

PE and Sport Premium Report

(with review of Key Achievements from 2017-2026)

2024 – 2025 (Impact: reviewed 03 07 25)

2025 – 2026 (Impact reviewed 28 08 26)

2026 – 2027 (Intent and Implementation)

Pride Passion Partnership Professionalism Positivity



The Bridge Trust
Fen Rivers

Review of the Year's Spend and Key Achievements (2025-2026)

Swimming Data 2025/2026

Meeting National Curriculum requirements for swimming and water safety.

Priority is always given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study.

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current (2025/26) Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres ?	87.5%	(One child in the cohort of eight children unable to access swimming in the school context due to a range of factors linked to SEND sensory sensitivities but had lessons outside of school) <i>All students in older year groups who could not swim 25m by the end of Year 6 had the opportunity to attend additional swimming lessons to ensure they achieved this. Sailing is a Year 7 enrichment activity and it is crucial that all children are confident in the water before accessing this in spite of wearing buoyancy aids at all times.</i>

What percentage of your current (2023/24) Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	87.5%	<i>Pupils swim across KS2 to ensure that they have the best opportunity to learn to swim confidently as we have many rivers in Norfolk as well as easy access to the coast, and children also attend sailing lessons in Year 7 so need to be confident and safe in their use of water courses. Swimming lessons continue in to KS3 for those students who cannot yet confidently swim using a range of strokes.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	87.5%	<i>This is a priority for all students and this will continue in to the Autumn term of KS3 for learners who cannot yet safely rescue themselves if they get into difficulty in the water.</i>
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	<i>Year 7-10 students had this opportunity. They did not all take this up however. Year 6 and 7 students also had sailing lessons where the importance of being able to swim confidently was emphasized. This will continue in 2026/7. Younger students were provided with additional opportunities to swim and additional lessons to ensure they meet this standard before the end of Year 6.</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	<i>Swimming coaches employed by the local pool used for lessons taught the swimming lessons this year, supported by school staff who supported behaviour and engagement.</i>

Activity/Action (Implementation)	Impact	Comments / Next steps for 2026/27 (Intent)
*Two PE Instructors continue to be employed to raise the profile of PE and Sport and increase access to Rebound Therapy and Sensory Circuits for all children – timetabled therapies *Increased access to the outdoors and OAA activity for all children implementing the Biophilia enrichment of the curriculum – increasing access to the outdoors and nature for positive mental health and wellbeing for all children. *Ten Year 11 students are currently working towards their Bronze Duke of Edinburgh's Award. *Fourteen Year 9, 10 and 11 students are in the process of completing their NCFE Sport and Nutrition Level 2 qualification as an options subject, in addition to core PE for all students. (44% of students in those year groups) *Sports Day Records from previous years are displayed ready to be broken on Sports day 2027. *OAA – Sailing continued for Year 7 students – with 12 students attending and taking part. It has been booked again for 2027. All were sailing confidently by the end of the half term of lessons. *Grants received to turf and create additional outdoor play spaces in primary. Work completed Summer 2025.	*All children needing access to Rebound Therapy and Sensory Circuits are able to access these intervention spaces daily. Provision in EHCPS delivered to meet sensory needs. *All children have used the outdoors for adventurous physical activity – woods, forest school, the beach and orienteering and geocaching at Sandringham; A trip to Bewilderwood adventure play etc. *Children are increasingly engaged with a broader range of physical activity during the school day – not just football. Representation has been made from the school council for additional active equipment for use during breaks and an additional break has been in place planned in to the school day since September 2025 to increase physical activity across the whole school day in short bursts, recognising the impact of this on regulation and engagement with learning / readiness to learn. Children campaigned successfully for this movement break to remain in 2026/27 and to extend lunch time physical activity breaks, recognising the length of lunch and freedom of movement has an impact on their ability to concentrate in afternoon learning activity. *Opal play training has been received by staff who are beginning to introduce more equipment in to play spaces and times with positive impact on engagement as the	*To further extend access to the Duke of Edinburgh's Award, running Silver and Bronze cohorts in 2027 as children complete expeditions. *To further increase access to OAA and the outdoors building this into the Regulate pathway weekly in a less ad hoc way as well as linking to the half termly enrichment planned in already. *Continue to roll out Opal play in a safe way ensuring equipment is stored safely and securely to avoid it being weaponised during dysregulation. *Develop Sports Leaders with local primary schools, going in to support with increasing activity and inviting local schools to Fen Rivers for local derbys in basketball and football. *Compete in Race for Life as a School to support increasing activity as a means of keeping healthy and in aid of charity. *Develop Duke of Edinburgh's residential expedition element in Summer 2027. *Further development of the school grounds and forest area for increased OAA

