

Evidencing the impact of the PE and Sport Premium 2025-2026

Key achievements to date until July 2025:	Areas for further development:
<ul style="list-style-type: none"> • Specialist sports coaches to plan and deliver small group and whole class sports sessions including football, cricket, darts, golf, Zorb football and dance • Enhancement of school grounds and playtime resources, specifically linked to outdoor play and learning • Improved staff knowledge and expertise enabling the implementation of improved strategies with pupils, and supporting them to better access physical and sensory therapeutic learning environments • Resources, equipment and opportunities for pupils' physical activity, promoting healthy lifestyles, supporting engagement, interaction and communication across the physical curriculum • Development of electronic session plan database to improve quality of PE lesson delivery throughout school • A new assessment framework that measures pupils' progress in PE • Differentiated curriculum that shows progress through school • A differentiated Sports and Fitness Week inclusive for all pupils in school • The use of session plans on iPads to support learners as a visual aid • A range of in-house sporting competitions 	<ul style="list-style-type: none"> • To continue providing swimming lessons for pupils to enable competence to a distance of 25m by Y6 • To develop staff CPD through bitesize training sessions, learning walks and observations • Impact of assessment framework that measures pupil progress in PE • Develop a PE and School Sport Team to plan and deliver PE lessons and support school sport and physical activity including out of hours • Continue break/lunchtime and afterschool clubs focusing on physical activity • Increased opportunities for pupils to engage in a broad range of sport and physical activities across the curriculum • School facilities developed further for community sport and activity use and to benefit pupils and families • Increased opportunities for pupils to be part of a school team and participate in competitive sports events • Implementation of strategies to support pupils to better access physical and sensory therapeutic enabling learning environments • The implementation of therapies within the PE curriculum • To further develop community links and access to community facilities

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| <ul style="list-style-type: none">• Class termly PE rewards for the whole school• Specialist themed dance and movement sessions• Specialist Darts coaching in school and visit to local darts academy• New Sports integrated into pe lessons, break and lunch time clubs e.g. Lacrosse, Kin-Ball, Danish rounders and darts• Afterschool clubs available to pupils after each school day Monday – Thursday• Pupils' Physical development learning maps being trialed across school• Appleby Centre using the local gym and leisure Centre to work towards GCSE PE qualifications• New PE Curriculum designed for whole school PE development• Links with the rebound team and hydrotherapy team to deliver personalized therapy sessions to meet individual needs and increase physical activity levels• Swimming lessons | <ul style="list-style-type: none">• Continue setting up SEN Sports Hub with local schools• Continue with whole school PE visits• Improve Sports and Fitness week (summer 2026) |
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Meeting national curriculum requirements for swimming and water safety	Y6 pupils (20 pupils)
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	20%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	45%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	20%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes

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Academic Year: 2025/2026	Total fund allocated: £16,890	Date Updated: December 2025		
<p>Key indicator 1: The engagement of all pupils in regular physical activity <i>Chief Medical Officer guidelines recommend that primary school aged pupils undertake at least 30 minutes of physical activity a day in school</i></p>				
Intent	Implementation	Impact	Sustainability and suggested next steps:	
<p>Develop and introduce School Sport Programme</p> <p>Support the Government Change4Life Programme</p> <p>All pupils engaged in at least 30 minutes of physical activity a day</p> <p>Staff to have the knowledge, understanding and skills to facilitate inclusive physical activity</p> <p>Celebrate participation in and the benefits of physical activity</p> <p>Physical/ movement skills embedded into curriculum lessons and non-curricular learning opportunities</p> <p>Enhance the PESSPA offer to pupils who have a physical or sensory disability</p>	<p>Increase non-curricular learning opportunities featuring physical activity eg. after school clubs, break and lunchtime organised activities</p> <p>Identify staff interests, capabilities and potential through appraisal target setting and observations</p> <p>Staff training/CPD opportunities</p> <p>Make celebration of physical achievement a regular feature of assemblies</p> <p>Harness the motivating potential of wearable technology and the data it provides</p> <p>Teachers integrate termly skills, e.g. balance/coordination activities across the curriculum set by PE lead</p> <p>Provision of proprioceptive</p>	<p><i>Funding allocated to:</i></p> <p>Sports clubs</p> <p>Equipment/resources</p> <p>External provider sessions</p> <p>Staff training/CPD opportunities</p> <p>Grounds maintenance; Meadow, Wildlife area, sensory garden, trim trail, outdoor gym, MUGA</p>	<p>Raised profile of Physical Education, School Sport and Physical Activity (PESSPA) with pupils having a real desire to participate and learn in a wider range of activities</p> <p>Organised activities increase to a daily offer every break and lunchtime</p> <p>Increase in pupil participation with all pupils being offered an activity session/club each week for at least half a term</p> <p>Let children find their way to do something well</p> <p>School Sport Programme</p> <p>Improvement in pupils' physical development and physical activity embedded across the</p>	<p>Utilising changing staff talents and interests well to support pupils</p> <p>Community/family links and involvement</p> <p>Impact on community health</p> <p>Legacy in local community</p> <p>Sharing school's overall activity levels with parents and stakeholders</p> <p>Staff training on implementation</p> <p>Research disability sports groups beyond school for potential links</p> <p>Strategic and sustainable improvement in the quality of play opportunities</p>

