



PE Funding Evaluation Form 2025/2026



James Rennie School



Review of last year 2024/2025

Reflection on the impact of the current provision and reviewing your previous spend

Activity/Action	Impact	Comments
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Implementation of MATP across the school, particularly within PMLD classes	Pupils with complex physical needs have had access to a wider range of accessible activities, which have promoted physical development, engagement, and self-esteem. Equipment will be embedded in long-term planning and reused annually. Measurable progress towards EHCP outcomes. Integration into pupil profiles and IEPs ensures continuity.	MATP embedded into Sports Day. Staff CPD was delivered and opportunities provided to observe specialist practice.
Rebound Therapy training and assessment development	Staff have been able to deliver high-quality Rebound Therapy sessions with the necessary skills and knowledge. Improved staff knowledge and skills have led to better tailored therapy programmes. Regular refresher training and involvement of OTs will ensure ongoing quality and updated practices. Personalised therapy programmes ensure targeted interventions. Regular reviews with OTs to sustain effectiveness and adjust for progress.	Staff attended refresher training and online sessions. Earwig assessment profiles are still to be developed.
Investment in specialist equipment (MATP, hydrotherapy, PE and sensory resources)	The inclusion of all of our pupils who need it into our Hydrotherapy pool. Progress has been monitored and measured through qualitative and quantitative recording/evidence. Individual pupils have reached their targets and celebrated good progress, using the official specialist programme. Personal Safety has been maintained in the hydro pool swimming session. Active play, physical development, and engagement have improved. Equipment is maintained through regular checks and an allocated budget for future repairs/upgrades. The embedding of concepts through active, hands-on experiences has been enhanced. Outdoor learning has become a regular, valued part of the curriculum, and pupils are accessing OAA beyond the standard curriculum entitlement.	Resources are replenished and reviewed regularly to meet changing pupil needs.

Key Priorities and Planning				
Action – What are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Gymnastics – Balancing – Stepping Stones - Equipment	Pupils and Staff Having access to new equipment linked to what is needed to carry out simple gymnastic routines.	Key Indicators 2 and 4- Stepping-stones equipment for balancing in gymnastics supports Key Indicator 2 (raising the profile of PE and sport across the school) by making high-quality physical activity visible, valued and embedded across the curriculum and community. It supports Key Indicator 4 (broader range of sports/activities) by providing a differentiated, accessible gymnastics offer that increases choice, progression and participation for pupils with complex SEND	Using the PE grant, we increased daily physical activity and inclusive participation in PE and sport so that more pupils met personalised daily activity goals, took part confidently in school PE and extracurricular sport, and a group of pupils were prepared to represent the school in a city gymnastics competition. This improved pupils' physical skills, health knowledge and confidence, reduced barriers to participation for our vulnerable cohorts (including those eligible for pupil premium), and provided clear evidence of progress and engagement for parents and stakeholders	<i>£1000</i>
School competitions; Gymnastics Pentathlon Boccia Football	Pupils – taking part in a range of different sporting activities with other schools. Staff will learn new skills, as they will be expected to lead the sporting activity for the group.	Key indicators 2, 3 and 5 Profile of PE and sport (raise status across school and community) Increased staff confidence, knowledge and skills Increased participation in competitive sport	Pupils experienced participating in sports within the community and observed other pupils doing the same. Their confidence in sport increased. They were introduced to new sports, and parents were invited to attend, so they felt more confident taking their children to these activities outside school hours	£1000