*Grants received to develop the sensory garden as a therapeutic space for outdoor activity – work ongoing across 2026/27 has begun. *Use of the local sports centre climbing wall to support regulation, meet proprioceptive need and create safe spaces to climb. *More engagement with active sport competitions with Norfolk Special Schools PE and Sports hub and links with UEA Sports Park. *Additional regular use of the woods in the locality to deliver Forest schools objectives so all benefit in use of the outdoors to support co-regulation and self-regulation as part of further enrichment of the curriculum and development of the Regulate pathway AP offer.		children have more to do, with a broader range of physical activity.	physical activity to use capital grant funding as available.
*Further exploration of the climbing facilities at Lynnsport for bouldering for younger students to support regulation, in addition to regular weekly climbing planned in a part of provision on EHCPs.			
Action – what are you planning to do in 2026/2027 (Intent)	How will this be actioned? (Implementation)	What impacts are you expecting and how will sustainability be achieved?	What evidence will prove this? (Impact)
Further extend access to the Duke of Edinburgh’s Award, running Silver and Bronze cohorts in 2026/27. (£1000 for resources and equipment to	*Duke of Edinburgh’s Award (Bronze) will be open to all Year 9-11 students in 2026/27, moving to Silver in 2027/28 for those who achieve it.	*The grant for the licence has been awarded by D of E. *Close working relationships with colleagues at the D of E programme has supported the school with its ongoing development of this programme. This is planned to continue with the programme local area coordinator coming in to school in the Autumn term of 2026 to speak to students again about the benefits of doing the Duke of Edinburgh’s Award scheme and supporting them to get signed up for the scheme. This is being run	KPI – projected that 6 Year 11 and 4 Year 10 and 6 Year 9 students will achieve bronze Duke of Edinburgh’s Award in 2026/7 (if all students engage)

<i>extend the programme / licence costs covered by additional grant funding)</i>		through the curriculum and through additional extra-curricular enrichment activity.	
Continue to develop increased access to OAA and the outdoors building this into the Regulate pathway on the timetables of individual students as part of EHCP provision to meet need as well as linking to the half termly enrichment planned in already. <i>(£1200 for resources; £600 for minibus fuel to access the outdoors for regulation on a regular basis)</i>	*Regulate pathway curriculum planning will include OAA as a means to deliver co-regulation and teach self-regulation – underpinning readiness to learn. *SLT will oversee planning of timetables for individuals and delivery of the Regulate pathway curriculum and evaluate where physical activity can be increased to impact wellbeing and engagement with learning.	*Expecting to see planned curriculum for children on the Regulate pathway to include regular physical activity throughout the day as well as learning about the impact of physical activity on the body and how this can support regulation. *Expecting children's steps back to class to clearly outline the role of physical activity in securing regulation and readiness to learn. *Sustainable as once children understand the impact of physical activity and experience the benefit and this is planned in to their core package of education and reflected in behaviour support plans and EHCPs they will want to continue to experience the positive impacts and continue to engage with this as support.	KPIs - *Reduced RPIs and suspensions *Increased attendance *Increased engagement with learning *Increased regulation *Progress evident on motional snapshot – executive functioning tracker *Reduced dysregulation during social times.
Continue to roll out Opal play in a safe way ensuring equipment is stored safely and securely to avoid it being weaponised during dysregulation.	*Visits to local special schools where this has been rolled out successfully enable staff to see the benefits and evaluate how to implement this safely in the SEMH context. *Children are trained up to get	*Expecting dysregulation during social time to reduce as children have more resources and stimulation for physically active play	KPIs - *Reduced RPIs and suspensions *Increased attendance *Increased engagement with learning *Increased regulation

