

PE and Sport Premium

**Predicted Spending Academic Year
2025/26 (Monitoring and Tracking Form)**

The PE and Sport Premium is government funding provided to primary schools to improve the quality of physical education, sport, and physical activity opportunities for all pupils.

It helps schools invest in equipment, training, and extra-curricular activities that promote healthy, active lifestyles.

PE and sport are vital parts of the curriculum because they support children's physical health, mental well-being, and social development.

Through sport, pupils learn teamwork, resilience, and leadership, while regular physical activity helps improve concentration, confidence, and overall academic performance.

Commissioned by:

Created by:

Review of the last academic year (2024/2025)



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<u>Swimming and Water Safety</u>	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	<p>43.37% of pupils in 2024/25 Year 6 cohort were able to generalise learning within a wider context and access offsite swimming.</p> <p>Pupils developed water confidence and key skills.</p>	<p>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.</p>
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	<p>Pupils continue to develop confidence and movements sessions and can perform a range of strokes with the support of water aids.</p>	<p>Some pupils may not yet be ready to generalise and apply their learning off-site - participate in stroke-specific sessions. The focus remains on building water confidence.</p>
3. Perform safe self-rescue in different water-based situations	<p>Pupils developing and demonstrating basic water safety awareness and survival techniques such as floating, treading water and submerging and resurfacing, with and without goggles.</p>	<p>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.</p>

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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increasing all staff's confidence, knowledge and skills in teaching PE and Sport resulting into successful curriculum implementation.	Staff have attended internal CPD to assist with curriculum implementation including Sensory Circuits and outdoor learning. Staff have been supported by Trust Secondee to develop pedagogical knowledge and implementation of Rosenshine's principles. Lesson observation data supports this.	
2. Increasing engagement of all pupils in regular physical activity and sporting activities	<p>Learners experiencing different sport and physical activities both internally and externally. Engagement in Sporty Minds and events at Xcel centre showcasing a variety of different sports and activities. Curriculum design and implementation.</p> <p>Ofsted Report: The provision to support pupils' wider development is impressive. Pupils' personal development is a focus across the curriculum. The school has thought carefully about the wider opportunities that they offer pupils. Pupils take part in visits to the local and wider area, such as to local parks. The school removes every barrier to enable this. The junior leadership team is particularly active. For example, working with an occupational therapist to develop the school playground.</p>	Whilst advancements have been made with our playtime provision in terms of improving physical activity levels and regulation opportunities, observations by senior leaders indicate there is still some progress to make to be able to implement a range of activities.

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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
3. Raising the profile of PE and sport across the school, to support whole school improvement	Expanding opportunities for all pupils to engage in meaningful physical activity. Increased confidence, engagement, and independence across the curriculum – Evidenced in Assessment Data and EFL Investment in our playground and outdoor 'POD' spaces and sensory studio has created a more inclusive, stimulating environment where pupils can develop physical skills, self-regulation, contributing to a positive school culture in which physical activity is valued, accessible, and embedded into daily learning. – Behaviour data, Attendance, Ofsted report.	External Practitioners to support raising the profile of PE and Sport e.g. Parkride.
4. Offer a broader and more equal experience of a range of sports and physical activities.	<p>Pupils having access to off-site sports facilities and different sports coaches to assist with generalisation of skills.</p> <p>Our curriculum for enrichment and generalisation data highlights pupils are accessing off site sports facilities such as Xcel Centre, Herewood College, Solihull Arden Club, David Llyod. CYP attending the termly fixtures with other special schools. Sensory circuits are developed according to pupil's sensory needs and therefore areas are continually evolving.</p>	
5. Increasing participation in competitive sport	Our enrichment tracker data demonstrated a number of pupils are accessing structured off site competitive sport. All pupils had the opportunity to participate in sports day - building experiences of competition and in a variety of sporting activities.	Identifying and/or developing appropriate competitive sporting events for pupils with complex needs to experience competition and achievement.

