



PE Funding Evaluation Form 2024/2025

James Rennie School



James Rennie School
Learning together



Review of last year 2023/2024

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

Activity/Action	Impact
Rebound Therapy training and resources	Additional staff members received training to provide rebound therapy to our pupils, enabling a greater number of pupils to participate in these sessions. Specialist equipment that enabled pupils with profound movement issues to access equipment was purchased, this supported by further adaptive equipment to enhance learning improved the effectiveness of the rebound sessions and expanded the variety of activities that could be conducted.
Entering local school competitions and participatory events	Pupils attended several competitions this year, that in previous years they had been unable to. This led to an increase in the numbers of pupils participating in sports alongside their peers from other schools. Accessing local competitions has strengthened the school's ties with the community and has exposed pupils to 3 new sports this year-boccia, table cricket and dance, thus broadening their experience and interest in physical activity.
Summer Community Sport's Scheme	Funding has allowed us to introduce a wider variety of accessible sports, including sailing, carriage riding, golf and karate through partnerships with local sports clubs. Working with these partners alongside staff supported skill development and a greater understanding of what is possible for pupils. Over 70% of pupils have engaged in these new activities, which have promoted inclusivity and enabled a cohort of pupils who previously struggled engaging with sport to gain access to sporting activities.

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
Rebound therapy Training for staff to ensure staff are trained to deliver high quality Rebound Therapy to more pupils	Teaching staff, Occupational Therapists (OTs), pupils receiving therapy	Key Indicator 1-Increased confidence, knowledge and skills of all staff teaching PE and sport. To support the physical development of pupils, staff need to be equipped with the necessary skills and knowledge to deliver Rebound Therapy. Key Indicator 2-Engagement of all pupils	Staff have been able to deliver high quality Rebound Therapy sessions with the necessary skills and knowledge. Improved staff knowledge and skills has led to better tailored therapy programs. Regular refresher training and involvement of OTs will ensure ongoing quality and updated practices.	£3000 for training and coaching staff

		in regular physical activity. Rebound therapy serves as a valuable complement to therapies like hydrotherapy and therapeutic horse riding. It offers an enjoyable way to exercise while delivering therapeutic benefits, allowing for moments of independence and free movement.	Personalised therapy programs ensure targeted interventions. Regular reviews with OTs to sustain effectiveness and adjust for progress.	
Specialist Water skills Toolkit Specialist hydrotherapy equipment to support individual pupils accessing swimming sessions	Primary pupils with profound movement and sensory needs Staff supporting pupils in the hydrotherapy Pool	Key Indicator 4 -Offering a broader and more equal experience of a range of sports and physical activities to all pupils. Hydrotherapy is a versatile and effective therapeutic approach for children with physical difficulties. It not only aids in physical rehabilitation but also supports emotional and social development, making it a valuable component of a comprehensive care plan.	The inclusion of all 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, through the use of an official specialist programme. Personal Safety has maintained in hydro pool swimming session.	£500
Adapted Tennis Equipment bought to engage pupils in new sports following coaching session with GLL (a local charitable social enterprise specialising in sport's coaching) alongside side	Pupils, Staff	Key indicator 3-Engagement of all pupils in regular physical activity - Inclusive PE equipment is essential for creating an equitable, engaging, and supportive environment for all pupils. By ensuring that every pupil can participate in physical education, schools can promote physical competence, social interaction, and overall well-being, aligning with the ethos of seeing every young person as an individual and building their education around their hopes and needs.	The use of adapted tennis equipment has allowed pupils to be able to play tennis at their level, fostering a sense of achievement and confidence. The availability of accessible tennis equipment and the tennis coaching that has taken place in school has prompted professional development opportunities for staff, enhancing their ability to deliver inclusive PE lessons. Staff have worked alongside specialist coaches and are now using techniques learnt from them	£1000