Wheelchair Basketball	Teachers, Teaching assistants and pupils will all take part. The sessions will be delivered by coaches who will train staff in the skills required and give them ideas for teaching their own sessions.	Key indicators 2 and 4 Having coaches work with pupils, teachers and TAs together visibly signals that PE/physical development is a school priority — not an add-on. Training staff to lead future sessions spreads ownership and embeds PE into daily practice (classroom routines, assemblies, breaktimes), increasing the subject's profile beyond coach-led lessons	More pupils met their daily physical activity target, and participation in PE and sports increased; pupils experienced a broader range of activities and used specialist equipment, which noticeably enhanced their engagement and ability to take part.	£1000
Click Archery	Teachers, Teaching assistants and pupils will all take part. Having access to new equipment linked to what is needed to carry out simple click archery techniques.	Key indicators 2 and 4 Buying adapted click-archery equipment directly supports BOTH Key Indicator 2 (raising the profile of PE across the school) and Key Indicator 4 (broader experience of a range of sports). For James Rennie School — 100% SEND, 30.5% Pupil Premium and a strong emphasis on personalised pathways — click archery offers a highly inclusive, low-risk, curriculum-linked activity that raises engagement, develops physical and communication skills and creates visible whole-school celebration opportunities.	More pupils met their daily physical-activity goals and were encouraged to take part in PE and sports activities, with many introduced to a new sport. This resulted in improved gross motor skills (stronger arm movements and better posture), enhanced fine motor control when gripping and activating the bow, and stronger bilateral coordination through more effective use of both sides of the body.	£750
External Coaches (GLL)	Teachers, Teaching assistants and pupils will all take part. The sessions will be delivered by coaches who will train staff in the skills required and give them ideas for teaching their own sessions. Sessions will be delivered to the school and off-site so children can utilise equipment at a local sports facility.	Key Indicators 1 External sports coaches support Key Indicator 1 of the Primary PE and Sport Premium — “the engagement of all pupils in regular physical activity (30 minutes in school)” —it increases pupils’ daily activity, is inclusive for our high-needs cohort, and builds sustainable capacity in school staff rather than simply substituting teacher-led provision.	As a result of in-school coaching provision, more pupils met their daily physical activity target of at least 30 minutes in school. Specialist coaches delivered structured PE and activity sessions across the school day, using a wider range of activities and specialist equipment to increase participation, broaden pupils’ movement experiences and motivate those who had previously been reluctant to engage in PE and sport. Pupils’ increased attendance at coached sessions and more frequent active breaks contributed to a measurable rise in whole-school	£2000

			participation in regular physical activity.	
Sport in the Community	Pupils – taking part in a range of different sporting activities with other schools. Staff will learn new skills, as they will be expected to lead the sporting activity for the group.	Key indicators 2, 3 and 4 Running inter-school community sports with pupils and staff visibly leading and celebrating participation raises PE's status across the school and signals its importance to parents, governors and pupils. Staff gain practical coaching experience, receive feedback, and build transferable skills for classroom PE and therapeutic movement work. Partnering with other schools and offering a range of group activities widens pupils' access to different sports, adapted formats and community provision that they would not otherwise experience.	Pupils took part in community sports activities and observed peers competing, which boosted their confidence and motivation. We introduced pupils to new sports and invited parents to participate, increasing families' confidence to access and continue these activities outside school. This will be sustained through formalised partnership agreements with local providers and subject leads to create an updated local offer booklet.	£2500
Playground marking – Playing trials and pitches	It will impact pupils as they will have a more inclusive, active playground – visuals to give pupils ideas of how to play both individually and with their peers. Sensory trail stickers – paintings on the ground. Will create fine motor skills activities on the playground as well as gross motor skills.	Key Indicators 1 and 2 The playground markings and sensory trail directly support Key Indicator 1 (the engagement of all pupils in regular physical activity) by increasing opportunities, accessibility and frequency of purposeful active play. They also support Key Indicator 2 (the profile of PE and physical activity across the school) by providing visible, low-cost, sustainable resources that raise expectations, prompt staff modelling and broaden pupils' movement experiences	It impacted pupils by providing a more inclusive, active playground — visuals gave pupils ideas for how to play both individually and with their peers. Sensory trail stickers were painted on the ground. They created fine-motor activities on the playground as well as gross-motor activities. A greater number of pupils had become independent in gameplay, requiring less adult support because they could interpret visuals and follow the rules of activities.	£3000
Rebound equipment	Pupils and Staff – Staff will be able to put all of their training into practice and deliver great Rebound sessions to our pupils. Pupils will have new experiences on the trampoline.	Key indicators 2, 3 and 4 Pupils and Staff – Staff will be able to put all of their training into practice and deliver great Rebound sessions to our pupils. Pupils will have new experiences on the trampoline. Staff CPD and coached delivery build staff capability so they can deliver safe, meaningful trampoline sessions without specialist external staff dependency.	Weekly rebound therapy enabled pupils to make demonstrable progress towards their physiotherapy targets by using more tailored equipment. Pupils developed greater body awareness through regular	£2000

