



Planning for PE & Sport Premium changes



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Aspire Training Solutions

Who are Aspire Education Group?



Parents

Ofsted-registered school holiday childcare offering action-packed days of sports and physical activity to keep children happy and healthy over the holidays.

[Find out more >](#)



Primary Schools

Expert PE, sport and physical activity support and development programmes to help you take a whole school approach to physical activity and inspire active lives.

[Find out more >](#)



Apprenticeships & Qualifications

Industry-recognised courses designed to equip learners with the expertise and ability to engage children in positive physical activity experiences.

[Find out more >](#)



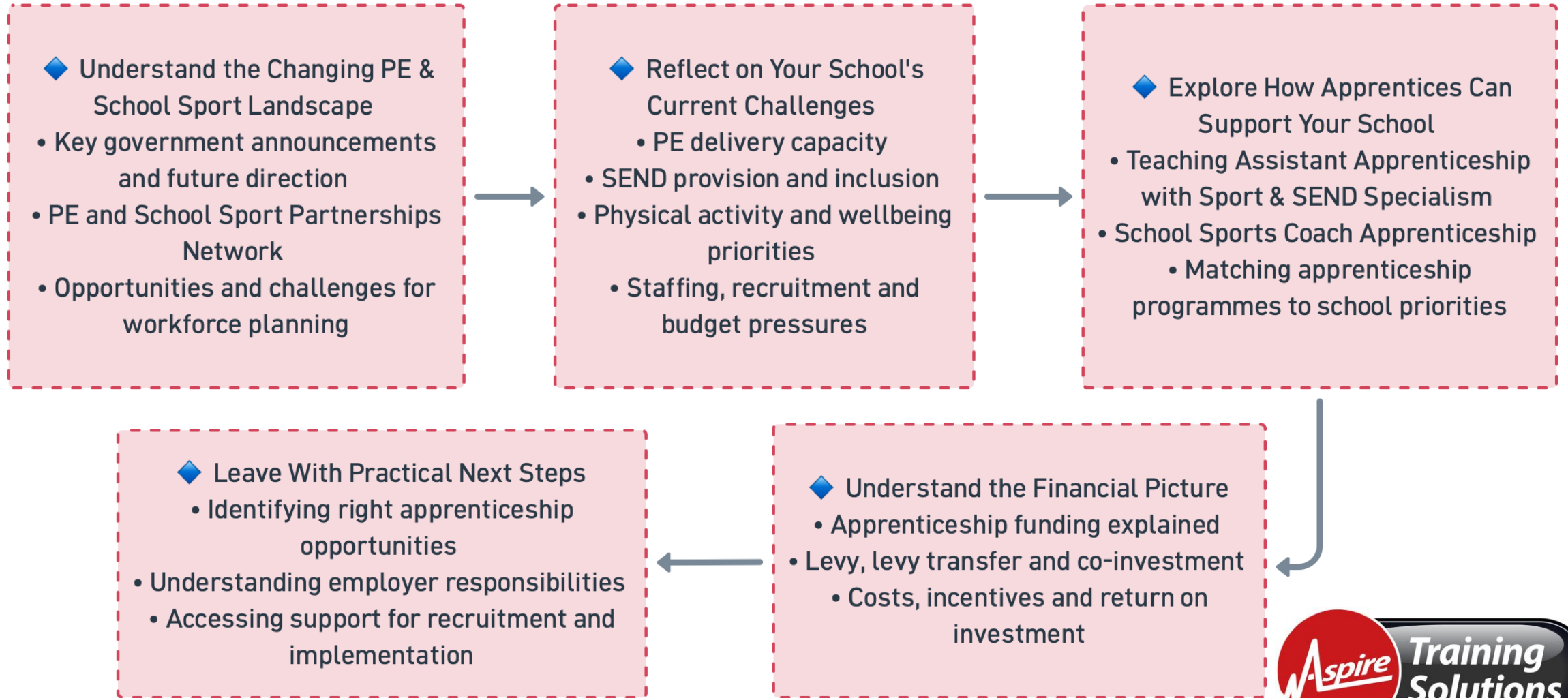
Active Partnerships

Partners

A network that takes forward-thinking children's activity providers to the next level.

[Find out more >](#)

Today's Objectives

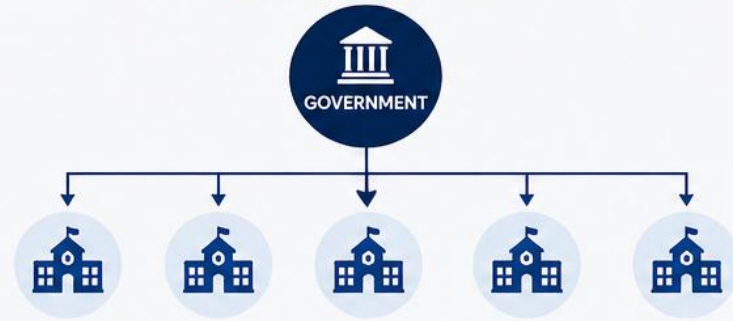


THE FUTURE OF PE & SCHOOL SPORT

From Direct Funding to Partnership Support

BEFORE: THE CURRENT MODEL

Direct funding to individual primary schools
Primary PE & Sport Premium



Schools decide how to spend the funding

- ✗ Primary schools only
- ✗ Schools spend funding independently
- ✗ Provision varies by area
- ✗ Focus on school-level decisions

AFTER: THE NEW MODEL (BY SPRING 2027)

Support through the PE & School Sport Partnerships Network
Stronger partnerships. Targeted support. Better outcomes.



