

PE and sport premium monitoring and tracking form *2025/2026*

Commissioned by



Department
for Education

Created by



association for
PHYSICAL EDUCATION



PE and sport premium monitoring and tracking form



association for
PHYSICAL EDUCATION



- It is intended that this template should be used as preparation for the completion of the statutory DfE PE and sport premium digital expenditure reporting return. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- The template is a working document that you can amend and update during the year.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of you PE and sport premium funding in 2024/25.
- You should use your evaluation of last year's funding to help you decide what to do this academic year, how you will do it, and what impact you expect it to have.
- All spending of the funding must conform with the terms outlined in the conditions of grant
- The summative digital expenditure reporting from June 2026 will continue to include swimming and water safety information. PE and sport premium funding can be used to provide top-up lessons, where necessary, to ensure pupils meet national curriculum swimming requirements
- To ensure funding is used effectively and based on your school's needs; guidance and examples of best practice across schools can be found here.
- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

Useful Links:

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - GOV.UK](#)

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



- Take some time to reflect on your intent, implementation and impact from last academic year to celebrate your wins but to also think about improvements for the year ahead.
- You do not need to complete every box. Just record the information that is key to your school's priorities and areas of focus.

Remember - Be clear about how you focused spending on key groups such as SEND, girls and disadvantaged pupils.

<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 metres	All of our students have Autism Spectrum Disorder (ASD), and while many are not yet able to swim independently over a distance of 25 metres, they have made significant progress in developing the foundational skills required to achieve this outcome. Through consistent teaching, structured routines, and personalised support, students have grown in confidence within the water, learned to navigate the pool environment safely, practised basic swimming strokes, and engaged positively in a range of water-based activities. Many students who were initially reluctant or anxious now enter the pool willingly, follow instructions, and participate in swimming lessons with increasing independence. These achievements demonstrate clear progress in water confidence, physical development, and engagement, reflecting the effectiveness of our adaptive approach to swimming provision.	Due to the complex needs of our cohort, the majority of students are not yet able to swim competently, confidently, and proficiently over a distance of at least 25 metres. Many require ongoing adult support, specialist teaching strategies, or flotation aids to access the curriculum safely. Challenges relating to communication, sensory processing, motor coordination, and anxiety can impact students' ability to develop independent swimming skills at the same rate as their neurotypical peers. As a result, progress is measured through individual milestones, such as increased water confidence, improved movement in the water, and greater independence during lessons, rather than solely by the ability to achieve the national expectation of swimming 25 metres.

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Students have made excellent progress in developing the skills needed to perform a range of swimming strokes. Through differentiated instruction and regular practice, they have explored and practised front crawl, backstroke and breaststroke movements at a level appropriate to their individual abilities. Many students are now able to coordinate arm and leg movements more effectively, maintain body position in the water, and travel increasing distances using recognised stroke techniques. Visual supports, demonstrations, and consistent adult guidance have enabled students to develop their confidence and improve their swimming technique. For many learners, success has been measured by increased participation, improved coordination, and greater independence when attempting different strokes.	The complexity of our students' needs means that many are not yet able to perform a range of strokes effectively or consistently without support. Difficulties with motor planning, coordination, sensory processing, communication, and confidence can affect their ability to master the technical elements of each stroke. Some students continue to rely on flotation aids or adult prompting to maintain body position and movement patterns. Consequently, progress is highly individualised, with success measured through incremental improvements in stroke development, coordination, and confidence rather than mastery of all three recognised strokes.
3. Perform safe self-rescue in different water-based situations	While our students are not yet able to perform safe self-rescue techniques independently, they have all been supported in developing an understanding of basic water safety principles. Through carefully structured lessons, visual supports, and individualised guidance, students have learned to recognise potential hazards in and around water, understand the importance of close adult supervision, and practise remaining calm in unfamiliar or challenging situations. They have developed awareness of safe behaviours, including entering and exiting the pool safely, following lifeguard instructions, waiting for adult direction, and recognising when to seek help. These foundational skills represent significant progress and provide the essential building blocks for developing greater water confidence and safety awareness.	Due to the complex communication, cognitive, and sensory needs associated with Autism Spectrum Disorder (ASD), our students are not yet able to perform safe self-rescue techniques independently in different water-based situations. Many require continuous adult supervision and support to remain safe in the water and may not yet be able to recognise or respond appropriately to emergency situations. As a result, teaching focuses on developing water safety awareness, safe routines, and confidence rather than independent self-rescue skills. Progress is measured through students' increasing understanding of safe behaviours and their ability to follow instructions consistently in the swimming environment.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Staff confidence increased through targeted CPD, including climbing wall training and twilight training for Orienteering. This has enabled class teams to independently deliver a wider range of physical activities safely and confidently. Staff have also developed greater confidence supporting swimming, Drumba, outdoor adventurous activities and inclusive sports, ensuring activities are embedded within the curriculum rather than relying solely on external providers.	Due to staffing changes and competing priorities, not all staff were able to attend every training opportunity. Some specialist activities, such as climbing and orienteering, continue to require refresher training to maintain confidence. New staff will require further induction and CPD to ensure consistency across the school.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Student participation significantly increased through swimming, Drumba sessions, Quidditch, Orienteering, Outdoor Adventurous Activities, Champion Kids experience days and SEND Hive visits. Activities were carefully adapted to meet the needs of pupils with Autism Spectrum Disorder (ASD), ensuring that all students could access physical activity regardless of ability. Many students demonstrated increased confidence, resilience and willingness to try unfamiliar activities, with improvements in teamwork, communication and physical fitness.	Some students required individual adaptations, sensory breaks or alternative activities due to anxiety, sensory processing differences or medical needs, meaning participation was not always sustained for the full session. Weather and transport occasionally affected outdoor activities, and attendance impacted a small number of students' ability to access every planned opportunity.