(£2500 for OPAL active play equipment)	out and store OPAL play resources.		*Progress evident on motivational snapshot – executive functioning tracker *reduced dysregulation during social times.
Develop Sports Leaders with local primary schools, going in to support with increasing activity and inviting local schools to Fen Rivers for local derbys in basketball and football. (£2800 for CPD to run the Sports Leaders qualification and staffing of this additional course)	*Liaison with local primaries PE leads to set up fixtures and offer our PE options students as Young Sports leaders – programme to be developed including regular visits to other schools and inviting other schools in for competitive fixtures.	*Increased regulation as role models *Increased engagement with competitive sports *Increased engagement with their own PE curriculum as a result of delivering it to others.	KPIs – *increased numbers of children engaging in fixtures with other schools *Increased numbers of children getting involved with competitive sports inside and outside of the school day. *A broader range of sports offered and engaged with *Dialogue with children evidences increased understanding of the benefits of exercise and healthy lifestyles on mental health and wellbeing and their

			own regulation.
Compete in Race for Life as a School to support increasing activity as a means of keeping healthy and in aid of charity. (No costs)	*Open to all students and their families - planned in to the school calendar. *Students learn about the impact of exercise on the body and its role in recovery from illness	*Students will want to engage with physical activity to support those struggling after diagnosis of a serious illness and raise funds for charity.	*Majority of the school population engage with this physical activity and understand the benefits of physical exercise on physical and mental health and wellbeing.
*Develop Duke of Edinburgh's residential expedition element in Summer 2027. (£1200 costs of camping equipment, pitch fees and travel to venues for residential)	*Duke of Edinburgh's Award (Bronze) will be open to all Year 9-11 students in 2026/27, moving to Silver in 2027/8 for those who achieve it. *The residential expeditions (practice and qualifying) will be planned in locally and further afield as part of the scheme.	*The grant for the licence has been awarded by D of E. *Close working relationships with colleagues at the D of E programme has supported the school with its ongoing development of this programme. This is planned to continue with the programme local area coordinator coming in to school again in the Autumn term of 2026 to speak to students about the benefits of doing the Duke of Edinburgh's Award scheme and supporting them to get signed up for the scheme. This is being run through the curriculum and through additional extra-curricular enrichment activity.	*At least 80% of eligible children engage with the Duke of Edinburgh's Award residential expedition.
Further development of the school grounds and forest area for increased OAA physical activity to use capital grant funding (£5500)	*Applications for additional grant funding for ground works to improve the grounds for physical activity. *Liaison with premises for support for ground works *Application to B and Q for	*Increased use of the school grounds in a planned way to increase physical activity during lessons and social times.	KPIs - *Reduced RPIs and suspensions *Increased attendance *Increased engagement with learning *Increased regulation

	materials donations. *Planned ground works mapped out on site and developed across the school year.		*Progress evident on motional snapshot – executive functioning tracker
Additional regular use of the woods in the locality to deliver Forest schools objectives so all benefit in use of the outdoors to support co-regulation and self-regulation as part of further enrichment of the curriculum and development of the Regulate pathway AP offer. (£400 minibus fuel)	*Timetabling of Forest Schools as part of the OAA PE curriculum in Primary and as part of the wider Biophilia curriculum in Secondary.	*Increased staff understanding of how to respond therapeutically and use physical activity as part of this trauma informed response as education. *Increased positive impact on readiness to learn and engagement with learning across subject areas, not just in PE and sport. *Expecting to see planned curriculum for children on the Regulate pathway to include regular physical activity throughout the day as well as learning about the impact of physical activity on the body and how this can support regulation. *Expecting children's steps back to class to clearly outline the role of physical activity in securing regulation and readiness to learn. *Sustainable as once children understand the impact of physical activity and experience the benefit and this is planned in to their core package of education and reflected in behaviour support plans and EHCPs they will want to continue to experience the positive impacts and continue to engage with this as support.	KPIs - *Reduced RPIs and suspensions *Increased attendance *Increased engagement with learning *Increased regulation *Progress evident on motional snapshot – executive functioning tracker
and additional staffing resources to deliver a broader range of physical activity to students - to include in house and external competitive sport, use of the gym and climbing wall, sailing and	*Tolerance lessons on a Monday morning, a soft start to the week for all children across Primary and Secondary classes may include additional physical activity. *Additional intervention sessions timetabled to support children	*Increased staff understanding of how to respond therapeutically and use physical activity as part of this trauma informed response as education. *Increased positive impact on readiness to learn and engagement with learning across subject areas, not just in PE and sport. *Linked improvement mental and physical wellbeing and children increasingly seeing this as a benefit of regular activity and exercise	KPIs - *Reduced RPIs and suspensions *Increased attendance *Increased engagement with learning *Increased regulation *Progress evident on