- Increase physical activity levels
- Reduce inequalities and the 'fitness postcode lottery'
- Improve outcomes for all children and young people
- Healthier, happier communities

£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 Focused on inactivity, disadvantage, SEND and participation gaps
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WHAT SCHOOL LEADERS SHOULD KNOW

- The PE & Sport Premium does not disappear overnight.
- Transition funding has been announced.
- Support will increasingly be delivered through local partnerships.
- Secondary schools will be included for the first time.
- Schools will need to engage with the new Partnerships Network.



THE AIM IS SIMPLE:
MORE PUPILS, MORE ACTIVE, MORE OFTEN.



Every school.
Every community.
Every child.



Stronger partnerships.
Better outcomes.
For every pupil.



As school leaders, the question is no longer simply 'How do we spend our PE and Sport Premium?'

The question becomes:

'How do we build a sustainable PE, sport and physical activity workforce that can help us maximise the opportunities available through this new partnership model?'

What impact does PE, Sport and Physical Activity have on your children?



What are your strengths regarding PESSPA?



What are you most concerned about with the PE and Sport Premium changes?

Join the Mentimeter and share your views...

1940 7509

What barriers do you face in delivering high-quality PE, School Sport and Physical Activity (PESSPA)?

- 🏆 **Increasing participation** in inter-school sports and competitions.
- 💰 **Ensuring any PE funding available** is effectively used for sustainable impact and fits funding criteria.

📅 **Managing staff workload** and ensuring effective support in classrooms.

🌟 **Ensuring quality PE delivery** when non-specialist teachers lack confidence.

💰 Restricted budgets for support staff/recruitment

🏃 **Meeting government expectations** for at least 30 minutes of daily physical activity in school.

🌐 **Increasing engagement in sport**, especially for less active children.

👤 Supporting children's **mental health and wellbeing** through movement.



◆ **Ensuring high-quality provision** for pupils with **Special Educational Needs and Disabilities (SEND)**.

◆ **Managing EHCP (Education, Health and Care Plan) targets** and interventions effectively.

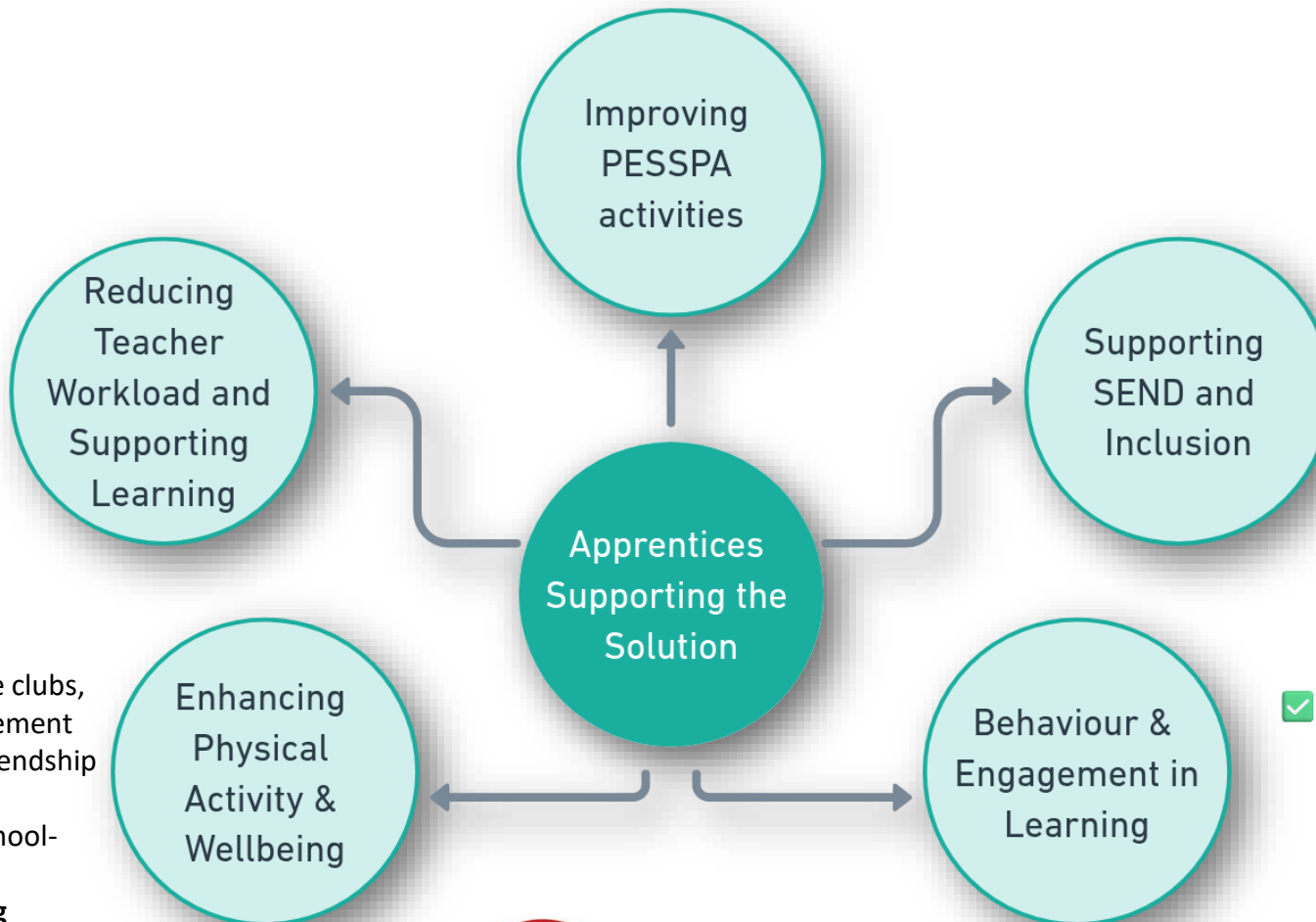
◆ Supporting **staff confidence** in delivering inclusive PE and classroom-based interventions.

