

Sladewood's PE & Sports Grant 2024-2025



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not

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necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Review of last year's spend and key achievements (2023/2024)

Activity/Action	Impact	Comments
All Sorts CPD for staff and training through delivery	Pupils receive a high-quality teaching for our Physical Development curriculum. Staff have had access to specialist delivery training and been upskilled in early Physical educational skills. Children have engaged in PE & Sport and staff have increased confidence.	Allowed us time to explore the right provision for our pupils and ensure we have the right curriculum/ pathways in place for our pupils. Staff have been upskilled.
Rewriting of the physical development curriculum	A more appropriate curriculum will be in place for the cohort of pupils. We were able to work with specialist providers to support us in developing something that was purposeful for our children.	Work with PE provider on the best delivery of the curriculum and upskilling of staff. We need to ensure this is embedded next year and staff have increased confidence to deliver.
Sensory circuits training and support has been highlighted with staff and the importance	Staff have a sound knowledge of sensory circuits and are now embedding this into their classroom practice to support their learners. Training has been in place and staff have a core understanding. Now need to ensure this is embedded into our offer.	Work on how this is incorporated further into the curriculum as next steps and how individuals can access this more as personalized programs. Increase work with OT to ensure this is right for our pupils.
PE resources and audit of need and purchase of bespoke PE resources	We have audited the curriculum and needs for our children. Bespoke PE and sensory circuit equipment have been purchased. We are now embedding this	Continue to look at Sensory circuits and the development and new resources to support learning. We now need to focus on the PE

	into our delivery to support learners with the curriculum.	equipment needed for outdoors. Link with our providers on other resources and opportunities that will support development
Outdoor sporting competitions and events.	Successful swimming program now in place to support our cohort with specialist swim teachers.	Look to see how we can enhance wider participation in sporting event for our cohort of pupils. Next year investing in a wider competition with all sorts and forest school opportunities.
Estimated Spend: £16, 200	Total Spend: £13,051.89	Carry forward: £3148.11

Key priorities and Planning: Budget is £16,320 for the year 2024/2025

The Below outlines how we intend to spend our allocation to improve our work within this area.

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
Enhance the PE and sports offer for our pupils through PE and sports coaching. CPD for staff to upskill them in activities and games for our pupils.	<p>This action will have a direct impact on the pupils and their physical education. Allowing them to engage in physical activities and motor coordination activities they may have previously been unable to.</p> <p>CPD for our school staff to support them in being able to plan and develop motor skills activities and lessons to suit needs. In particular we are focusing on how Learning partners can support physical Development.</p>	<ol style="list-style-type: none"> 1. Increased confidence, offered to all pupil's knowledge and skills of all staff in teaching PE and sport 2. Engagement of all pupils in regular physical activity 3. The profile of PE and sport is raised across the school as a tool for whole school improvement 4. Broader experience of a range of sports and physical activities 	<p>Children will have increased participation in physical activities. Their relationship with physical activities will have improved. Staff will have increased confidence and skill when delivering in this area.</p>	£7,600
Development of our Slade wood Swimming program- upskilling staff on the safe teaching of swimming & water skills.	<p>Working with swimming teachers & lifeguards to support the delivery and implementation of a swimming curriculum for our KS2 pupils.</p>	<ol style="list-style-type: none"> 1. Increased confidence, offered to all pupil's knowledge and skills of all staff in teaching PE and sport 2. Engagement of all pupils in regular physical activity 3. The profile of PE and sport is raised across the school as a tool for whole school improvement 	<p>Children will have increased opportunities to develop important life skills and repeat this skill for more than the 6-week period. Children will have increased water safety and confidence.</p>	£4760

Development of our outdoor learning curriculum. Working on providing children with forest school education to build on their physical motor skills & communication needs.	<p><i>Teachers will be upskilled with CPD from a forest school trained teacher provider. Children will have access to wider range of opportunities to support their development, interests and motivators.</i></p>	<p>4. Broader experience of a range of sports and physical activities</p> <ol style="list-style-type: none"> 1. Increased confidence, offered to all pupil's knowledge and skills of all staff in teaching PE and sport 2. Engagement of all pupils in regular physical activity 3. The profile of PE and sport is raised across the school as a tool for whole school improvement 4. Broader experience of a range of sports and physical activities 	<p><i>Increased opportunities for children to grow, develop and learn. Children can be motivated and engaged in a wider range of physical activities and get them involved in outdoor learning spaces.</i></p>	£2400
Sporting competition and participation in out of school events for special schools.	<p><i>This will have a direct impact on the opportunities and independence of our pupils, which will impact on the families being able to see them participate in a wider range of activities.</i></p> <p><i>Engaged with All sorts and special schools across the county to allow children to participate in wider opportunities safely</i></p>	<ol style="list-style-type: none"> 2. Engagement of all pupils in regular physical activity 3. The profile of PE and sport is raised across the school as a tool for whole school improvement 4. Broader experience of a range of sports and physical activities 1. Increased participation in competitive sport 	<p><i>Increased confidence and access to a range of activities. Supports improved social and emotional development. Support them in being able to find interests and hobbies.</i></p>	2,500- Special school events fee (Allsorts)