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Aim	Why?	Key Area	Supporting evidence
To develop staff expertise, ensuring all staff are confident to enjoy teaching High Quality Physical Well-being/ PE and outdoor learning sessions, resulting in improved learning experiences and outcomes for all pupils.	<ul style="list-style-type: none"> High-quality PE relies on staff who feel confident, prepared, and skilled in delivering a wide range of activities. When staff receive CPD they can provide more engaging, inclusive and safe lessons for all pupils. Skilled staff are able to provide adaptive teaching to support pupil progress. Investing in staff development creates long-term, sustainable improvement. 	K13. Increased confidence, knowledge and skills of all staff in teaching PE and sport	<ul style="list-style-type: none"> Curriculum in Action Walks Lesson Observation data Teacher Feedback
To ensure all pupils participate in regular, meaningful physical activity every week, increasing their overall activity levels, improving physical literacy, and supporting their health, wellbeing, and readiness to learn.	<ul style="list-style-type: none"> Regular physical activity is essential for improving physical health, including motor skills, strength, coordination. It supports mental health and emotional regulation, helping pupils manage stress, anxiety, and sensory needs. Daily physical activity improves readiness to learn, contributing to better engagement in the classroom. Encouraging active habits from a young age helps pupils build lifelong healthy routines 	K11. Engagement of all pupils in regular physical activity	<ul style="list-style-type: none"> Curriculum Timetabling Enrichment Tracher; Sporty Minds, Parkride etc. Development of areas e.g. Forest school Pupil voice
To ensure PE and sport are recognised as essential parts of school life, promoting wellbeing, engagement, and achievement, and contributing to whole-school improvement through a positive, active, and inclusive culture.	<ul style="list-style-type: none"> Celebrating Physical Wellbeing/PE achievements helps build a sense of belonging and pride. A whole-school focus on physical activity supports mental health, emotional regulation, and resilience—key factors in wider school success. 	K12. The profile of PE and sport is raised across the school as a tool for whole-school improvement	<ul style="list-style-type: none"> Newsletter Lesson Observations Curriculum in Acton Walks

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Aim	Why?	Key Area	Supporting evidence
<p>To provide all pupils with access to a wide and varied range of sports and physical activities that inspire participation, develop physical skills, and support enjoyment, confidence, and lifelong engagement in physical activity.</p>	<ul style="list-style-type: none"> Offering a wide variety of sports and physical activities helps pupils discover forms of movement they enjoy, increasing motivation, engagement, and long-term participation. A broader curriculum ensures that physical activity is inclusive. Exposure to different activities builds physical literacy, helping pupils develop new skills, coordination, confidence. Providing varied experiences supports cultural capital, giving pupils opportunities they may not otherwise have outside school. A diverse activity offer encourages pupils to be active beyond PE lessons, promoting healthier lifestyles and improved wellbeing. 	<p>KI4. Broader range of sports and physical activities offered to all pupils</p>	<ul style="list-style-type: none"> Enrichment Tracker School Newsletter Parental Consultation Feedback
<p>To increase opportunities for pupils to participate in inclusive and meaningful competitive sport, fostering teamwork, confidence, and personal growth, and encouraging sustained engagement in physical activity.</p>	<ul style="list-style-type: none"> Provide pupils the opportunity to celebrate their physical achievements in an inclusive and supportive environment. Participation in the Sporty Minds competition will help develop pupils' confidence, teamwork, and resilience through friendly challenge. Engaging in interschool competitions will allow pupils to experience competitive sport, build social connections with other schools, and further raise the profile of physical activity across our community. 	<p>KI 5. Increased participation in competitive sport</p>	<ul style="list-style-type: none"> Enrichment Tracker - data Parental/ Pupil feedback

Objective 25/26: To increase the amount of sport/PA related activities during lunch times



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Develop lunchtime play provision to increase activity for least active groups.	Staff CDP to develop their understanding of games and play, Range of equipment, Youth voice activities to understand pupils wants and needs Outdoor play provision.	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model. A happier, more active playground that meets the needs of all pupils.	Group discussion with Junior Leadership Team. Conduct regular observations of the playground to gauge activity levels of the least active children. Staff/Pupil voice and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				Physical Resources - £1000 CPD for staff - £500