✳️ **Managing children with challenging behaviour**, especially in active settings like PE.

🎯 **Encouraging positive attitudes** towards sport among reluctant participants.

- ✓ Help organise and coach school teams for **inter-school sports events**.
- ✓ Support teachers in **planning sports day** and other whole-school events.
- ✓ Assist in tracking pupil **engagement and progress in sport and PE**.
- ✓ Organise and run **after-school sports clubs** tailored to different interests and abilities.

- ✓ Assist teachers by **setting up** PE lessons and managing equipment.
- ✓ Work **alongside teachers** to model good practice in inclusive PE sessions.
- ✓ Provide **extra classroom support** for SEND pupils when PE is not timetabled.



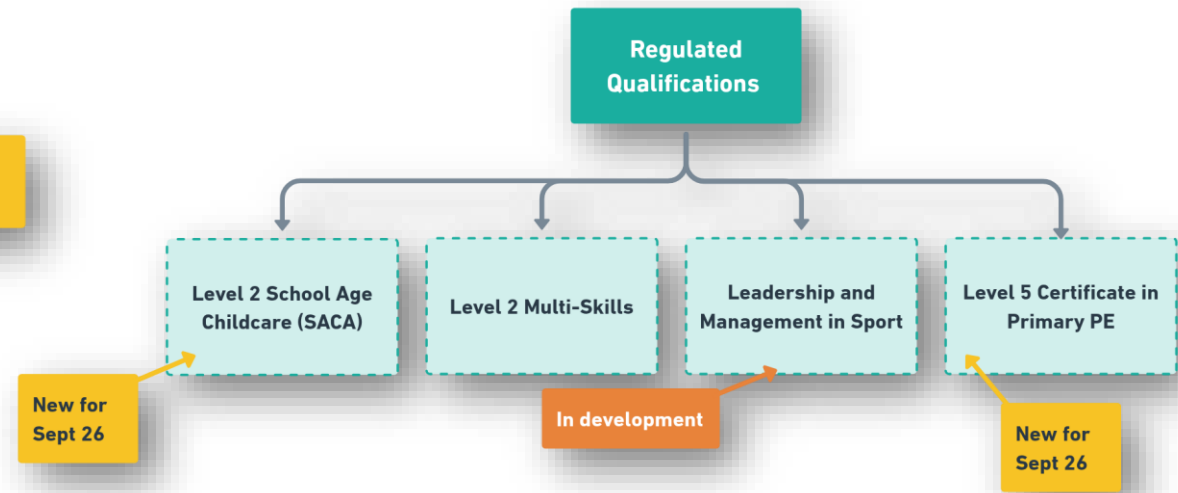
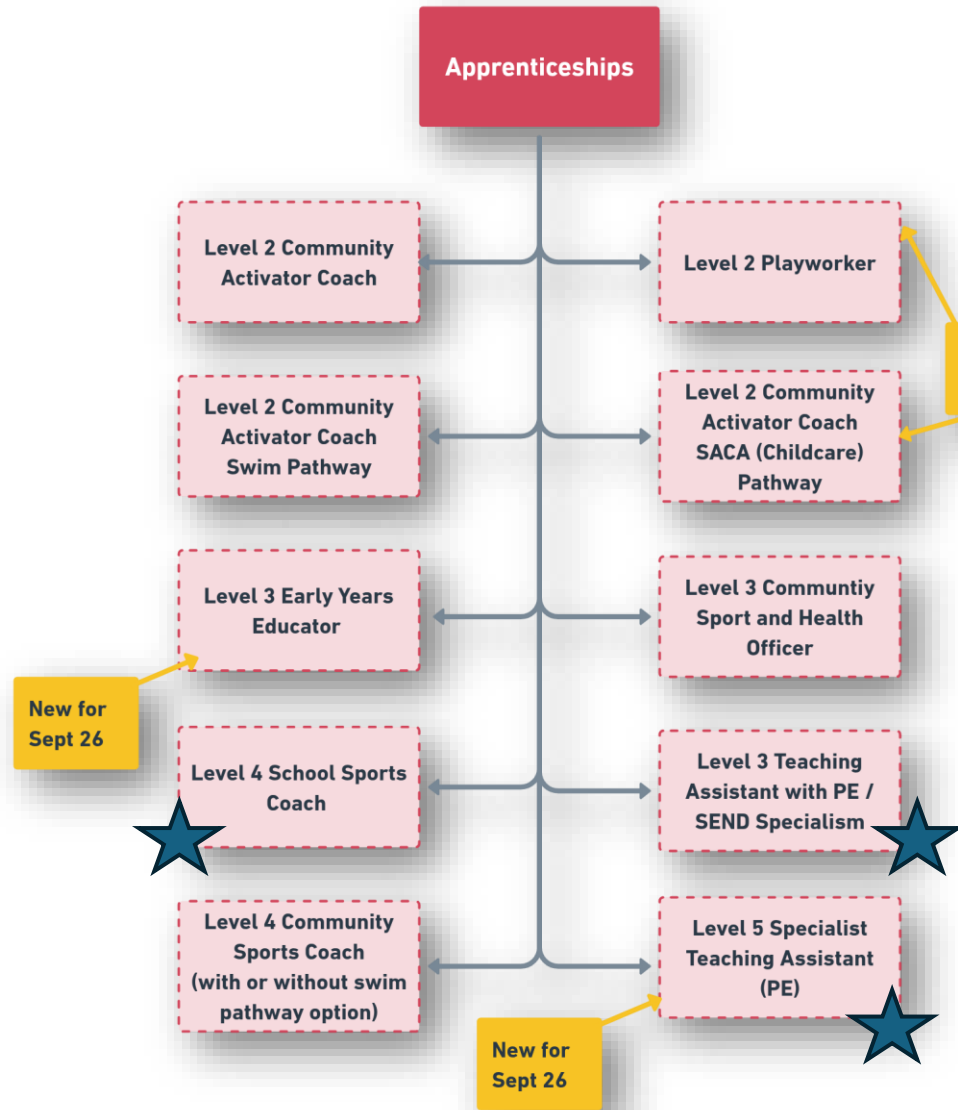
- ✓ Deliver small-group or **one-to-one interventions** for SEND pupils in line with EHCPs.
- ✓ Deliver **physically active learning** interventions (e.g. Maths on the Move).
- ✓ Assist in **sensory circuits**, movement breaks, and gross/fine motor skill development activities.
- ✓ Provide **targeted support** in PE for pupils with physical or coordination difficulties.