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	PE became a highly visible part of school life through experience days, sporting competitions, curriculum enrichment and whole-school events. The introduction of new sports, competitive opportunities and outdoor learning strengthened links between PE and wider curriculum areas, including English and Geography. Sporting achievements were celebrated across the school, helping to promote positive attitudes towards physical activity and healthy lifestyles.	Whilst the profile of PE increased significantly within school, opportunities to celebrate achievements with the wider community could be developed further. Greater parental engagement, wider publicity and additional partnerships with local sports organisations would further strengthen the profile of PE.
4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls	Students accessed an extensive range of sports beyond the traditional PE curriculum, including swimming, climbing, Quidditch, Drumba, Orienteering, Outdoor Adventurous Activities, yoga, cricket, rugby, and Champion Kids experience days. Activities were offered to all students regardless of gender and adapted to ensure students with additional needs could participate successfully. This broadened students' experiences and promoted confidence, resilience and lifelong participation in physical activity.	Some specialist activities were only available to particular key stages due to age, venue or safety requirements. Transport costs, staffing ratios and availability of external providers limited the frequency of some enrichment opportunities. The school will continue exploring ways to increase access across all year groups.
5. Increasing participation in competitive sport	Students represented the school in a range of off-site sporting competitions, wearing dedicated competition kits that promoted pride and belonging. Participation in competitive sport developed resilience, teamwork, sportsmanship and confidence. Students learned to celebrate the success of others, cope positively with winning and losing, and represent the school within the wider community. These opportunities were particularly valuable for students who may not otherwise access competitive sport.	Competitive opportunities remain limited due to the availability of suitable SEND competitions and the additional staffing required to support students safely. Some students found unfamiliar environments and competitive situations challenging, requiring significant preparation and support. Increasing the number of inclusive competitions remains a future development priority.

Aims for the next academic year (2025/2026)



association for
PHYSICAL EDUCATION



- Using your whole school priorities, school development plan and previous PE, school sport and physical activity data, set out your aims for the year ahead.
- Think about specific areas of need such as **inactive girls, SEND and disadvantaged pupils**
- Remember to also input your swimming data and reflections in the table located at the bottom of this page.

Swimming and Water Safety	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 metres	Continue to prioritise water confidence, independent movement in water and swimming progression through differentiated teaching. Develop individual swimming targets based on each pupil's starting point rather than solely measuring against the 25m national expectation.	Missed sessions for some students due to absence or regulation resulting in limited progress. Bespoke classes require additional support to access the pool safely.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Increase opportunities for pupils to develop front crawl, backstroke and breaststroke through structured, repetitive teaching and sensory-adapted approaches. Focus on improving coordination, body position and independent movement in the water.	
3. Perform safe self-rescue in different water-based situations	Continue to develop water safety awareness through explicit teaching of safe behaviours, pool routines and recognising hazards. Introduce additional opportunities to practise safe entry, exit and emergency response skills appropriate to pupils' individual needs and abilities.	

