

Analysis of Primary PE Funding**Evaluation of Use of Primary PE and Sport Funding Year 2025/2026**

Objective	Delivery & Outcomes
Internal learning and development/Participation in Extra Curricular Activities and Inter/Intra School Events -To maximise the opportunities for pupils to participate in extra-curricular activities -To maximise pupil participation in local competitive inter school activities by continuing the sporting membership with Northwest Leicestershire Schools Sport Partnership -To maximise pupil participation competitive inter-school activities for pupils on all curriculum pathways by continuing the sporting membership with Inspire2 Network.	Enhancing enrichment and sporting opportunities was a focused project throughout this academic year. The PE curriculum was revised this academic year to create two clear channels of sporting extracurricular activities and enrichment. This included sporting competition and participation planned opportunities for each student across the departments. Individual participation in all inter and intra events were tracked throughout the year, allowing data to be analysed and gaps identified termly. Primary events: - 5 sport participation inter-school events/trips. - 28 individual attendances in sport participation inter-school events/trips. - 6 sport competitions intra-school events/trips. - 41 individual attendances in sport competition intra-school events/trips. - 3 sport participation inter-events throughout the academic year, with 16 individual participation attendances. - 6-week weekly table tennis in-school delivery sessions for 10 students. - 6 after school clubs (throughout the academic year), which focus on physical activity and sport. Including multi-sports, sensory circuits, dance, swimming and forest schools. In total, 20+ primary aged students are supporting. - A PMLD swim session, of which 3 primary aged pupils attended. - A whole school sports day week, which will include each primary aged student in a relevant and bespoke sports day event. Student voice and impact was monitored throughout the academic year with the implementation of the 'learner feedback forms. Students after each enrichment opportunity gave feedback on the activity and stated their likes and dislikes. Both parental and staff feedback forms confirmed an increase positive impact on lower ability and PMLD learners throughout the year, in a significant increase in sporting participation for this cohort of students.

	Many students this academic year participated in their first sport competition event. All these students succeed in a new environment, and positive feedback was given both from class teachers and parents. Participation in events via opportunities provided by the North West Leicestershire Schools Sport Partnership throughout the academic year: - 2 games were won in the basketball excel tournament and one KS2 student scouted for 'All Stars' team, alongside local mainstream primary students. This student attended 5 training sessions and matches during weekends. - 5 games were won in the handball participation tournament and a new link with a local handball team was established. - Multi-sports, New Age Kurling and boccia in-school sporting tournaments (hosted by NWLSSP), allowed 16 primary aged students to participate in their first sporting competition. Participation in events and opportunities through Inspire2 Organisation this academic year: - The KS2 athletics team participated in Saffron Lane in the Leicestershire & Rutland Athletics Final. 2 students achieved podium winning results in the 100m and 200m. - The Inspire2 network put in adapted measures to allow a Forest Way student with visual impairment to participate in all events within two competitions. - Gold, silver and bronze place was awarded to the KS2 cross country team, with Inspire 2's parallel cross-country events. Familiar staff who regularly support PE lessons, extracurricular opportunities and qualified PE apprentices, have been supporting inter and intra sporting enrichments and trips. High quality sporting practice and activity delivery has been modelled throughout the academic year. These familiar staff have continued to reflect on and adapt to good practice during both PE lessons and extra-curricular clubs and events.
Internal learning and development To ensure targeted school staff receive ongoing coaching and mentoring	Throughout the academic year, targeted key stage 2 staff delivered ongoing co-teaching and support from the PE lead and qualified PE apprentice to improve confidence, subject knowledge and delivery of high-quality PE lessons and active lunchtimes. Staff observed and participated in team teaching

support to enhance their skills and knowledge in delivering high quality PE lessons and sports activities including during play/lunchtimes.	opportunities, with support tailored to individual needs and curriculum areas. As a result, staff confidence and consistency in delivering PE has increased. Throughout termly monitoring and evaluation of PE lessons, a significant increase of STEP (specific PE adaption), was recorded two terms into the co-teaching delivery. Students have experienced more engaging and inclusive lessons across all eight units of study. PMLD classes have shown an increase in adapted activities, including implementing sensory circuits into PE lessons – for every NSSL KS2 class. Throughout the academic year, the structure of 45-minute lunch play time for KS2 was refined to increase the opportunities for physical activity and sport for every student. The PE lead and PE apprentice ensured a routine was created for each student to access physical activity at lunchtime. This includes teacher-led football sessions, access to bikes and scooters, playground equipment and KS5 lead playground games such as parachutes. Throughout the academic year student physical activity over lunchtime has shown a significant improvement.
Internal learning and development. To refine and enhance the engagement of pupils in play and increase their activity levels during playtimes/lunchtimes.	This academic year the school have had 13 KS4/5 play leaders to support the engagement of playtimes for all primary aged students. This is an increase of play leaders compared to last academic year. This year a group of play leaders have been supporting daily the engagement of all primary aged pupils at lunchtimes. Throughout the year, all play leaders have had 3 training sessions with the PE Lead including topics of health and safety, communication and interaction and playground games. Throughout the academic year clear relationships and role models have been built upon between the play leaders and primary students. Primary students have been observed more frequently to engage in play and playground equipment, meanwhile interacting with the playleaders. Playground equipment bags were purchased and implemented to be used across the primary playgrounds. These playground bags contain large parachutes, soft balls and footballs. These have been used daily on the KS2 playgrounds and supported the engagement of 45+ KS2 students.