- ✓ Lead **active break times**, lunchtime clubs, and structured play to encourage movement and reduce behaviour incidents and friendship issues.
- ✓ Support the **Daily Mile** or other school-wide fitness initiatives.
- ✓ Help implement **physical wellbeing programs**.
- ✓ Support the work of **pastoral support** staff

- ✓ Use physical activity-based strategies to **engage disengaged pupils**.
- ✓ Implement **PA reward systems** to improve behaviour
- ✓ Support **self-regulation** techniques using movement-based interventions.



New for September 2026



Deciding the right apprenticeship for your school

Level	Role in Schools	Typical Contribution to PESSPA	Duration
Level 2 – Community Activator Coach (CAC)	Entry-level support staff	Assisting PE lessons, setting up equipment, lunchtime clubs, holiday camps, supporting behaviour management	15 months
Level 3 – Teaching Assistant (Sport & SEND Specialism)	Dual classroom + sport support	Delivering Physically Active Learning (PAL), SEND interventions, targeted support in core subjects, running afterschool clubs	16 months
Level 4 – School Sports Coach	Developing into a specialist workforce lead	Leading extracurricular sport, developing PE schemes of work, mentoring staff, tracking pupil wellbeing & progress, running festivals/competitions	20 months
Level 5 Specialist Teaching Assistant	Delivering all aspects of PESSPA and extending into other areas of the curriculum	All of the above, plus: Embedding physical activity across the curriculum, exploring opportunities for pastoral programme development using PA.	22-24 months



But also... it is about right learner right programme



Transforming physical development through Aspire Apprenticeships

Brockmoor Primary School & Brierley Hill Primary School

CASE STUDY



I think you learn a lot more from getting that experience.