swimming (£1200)	needing additional intervention / support to engage.		motional snapshot – executive functioning tracker
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Projected costs/spend 2026/27 - £16, 320)

Updated 28/08/26

Review of the Year's Spend and Key Achievements (2024-2025)

Swimming Data 2024/2025

Meeting National Curriculum requirements for swimming and water safety.

Priority is always given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study.

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current (2024/25) Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	63%	<i>All students in older year groups who could not swim 25m by the end of Year 6 last year had the opportunity to attend additional swimming lessons to ensure they achieved this.</i> <i>In 2024/25 students were not all able to access the full suite of lessons and additional swimming lessons will continue in to Year 7 for those children (4) who cannot yet meet this standard to ensure safety; especially as Year 7 go sailing in the Summer Term of Year 7.</i>

What percentage of your current (2023/24) Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	63%	<i>Pupils swim across KS2 to ensure that they have the best opportunity to learn to swim confidently as we have many rivers in Norfolk as well as easy access to the coast, and children also attend sailing lessons in Year 7 so need to be confident and safe in their use of water courses. Swimming lessons continue in to KS3 for those students who cannot yet confidently swim using a range of strokes.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	50%	<i>This is a priority for all students and tis will continue in to the Autumn term of KS3 for learners who cannot yet safely rescue themselves if they get into difficulty in the water.</i>
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	<i>Year 7 -10 students had this opportunity. They did not all take this up however. Year 6 and 7 students also had sailing lessons where the importance of being able to swim confidently was emphasized. This will continue in 2025/26.</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	<i>Swimming coaches employed by the local pool used for lessons taught the swimming lessons this year, supported by school staff who supported behaviour and engagement.</i>