<p>Develop outdoor play and learning</p> <p>Facilitate amazing play, every day, for every child</p> <p>Support emotional regulation through physical activity</p>	<p>feedback for pupils in the Engagement Pathway</p> <p>Provide pupils in the Engagement Pathway with vestibular sensitivity with a low level opportunity to experience movement</p> <p>Raise staff awareness of opportunities through researching options and equipment for use in school and also for possible inclusion in groups beyond school</p> <p>Visits to other special schools to observe PE teaching</p> <p>Develop staff coaching skills in disability sport, for example. UK Coaching.org Coaching people with a VI; Activity Alliance Disability Inclusion Sport activity Programme; Autism Specific training especially linked to enabling therapeutic Environments</p> <p>Opportunities for free play with high quality resources/equipment</p> <p>Movement breaks during lessons</p>	<p>whole school</p> <p>Develop and broaden the foundation learning that takes place in PE</p> <p>All pupils. Including 100% of Pupil Premium Pupils, accessing regular physical activity</p> <p>Form a vital link with community sport and activity</p> <p>Reduction in high levels of alertness and calmer, well-regulated pupils</p> <p>Limited, predictable linear movement controlled by user enabling vestibular and proprioceptive systems to work Together</p> <p>Pupils with physical or sensory disabilities actively involved in school sport and physical activity, beyond their physiotherapy sessions</p> <p>Healthy, active lifestyles</p> <p>Development of play skills e.g. sharing, communication</p> <p>Learning through movement</p> <p>Develop skills and understanding beyond physical activity e.g.</p>	<p>Establish clear guiding principles and strategies for initiating lasting changes at playtimes</p>
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			cooperation Pupils well regulated and reduction in distressed, disruptive behaviours following physical activity	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
Intent	Implementation		Impact	<i>Sustainability and suggested next steps:</i>
<p>Subject Leader to increase awareness of 'big picture' PESSPA across school and PE curriculum content, delivery and need for all pupils</p> <p>Integration of PESSPA in all areas of the curriculum- any learning can be presented in an active way</p> <p>Recognise school's contribution to pupils' health and wellbeing</p>	<p>Subject Leader to undertake annual Deep Dive into PE curriculum and update Progression Model with Action Plan</p> <p>Teachers commit to building practical physical activities in all lessons as appropriate. eg. Sport England Physical Literacy Framework; BBC SuperMovers</p> <p>Connect with and use the power and momentum of national physical activity campaigns such as; 'Change4life' and 'This Girl Can'</p> <p>PE notice board promoting various activities, teams and competitions</p> <p>Learning Walks with PE Lead/SLT to gain thorough understanding of PE and Sport across school</p>	<p><i>Funding allocated to:</i></p> <p>Resources/equipment to broaden opportunities for active lessons</p> <p>Teach Active annual subscription</p> <p>External provider sessions</p> <p>Staff training/CPD opportunities</p>	<p>Strong, effective subject leadership ensures outstanding holistic provision and drives whole school improvements</p> <p>Pupils 'moving to learn'. Learning through movement</p> <p>Develop skills and understanding beyond physical activity eg. cooperation</p> <p>Pupils understand, (where possible) how PESSPA can make a positive difference to their confidence, self-esteem, behaviour and attitudes</p> <p>Pupils (where possible) make informed choices about healthy eating, fitness and their emotional and mental wellbeing</p>	<p>Staff training/CPD</p> <p>Links with other PE teachers in Special Schools</p> <p>Focused intent to maintain high profile of physical activity in lessons across the school year through calendared events/activities and celebrations</p> <p>Annually revisit DfE self-assessment to ensure quality practice</p> <p>Share achievements with parents/carers, pupils and wider community</p> <p>Involve parents/carers in healthy eating and physical activities</p>