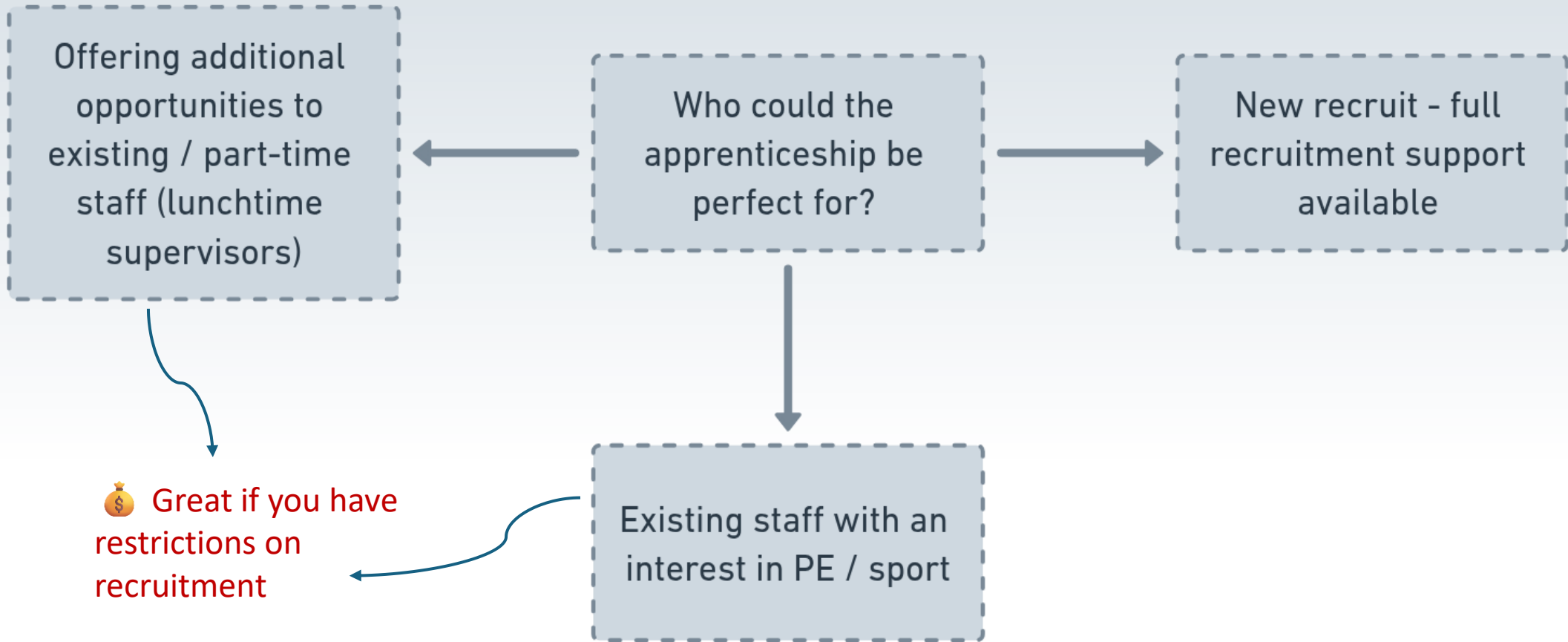


Aspire apprenticeships in action: building skills, confidence and futures

Black Country Federation
(Brockmoor and Brierley Hill Primary School)



It's made me love being within a school.



How much will it cost to have an apprentice, and how can it be funded?

Salary

EXISTING STAFF

- No change in salary, CPD opportunity

NEW RECRUIT

- Approx £13,048 for the first 12 months
 - First 12 months based on apprenticeship (as a minimum), 35 hours per week
 - National Minimum Wage (as a minimum)

Apprenticeship Training

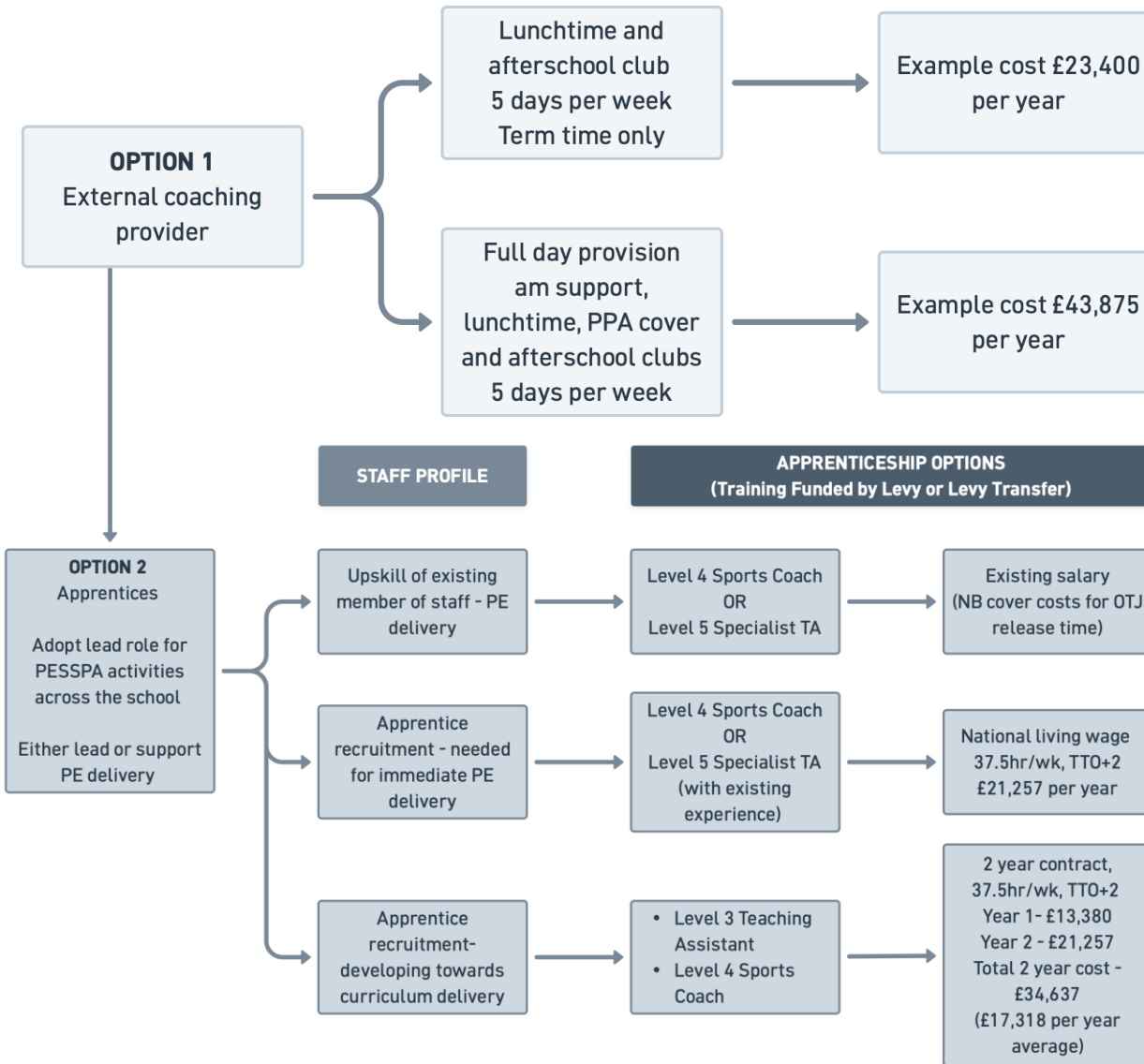
- L3 Teaching Assistant Apprenticeship - £7,000
- L4 School Sports Coach - £9,000
- L5 Specialist Teaching Assistant - £12,000