Activity/Action (Implementation)	Impact	Comments / Next steps for 2025/26 (Intent)
*Two PE Instructors appointed to raise the profile of PE and Sport and increase access to Rebound Therapy and Sensory Circuits to all children *Increased access to the outdoors and OAA activity for all children implementing the Biophilia enrichment of the curriculum – increasing access to the outdoors and nature for positive mental health and wellbeing for all children. *Four Year 11 students achieved Bronze Duke of Edinburgh's Award. *Two Year 11 students completed their NCFE Sport and Nutrition Level 2 qualification and four more are on this course in Years 9/10 as an options subject, in addition to core PE for all students. *Sports Day Records from 2024 are displayed ready to be broken on Sports day 2025. *OAA – Sailing continued for Year 7 students – with 12 students attending and taking part. *Applications have been made for a range of grants to secure funding for development of the school grounds for physical activity – this includes removing the hard surface carpark in primary to provide green space adjacent to the climbing frame and forest school to increase active play spaces and development of the sensory regulation	*All children needing access to Rebound Therapy and Sensory Circuits are able to access these intervention spaces daily. *Positive reputation and feedback from the Rise Up SEMH PE team, quoted on social media - The RISE UP Trauma Informed PE programme training has been completed by all staff. Teachers have planned delivery of this content in to their PDBA sessions and have increased their own understanding of how to work therapeutically. Quotes made by staff as part of their reflections on their learning within the programme were shared on Linked In by the programme director, which is great for the school's reputation too. Eg) "Children will be more engaged in lessons because they'll feel safe to join in. I now have a greater understanding of how to be an emotionally available adult for them, and how my presence can set a positive, welcoming tone for every lesson." (JCL) and "A record breaking day, yesterday more educators than ever completed our online training courses in a single day – a big step forward in building trauma-informed, well-being focused school communities across the country." (Fen staff on a PD day with dedicated training session time given) and "Everyone involved will feel a sense of safety and belonging, creating a trauma aware environment to thrive." (RSR)	*To further extend access to the Duke of Edinburgh's Award, running Silver and Bronze cohorts in 2025/26. *To further increase access to OAA and the outdoors building this into the Regulate pathway weekly in a less ad hoc way as well as linking to the half termly enrichment planned in already. *Continue to roll out Opal play in a safe way ensuring equipment is stored safely and securely to avoid it being weaponised during dysregulation. *Develop Sports Leaders with local primary schools, going in to support with increasing activity and inviting local schools to Fen Rivers for local derbys in basketball and football. *Compete in Race for Life as a School to support increasing activity as a means of keeping healthy and in aid of charity. *Develop Duke of Edinburgh's residential expedition element in Summer 2026. *Further development of the school grounds and forest area for increased OAA physical activity to use capital grant funding

space / garden. *Use of the local gym by KS3/4 students to increase physical activity whilst being safely monitored using the machines – improving healthy lifestyles. *Implementation of the Rise SEMH PE and Sport training for all staff and use of the lessons to increase physical activity for regulation and support staff to better understand the impact of physical activity on the body and mind, with a trauma responsive focus. *More engagement with active sport competitions with Norfolk Special Schools PE and Sports hub and links with UEA Sports Park.	*The start of the Summer term included a soft start for all classes until break, where all children had the opportunity to begin the student version of the Rise Up programme and therapeutic physical activity included everyone. A really positive end of one term and start of the next. *All children have used the outdoors for adventurous physical activity – woods, forest school cooking on a primus stove (Year 11 D of E students working with Year 4 students); the beach and coastline expedition for D of E; orienteering and geocaching at Sandringham; A trip to Bewilderwood adventure play etc. *Children are increasingly engaged with a broader range of physical activity during the school day – not just football. Representation has been made from the school council for additional active equipment for use during breaks and an additional break is planned in to the school day from September 2025 to increase physical activity across the whole school day in short bursts, recognising the impact of this on regulation and engagement with learning / readiness to learn.	*Additional regular use of the woods in the locality to deliver Forest schools objectives so all benefit in use of the outdoors to support co-regulation and self-regulation as part of further enrichment of the curriculum and development of the Regulate pathway AP offer.
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Action – what are you planning to do in 2025/2026 (Intent)	How will this be actioned? (Implementation)	What impacts are you expecting and how will sustainability be achieved?	What evidence will prove this? (Impact)
Further extend access to the Duke of Edinburgh's Award, running Silver and Bronze cohorts in 2025/26. (£1000 for resources and equipment to extend the programme / licence costs covered by additional grant funding)	*Duke of Edinburgh's Award (Bronze) will be open to all Year 9-11 students in 2025/26, moving to Silver in 2026/27 for those who achieve it.	*The grant for the licence has been awarded by D of E. *Close working relationships with colleagues at the D of E programme has supported the school with its ongoing development of this programme. This is planned to continue with the programme local area coordinator coming in to school in the Autumn term of 2025 to speak to students about the benefits of doing the Duke of Edinburgh's Award scheme and supporting them to get signed up for the scheme. This is being run through the curriculum and through additional extra-curricular enrichment activity.	KPI – projected that 5 Year 11 and 8 Year 10 and 6 Year 9 students will achieve bronze Duke of Edinburgh's Award in 2025/6 (if all students engage)
Further increase access to OAA and the outdoors building this into the Regulate pathway weekly in a less ad hoc way as well as linking to the half termly enrichment planned in already. (£1200 for resources; £600 for minibus fuel to access the outdoors)	*Regulate pathway curriculum planning will include OAA as a means to deliver co-regulation and teach self-regulation – underpinning readiness to learn. *SLT will oversee planning and delivery of the Regulate pathway and evaluate where physical activity can be increased to impact	*Expecting to see planned curriculum for children on the Regulate pathway to include regular physical activity throughout the day as well as learning about the impact of physical activity on the body and how this can support regulation. *Expecting children's steps back to class to clearly outline the role of physical activity in securing regulation and readiness to learn. *Sustainable as once children understand the impact of physical activity and experience the benefit and this is planned in to their core package of education and reflected in behaviour support plans and EHCPs they will want to continue to experience the positive impacts and continue to engage with this as support.	KPIs - *Reduced RPIs and suspensions *Increased attendance *Increased engagement with learning *Increased regulation *Progress evident on motional snapshot – executive functioning tracker *Reduced dysregulation during social times.