		Rebound is a specialist physical activity that broadens pupils' experience, particularly valuable for complex SEND pupils who may engage better through sensory/vestibular activity.	trampoline work, becoming more attuned to how their bodies move and feel.	
Fine Motor Skills - Training	Pupils and Staff – Staff will receive purposeful training linked to our pupils' needs. Input from professionals within the classroom initially to develop the training program. Pupils will receive better lessons/activities linked to fine motor skills, as they will have been tailored by an OT who specialises in the field, alongside teacher input.	Key Indicators 1, 2 and 3 Fine-motor programmes increase purposeful, regular physical practice (daily/weekly sessions) that develop motor competence, stamina and bodily control for pupils with SEND. Using OT-led programmes and staff training raises the status of physical development and fine-motor work Direct input from an occupational therapist plus in-class modelling and ongoing coaching delivers sustained CPD so teachers and support staff can plan, deliver and adapt fine-motor activities independently and embed them into curriculum and therapy targets.	Pupils' fine-motor skills improved, and consequently their ability to carry out daily independence tasks increased; this improvement also supported the development of an effective writing grip and enhanced pupils' ability to write. Fine-motor skills improved, resulting in higher levels of independence with everyday activities	£1500
Outdoor Adventurous Activities	Staff will benefit from high-quality CPD delivered by the Outdoor Learning lead, increasing their confidence, skills, and understanding of how to plan and deliver effective outdoor learning sessions. This will improve teaching practice across the school. Pupils will receive more engaging and higher-quality outdoor learning experiences. Greater opportunities to participate in a wider variety of adventurous sports and activities, helping to broaden their experiences and encourage lifelong participation in physical activity.	Key indicators 1, 2, 3 and 4 Outdoor Learning sessions build regular, structured physical activity into the school week for semi-formal and personalised pathways; activities are movement-rich (clambering, carrying, balance, tool use, team tasks) and can be adapted to ability so every pupil can participate. Outdoor Learning raises the profile of physical development, resilience, teamwork and wellbeing across the school community and links to whole school values High-quality CPD delivered by an Outdoor learning lead increases staff confidence to plan and deliver outdoor learning and to link it into PD/PE sequences Outdoor Learning expands the curriculum to include adventurous activities (orienteering, low-rope challenges, den-building, risk-assessed tool use) and can link to a wider range of physical experiences appropriate to your pupils' needs and aspirations.	Staff retained and applied the skills gained from CPD, embedding outdoor learning into regular classroom practice rather than relying on external providers. Resources and planning ideas shared by the Forest School lead were routinely reused and adapted across year groups and pathways. Outdoor adventurous activities were built into long-term PE and wider curriculum planning, ensuring sustained delivery across the school. Purchased equipment was used year-on-year to support ongoing provision. The approach established a whole-school culture of outdoor learning that continued beyond the initial training and became an expected part of pupils' programmes	£1000

Swimming Equipment linked to new Awards	Pupils and Staff – Staff will become more confident in delivering the swimming awards, using the different equipment needed for each level. Pupils will be able to achieve their levels by having access to all the appropriate water equipment that they need.	Key Indicators 2 and 4 Introducing swimming awards and the specialist equipment needed signals that aquatic physical development is a school priority, not an optional extra. It gives staff, pupils and parents clear, visible milestones to celebrate and builds swimming into whole-school narratives about progress, wellbeing and aspiration. Swimming awards + appropriate equipment broaden the school's physical offer by formalising aquatic skills (water confidence, propulsion aids, rescue awareness) as part of the curriculum. This creates alternative, purposeful physical pathways for pupils who may engage better with water-based activities than land-based sports	More pupils achieved swimming awards and became more confident and competent in the water	£750
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Key Achievements 2025 – 2026 – What achievements have been made with the PE and Sports Premium Spending?