Funded through levy, levy transfer or co-investment with the government

You will have one term of funding under the new changes... this can be used to stack with other cost centre allocations



Sports coach SLA vs Apprenticeship Options



ADDED VALUE All Programmes	OPTIONAL EXTRAS All Programmes	ADDED VALUE Programme Specific
Practical Skills Festivals		
Aspire:ED online CPD modules	Level 2 multi-skills coaching award £75	Physically Active Learning Intervention Training: -Maths on the Move -English on the Move
PE Plus Planning and Assessment Portal	Activity Initiative Run:ED 50p per child (year 1) £1 per child (year 2)	NB. For Level 5 Specialist Teaching Assistant Apprenticeships only
Playground Activator training (facilitator or train-the-trainer depending on apprenticeship level)		
SEND Wired for Movement Sensory Circuits Shape Your Skills		
Access to Aspire:ED Schools CPD and resource platform for all staff		



UK Government

YOUTH GUARANTEE

Our offer to employers

▶ **£1,000**
for employers who hire
apprentices aged 16-18.

▶ **NEW**
£2,000
for SMEs who hire
apprentices aged 16-24.

▶ **£2,000**
for employers who hire
foundation apprentices
aged 16-21.

▶ **NEW**
£3,000
for employers who hire 18-24 year
olds who have been on Universal
Credit for over 6 months.

▶ **No NICs**
on employees under 21, or
apprentices under 25.


▶ **Jobs Guarantee**
Fully subsidised work for
long-term unemployed
18-24 year olds.

To get involved visit:

business.gov.uk/recruit



Salary Calculator



Salary Costing Calculator

Apprenticeship Standard

Level

Length of Apprenticeship (Months)

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 (Default 30) <input type="text" value="40"/>	Per Hour	
	Per Year	

