

Analysis of Primary PE Funding Total Received £17,290**Evaluation of Use of Primary PE and Sport Funding Year 2024/2025**

Objective	Outcomes & Sustainability
<p>To ensure targeted school staff receive ongoing coaching and mentoring support to enhance their skills and knowledge in delivering high quality PE lessons and sports activities including during play/lunchtimes.</p> <p>To develop resources to support staff leading and supporting lessons to deliver lessons of the highest quality.</p>	<p>Internal Learning & Development /Resource Development/ Swim Session Development</p> <p>The PE Specialist Leader has targeted and delivered coaching and mentoring to key staff and has continued to implement and deliver this throughout the academic year.</p> <p>This has included:</p> <ul style="list-style-type: none"> - Whole school staff training that focused on key elements of high-quality PE lessons across the curriculum. - Personalised mentoring for key staff based on areas of support identified - Modelling of new activities such as whole school playground interaction training, based on parachute games and engaging younger students in play throughout playtimes. - Upskilling staff to deliver high quality swimming sessions - Development of high-quality visual resources to support pupils to access the lessons more effectively <p>The PE Specialist Teacher and previous and current PE apprentices have been supporting teachers in their delivery of high quality PE lessons. This has also included providing coaching and mentoring for support staff during the lessons to understand the key elements of high-quality PE lessons across the curriculum. Monitoring and evaluation activities have shown that support staff are more confident in supporting students during PE lessons, including referring to PE specific techniques and topic vocabulary.</p> <p>Another key area worked on this academic year is the expansion of PE specific communication tools, to be used across all PE lessons. The PE Lead has worked alongside the Communication Lead, to produce PE specific visuals and communication tools for use in all PE lessons. These are now accessible to all staff and are being used within PE lessons, to improve student understanding and outcomes. Generic PE visuals have been produced to support KS1-KS2 students in understanding the structure of a PE lesson, as well as a wide range of PE specific destination booklets. Specific topic</p>

<p>To refine and enhance the engagement of pupils in play and also increase their activity levels during playtimes/lunchtimes</p>	<p>and sport visuals have been created (after teacher feedback given during teacher PE training), to support the development of topic specific skills, linked to the PE long term plan. Teachers have reported and this has also been observed in PE monitoring, these resources are being used regularly and effectively throughout all key stages and support positive student outcomes across the curriculum.</p> <p>Additionally large weatherproof communication boards have been provided and installed in all outside areas of school to facilitate more active play. Observation has shown that the staff are confident using the boards with the pupils to enhance pupil activity.</p> <p>With the support of the PE leaders and external staff, a new initiative has successfully been embedded during this academic year. 8 playleaders from a Post-16 class have received multiple training sessions from the PE lead, based around interaction, engagement and playground games (as well as health and safety awareness). Three times per week the play leaders support the KS2 students on the playground, to promote increased engagement with play and active time throughout the day. The play leaders have been able to engage and interact with over 30 KS2 students three times a week. Positive relationships between the KS2 students and play leaders continue to be observed, whilst the play leaders continue to be positive role models for the whole KS2 department.</p> <p>The play leaders contributed and presented to the whole staff during the whole school SIP evening, giving information and feedback on their role and are currently involved in a video interviewing process with the 'Primary Head of School'. Many of these students reported that during the SIP the playleader work has given them a sense of responsibility and supported their career ambitions of working with younger children. Next academic year more play leaders will be trained and implemented on different playgrounds. Observation and analysis of behaviour data received about playtimes supports that pupils are more engaged during the playtimes when the playleaders are supporting the play and activity.</p> <p>Students in KS2 have also been having regular competitive opportunities each lunchtime, run by the play leaders. Eight students regularly participate in daily football practice and match play. These students have shown an incredible amount of progress with their understanding of the rules and emotional regulation linked to winning and losing. One KS2 student has also practiced his leadership skills refereeing three secondary football tournaments within school and has expressed interest once old</p>
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Spend = £6,000	enough to undergo his FA refereeing qualification and sports leadership qualification.
<p>To maximise the opportunities for pupils to participate in extracurricular activities</p> <p>Spend = £2,000</p>	<p>15 pupils were supported to access high quality sports and dance clubs after school. This involved the pupils participating in multi-sports activities which provided opportunities to refine their skills, play competitive small games and interact with different peers. The dance club provided the opportunity to learn new skills, refine and practice a routine and then perform in front of an audience at Curve in Leicester.</p> <p>A selected group of KS2 students have been regularly supporting the match opportunities and game time for the older students. It was highlighted this academic year that a group of KS2 students were interested, and they engaged by practicing and developing their refereeing skills. These students daily at KS2 lunchtime have been practicing their refereeing skills with the PE lead and developing their understanding of invasion games and football specific rules. On three occasions during the academic year, this group of students independently led the KS3-KS5 inter-event football tournaments, for a total of 9 hours' worth of competitive football play. It has been observed that these KS2 students continue to grow in confidence in leadership settings and have expressed interest in pursuing an official role within sport in later years.</p>
<p>To broaden the swimming opportunities for pupils to participate in deep water swimming activities</p> <p>Spend = £3,290</p>	<p>The PE lead and PE apprentice have continued to support staff with the KS2 high achiever swimming group to Castle Rock School pool throughout the academic year. Nine students across the KS2 department and The Den have attended weekly for the academic year. All these students now meet the criteria for the Level 4 progress scale of the 'Swim England Learn' swimming framework, in which two students now meet the Level 5 progress scale, including swimming 50 metres of four swimming strokes. Students have made excellent progress across the swimming pillars of progression and have excelled in their specific swimming techniques and swimming stamina. Students evidentially are very excited before each swim lesson and ask weekly for results on their personal bests and times. Two students have recently achieved a total of 9 lengths of the 25m swimming pool using the front stroke, before reaching fatigue.</p> <p>One year 6 pupil is able to meet the criteria for their age group for National Curriculum swimming.</p>
To maximise pupil participation in local competitive inter-school	Effective communication and continuing strengthened relationships throughout the academic year with the North West Leicestershire Schools Sport Partnership has resulted in positive outcomes for pupils.