				Total estimated spend: £17,260 use carry over from last year
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Key achievements 2024-2025

This will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact/ comments Comments
<p><i>Enhance the PE and sports offer for our pupils through PE and sports coaching. CPD for staff to upskill them in activities and games for our pupils. – PE & Sports lead has worked with All sorts external PE providers to enhance our curriculum offer, Lead has completed audits of skills and worked with Move more. Work has been done with our OT to ensure that Sensory and movement breaks support Gross motor and coordination skills. £7,600 Spent</i></p> <p>Development of our Slade wood Swimming program- upskilling staff on the safe teaching of swimming & water skills. Increased and regular opportunities for swimming have been provided for more than one year</p>	<p>The enhancement of our PE and sports provision has had a significant impact on both pupil development and staff confidence. Through our partnership with All Sorts PE coaches, we have enriched our curriculum offer, providing engaging, inclusive, and skill-appropriate physical activities tailored to the diverse needs of our pupils.</p> <p>Our PE and Sports Lead has played a key role in driving this improvement. By conducting a detailed audit of current pupil skills and needs, and working in collaboration with Move More and our Occupational Therapist, we have ensured that both structured PE lessons and sensory/movement breaks are purposeful and aligned with individual gross motor and coordination goals.</p> <p>Staff have benefited from targeted CPD sessions, boosting their confidence and skillsets in delivering adapted games and activities that promote participation, physical development, and enjoyment for all pupils. This has led to increased consistency and quality in physical activity sessions across the school day.</p> <p>As a result, pupils are demonstrating improved engagement in physical activities, enhanced motor coordination, and greater social interaction during both structured and unstructured play. Staff are better equipped to support and scaffold physical development, and our pupils are enjoying a more inclusive, active school experience that supports both their physical and emotional well-being</p> <p>The development of our Sladewood Swimming Programme has had a positive and far-reaching impact on both pupils and staff. By providing regular, structured swimming sessions for more than one year group, delivered by qualified swim coaches experienced in working with SEND pupils, we have significantly enhanced access to high-quality swimming and water safety education.</p>