for regulation on a regular basis)	wellbeing and engagement with learning.		
Continue to roll out Opal play in a safe way ensuring equipment is stored safely and securely to avoid it being weaponised during dysregulation. (£2500 for OPAL active play equipment)	*Visits to local special schools where this has been rolled out successfully enable staff to see the benefits and evaluate how to implement this safely in the SEMH context. *Children are trained up to get out and store OPAL play resources.	*Expecting dysregulation during social time to reduce as children have more resources and stimulation for physically active play	KPIs - *Reduced RPIs and suspensions *Increased attendance *Increased engagement with learning *Increased regulation *Progress evident on motional snapshot – executive functioning tracker *reduced dysregulation during social times.
Develop Sports Leaders with local primary schools, going in to support with increasing activity and inviting local schools to Fen Rivers for local derbys in basketball and football. (£2800 for CPD to run the Sports Leaders qualification and staffing of this additional course)	*Liaison with local primaries PE leads to set up fixtures and offer our PE options students as Young Sports leaders – programme to be developed including regular visits to other schools and inviting other schools in for competitive fixtures.	*Increased regulation as role models *Increased engagement with competitive sports *Increased engagement with their own PE curriculum as a result of delivering it to others.	KPIs – *increased numbers of children engaging in fixtures with other schools *Increased numbers of children getting involved with competitive sports inside and outside of the school day. *A broader range of sports offered and engaged with *Dialogue with children evidences increased

			understanding of the benefits of exercise and healthy lifestyles on mental health and wellbeing and their own regulation.
Compete in Race for Life as a School to support increasing activity as a means of keeping healthy and in aid of charity. (No costs)	*Open to all students and their families - planned in to the school calendar. *Students learn about the impact of exercise on the body and its role in recovery from illness	*Students will want to engage with physical activity to support those struggling after diagnosis of a serious illness and raise funds for charity.	*Majority of the school population engage with this physical activity and understand the benefits of physical exercise on physical and mental health and wellbeing.
*Develop Duke of Edinburgh's residential expedition element in Summer 2026. (£1200 costs of camping equipment, pitch fees and travel to venues for residential)	*Duke of Edinburgh's Award (Bronze) will be open to all Year 9-11 students in 2025/26, moving to Silver in 2026/27 for those who achieve it. *The residential expeditions (practice and qualifying) will be planned in locally and further afield as part of the scheme.	*The grant for the licence has been awarded by D of E. *Close working relationships with colleagues at the D of E programme has supported the school with its ongoing development of this programme. This is planned to continue with the programme local area coordinator coming in to school in the Autumn term of 2025 to speak to students about the benefits of doing the Duke of Edinburgh's Award scheme and supporting them to get signed up for the scheme. This is being run through the curriculum and through additional extra-curricular enrichment activity.	*At least 80% of eligible children engage with the Duke of Edinburgh's Award residential expedition. * KPI – projected that 5 Year 11 and 8 Year 10 and 6 Year 9 students will achieve bronze Duke of Edinburgh's Award in 2025/6 (if all students engage)
Further development of the school grounds and forest area for increased OAA physical activity to use capital grant funding	*Applications for additional grant funding for ground works to improve the grounds for physical activity. *Liaison with premises for	*Increased use of the school grounds in a planned way to increase physical activity during lessons and social times.	KPIs - *Reduced RPIs and suspensions *Increased attendance *Increased engagement with learning