	Communication and visual resources have been created by the communication lead to use during playtimes, alongside the communication core boards. Both teachers and play leaders have been using visual supports, to support play and communication at lunchtimes.
Internal learning and development. To create a sports leader's training initiative, providing regular opportunities for past and current sports leaders to support PE lessons and extracurricular activities.	15 current KS3-5 students gained their level 1 and/or level 2 'Sports England Sports Leadership' qualification last academic year. All 15 of these students have been involved in a new sports leaders training initiative to support primary PE classes throughout the week. 2 to 3 qualified sports leaders have been routinely supporting a primary age class throughout the academic year. The sports leaders have had PE visual communication aids, designed by communication lead to support the engagement of PE lessons for primary pupils. The sports leaders have supported the smooth delivery of high-quality PE lessons and received ongoing training, support and modelling from the PE lead and qualified PE apprentices. Over 10 of the sports leaders have significantly grown in confidence and leadership throughout the academic year and during the spring term, started to plan and led warm up sessions for primary PE classes. Multiple primary class teachers have termly reported the benefit of sports leaders within their classes, to support with the set up and delivery of high-quality PE lessons. Multi-sports, New Age Kurling and boccia in-school sporting tournaments (hosted by NWLSSP) occurred during the academic year for 16 Forest Way KS2 pupils to participate in. All 16 current level 1 and level 2 training sports leaders were able to support this event. Including the set-up events, delivery of activities and supporting support staff with KS2 pupils. The attendance of the sports leaders ensured the events were able to run smoothly and support familiar groups of KS2 students.
Resource Development To ensure classrooms have the correct equipment and resources to deliver and regular sensory circuits within their class.	Morning clubs run from September to December for primary aged pupils from 8:45-9:30am daily. Morning clubs were run by PE lead and used as an opportunity to model key practice to staff to deliver within individual classes. Throughout the academic year, inclusive sensory circuit and movement after school clubs were run for primary aged students by the PE led. 5 teachers came to observe sensory circuit practice and key principles and reported throughout the academic year, sensory circuits have become embedded within their daily classroom routine.

	The PE lead created and shared sensory circuit resources with the whole school community. Including equipment based, non-equipment and exploration/NSSL based sensory circuit visuals/set ups. 6 individual sensory circuits have been planned and created by the PE led throughout the academic year, to support primary students' IEP targets. Multiple sets of equipment have been purchased and stored throughout the academic year, based on class teacher feedback to support disengaged students to engage in class sensory circuits. This includes the purchase of a new balance beam, balance boards, 2 tunnels, musical spots, parachutes and Velcro pads.
Resource Development To develop resources to support staff leading and supporting lessons to deliver lessons of the highest quality, for example communication aids.	Regular PE inventories have been completed to ensure equipment is maintained and matches units across the eight areas of study of the KS2 curriculum. The PE equipment and development of resources have expanded throughout the academic year: - Purchase of an official Kin-Ball to support the alternative sports unit. - 15 new basketballs. - 15 new footballs. - 2 new balance beams. - 3 new tunnels. - 6 extra large parachutes. - 8 large gymnastic mats. - 10 soft balls. - 10 ribbon wands. - 15 new hoops. - A gymnastic attachable ladder. - Visual and verbal impairment activity packs. Though termly monitoring and evaluation of PE lessons across the primary classes, the new equipment has continued to be used and embedded into high quality PE lessons. An increase in delivery of STEP (PE adaption) has been recorded across all departments, with the implementation of new, specialised equipment. The communication lead has created for each primary class a set of PE destination booklets (which include all spaces and areas, students access physical activity, PE and swimming). These have been reported by class teachers, to improve transitions and routines for primary students. The communication lead has also created 50+ visuals to be used across PE and swimming lessons. These resources continue to be accessible for all and focus on equally PE

	specific vocabulary, PE specific terms and routines. Through termly monitoring and evaluation, these visuals have been observed to be embedded in over 90% of all primary aged classes, to support the delivery of high-quality PE lessons and to suit student needs.
Swimming session developments To broaden the swimming opportunities for pupils to participate in deep water swimming activities.	Throughout the academic year we have continued to access Castle Rock's swimming facilities three days a week, with lessons being delivered by qualified swimming instructors. 37 KS3 and 19 KS4 students have accessed deep water swimming each half term and 11 KS2 students have accessed deep water, weekly throughout the academic year. Each of the 11 KS2 students by the end of the academic year, were able to access the deep water safely and swim a length of the water. The swim instructors this academic year have started to link the lessons to the Swim England badges, and each student was assessed at the start and end of a term. - 2 10m badges were achieved within KS2. - 2 25m badges were achieved within KS2. - 4 50m badges were achieved within KS2. - 3 100m badges were achieved within KS2. - 2 200m badges were achieved within KS2. The distances achieved this academic year by KS2 students have been the highest since KS2 started to access Castle Rock swimming. KS2 students have also completed a 5-week unit on water rescue and safety, including treading water in the deep depths. All students were able to discuss the importance of water rescue and participated in both being rescued and rescuing their peers.