Summer School Community Scheme - Deliver a summer program, both within school and in the wider community, that enables pupils to access a wide range of community-based sporting activities, promoting inclusion and physical development outside of school to encourage pupils and families to access wider sporting opportunities.	Pupils, families, community partners	Key Indicator 3- Raising the profile of PE and sport. Providing pupils with access to a wide range of sporting opportunities is essential for their physical, social, emotional, and cognitive development. It fosters an inclusive environment where all pupils can thrive, promotes healthy lifestyles, and equips them with valuable life skills. Exposure to a variety of sports encourages pupils to develop a love for physical activity	Pupils have accessed a wide range of sporting activities, including sailing, gymnastics, cycling and golf, which have promoted physical activity, confidence, and inclusion beyond the school environment. The school has built community partnerships for longer-term opportunities for families and well as school. The experiences have informed future delivery and built an evidence base to attract external funding or sponsorship. The activities have supported the continuity of inclusive community sport access.	£2500
FMS Specialist Equipment – Invest in and integrate fine motor skills equipment across the curriculum to enhance pupils overall physical development and confidence in athletic abilities.	Pupils with fine motor skill difficulties, teaching staff, OTs.	Key Indicator 3-Engagement of all pupils in regular physical activity. Both fine and gross motor skills are interconnected and contribute significantly to a child's development. While fine motor skills focus on precision and control necessary for academic tasks, gross motor skills emphasise physical health and overall coordination. A balanced approach to developing both skill sets is essential for fostering well-rounded, capable individuals. Enhancing fine motor skills in pupils not only supports their participation in sports but also contributes to their overall physical development and confidence in athletic abilities.	Enhanced engagement and progress toward fine motor skill development, which has allowed pupils to achieve their targets and contribute to their gross motor skills development. Equipment has become embedded in classroom routines and lesson planning. Targeted support has improved outcomes in handwriting, self-care, and functional skills alongside students' ability in PE. Collaboration with OTs ensures equipment is used effectively and reviewed regularly.	£500
Equipment bags for playground to engage pupils in physical development above and beyond play times and regulation time. Creating team sports during	All pupils, especially EYFS and KS1	Key Indicator 4-Broader experience of a range of sports and physical activities. Incorporating outdoor education into the curriculum for pupils with SEND can lead to holistic development, addressing not only	Active play, physical development, and engagement have improved. Equipment maintained through regular checks and allocated budget for future repairs/upgrades. The embedding of	£1000

play time linked to sharing and turn taking.		academic skills but also social, emotional, and physical growth. By providing diverse and inclusive learning experiences, schools can ensure that all pupils can thrive. Outdoor play activities help to boost a child's coordination, strength, balance and agility. Positive impact on pupils' mental health and wellbeing.	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.	
MATP (motor activity training program) Resources - Purchase and implement MATP resources to support the physical development of pupils with a wide range of physical needs, including those with profound and multiple learning disabilities (PMLD).	Pupils with complex physical and learning needs, teaching and therapy staff	Key Indicator 2-Engagement of all pupils in regular physical activity. Accessible sporting equipment is vital for enabling pupils with complex physical needs to engage in physical activities effectively. It supports their development, fosters inclusivity, and promotes overall well-being. Schools should prioritise the provision of such equipment to ensure that all pupils can benefit from the physical and social advantages of sports.	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 linked to physical development. The Integration of the activities into pupil profiles and IEPs ensures continuity.	£1000
Supporting residential to Calvert Trust for Outdoor and Adventurous activities – a specialist outdoor education charity that enables pupils with profound and multiple learning needs and those with complex sensory issues to access residential outdoor and adventurous activities	Pupils and families	Key indicator 4-Broader experience of a range of sports and physical activities. Incorporating outdoor and adventurous activities into the curriculum for pupils with SEND not only supports their physical and cognitive development but also promotes emotional well-being and social skills. By providing these opportunities, schools can create a more inclusive and enriching environment that caters to the diverse needs of all pupils	The residential trip to Calvert Trust provided opportunities for physical, emotional, and social growth. Pupils are fully engaged in outdoor activities such as canoeing and rock climbing, improving strength, coordination, and confidence in their physical abilities. Team-building activities helped pupils develop communication, cooperation, and stronger peer relationships. Challenging activities supported resilience, emotional regulation, and self-esteem, fostering a positive sense of self.	£4000

Sporting competition external. - Bowling - Boccia - Pentathlon - Football	Pupils, PE staff, local schools and community	Key Indicator 5-Increased participation in competitive sport. Competitive sport is vital for the holistic development of pupils. It not only promotes physical health but also enhances social skills, emotional resilience, and character development. As highlighted in the OFSTED report, a well-structured PE curriculum that includes competitive elements can significantly enrich pupils' educational experiences and contribute to their lifelong engagement with physical activity (OFSTED, Research Review Series: PE).	Pupils have participated in external sporting competitions alongside peers in mainstream schools, as well as other specialist schools. This has inspired pupils to improve their physical skills and fitness levels. The experiences have built motivation through goal-setting and real-world achievements. By building relationships with other schools, families, and sports providers, this has supported the school's active, inclusive ethos and will lead to future collaboration/funding.	£600
Stepping stones Equipment (OAA area in school grounds) - Adaptive Water play equipment - Accessible Obstacle course equipment - Wheelchair accessible orienteering - Adapted clothing to allow access equipment in all weathers - Coaching for our staff in supporting pupils to access the OAA area	All Pupils and Staff	Key Indicator 4-Broader experience of a range of sports and physical activities. Incorporating outdoor education into the curriculum for pupils with SEND can lead to holistic development, addressing not only academic skills but also social, emotional, and physical growth. By providing diverse and inclusive learning experiences, schools can ensure that all pupils can thrive. Outdoor play activities help to boost a child's coordination, strength, balance and agility. Positive impact on pupils' mental health and wellbeing.	There has been an increase in the number of pupils accessing outdoor education and the activities on offer. Staff have more confidence in delivering outdoor education activities following external training	£1500