Aim	Why?	Key Area	Supporting evidence
Develop staff confidence and expertise in delivering high-quality adaptive PE for students with Autism Spectrum Disorder (ASD) and complex learning needs	Our evaluation identified that staff confidence increased following climbing wall and Orienteering CPD. Continuing to invest in staff training will ensure high-quality, consistent PE provision and enable more pupils to access specialist activities safely.	Key Indicator 1 – Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities.	• Climbing Wall CPD for class teams. • Orienteering Twilight CPD. • Swimming support training. • Ongoing PE CPD linked to adaptive teaching, sensory regulation and inclusive sports. • Get Set 4 PE CPD – specifically linked to unstructured time
Increase daily physical activity for every student through an inclusive and personalised PE curriculum.	Many students with ASD require movement to support sensory regulation, emotional wellbeing and readiness to learn. Building on the success of swimming, Drumba and Outdoor Learning, we aim to ensure every student participates in regular physical activity regardless of ability.	Key Indicator 2 – Increasing engagement of all pupils in regular physical activity and sporting activities.	• Swimming programme. • Drumba • Outdoor Learning. • Active sensory breaks. • Daily movement opportunities linked to EHCP outcomes. • Physical activity embedded throughout the school day. • Commander Joes subscription for Outdoor learning • Get Set 4 PE – Enhancing unstructured times of the day to include PE/physical activities
Further raise the profile of PE and physical activity as part of whole-school development.	PE contributes significantly to students' communication, confidence, independence and wellbeing. Celebrating sporting success will encourage participation and reinforce the importance of healthy lifestyles.	Key Indicator 3 – Raising the profile of PE and sport across the school to support whole-school improvement.	• Sporting events in the local community • Celebration assemblies. • Newsletters and social media. • Experience Days. • Links between PE and Personal Development curriculum. • Whole-school participation events such as sports day/Quidditch.
Provide every student with access to a broad, ambitious and inclusive range of sporting experiences.	This year's evaluation showed pupils engaged exceptionally well in non-traditional sports. Continuing to broaden experiences promotes confidence, resilience, communication and lifelong participation in physical activity.	Key Indicator 4 – Offer a broader and more equal experience of a range of sports and physical activities to all pupils.	• Swimming. • Climbing Wall. • Orienteering. • Quidditch. • Outdoor Adventurous Activities. • Champion Kids Experience Days. • SEND Hive. • Yoga, cricket and rugby workshops. • Adapted activities to meet individual sensory and physical needs.
Increase opportunities for pupils to participate in inclusive competitive sport and represent the school.	Competitive sport develops resilience, teamwork, communication, confidence and independence. Pupils responded positively to sporting competitions this year and would benefit from further opportunities to compete alongside other SEND schools.	Key Indicator 5 – Increasing participation in competitive sport.	• Attend SEND School Games competitions. • Continue purchasing competition kits • Develop intra-school competitions • Build links with local special schools and sports organisations. • Members of James Dixons SEND school network

Plan, monitor and evaluate (2025/2026)



association for
PHYSICAL EDUCATION



- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead.
- Consider which of the 5 key areas improvements will be focusing on:
 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.
 2. Increasing engagement of all pupils in regular physical activity and sporting activities
 3. Raising the profile of PE and sport across the school, to support whole school improvement
 4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls
 5. Increasing participation in competitive sport

Plan, monitor and evaluate (2025/2026)



association for
PHYSICAL EDUCATION



Objective: Develop an active, inclusive and engaging playtime and lunchtime provision that promotes physical activity, communication, independence and positive social interaction for all students.