(£5500)	support for ground works *Application to B and Q for materials donations. *Planned ground works mapped out on site and developed across the school year.		*Increased regulation *Progress evident on motional snapshot – executive functioning tracker
Additional regular use of the woods in the locality to deliver Forest schools objectives so all benefit in use of the outdoors to support co-regulation and self-regulation as part of further enrichment of the curriculum and development of the Regulate pathway AP offer. (£400 minibus fuel)	*Timetabling of Forest Schools as part of the OAA PE curriculum in Primary and as part of the wider Biophilia curriculum in Secondary.	*Increased staff understanding of how to respond therapeutically and use physical activity as part of this trauma informed response as education. *Increased positive impact on readiness to learn and engagement with learning across subject areas, not just in PE and sport. *Expecting to see planned curriculum for children on the Regulate pathway to include regular physical activity throughout the day as well as learning about the impact of physical activity on the body and how this can support regulation. *Expecting children's steps back to class to clearly outline the role of physical activity in securing regulation and readiness to learn. *Sustainable as once children understand the impact of physical activity and experience the benefit and this is planned in to their core package of education and reflected in behaviour support plans and EHCPs they will want to continue to experience the positive impacts and continue to engage with this as support.	KPIs - *Reduced RPIs and suspensions *Increased attendance *Increased engagement with learning *Increased regulation *Progress evident on motional snapshot – executive functioning tracker
RISE UP PE ongoing training costs / CPD and additional staffing resources to deliver this	*Monday mornings will be timetabled for Rise UP PE sessions as a soft start to the week for all children across	*Increased staff understanding of how to respond therapeutically and use physical activity as part of this trauma informed response as education. *Increased positive impact on readiness to learn and engagement	KPIs - *Reduced RPIs and suspensions *Increased attendance *Increased engagement

to students (£1200)	Primary and Secondary classes. *Additional intervention sessions timetabled to support children needing additional intervention / support to engage.	with learning across subject areas, not just in PE and sport.	with learning *Increased regulation *Progress evident on motional snapshot – executive functioning tracker
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Projected costs/spend 2025/26 - £16, 400)

Updated 03/07/25

Review of Last Year's Spend and Key Achievements (2023-2024)

Activity/Action	Impact	Comments
*Signed up for Norfolk Schools Competitive Sports PE group with Norfolk Special Schools PE group *First Sports Day held *Outdoor classroom built to increase facilities for delivery of OAA (Outdoor Adventurous activity) *All children took part in Biophilia programme (wellbeing through use of the outdoors) – orienteering and hiking in Brandon Country Park / the Sandringham Estate. *OAA – Sailing continued for Year 7 students; widened to include Year 6 in 2023/24. *Increased use of the forest school for regulation *Two Outdoor First Aiders gained qualification to increase OAA offer safely.	*Increased number of children taking part in competitive sports, internal fixtures and external ones. *Increased number of children participating in a broader range of sports. *All students engaged in sports day in one way or another – new school records recorded. *Larger group of children able to sail competently. *Increased number of children able to swim minimum of 25m, including saving self by swimming with clothes on. *More alternatives to football provided for lunch time games / activity – scooters and space hoppers	*Large number of parents attended sports day with really positive feedback *Positive community links through competitive sports *With extend links with community sports at Lynn Sport next year.

