

Sports Premium Grant Allocation: £16,900
Key Indicator 1: The engagement of the CYP with a structured swimming programme with a focus on water confidence and swimming specific skills

School Focus (Impact on pupils)	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to increase the percentage of CYP being able to access swimming and develop water confidence and swim specific skills e.g. float in an emergency by the time they leave Kingsbury Academy School.	Develop Swimming Assessment to allow staff to track skills progression and achievements. To provide opportunities for more pupils to access swimming. To increase confidence of staff supporting swimming sessions.	£3,000	Increase from baseline assessment by YP at Kingsbury Academy. The opportunity for our pupils to access the swimming pool weekly. This has also built up the knowledge and confidence of teaching/support staff.	Training will increase Teacher/TA confidence in supporting teaching of swimming sessions that are bespoke to our YP here at Kingsbury Academy. External swimming slots are being identified for academic year 2025/26. Researching onsite swimming opportunities to improve access for all learners. Continued the use of a specialist swim teacher to support CPD.

Key Indicator 2: Increased participation in PE and School Sport by the CYP.

School Focus (Impact on pupils)	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Provide a range of participation opportunities for the Pupils.	Engage with SEND Active to provide additional opportunities for pupils to access inclusive sport and upskill Teachers and TA's. Aim to further develop life-long participation in a range of sports. To deliver quality P.E. lessons to ensure access for all pupils. To continue to increase confidence and knowledge of the Curriculum amongst all teaching staff.	£12,000	Decrease in behavioural incidents within the groups of pupils. Pupils' positive experiences of inclusive sport. Pupils experience working with non-school staff and a greater range of physical activities. Link to external competitions. KS1 & KS2 pupils and across the school have access lessons supported by a specialist in P.E.	Increased physical activity will have a positive impact on Social, Emotional and Mental Health for the CYP. Whilst the coaching sessions are delivered by a specialist, Kingsbury staff attend and support, which will have a direct impact on upskilling staff supporting the sessions. Development of external club links and pathways. Sharing of good practice and ideas. Specific targeted lunchtime clubs to be developed to support participation levels and reduce behavioural incidents. Continued the use of a specialist teacher to support PE delivery.

				Ongoing, as we audit staff knowledge of the Curriculum and provide relevant training.
Key Indicator 3: Broader experience of a range of sports and activities offered to all pupils.				
School Focus (Impact on pupils)	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Develop specific opportunities for the CYP to interact and explore other sports and experience a competitive environment. Encourage access of sensory circuits during set times in the day.	PE Lead will work closely with Send Active to develop opportunities to play specific sports. Arrange a termly visit. Whole school Sensory Integration and Sensory Circuit CPD delivered by OT. Focus on utilising new playground equipment to support sensory needs.	£1000	CYP attending the termly fixtures with other special schools. Pupils now have more equipment available to support their sensory needs. Increased staff confidence in delivering sensory circuits.	Sensory circuits are developed according to pupil's sensory needs and therefore areas are continually evolving. Increased physical activity and movement opportunities through the development of Physical Theatre sessions.
Key Indicator 4: Increased participation in competitive sport				
School Focus (Impact on pupils)	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Young people will take part in regular tournaments with other Schools	Calander of events Pupils/Groups selected to attend events To continue to access competitive sport through SEND Active Tournament To experience competition and new sporting activities To access sports day with different games and gain further understanding of different sports	£1000	Pupils participated in sports day over two days and were able to compete in different activities. Pupils had the opportunity to participate in sports day building experiences of competition and in a variety of sports.	Increased progress to be linked in the PFA Outcomes: Friends, Relationships and Community/ Health SEND Active promote competitions across SEND schools, we will continue to participate. Ensure equipment for events for sports day. Ensure staffing for extra-curricular activities.

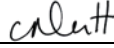
Key Achievements 2024-25

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
Pupils to access competitive sport through school games, inter-school competition and to take part	Identified pupils attended sports day at Hereward College in September 24 and several competitions	Kingsbury Academy is part of Sporty Minds for the next Academic Year.

in sports day at an external venue (Xcel Centre and Hereward College). Key Indicator 2/3/4	at Xcel centre Coventry. All pupils have Sports Day in July 2025. Having the opportunity to visit and participate in activities in sporting venues and perform in front of a crowd. Raising the profile of PE and sport throughout the school Learners spent the morning/afternoon completing sports activities as a class team. Buying more equipment for My physical Wellbeing sessions has allowed for pupils to work in smaller groups in lessons, therefore being active for longer and having more learning opportunities. It has allowed pupils to utilise equipment that is suited to their need and allow a variety of lesson strands to occur over the year. The greater range of equipment has also allowed class teachers to teach active class-based lessons to support the sensory needs of pupils. Pupils rewarded with stickers/medals/certificates which gave them a sense of achievement. As a result of completing sports days against other classes in the school, our learners have increased their social circles and developed their communication skills further.	Sports Day has been scheduled into the annual school calendar.
To increase participation in competitive sport. Key indicator 4	Our Academy has participated in most SEN competitions and participation events over the academic year that have been organised through Sporty Minds (Previously SEND Active). A wider range of learners have been participating due to pupils being more regulated and able to generalise skills offsite. Learners are feeling more confident to participate in sport and physical activity in the wider community and increasing their social circles.	Higher percentage of pupils in the school are taking part in external competitions/events.

Swimming Data 2024-25:		
Swimming and Water Safety Key Indicator	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 meters	43.37% of pupils in 2024/25 Year 6 cohort were able to generalise learning within a wider context and access offsite swimming. Pupils developed water confidence and key skills.	Due to their disabilities pupils rarely meet NC targets for swimming. Neurodiverse pupils in our setting learn in very small sequential steps, alongside repetition of activities which means that progress is not in line with mainstream peers.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Pupils continue to develop confidence and movements sessions and can perform a range of strokes with the support of water aids.	Some pupils may not yet be ready generalise and apply their learning off-site - participate in stroke-specific sessions. The focus remains on building water confidence.
3. Perform safe self-rescue in different water-based situations	Pupils developing and demonstrating basic water safety awareness and survival techniques such as floating, treading water and submerging and resurfacing, with and without goggles.	Neurodiverse pupils in our setting learn in very small sequential steps, alongside repetition of activities which means that progress is not in line with mainstream peers.

Signed off by:	
Head Teacher:	Amjid Zaman
Date:	07/2025
Subject Leader:	
Date:	07/2025
Governor:	John Darch
Date:	26/11/25