

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

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Sunningdale School

Review of the last academic year (2024/2025)



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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 confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	The delivery of multi skills through lunchtime clubs enabling support staff to develop a better understanding of how to deliver physical play activities through play times. Further staff trained in rebound therapy and musical water based exercise to support the consistency of delivery.	CPD improved practice, but confidence was not yet consistent across all classes/ pathways. Some staff still need refresher training, modelling and supervision to independently adapt physical activity for pupils with complex physical, sensory and communication needs.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	All pupils in KS2 have fortnightly sessions either at a local provider or accessing enhanced aquatic activities in our school pool.	

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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	Sporting events took place across the schools house system. This is where classes from different pathways across school come together in their house groups in order to take part in sport with peers outside of their pathway.	
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	Pupils have accessed sporting activities outside of curriculum based sporting activities. They are exposed to a broader range of physical activity. This year this has included surfing.	Surfing and wider activities were successful but access was limited by transport, staffing, weather, medical/personal care needs and risk assessments. Next step: map broader experiences across all pathways so pupils with the most complex needs have equitable access over time.
5. Increasing participation in competitive sport	Pupils accessed a range of external events and were able to take part in different types of competitive sport. Including: Primary Inclusive Tennis – Challenge Circuit Pentathlon Festival Gateshead Stadium Multi Sports SEND Festival – Tennis Centre Para Football Talent Schools Festival – Temple Park Centre The school hosted a football festival for pupils from all pathways. This enable every child in school to take part in a competitive sport and parents were able to see their child competing.	External competition was positive, but participation was not evenly distributed across all pathways. Some pupils needed more preparation, visuals, sensory regulation strategies and adapted formats. Next step: increase intra-school, inter-class and personal-best competitions so more pupils experience challenge safely.

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Aim	Why?	Key Area	Supporting evidence
Increase use of rebound therapy across all pathways to support physical development.	To improve access to regular, purposeful physical activity for pupils with a range of physical and sensory needs.	Key indicator 2: engagement of all pupils in regular physical activity.	Teaching staff led and planned sessions; more pupils were encouraged to take part in PE and sport activities and work towards daily physical activity goals.
Extend physical development and organised play opportunities during outdoor play.	To make unstructured times more active, inclusive and developmentally appropriate for all pupils.	Key indicator 2: engagement of all pupils in regular physical activity.	Staff planned suitable activities and resources supported organised physical play, helping more pupils meet daily activity goals through play.
Widen pupils' sporting experiences through festivals, non-curricular activities and inclusive opportunities.	To provide a broader, engaging PE offer beyond curriculum lessons and remove barriers to participation.	Key indicator 4: broader experience of sports and activities offered to all pupils.	Pupils accessed yoga and surfing for physically disabled pupils, giving equal access to a wider range of physical activities outside curriculum PE.
Increase participation in competitive sport internally, locally and regionally.	To develop pupils' confidence, teamwork and understanding of competition in accessible formats.	Key indicator 5: increased participation in competitive sport.	Pupils took part in Panathlon and football events, internal football competitions and a competitive sports week, increasing access to competitive sport.
Improve swimming, water-based activity and staff confidence in delivery for pupils with complex needs.	To strengthen water confidence, safety and accessibility, including for pupils unable to access a local pool.	Key indicator 1: staff confidence, knowledge and skills; Key indicator 2: regular physical activity.	KS2 pupils accessed fortnightly swimming/local pool or weekly hydrotherapy. Year 6 outcomes: 10% swam 25m, used a range of strokes and performed safe self-rescue. Staff received CPD in musical hydrotherapy.