Riding for the Disabled sessions	Pupils	Key Indicator 4-Broader experience of a range of sports and physical activities The RDA states that their innovative programmes improve mobility, boost physical health and mental wellbeing, build confidence, and teach new skills. They enrich lives through the unique bond between people and horse	Riding for the Disabled sessions were paid for to develop pupils with sensory and physical disabilities core strength and coordination. The impact of this for some pupils has been that they have developed the confidence to ride a horse, after initially being too afraid to alongside measurable increases in core strength and coordination once mounted	£750
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Key Achievements 2024 – 2025 – What achievements have been made with the PE and Sports Premium Spending?

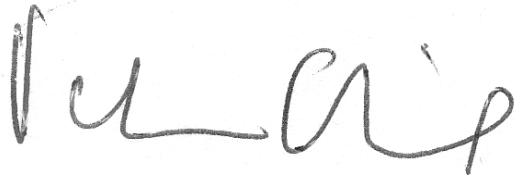
Activity/Action	Impact	Comments
Implementing MATP (Motor Activity Training Program) across the school to ensure all pupils, particularly PMLD classes, benefit from tailored physical development opportunities.	Implementing the MATP (Motor Activity Training Program) across the school has significantly enhanced access to physical development for all pupils, particularly those in PMLD classes, by providing personalised and inclusive activities tailored to each pupil's abilities. All pupils with PMLD are engaged with the MATP programme. This approach has ensured meaningful participation in physical education, supported improvements in motor skills, coordination, and physical independence. It has fostered greater engagement, motivation, and self-esteem as pupils have experienced success through achievable tasks. The programme has aligned with EHCP outcomes, the impact of which has been pupils are able to work towards their Physical and/or Sensory Needs outcomes with the most appropriate resources and staff with the appropriate skillset.	- Ran a staff CPD Session - Staff have observed MATP lead's sessions - Sport Day last year was run MATP Style - This year sports day will be the same.

Expanding rebound therapy training by refreshing current staff, training additional staff, and refining assessment tools to better track pupil progress.	Expanding rebound therapy training by refreshing current staff, training additional team members, and refining assessment tools has enhanced the quality and consistency of therapy delivery across the school. This has ensured that 100% of pupils, with complex physical needs (and are able to access Rebound Therapy), have benefitted from structured, targeted sessions that have supported their physical development, balance, coordination, and sensory regulation. Having improved staff confidence and understanding has led to more effective and safe use of rebound therapy. 100% pupils who have had an IEP linked to Rebound Therapy have achieved	- More staff have been refreshed and trained in Rebound Therapy - More resources have been bought to allow all pupils to access these sessions.
Diversifying the range of sports taught in Physical Development by reviewing the curriculum map to ensure pupils experience a variety of physical activities. All classes are now following the curriculum map which goes through a range of different sports changing every half term – such as – Tennis, Boccia, Basketball, football, gymnastic etc This has ensured pupils aren't just carrying out the same sports every year.	Diversifying the range of sports taught in Physical Development by reviewing the curriculum map has ensured that all pupils experience a broad variety of physical activities that reflect their interests, needs, and abilities. This approach has increased engagement, supported the development of a wider range of motor skills, and encouraged pupils to discover activities they enjoy and can pursue beyond school. A varied curriculum has also promoted inclusion, catered to pupils with SEND, and built cultural awareness by introducing sports from different backgrounds. Regular curriculum review has ensured the programme remains responsive, enriching, and sustainable as part of a whole-school commitment to physical wellbeing.	- Curriculum overview map was sent out in September –planning monitored, and feedback gained - Outdoor Learning Curriculum documents have been written and revised to put in place next year - PD Curriculum will be rolled out next year – this will be draft, and comments will be taken into consideration. - Sport coaches – have been into a variety of class to help teacher understand how to deliver a range of sports.

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%	There are currently 14 pupils in year 6-all have complex physical needs and are not able to access this level of competency for swimming
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	0%	There are currently 14 pupils in year 6-all have complex physical needs and are not able to access this level of competency for swimming
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	0%	There are currently 14 pupils in year 6-all have complex physical needs and are not able to access this level of competency for swimming
If your schools 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 that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes/No	All of our pupils have had access to either hydrotherapy sessions or sessions at our local swimming pool.

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:	Kerry Dunbobbin
Trustee:	 Vicky Collis, Trustee (Standards portfolio)
Date:	4 th July 025