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Develop an active, engaging and inclusive playtime and lunchtime provision that promotes physical activity, communication, social interaction and sensory regulation for all students. Ensure activities are varied, progressive and sequenced across the school through the implementation of the Get Set 4 PE curriculum and structured playground activities.	• Continue to implement the Get Set 4 PE curriculum to provide a progressive and sequenced approach to physical education. • Develop structured playground zones with a range of activities suitable for differing sensory, physical and communication needs. • Introduce a weekly timetable of organised lunchtime and breaktime games. • Train LSAs and support staff to facilitate inclusive games and encourage active participation. • Purchase additional playground equipment to broaden opportunities for physical activity. • Embed movement breaks and active sensory regulation opportunities throughout the school day. • Adapt activities to meet individual EHCP outcomes and sensory profiles. • Gather student voice to ensure activities reflect students' interests and preferences.	Students are physically active throughout the school day and demonstrate increased confidence, communication, emotional regulation and social interaction. Students develop fundamental movement skills, resilience and independence whilst participating in a broad range of enjoyable activities. Physical activity becomes embedded within the culture of the school, resulting in improved engagement, wellbeing and readiness to learn.	• Playground observations. • Student voice • Staff feedback. • Learning walks. • Evidence for Learning observations. • EHCP outcomes relating to physical development, communication and social interaction. • Reduction in playground incidents.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Increased participation in structured playground activities, with more students engaging in purposeful physical activity during breaktimes and lunchtimes. Students demonstrate improved communication, teamwork, turn-taking and emotional regulation during less structured times. Staff report increased confidence in facilitating inclusive physical activities, and students show greater independence and willingness to participate in a wider range of activities.	Yes. The Get Set 4 PE curriculum provides a progressive framework that can be delivered year after year. Playground equipment will be maintained and replenished as required, while staff training ensures knowledge and good practice remain within the school. Structured playtime activities will become embedded into daily routines, ensuring all students continue to benefit from an active and inclusive environment.	• Student voice. • Staff surveys. • Behaviour data. • Learning walks. • Playground observations. • Evidence for Learning. • EHCP reviews	Get Set 4 PE subscription – approx. £495 Playground equipment – approx. £1,500 CPD Training/resources – approx. £300

Your objective:

Objective: Develop a high-quality Outdoor Learning curriculum that broadens students' physical experiences whilst promoting communication, confidence and emotional wellbeing.



association for
PHYSICAL EDUCATION



	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Develop an engaging and inclusive Outdoor Learning programme that promotes physical activity, communication, teamwork, resilience and independence through high-quality outdoor experiences. Outdoor Learning will be embedded across the curriculum to enhance students' physical, social and emotional development.	- Continue to work in partnership with Enrich Education to deliver a structured Outdoor Learning programme across the school. - Provide Orienteering sessions using the permanent school course and digital mapping resources. - Deliver Outdoor Adventurous Activities (OAA), including team-building, navigation and problem-solving tasks. - Integrate Outdoor Learning into wider curriculum subjects to provide meaningful, active learning opportunities. - Ensure activities are adapted to meet students' sensory, communication and physical needs. - Continue staff CPD to develop confidence in delivering Outdoor Learning independently.	Students become more confident participating in physical activity outdoors and develop improved teamwork, communication, resilience and problem-solving skills. Students demonstrate greater independence, increased willingness to take appropriate risks and improved emotional regulation through meaningful outdoor experiences. Outdoor Learning becomes an integral part of the curriculum, promoting lifelong participation in physical activity and supporting students' personal development.	- Student voice. - Outdoor Learning observations. - Evidence for Learning. - Staff feedback. - Learning walks. - EHCP outcomes linked to physical development, communication, independence and social interaction. - Photographic evidence of Outdoor Learning activities. - Outdoor Learning Celebration Week
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Students demonstrate increased confidence when participating in Outdoor Learning and are more willing to engage in unfamiliar activities and environments. Improvements have been observed in teamwork, communication, resilience and problem-solving, with students transferring these skills back into the classroom. Outdoor Learning has also supported emotional regulation, physical fitness and engagement in learning, particularly for students who benefit from practical and sensory-based experiences.	Yes. The partnership with Enrich Education provides ongoing specialist support whilst developing staff confidence to deliver Outdoor Learning independently. The permanent Orienteering course and resources remain available for continued use throughout the year, ensuring sustainability. Outdoor Learning is embedded within curriculum planning and will continue to support students' physical, social and emotional development year after year.	- Student voice. - Staff surveys. - Behaviour and wellbeing data. - Learning walks. - Evidence for Learning. - Outdoor Learning observations. - EHCP reviews. - Access logs on Enrich Education	Enrich Education Outdoor Learning package – £2,600 Orienteering resources and maintenance – £600 Outdoor Learning equipment/resources – £275

Your objective:

Objective: Increase opportunities for students to participate in inclusive sporting competitions, developing confidence, resilience and positive sportsmanship.