Plan, monitor and evaluate (2025/2026)



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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 (Complete now and monitor)	To develop lunchtime provision so pupils with access a wider range of purposeful physical play opportunities, and to upskill staff to support safe, inclusive active play.	• Audit lunchtime activity and identify least-active pupils/groups. • Purchase inclusive play resources. • Staff learn through modelling from active lunchtime club/Foundation of Light delivery. • Compliance: provision is additional to core PE and builds staff capacity.	• More pupils active during lunchtime, including pupils needing 1:1 or high levels of adult support. • Staff more confident initiating and adapting physical play. • Lunchtimes are calmer, more purposeful and support regulation, social interaction and wellbeing. • Pupils show increased choice-making, engagement, turn-taking and enjoyment in active play.	• Pupil voice using symbols, objects of reference, photos and observations. • Photos, • Link to EHCP/therapy outcomes where relevant.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increased pupil engagement in lunchtime movement activities. Staff observed/adopted activity techniques and grew confidence in delivery.	Sustainable through trained midday/class staff, resource maintenance		Equipment: £500 Coaches: £2000

Plan, monitor and evaluate (2025/2026)



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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 (Complete now and monitor)	To continue to increase and enhance the rebound therapy offer in school for pupils requiring the greatest support with physical, sensory and postural needs.	- Identify priority pupils through EHCP, physio/OT and class referrals. - Maintain/expand trained staff through refresher training and supervision. - Update risk assessments and manual handling plans. - Protect regular access and record responses/progression. - Compliance: additional targeted SEND physical activity and CPD.	- More priority pupils receive consistent rebound therapy sessions. - Pupils demonstrate improved postural control, relaxation/regulation, communication responses, confidence and enjoyment. - Staff understand safe practice and can support individual programmes effectively. - Rebound therapy evidence contributes to EHCP review information and wider physical development planning.	- Individual targets/progress notes and physio/OT feedback. - Staff training certificates and competency records. - Risk assessments, equipment servicing logs and session observations. - Parent/carer/class team comments and EHCP review evidence.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils receiving regular consistent rebound therapy are making progress physically and with sensory regulation. Also an impact on communication skills through delivery of a highly motivating physical activity.	Sustainable through building internal staff capacity, maintaining a trained staff register, annual refreshers, clear timetabling and embedded recording systems.	individual progress evidence,	Training/refresher £1500

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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 (Complete now and monitor)	To increase consistency and delivery of musical water based access through training a broader range of staff in the delivery.	• Identify priority pupils through EHCP, physio/OT and class referrals. • Maintain/expand trained staff with refresher training and supervision. • Protect regular access for PMLD/complex needs pupils and record progression. • Compliance; additional adapted aquatic activity and staff CPD.	• More priority pupils receive consistent musical water based exercise sessions. • Pupils demonstrate improved postural control, relaxation/regulation, communication responses, confidence and enjoyment. • Staff understand safe practice and can support individual programmes effectively.	• Individual targets/progress notes and physio/OT feedback. • Staff training certificates and competency records. • Risk assessments, equipment servicing logs and session observations. • Parent/carer/class team comments and EHCP review evidence.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	More pupils accessed consistent musical water-based exercise. Staff confidence improved, but sessions still rely on staffing and protected pool time.	Sustainable through building internal staff capacity, maintaining a trained staff register, annual refreshers, clear timetabling and embedded recording systems.	, individual progress evidence,	Training/refresher £3500

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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 (Complete now and monitor)	To increase the range of external sporting and competitive opportunities pupils access, and ensure all pupils can take part in competition at a level suited to their needs.	• Map events through Panathlon, School Games, special school networks and providers. • Create inclusive calendar: intra-school, inter-class, virtual, festival-style and external events. • Adapt competition through personal best, team challenges and sensory/skill stations. • Fund transport, staffing and entry costs. • Compliance: additional extracurricular/competitive opportunities.	• Increased number and variety of pupils representing school or taking part in adapted competition. • Pupils experience achievement, teamwork, resilience and pride at an appropriate challenge level. • Families and staff see competitive sport as meaningful and accessible for pupils with SLD/PMLD. • School profile of PE, physical activity and sport is raised.	• Competition calendar and attendance registers. • Certificates, medals, photos and celebration records. • Pupil voice/observations and staff feedback. • Event risk assessments and transport records.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	More internal/external competition accessed. Next step: broaden participation across pathways.	Sustainable through annual calendar planning, links with local special schools/providers, reusable adapted formats and staff confidence to run intra-school events. Also through working with the school games organisers.	photos, event results, pupil/staff feedback, and evidence of internal/external competitions.	£2500