<p>activities by continuing the sporting membership with North West Leicestershire Schools Sport Partnership.</p> <p>Spend = £3,000</p>	<p>Forest Way has participated in eight inter and intra events this academic year, including archery, basketball, athletics, boccia, new age kurling and multi sports for KS2 students of different abilities.</p> <p>Forest Way came 5th in the North West Leicestershire Schools Sport Partnership County Sports Hall Athletics Competition. Forest Way has also won two Spirit of the Game awards in the archery and basketball competitions. Students during these events have shown an increased understanding of regulating emotions through winning and losing, as well as sportsmanship of shaking hands and saying well done to other schools (with minimal adult modelling).</p> <p>North West Leicestershire Schools Sport Partnership has continued to support the sports leader program, including tutoring the Level 2 Sports Leaders on a weekly basis throughout the academic year. This partnership has ensured the success of five Level 2 Sports Leaders qualifying this year, through external tutoring.</p> <p>Students with a wide range of needs have had the opportunities this academic year to participate in inclusive events, which are local, due to a wide range of different sporting opportunities. 29 students across the KS2 department participated in at least one intra-school event, including events during the day and after school time. These students have ranged across the learner pathways, due to an increased inclusiveness of types of sporting events. This has provided fantastic opportunities for our students to link with pupils who attend mainstream schools in the local area.</p> <p>A small group of KS2 students expressed sports leadership interest during sports day week. The students were supported alongside North West Leicestershire Schools Sport Partnership staff and the PE led to independently run and organise a sports day station for secondary-aged pupils. This group of pupils felt an enormous sense of pride in applying their leadership and communication skills in a different and challenging setting.</p> <p>Sports Leaders have continued to support the engagement throughout KS2 this academic year. All Sports Leaders have supported the multi-sport, boccia and new age kurling intra-events run by North West Leicestershire Schools Sport Partnership, delivered to KS2 students. Eighteen KS2 students participated in these events, supported by the Sports Leaders delivering the activities.</p> <p>North West Leicestershire Schools Sport Partnership have nominated and supported the application of the 2024/2025 Schools Game Mark nominations, for Forest Way to apply for platinum standard contribution to the school games. This will be</p>
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	the second academic year Forest Way has achieved platinum status, after having gold status from 2022.
<p>To maximise pupil participation competitive inter-school activities for pupils on all curriculum pathways by continuing the sporting membership with Inspire2 Network.</p> <p>Spend = £3,000</p>	<p>Continued close liaison throughout the academic year with the Inspire2 Network. Forest Way has participated in 7 inter-events throughout the academic year, including football, athletics and cross country for students from KS2-KS5. Inspire2 Network has supported 25+ Forest Way students from KS2-KS5 of mixed abilities to participate in athletics competitions at county to regional level, including festival and competition-based events. This has allowed students across the different learner pathways to access the same event in an adapted and inclusive manner.</p> <p>Below is a list of achievements from the Inspire2 Network athletic based competitions:</p> <p>KS2</p> <ul style="list-style-type: none"> - 5th place at the Leicestershire and Rutland Sports Hall Athletic County Championships. - 2 gold medals for javelin. - 2 gold medals for 100m track. - 3 silver medals for 100m and 300m track. - 3 bronze medals for the long jump. <p>KS2 students have demonstrated that they can transfer their understanding of athletic based techniques and activities into competitive opportunities with Inspire2 Network. Many KS2 students this academic year participated in external athletics competitions for the first time, including at Saffron Lane in Leicester. This was also the first time many of these KS2 students attended a trip without parental support. All KS2 students displayed a growing passion for competitive sport and discussed how they wanted to continue to improve their athletics' personal bests next year.</p>
Total Spend £17,290	