Objective 25/26: To increase the time learners are taking part in physical activity and access to new opportunities



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Introduce new experiences of different sports/PA and access new opportunities in the community.	<p>Pupils to participate in a wide range of engaging, active experiences beyond the classroom.</p> <p>Parkride sessions. Access to local parks. Access to soft play venues.</p>	<p>Pupils will access Parkride to enjoy inclusive cycling sessions that build physical skills.</p> <p>Regular visits to local parks will encourage movement in natural environments.</p> <p>Access to soft play facilities will provide a safe and supportive space for pupils to develop coordination, balance, and core strength through active play.</p>	<p>Enrichment data</p> <p>School newsletter</p> <p>EFL.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				£1000

Objective 25/26: To increase pupil opportunity to engage in competitive sport and Physical Activity.



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Learners to access competitive sport through school games, interschool competition.	<p>Providing a broad range of structured sporting experiences throughout the year.</p> <ul style="list-style-type: none"> • Sports day • Sporty Minds • Interschool competitions 	<p>Our annual sports day will give all pupils the opportunity to celebrate their physical achievements in an inclusive and supportive environment.</p> <p>Participation in the Sporty Minds competition will help develop pupils' confidence, teamwork, and resilience through friendly challenge.</p> <p>Engaging in interschool competitions will allow pupils to experience competitive sport, build social connections with other schools, and further raise the profile of physical activity across our community.</p>	<p>Enrichment data</p> <p>School Newsletter</p> <p>Sporty Minds access</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				£1000

Objective 25/26: Increasing engagement of all pupils in regular physical activity and sporting activities



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Resource classes and with the necessary equipment so that physical development can be encouraged outside set physical development lessons and keep PE resources up to date.	Classes access a range of high-quality, age-appropriate equipment that supports physical development. Regular audits of PE resources will be carried out to identify any gaps or worn items, allowing us to replace and update equipment as needed. Additionally, maintaining organised, accessible storage will ensure resources are easy to use and encourage frequent, independent physical activity.	Learner's social skills will be developed through taking part in a range of activities with their peers. Communication and teamwork skills will improve as well as learners being more active and healthier leading to a better well-being.	Curriculum in action Learning Walks Observations. Pupil Voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				£2500

Objective 25/26: Increasing engagement of all pupils in regular physical activity and sporting activities



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To enhance pupils' physical activity levels by developing a well-resourced, engaging Forest School area that encourages movement, exploration, and active participation.	<p>Develop the Forest School area by expanding the range of outdoor equipment, activity zones, and sensory-rich features that promote physical exploration and active play.</p> <p>Staff will receive ongoing training to confidently lead outdoor learning sessions.</p> <p>Pupils will access the Forest School area regularly as part of their curriculum, outdoor learning sessions.</p>	Pupils will engage more frequently and confidently in physical activities within an outdoor environment that motivates them to move, explore, and participate. Increased physical activity levels will support improvements in pupils' physical development, coordination, confidence, emotional well-being, and readiness to learn.	<p>Curriculum in Action review.</p> <p>Edupod Audit</p> <p>Staff/Pupil feedback</p> <p>Newsletter.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				£8000

Aims for the next academic year Swimming and Water Safety (25/26)



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Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>1. Swim competently, confidently and proficiently over a distance of at least 25 meters</p> <p>Pupils will successfully access offsite swimming sessions by completing the full transition routine (travelling to the venue, entering the building, and reaching the poolside ,engaging in water skill activities) with appropriate support in the majority of sessions.</p>		
<p>2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p> <p>Skill Engagement Target: Pupils will engage in a planned range of water activities (e.g., floating, submersion practice, kicking practice, or introductory stroke actions) while maintaining regulation and responding to adult support in most sessions.</p>		
<p>3. Perform safe self-rescue in different water-based situations</p> <p>Water-Safety Routine Target: Pupil will follow an agreed poolside safety routine (e.g., listening to instructions, waiting at the pool edge, entering only when prompted) with verbal, visual, or physical prompts in most swimming sessions.</p>		