERY ONE OF THESE CAPABILITIES.





Education Sector – Employer Training Needs Analysis

Organisation name	
Employee name	
Job role	
Date	

To identify workforce development needs, skills gaps and training priorities for schools, academies and educational settings aligned to their curriculum vision, staffing structure and Ofsted inspection priorities.


Organisation Profile

Type of setting (Primary, Secondary, SEN, MAT)	
Pupil numbers	
Locations	
Staffing structure	

Organisational Overview

Strategic priorities (12 – 36mths)	
School improvement goals, curriculum development, PE and wellbeing priorities.	





Education Sector - Skills Gap Analysis

Employee Name	
Job Role	
PE Lead Name	
Date	

To support staff in reflecting on their professional strengths and areas for development linked to their role and the school's PESSPA, wellbeing and inclusion objectives.

Please score yourself against each of the competency areas below, based on the following scoring system:

	0	1	2	3	4	5
Not relevant to my role		Little or No Understanding/Competence	Basic Competence	Adequate Proficiency	Strong & Consistent Proficiency	Advanced Skills/Competence
Category	0	1	2	3	4	5
Curriculum Knowledge & Support - Understanding curriculum intent, supporting learning through active approaches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pupil Engagement & Inclusion - Differentiating and adapting practice for all learners, supporting SEND and EAL pupils.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behaviour & Classroom Management - Promoting positive behaviour, managing resources, building relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health, Safety & Safeguarding - Understanding policies, risk assessment, safeguarding and Parent responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Activity & Wellbeing Delivery - Leading active breaks, enrichment or PESSPA activities safely and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork & Communication - Collaborating with colleagues, supporting teaching staff, clear communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment & Feedback - Observing learning, providing feedback, supporting formative assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Conduct - Reliability, initiative, reflection, continuous improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Development - Commitment to CPD, reflective learning, and professional growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PESSPA Workforce / Resource Mapping

Identify gaps for your organisation specifically and plan for the growth and diversification you want to see

YOUR NEXT STEPS



score APP[®]

- Review your current workforce
- Identify future staffing gaps
- Explore apprenticeship opportunities
- Strengthen quality standards
- Build succession plans
- Futureproof your organisation



DON'T WAIT FOR 2027.

**START BUILDING THE WORKFORCE
YOU'LL NEED TODAY.**



www.aaeq.co.uk/ats

Nikki.clamp@aaeq.co.uk