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	<p>Complete DfE Healthy Schools Rating Scheme self-assessment</p> <p>Rating based on responses with report based on survey answers</p> <p>Reflection on future actions</p> <p>Whole school approach to health promotion</p> <p>Annual Sports Week</p>		<p>School aware of actions leading to change</p> <p>Parents/carers aware of how school is contributing to supporting health and wellbeing</p> <p>Working in partnership with parents</p>	
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Key indicator 3: Increased confidence, knowledge, understanding and skills of all staff in teaching PE and sport				
Intent	Implementation		Impact	<i>Sustainability and suggested next steps:</i>
Subject Leader to continue with professional learning and development Class or lesson-based enquiry projects Research-focused staff training delivered by Subject Leader Training for teachers to develop lesson planning and delivery of high quality PE lessons Specialist Session plans made available for all staff teaching PE Further develop roles for Teaching Assistants within PE lessons Develop an assessment toolkit to effectively assess PE throughout school	Through Deep Dive; Progression Model and Action Plan; CPD opportunities including learning from research and webinars Membership of afPE to ensure access to specialist and expert support keeping school up to date Create a session plan data base Liaise with SLT to allocate staff training time, staff meeting time Team teaching/observations of staff delivery of PE with the Subject Leader Staff training sessions included in the teachers/Phase/Pathway meeting schedule afPE Conference, webinars, courses Monitor PE through peer support, lesson observations	<i>Funding allocated to:</i> afPE- Safe Practice in PESSPA book Annual subscription fee inc PESP journal 6x year Resources/equipment to support staff knowledge, understanding and skills Teach Active annual subscription External provider sessions	Subject Leader is an effective promoter of physical activity PE Department created with energy and enthusiasm by a team of staff Staff can articulate the difference between PE, School Sport and Physical Activity Further opportunities for pupils to be able to access high quality PE and sport curriculum Percentage of pupils enjoying PE and sport increases Enquiry projects enhance practice Increased and sustained confidence to teach PE through continued CPD opportunities, including working alongside expert providers	Professional vocational courses to lead to delivery of PE and upskill colleagues teaching the PE curriculum Staff Training/CPD opportunities Positive outcome shared from enquiry projects Teachers prioritise subject specific learning to keep skills current Consider impact of staff responsible for swimming attending appropriate courses and gaining qualifications to teach swimming effectively Percentage of Y6 pupils able to swim competently, confidently and proficiently over a distance of 25m increases Participation in water based

	<p>Active involvement in leading groups, modelling, capturing pupil achievement</p> <p>A fit for purpose assessment system that supports progressive teaching and learning</p>	<p>Staff training/CPD opportunities</p>	<p>Confident, knowledgeable staff provide effective support in all PE and sport lessons, facilitating pupil learning</p> <p>As a result of effective teaching and a responsive assessment, all pupils make progress from their starting point</p>	<p>activities increased as more pupils swim for pleasure and join swimming clubs in the community</p> <p>Increase PESSPA skilled TA's</p> <p>Data monitoring and tracking over time shows pupils making consistent progress</p> <p>Involved in comparative judgement/moderation/validation meetings with other special schools</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Intent	Implementation		Impact	Sustainability and suggested next steps:
<p>Appropriate PE curriculum design with planned progressive learning featuring a broad experience of a range of sports and activities for all pupils</p> <p>Broader range of sports and activities on offer to pupils</p>	<p>Curriculum delivery through high quality teaching, learning and assessment</p> <p>Audit/gap analysis. Consider range of current sports on offer and how to broaden these</p> <p>Annual Sports Week</p> <p>Pupils access a range of specialist coaching/teaching from outside agencies</p> <p>Pupils attend events to allow them to thrive, such as specialist SEN events</p> <p>Participation in National School Sport Week- inter class/phase challenges</p> <p>Inviting sporting role models with a disability into school</p>	<p><i>Funding allocated to:</i></p> <p>A range of resources/equipment</p> <p>External provider sessions</p> <p>Staff training/CPD opportunities</p> <p>Educational Visits</p>	<p>Relevant, vital PESSPA embedded throughout school</p> <p>Pupils motivated to participate and make progress</p> <p>Outstanding co-curricular offer</p> <p>Pupils able to explore many varied sport and physically active opportunities. Undiscovered talents emerge. Potential for supporting lifelong learning</p>	

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Key indicator 5: Increased participation in competitive sport				
Intent	Implementation		Impact	<i>Sustainability and suggested next steps:</i>
<p>Enhance current sports provision/facilities</p> <p>Broaden range of sports and activities on offer</p> <p>To continue to play football against local schools</p> <p>To develop sport tournaments with local schools</p> <p>To compete against each other within school</p> <p>To engage pupils in personal challenges</p> <p>To offer a range of individual sports for pupils to compete against personal best</p>	<p>Audit/gap analysis. Consider range of current provision/facilities and sports on offer and how to enhance these</p> <p>Inter competitions outside of school</p> <p>Inter competitions within school/phase/class</p> <p>Creative thinking to include more sport and physical challenges into the day e.g. personal best challenges</p>	<p><i>Funding allocated to:</i></p> <p>Access to community spaces/events</p> <p>Kit Trophies/medals/Resources and Equipment</p>	<p>Increase community sport and activity use and for the benefit of pupils and families</p> <p>Confident, enthusiastic competitors with a sense of fair play and appreciation of others</p> <p>Commitment to training</p> <p>Associated skills; teamwork, confidence, resilience, learning to lose, shared experience</p> <p>Positive opportunities for pupils not wanting to be involved in team sports.</p> <p>Maximise use of school equipment eg. outdoor gym, MUGA</p>	<p>Engage further with families for eg. Annual sports week</p> <p>Hiring school grounds eg. MUGA and facilities eg. Hydrotherapy Pool</p> <p>Extend both intra and inter competition opportunities</p> <p>Use of community facilities for sports</p>



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