*Increased Rebound Therapy Offer by training two further Rebound Therapists to Level Three delivery standard and timetabling rebound therapy across the school. *Duke of Edinburgh's Award Scheme continued – Year 10 achieved Bronze Awards. *Swimming continued for those who could not swim 25m in 2022/23 plus KS2.	proving popular.	
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Action – what are you planning to do in 2024/2025	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Introduce lunchtime sport sessions/activities for pupils – including football, basketball, rebound therapy, badminton and table tennis	teaching staff / PE coaches - as they need to lead the activity pupils – as they will take part.	Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£1000 costs for purchase of table tennis tables and bats etc; additional lunchtime sports baskets / grab boxes with additional equipment in for use at lunch time

CPD for new PE instructors	Primary and secondary sports coaches undertaking QTS pathways to become specialist PE teachers All staff participating in PE lessons supporting students or supporting physical activity during breaks and lunch times	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Teachers more confident to deliver effective PE (in sports outside of their own core expertise) supporting pupils to undertake extra activities; as a result improved % of pupil's attainment in PE.	£6000 costs for 2 PE instructors to be trained
Timetabling of Sensory regulation activity and sensory circuits as additional offer to support regulation through physical activity Sensory regulation activity / Sensory Circuits CPD for all staff	teaching staff / PE coaches/instructors - as they need to lead the activity pupils – as they will take part.	Key indicator 2 -The engagement of all pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Creation of a Sensory Regulation curriculum - developed over 2024-2027	Staffing costs accounted for in ICFP £300 CPD costs
Purchase of Cross curricular orienteering materials to be installed across the school site	teaching staff / PE coaches/instructors - as they need to lead the activity pupils – as they will take part.	Key indicator 5: Increased participation in competitive sport. Key indicator 2 -The engagement of all pupils in regular physical activity	Additional physical activity opportunities on the school site for use during the day in unstructured time and within lessons.	£500 purchase of materials and installation – additional costs budgeted for in PE curriculum budget through the ICFP

		Key Indicator 3 - Raising the profile of PE and sport across the school as a tool for whole-school improvement.		
OPAL Play and training to enable this to be safely run	teaching staff / PE coaches/instructors - as they need to lead the activity pupils – as they will take part.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	No further costs after initial outlay so sustainable on site.	£6000 purchase of materials and training.
Biophilia Curriculum and Active Learning in the outdoors to be further developed to enhance the core PE offer to all students	teaching staff / PE coaches/instructors - as they need to lead the activity pupils – as they will take part.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Planned in to the curriculum as part of the wider trauma informed wellbeing offer to ensure it is budgeted for in the ICFP	£500 for fuel for minibuses and entry fees / car parking costs
Duke of Edinburgh's Award to be rolled out more widely to all Year students from Years 9-11; increasing access to OAA	teaching staff / PE coaches/instructors - as they need to lead the activity Year 9 – 11 pupils – as they will take part.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Increased engagement with the local DofE group gives access to additional funding to ensure sustainability; adding to the wider curriculum offer and budgeting for this	£2000 - £800 for license for the year and £1200 towards costs for camping, pitch fees etc for the expeditions and fuel for the minibuses.

			through the ICFP.	
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PE and Sports Premium Allocated Budget 2024/25: £16,000

Costed activity (above) 2024/25: £16,000

Additional contribution through ICFP budgeting – costs for PE Instructors in staffing budget to ensure sustainability.

Swimming Data 2023/24

Meeting National Curriculum requirements for swimming and water safety.

Priority is always given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study.

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current (2023/24) Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	100%	<i>All students achieved this standard in 2023/24. In addition to this all students in older year groups who could not swim 25m by the end of Year 6 last year had the opportunity to attend additional swimming lessons to ensure they achieved this standard.</i>

What percentage of your current (2023/24) Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100%	<i>Pupils swim across KS2 to ensure that they have the best opportunity to learn to swim confidently as we have many rivers in Norfolk as well as easy access to the coast, and children also attend sailing lessons in Year 7 so need to be confident and safe in their use of water courses.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	.
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	<i>Year 7 -10 students had this opportunity. They did not all take this up however. Year 6 and 7 students also had sailing lessons where the importance of being able to swim confidently was emphasized.</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	<i>In 2022/23 staff did Shallow water training to enable them to teach swimming this was still in force in 2023/24 and will be renewed in 2024/25. Swimming coaches employed by the local pool used for lessons taught the swimming lessons this year, supported by school staff who supported behaviour and engagement.</i>

Next Review Date: July 2026