association for
PHYSICAL EDUCATION



	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Increase opportunities for all students to participate in inclusive sporting competitions, developing confidence, resilience, teamwork and positive sportsmanship whilst representing Abbot's Lea School within the wider community.	• Continue to work in partnership with James Dixon to access a wide range of SEND sporting competitions and festivals throughout the academic year. • Provide opportunities for students across KS2 to represent the school in inclusive sporting events appropriate to their age and ability. • Ensure all participating students have access to appropriate competition kits to promote pride, belonging and a sense of identity. • Prepare students through structured PE lessons, sports clubs and practice sessions before competitions. • Provide appropriate staffing, transport, risk assessments and reasonable adjustments to enable all students to access competitive opportunities safely. • Celebrate participation and achievement through assemblies, newsletters, social media and Evidence for Learning. • Encourage students to demonstrate positive sportsmanship by celebrating others' successes, working collaboratively and responding positively to both success and disappointment.	Students develop increased confidence when participating in sporting competitions and demonstrate greater resilience in unfamiliar environments. Students show improved teamwork, communication and self-esteem while developing a positive attitude towards competition and physical activity. Representing the school fosters pride, independence and belonging, while encouraging lifelong participation in sport and promoting personal and social development.	• Competition results and certificates. • Student voice. • Staff observations. • Evidence for Learning. • Photographs from competitions. • Parent feedback • Learning walks. • EHCP outcomes linked to confidence, communication, teamwork and personal development.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Students demonstrate increased confidence when representing the school at sporting competitions and festivals. Many students who were initially reluctant to participate in unfamiliar environments now engage positively, showing improved resilience, teamwork and communication. Students have developed a greater understanding of sportsmanship, celebrating the achievements of others while learning to manage both success and disappointment appropriately. Participation in competitions has also contributed to improved self-esteem, physical fitness and social development.	Yes. The partnership with James Dixon provides regular access to inclusive sporting competitions throughout the academic year. Staff continue to build confidence in supporting students during off-site events, and competition kits can be reused annually. Relationships with local SEND sports providers and School Games organisers will continue to expand opportunities for future participation, ensuring competitive sport remains an embedded part of the school's PE provision.	• Competition results. • Student voice. • Staff feedback. • Parent feedback. • Evidence for Learning • Photographs and celebration assemblies.	James Dixon Sporting Competitions package – £600 Competition kits (replacement and maintenance) – £750

Your objective:

Objective: Enhance the quality of PE through specialist coaching, increasing staff confidence and providing students with access to high-quality, inclusive physical education.



association for
PHYSICAL EDUCATION



	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Enhance the quality of PE through specialist coaching, increasing staff confidence and providing students with access to high-quality, inclusive physical education.	- Continue to work in partnership with Everton in the Community to deliver high-quality PE sessions across the school. - Provide specialist coaching that models effective teaching strategies and adaptive practice for students with Autism Spectrum Disorder (ASD) and additional needs. - Enable teaching staff and support staff to observe and work alongside specialist coaches, developing their confidence and subject knowledge. - Introduce students to a wider range of sports, games and physical activities that promote engagement and enjoyment. - Differentiate activities to ensure every student can participate and achieve success regardless of ability. - Embed skills taught by Everton coaches into the wider PE curriculum to ensure progression and consistency.	Students participate in high-quality PE lessons that develop physical literacy, confidence, teamwork and resilience. Staff develop greater confidence and competence in delivering inclusive PE, resulting in improved consistency and quality of teaching across the school. Students experience a broader range of sporting activities and demonstrate increased engagement, enjoyment and participation in physical activity.	- Lesson observations. - Staff voice and confidence surveys. - Student voice. - PE assessment data. - Evidence for Learning. - Learning walks. - Photographs and videos of PE sessions. - Staff CPD records. - PE curriculum monitoring.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Students demonstrate increased engagement and enjoyment during PE lessons, participating more confidently in a wider variety of physical activities. Staff report increased confidence in adapting PE lessons to meet the diverse needs of students and have incorporated strategies modelled by Everton in the Community coaches into their own teaching. PE lessons are more consistent, inclusive and engaging, leading to improvements in students' physical development, confidence and participation.	Yes. Staff work alongside specialist coaches throughout the programme, enabling skills and knowledge to be transferred into everyday practice. Resources, lesson ideas and adaptive teaching strategies remain within school, allowing staff to sustain high-quality PE provision after the coaching programme has ended. Ongoing partnership with Everton in the Community will continue to support curriculum development and staff CPD.	- Staff surveys. - Lesson observations. - PE assessment data. - Student voice. - Evidence for Learning. - Learning walks. - CPD records. - PE monitoring reports.	Everton in the Community coaching programme – £6300

Your objective:

Objective: Provide all Key Stage 2 students with an intensive swimming programme to develop water confidence, swimming skills, water safety and independence.