Term Time Only

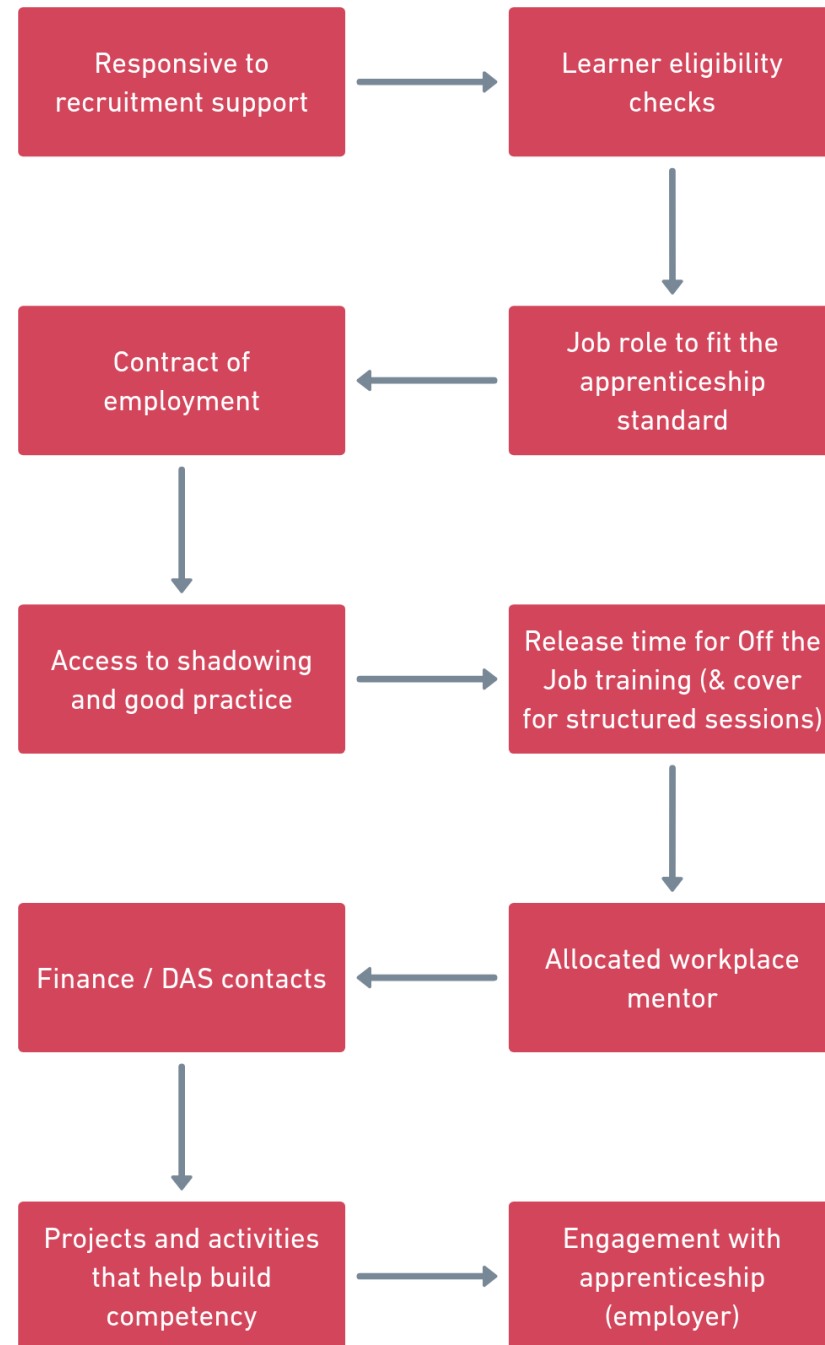
Employer Costs

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

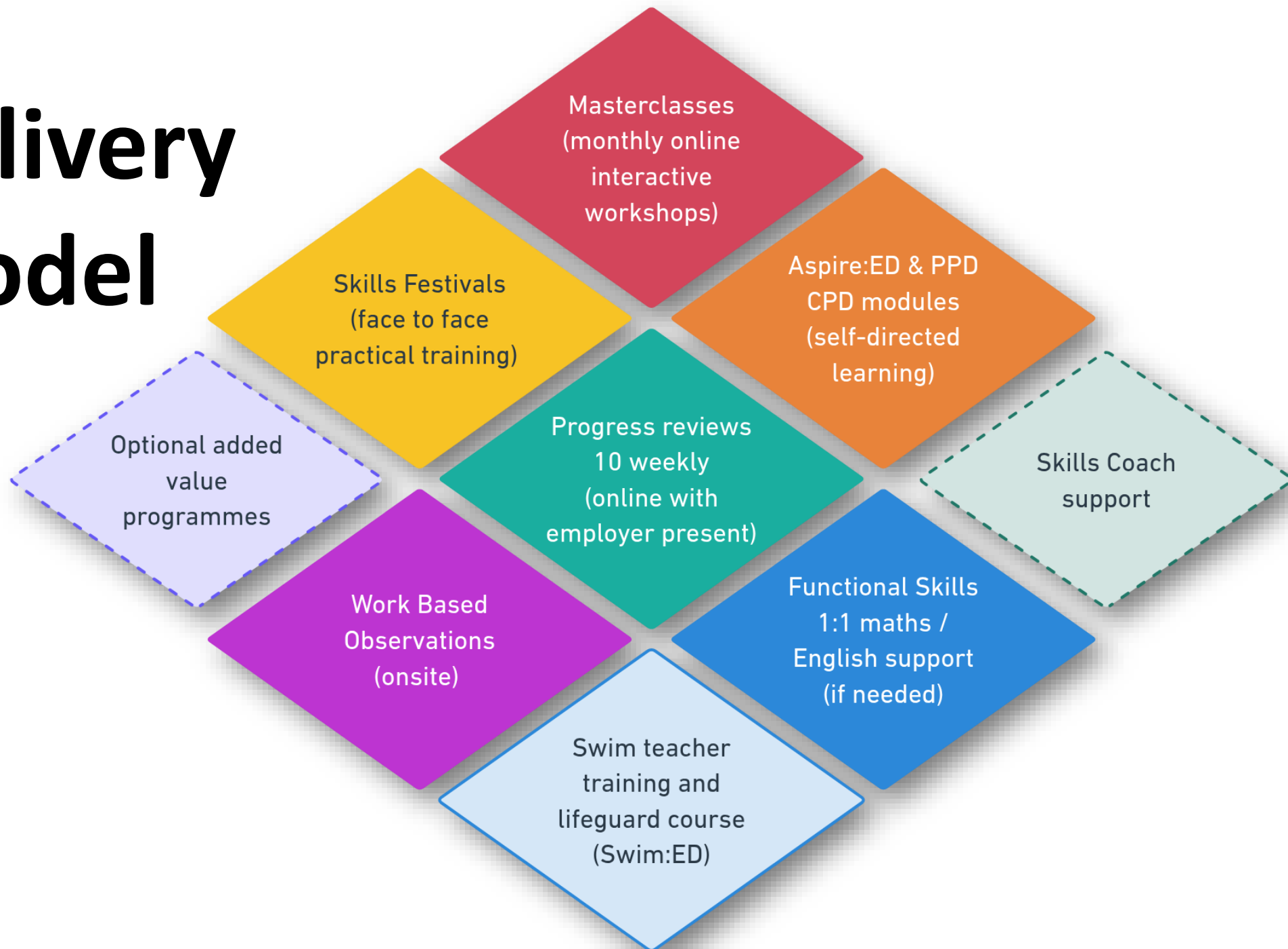
We can support with recruitment

- Template adverts
- Eligibility screening
- Digital interviews
- Practical tasks
- Face-to-face interviews

What do we need from you as the employer?



Delivery Model



Level 2 Community Activator Coach (Swim Pathway) STA-Aligned Off-the-Job (OTJ) Learning & Shadowing Checklist – Detailed Version

Use this checklist to record specific learning from shadowing and structured OTJ activities. Each aspect should be logged on Magn8 and supported by brief notes in the log detailing:

1. what you observed/practiced
2. the new knowledge/skill
3. how you will apply it in your own practice.

Keep entries short, clear and linked to your Themes/KSBS.

Health, Safety & Risk in the Aquatic Environment

Completion and use of pool risk assessments and checklists
Normal Operating Procedures (NOP) and Emergency Action
for hazards — depth markings, obstructions

Apprenticeship Assessment

Assessment Components:

The Apprenticeship Assessment is the final stage of the apprenticeship. It confirms that the apprentice has developed the knowledge, skills and behaviours needed to be a competent Level 2 Community Activator Coach Apprentice.

1.

Practical Observation with Q&A

The apprentice delivers a real activity session in their normal workplace setting. An independent assessor observes and then asks questions about planning, delivery, safety, inclusion, and how different needs were supported.

Duration: up to 2 hours (including questioning).

2.

Professional Discussion (Portfolio-based)

A structured discussion between the apprentice and the assessor, using the portfolio to evidence competence across the standard. Covers planning, delivery, reflection, community engagement, and participant impact.

Duration: typically 60 minutes.

Gateway Requirements:

- Achieve Level 1 English & Maths (minimum) and attempt Level 2 tests (if not already achieved).
- Have a complete portfolio of evidence demonstrating full competence.
- Be confirmed as consistently working at or above the occupational standard in a Gateway Review with their employer, training provider, and skills coach.

How Maths And English Skills Are Being Developed (embedded in training content):

- SPAG (spelling, punctuation and grammar) fundamentals.
- Oral communication when welcoming participants and giving clear, calm instructions to a group when leading an activity.
- Basic numeracy – counting attendees, calculating ratios when assigning groups, tracking participation / attendance.

Training & Masterclass Topics:

- Introduction to role & Healthy lifestyles.