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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 (Complete now and monitor)	To give pupils access to activities and sports adapted to their needs, offering a broader range of opportunities, including surfing or beach/water-based activity.	• Partner with inclusive surfing/adaptive water-sports provider. • Complete risk assessments, insurance and staffing plans. • Target pupils who benefit from sensory, confidence-building and outdoor activity. • Fund instruction, adaptive equipment, transport and staffing. • Compliance: broader activity beyond core PE; staff learn off-site adapted sport support.	• Pupils access a new, memorable and inclusive physical activity beyond the normal curriculum offer. • Increased confidence, sensory exploration, communication, resilience and willingness to try new movement experiences. • Staff develop confidence supporting off-site adapted sport safely. • Pupils and families see sport/physical activity as wider than traditional games.	• Provider agreement, risk assessments and visit documentation. • Participation records and targeted pupil rationale. • Pre/post observations, photos and pupil voice through symbols/objects/photos. • Staff and parent/carer feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils accessed a memorable broader activity. Access was limited by transport, weather, staffing ratios and risk assessment requirements.	Sustainable through established provider link, repeatable risk assessment pack, trained visit leaders and using pupil feedback to plan future adapted outdoor activities.	Visit records, pupil voice, staff/parent feedback, photos, case studies and next-step planning.	£2520

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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 (Complete now and monitor)	To give all KS2 pupils increased access to swimming or enhanced aquatic opportunities, improving confidence, water readiness and water safety at an appropriate level.	• Audit KS2 swimming access, confidence and needs. • Book accessible sessions and fund staffing/transport. • Use differentiated aquatic activities: confidence, safe entry/exit, floating, movement and water safety routines. • Record achievements with teachers/therapists. • Compliance: additional/adapted access, staffing and top-up support beyond core swimming.	• All KS2 pupils have increased opportunity to access swimming/aquatic activity matched to need. • Pupils show improved confidence, tolerance of water, safe routines, physical movement and enjoyment. • Staff confidence increases in supporting pupils with complex needs in aquatic settings.	• swimming teacher feedback. • Risk assessments, medical plans and manual handling plans. • Pupil voice/observations, parent feedback and photos where consented. • Evidence reported in annual premium review.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	All KS2 pupils had increased swimming/aquatic access where appropriate. Confidence improved for some; national outcomes remain low due to complex needs.	Sustainable through annual KS2 aquatic plan, pool links, trained staff, progression records and risk/medical procedures.	staff/pupil/parent feedback, swimming evidence.	£4750

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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 metres	12% of pupils achieved this which is an increase of 2 % from last year. All pupils in KS2 have fortnightly sessions either at a local provider or accessing enhanced aquatic activities in our school pool. We saw a big increase in pupils from the explore pathway who were able access swimming lessons offsite this year due to them building the skills to tolerate more demand and increased ability to tolerate uncertainty.	Improved from 10% to 12%, but most pupils did not yet swim 25m. Complex needs require small-step progression, repetition and adapted aquatic access.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	6% achieved this. All pupils in KS2 have fortnightly sessions either at a local provider or accessing enhanced aquatic activities in our school pool. We saw a big increase in pupils from the explore pathway who were able access swimming lessons offsite this year due to them building the skills to tolerate more demand and increased ability to tolerate uncertainty.	Only 6% achieved this. Many pupils are still developing water confidence, safe routines, floating, body position and tolerance before formal stroke work.
3. Perform safe self-rescue in different water-based situations	6% achieved this. All pupils in KS2 have fortnightly sessions either at a local provider or accessing enhanced aquatic activities in our school pool. We saw a big increase in pupils from the explore pathway who were able access swimming lessons offsite this year due to them building the skills to tolerate more demand and increased ability to tolerate uncertainty.	Only 6% achieved this. Self-rescue must be broken into personalised steps: entry/exit, instructions, turning, holding the side and supported floating.