Planned use of funding for 2025/26 is as follows:

Objective	Tasks	Costs	Success Criteria	Estimated Total Costs
<p>Internal learning and development/Participation in Extra Curricular Activities and Inter/Intra School Events</p> <p>To maximise the opportunities for pupils to participate in extra-curricular activities</p> <p>To maximise pupil participation in local competitive inter-school activities by continuing the sporting membership with Northwest Leicestershire Schools Sport Partnership</p> <p>To maximise pupil participation competitive inter-school activities for pupils on all curriculum pathways by continuing the sporting membership with Inspire2 Network.</p>	<ul style="list-style-type: none"> To continue to have coaches and staff from both networks to support large inter-events within the school throughout the term. To model high quality practice to a range of staff and sports leaders. To actively seek CPD opportunities offered throughout the academic year from both organisations. This to be delivered on a whole school level, from external staff/PE lead. To liaise with both organisations to communicate any national and local legalisation updates, to communicate with teachers, to share best practice. 	<p>Northwest Leicestershire Schools Partnership membership = £1800</p> <p>Inspire2 network membership = £2600</p> <p>15 x 1 day teacher cover.</p> <p>Transport / costs fuel equipment = £700.</p>	<p>Staff and sports leaders report increased confidence in delivering/leading activities after observing or working alongside external coaches.</p> <p>High-quality practice is consistently modelled (e.g., effective warm-ups, inclusive activities, positive behaviour management).</p> <p>Feedback from pupils, staff, and coaches highlights enjoyment, engagement, and skill development.</p> <p>Evidence of improved practice is seen in future lessons or events led independently by school staff/sports leaders.</p> <p>Pupils across all curriculum pathways are supported to participate in extra-curricular activities</p> <p>Pupils across all curriculum pathways are supported to participate in inter/intra school activities</p>	£5,100
<p>Internal learning and development.</p> <p>To ensure targeted school staff receive ongoing coaching and mentoring support to enhance their skills and knowledge in delivering high quality PE lessons and sports activities including during play/lunchtimes.</p>	<ul style="list-style-type: none"> To deliver training to all new teachers on the Forest Way PE curriculum, in reference to curriculum, planning and delivering. To monitor and support new teachers throughout the academic year with both planning and delivery of high-quality lessons. 	<p>5 x 1 day teacher cover.</p> <p>Training slot cost =</p>	<p>All new teachers receive initial training on the Forest Way PE curriculum within their first term.</p> <p>Training sessions cover curriculum content, planning expectations, and practical delivery strategies.</p> <p>New teachers demonstrate increased confidence in delivering PE lessons (measured through self-reflection,</p>	£5,000