Activity/Action	Impact	Comments
Wheel Chair Basketball	Pupils engaged enthusiastically in a Wheelchair Basketball session, trying a new sport that developed their hand–eye coordination and wheelchair manoeuvring skills. The activity increased pupil confidence and empathy by giving them first-hand experience of peers' lived experiences as wheelchair users, while staff participation modelled inclusive practice and strengthened adult-pupil relationships. Evidence of impact includes high pupil participation rates, observed improvements in control and spatial awareness during sessions, and positive pupil and staff feedback.	These sessions will be repeated next academic year due to the success

Sessions at Calvert	Pupils who attended the Calvert Trust outdoor learning residential made rapid gains in personal and social outcomes: by taking part in physically and mentally challenging outdoor-adventure activities, they developed greater confidence, independence and resilience; showed improved teamwork, communication and problem-solving as they negotiated tasks together; and demonstrated higher self-esteem and a greater willingness to take safe risks — particularly among pupils who are less engaged in traditional PE. These improvements were evident in pupils' behaviour during and after the residential, and in staff observations of increased participation and sustained readiness to engage in school activities.	Both staff and pupils commented on how much the pupils enjoyed the session. Calvert Trust commented on how nice it was to see pupils take part in new sports and more adventurous sports.
GLS Sports coaching	The GLS sports coach delivered a programme of high-quality, structured PE sessions linked to the termly focus, widening pupils' exposure to a broader range of sports and progressively developing sport-specific skills and teamwork. As a result, pupils — including those with high levels of SEND and those who are less confident — showed increased engagement, enjoyment and positive attitudes to physical activity, with clear and sustained improvement in practical skills and understanding across successive sessions. Staff observed and modelled coach strategies, strengthening classroom practice and increasing teacher confidence to deliver inclusive PE.	The model of working alongside a sports coach supported staff upskilling: activities and lesson structures were easily observed, replicated and embedded into future PE planning so teachers and learning assistants can deliver similar high-quality lessons independently. Continued use of external coaches will be targeted to develop staff where needed rather than replace school teaching, ensuring PE remains aligned to our curriculum intent and inclusive for all pupils.
Outdoor Learning Sessions	Over the course of 2 terms, an Outdoor Learning lead practitioner delivered sessions to a range of classes, providing engaging, accessible outdoor learning that significantly increased pupil confidence, teamwork and resilience. Pupils—particularly those for whom traditional classroom or PE environments are less effective, including many with SEND—showed higher sustained engagement and more positive participation in practical activities, translating into improved social interaction and readiness to access the wider curriculum	Teachers and support staff developed their knowledge and confidence in delivering Forest School and outdoor learning sessions through hands-on CPD. Staff are now better equipped to plan and deliver safe, structured outdoor activities independently.

Swimming Data		
<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	% 0	<i>There are currently 17 pupils in year 6-all pupils have complex physical or learning needs and are not able to access this level of competency for swimming</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	% 0	<i>There are currently 17 pupils in year 6-all pupils have complex physical or learning needs and are not able to access this level of competency for swimming</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	% 0	<i>There are currently 17 pupils in year 6-all pupils have complex physical or learning needs and are not able to access this level of competency for swimming</i>
If your school's swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils who did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes/No	<i>All pupils have had access to either hydrotherapy sessions or sessions at our local swimming pool</i>

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	All staff have hydro pool training, which includes effective and safe use of resources, safe entry and exit into and out of the pool, and use of the HEADS water skills toolkit resources We rotate staff who go to the local pool so they can observe qualified swimming coaching during swimming sessions.
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Signed off by:

Head Teacher:	Kerry Dunbobbin
Subject Leader or the individual responsible for the Primary PE and sport premium:	Lisa Johnston
Trustee:	Victoria Collis 
Date:	