association for
PHYSICAL EDUCATION



	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Provide all Key Stage 2 students with an intensive swimming programme to develop water confidence, swimming skills, water safety and independence through high-quality, structured swimming instruction.	• Provide all Key Stage 2 students with two full weeks of intensive swimming instruction delivered by qualified swimming instructors. • Deliver structured lessons focusing on water confidence, swimming techniques and water safety. • Differentiate instruction to meet students' individual communication, sensory and physical needs. • Ensure appropriate staffing ratios to provide personalised support and maximise participation. • Monitor individual progress against personalised swimming and water safety targets. • Reinforce water safety messages throughout the programme, including safe behaviours in and around water, entering and exiting the pool safely and understanding the role of lifeguards. • Celebrate individual progress and achievement regardless of starting point.	Students demonstrate increased confidence and independence in the water, developing swimming skills appropriate to their individual abilities. Students improve their understanding of water safety, physical fitness and coordination whilst becoming more comfortable participating in aquatic activities. The intensive programme enables students to make accelerated progress towards personalised swimming outcomes, supporting their physical development, wellbeing and independence.	• Swimming assessment records. • Water confidence assessments. • Student voice. • Instructor feedback. • Staff observations. • Evidence for Learning. • EHCP outcomes linked to physical development and independence. • Water safety knowledge assessments.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Students show significant improvements in water confidence, swimming ability and understanding of water safety. Many students who initially required significant adult reassurance become increasingly confident entering the pool, participating in lessons and attempting new skills. Students develop improved coordination, physical fitness and independence, with progress measured against individual starting points. The programme also supports communication, emotional regulation and self-confidence, enabling students to access a vital life skill in a safe and supportive environment.	Yes. Swimming is delivered annually, ensuring every Key Stage 2 cohort benefits from the programme. The intensive format allows students to consolidate learning through daily practice, while qualified instructors and consistent staff support ensure high-quality delivery. Personalised assessment records enable progress to be monitored year on year, informing future teaching and ensuring continued development of water confidence and safety skills.	• Swimming assessments. • Instructor reports. • Student voice. • Staff observations. • Evidence for Learning. • Water safety assessments. • EHCP reviews. • Physical development assessments.	Swimming Cost – 3817.60

Your objective:

Objective: Provide all Key Stage 2 students with access to Outdoor Adventurous Activities (OAA) that develop confidence, resilience, teamwork, leadership and problem-solving skills through inclusive physical challenges.



association for
PHYSICAL EDUCATION



	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Provide all Key Stage 2 students with access to Outdoor Adventurous Activities (OAA) that develop confidence, resilience, teamwork, leadership and problem-solving skills through inclusive physical challenges.	• Provide all Key Stage 2 students with a two-day Outdoor Adventurous Activities (OAA) experience. • Deliver a range of activities including Quidditch, orienteering, team-building challenges and problem-solving tasks. • Ensure activities are fully adapted to meet students' individual communication, sensory and physical needs. • Promote teamwork, resilience and leadership through collaborative challenges. • Encourage students to apply communication, decision-making and critical thinking skills in practical situations. • Support students to take appropriate risks, persevere with new challenges and celebrate individual and team achievements. • Link activities to the PE curriculum and wider Personal Development curriculum.	Students demonstrate increased confidence when participating in unfamiliar physical activities and develop greater resilience when faced with new challenges. Students improve their teamwork, communication and leadership skills while becoming more physically active and engaged. Participation in Outdoor Adventurous Activities broadens students' sporting experiences, promotes independence and encourages positive attitudes towards lifelong physical activity.	• Student voice. • Staff observations. • Evidence for Learning. • Photographs and videos. • Participation records. • Learning walks. • EHCP outcomes linked to communication, independence, physical development and teamwork. • Parent feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Students participate enthusiastically in a wide range of Outdoor Adventurous Activities, demonstrating increased confidence, resilience and willingness to try new experiences. Staff observe improvements in communication, teamwork and problem-solving, with students transferring these skills into classroom learning and everyday school life. Students show greater perseverance, independence and self-belief when completing physical challenges, while Quidditch and team-based activities provide meaningful opportunities to develop cooperation, turn-taking and leadership skills.	Yes. Outdoor Adventurous Activities are delivered annually and complement the school's PE curriculum. Activities can be adapted for different cohorts, ensuring accessibility for all students. Staff develop confidence in supporting these activities, and strong partnerships with external providers ensure students continue to access high-quality experiences that broaden their physical and personal development.	• Student voice. • Staff feedback. • Evidence for Learning. • Participation records. • Parent feedback. • Learning walks. • EHCP reviews. • Physical development assessments.	Outdoor Adventurous Activities package – 1251 Quidditch experience – 1251

This page has been left blank for any notes or supporting information.