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			mentor feedback, or observations).	
			Ongoing support (e.g., coaching, drop-ins, team-teaching) is provided consistently across the year.	
Internal learning and development. To refine and enhance the engagement of pupils in play and increase their activity levels during playtimes/lunchtimes	<ul style="list-style-type: none"> To continue to give internal training and ongoing support throughout the academic year to current and new play leaders. To liaise with the communication leads to support and give ongoing training to play leaders, to support the young people's engagement. The PE lead to organise the current and play leaders and liaise with class teachers, for maximum effectiveness. 	Teacher time	Internal training sessions for play leaders are delivered regularly across the academic year. Both new and current play leaders demonstrate understanding of their role and responsibilities. Play leaders show increased confidence in leading activities and supporting peers. Play leaders use communication strategies (modelled by communication leads) to engage all young people, including those with additional needs.	£2,000
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 extra-curricular activities.	<ul style="list-style-type: none"> To provide more in-depth internal opportunities for sports leaders to regularly support PE lessons and extra-curricular activities. The PE lead to support and deliver on-going training for the sports leaders, regarding behaviour, subject knowledge and topic delivery. 		Sports leaders are regularly timetabled to support PE lessons and extra-curricular activities. Leaders demonstrate improved confidence in behaviour management, subject knowledge, and leading activities. Training sessions for sports leaders are delivered consistently by the PE lead across the academic year. Feedback from staff and pupils shows that sports leaders positively impact lesson engagement and extra-curricular activities.	£500

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<p>Resource Development</p> <p>To ensure classrooms have the correct equipment and resources to deliver and regular sensory circuits within their class.</p>	<ul style="list-style-type: none"> To plan, deliver and share specific and adapted sensory circuit resources across the school. To create relevant communication aids to support the delivery of sensory circuits. To deliver a training session on sensory circuits. Relating to adapting to meet the needs of all learners. 	<p>Sensory circuits resources (teacher time) X 20.</p> <p>Training time -</p>	<p>Sensory circuit resources are planned, created, and shared consistently across the school.</p> <p>Resources are adapted to meet the needs of a wide range of learners (e.g., visual supports, simplified instructions, differentiated activities).</p> <p>Communication aids (symbols, visuals, prompts) are developed and used effectively during sensory circuits.</p>	<p>£1,500</p>
<p>Resource Development</p> <p>To develop resources to support staff leading and supporting lessons to deliver lessons of the highest quality, for example communication aids.</p>	<ul style="list-style-type: none"> To create and maintain visuals which relate to topic specific skills. To create and maintain visuals which are crucial to understanding a PE lesson structure. To create and maintain swimming specific visuals. 		<p>Topic-specific skill visuals are created for each unit of work and displayed/used during lessons.</p> <p>Visuals that explain the structure of a PE lesson (e.g., warm-up → skill → game → cool-down) are consistently available and used by staff and pupils.</p> <p>Swimming-specific visuals (e.g., pool rules, stroke techniques, safety reminders) are created and shared with all relevant staff.</p>	<p>£390</p>
<p>Swimming session developments</p> <p>To broaden the swimming opportunities for pupils to participate in deep water swimming activities</p>	<ul style="list-style-type: none"> Students to have their own personalised swimming targets that actively used within the swimming instructor's delivery. Students continue to work on specific swimming skills of swimming techniques, lane swimming and long-distance swimming. PE led, teachers supporting on the swimming instructor to liaise throughout the year on pupil progress. 		<p>Each student has personalised swimming targets that are clearly documented and consistently referred to during lessons.</p> <p>Swimming instructors actively embed these targets into lesson delivery and pupil feedback.</p> <p>Students show measurable progress in swimming techniques, lane swimming, and long-distance swimming over the course of the year.</p>	<p>£2,310</p>

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	<ul style="list-style-type: none">Weekly swimming sessions to be booked for an intervention group within KS2			
Allocated Funding for 2025-26				£16,800