- Communication, Coaching & Behaviour Management.
- Safeguarding, Equity & Inclusion.
- Skills Festival theme: Fundamental Movement Skills.
- Study skills – expectations of level 2 assignments & glossary of terms (academic guide).
- Aspire:ED modules - Intro to Schools, Multi-Skills, Behaviour Management.
- PPD Module – Understanding Self and Goals.
- PPD Module – Building Resilience.
- PPD Module – Managing your Finances and Online Security and Ethical Use of AI.

How Employers and Mentors Can Support:

- Be clear about KPI's and expectations.
- Introduce apprentices to safeguarding leads and company policies / procedures.
- Schedule time for shadowing across different key stages, settings and with a variety of experienced staff.
- Provide feedback on early delivery sessions.
- Model safe practice and risk awareness.
- Discuss apprenticeship training, progress and engagement during workplace line management meetings to promote accountability.

Applied in Practice:

- Review of company policies
- Creating a positive role model & leading by example.
- Research company structure, roles / responsibilities / programme offers.
- Takes part in session setup and observation.
- Begins to identify community need and participation barriers.
- Completes risk assessment checks under supervision.



Level 2 Community Activator Coach Apprenticeship

Employer & Workplace Mentor Guide



Supporting you every step of the way...



Level 2 Community Activator Coach Apprenticeship



If you had extra capacity,
where would you use it
(curriculum PE,
extracurricular, health &
wellbeing, assessment,
SEND support)?



What are your
next steps?



Any
unanswered
questions?

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 – 36 months)	
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 Skill/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 transitions, 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 Prevent 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 school specifically

(in curriculum delivery, after-school sport, health/wellbeing initiatives, SEND interventions, inclusion, competitive sport, swimming, staff skills gaps)

Where could apprentices add the most value without duplicating roles?



Q&A





Contact Lilly to discuss your next steps in recruiting an apprentice and/or upskilling existing staff



**Lilly.oliver-jones@aaeg.co.uk
07930 605482**



Is Your PE & Sport Provision Strong Enough to Last?

Many schools have pockets of excellence in PE, but real, sustainable impact is hard to achieve when staffing and funding are stretched. Discover exactly where your strengths and gaps are—fast.

Start the PE & Sport Workforce Scorecard





www.aaeq.co.uk/ats

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