<p>group through qualified swim coaches who have experience of working with SEND children. Staff skills and knowledge in teaching and supporting swimming including water safety and confidence. Swimming is able to be provided in blocks with increased weeks in smaller sessions ensuring children have increased access to swimming to build on prior experiences. £1760 for swimming was spent from this Budget</p> <p>Development of our outdoor learning curriculum. Working on providing children with forest school education to build on their physical motor skills & communication needs. Experience forest school days have been provided, twice per term with a trained provider. This has enhanced our outdoor learning offer, increased physical activity and learned experience within the outdoors. Children have access to a wide range of skills such as building dens, nature hunts, bug exploring and beginning to explore with fire-based experiences. The next steps is to train our own staff member in forest school based learning of therapeutic outdoor learning to further enhance our curriculum offer. £2400</p>	<p>Staff have received specialist training and guidance to support the safe teaching of swimming and water confidence, leading to improved knowledge, increased confidence, and a greater ability to scaffold learning in and around the pool. This upskilling has enabled staff to provide consistent, supportive instruction that meets individual needs, promotes safety, and builds trust between adults and pupils during water-based activities.</p> <p>The move to deliver swimming in smaller group blocks over extended weeks has allowed pupils to build on prior experiences, develop familiarity, and make meaningful progress over time. This approach has resulted in observable gains in water confidence, physical coordination, emotional regulation, and social interaction among pupils, many of whom had limited or no prior experience in swimming environments.</p> <p>Overall, the enhanced swimming provision reflects Sladewood's inclusive approach, ensuring that all pupils—regardless of starting point—are given the opportunity to develop life-saving skills, enjoy physical activity, and experience success in a supportive, accessible setting.</p> <p>The development of our outdoor learning curriculum has had a measurable impact on pupils' physical development, communication skills, and overall engagement with learning. Through the introduction of Forest School experiences twice per term, led by a trained external provider, pupils have accessed enriching and therapeutic outdoor opportunities that promote exploration, movement, and social interaction.</p> <p>The Forest School days have significantly enhanced our curriculum offer, providing pupils with hands-on experiences that support the development of gross and fine motor skills, sensory regulation, and functional communication. Activities such as den building, nature hunts, bug exploration, and introductory fire-based experiences have encouraged curiosity, collaboration, and independence in a safe and structured outdoor environment.</p> <p>These experiences have not only increased physical activity levels but have also supported the development of confidence, resilience, and problem-solving skills. Children who may struggle within traditional classroom settings have thrived in outdoor learning contexts, demonstrating increased engagement, improved peer interaction, and stronger emotional regulation.</p> <p>The next phase of our development involves training an internal staff member in Forest School and therapeutic outdoor learning, which will ensure sustainability and enable us to embed this</p>
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<p>Sporting competition and participation in out of school events for special schools. Working with All sorts our classes having taken part in special school events such as Boccia tournaments, athletics, sporting games and dance festivals. This has had a positive impact on their physical activity, social skills and communication enabling them to participate in events in outside venues amongst wider special schools communities.</p> <p>£2500</p> <p>Opal play project. Additionally, this year we embraced OPAL schools. We have taken part in sourcing resources for the playground and CPD training for all staff providing children with unique play based opportunities allowing them to take safe risks, increase imagination, curiosity in play, enhance their motor and coordination skills.</p> <p>£5088.11 using the carry over from last year too.</p>	<p>approach more deeply into our curriculum. This step will further enrich our provision and ensure that outdoor learning remains a core and inclusive part of the Sladewood experience.</p> <p>Through our continued partnership with All Sorts, pupils at Sladewood have had valuable opportunities to participate in a range of inclusive sporting competitions and festivals designed for special schools. These events, including Boccia tournaments, athletics meets, multi-sports games, and dance festivals, have enriched our PE offer and extended learning beyond the classroom.</p> <p>Participation in these events has had a significant impact on pupils' physical activity levels, supporting their gross motor development and promoting healthy lifestyles. Just as importantly, engaging with other special school communities has provided essential opportunities to develop social interaction, teamwork, and functional communication in unfamiliar environments.</p> <p>For many pupils, attending off-site events has also helped build confidence, resilience, and independence, as they navigate new settings, routines, and expectations. The inclusive and celebratory nature of these events fosters a sense of pride and achievement, encouraging ongoing participation and a positive attitude toward physical activity.</p> <p>This work highlights our commitment to broadening experiences, promoting inclusion through sport, and preparing pupils to engage meaningfully with the wider community.</p> <p>This year, Sladewood proudly embraced the OPAL (Outdoor Play and Learning) programme, marking a significant step forward in enriching our play provision and embedding purposeful play as a key part of the school day.</p> <p>Through staff-wide CPD training, resource development, and a reimagining of our playground spaces, we have created a more dynamic, inclusive, and stimulating environment that offers pupils a wide range of play-based opportunities. Children are now encouraged to engage in imaginative and self-directed play, explore safe risk-taking, and use open-ended materials to create, build, and collaborate.</p> <p>The impact has been substantial. Pupils are demonstrating increased creativity, independence, and problem-solving skills, alongside clear improvements in gross and fine motor development, coordination, and spatial awareness. The quality of social interactions during play has</p>
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strengthened, with children developing empathy, negotiation, and communication skills in real-time, meaningful contexts.

Staff have reported a noticeable uplift in **pupil wellbeing, confidence, and engagement**, particularly for those who may find traditional learning environments more challenging. Playtimes are calmer, more purposeful, and inclusive, reflecting the success of the OPAL framework in transforming our approach to outdoor learning and development.

This project reflects Sladewood's commitment to creating **holistic, child-centred experiences** where every pupil can explore, imagine, and thrive through the power of play.

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be 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 Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	N/A we have no year 6 pupils on roll.	N/A
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	N/A we have no year 6 pupils on roll	N/A

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	N/A we have no year 6 pupils on roll.	N/A
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	We will look to fund extra swimming lessons where possible for cohorts of pupils as they benefit from the pool spaces and need more experience in this area due to their lack of understanding around swimming and being safe in water.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	This is something we will explore in the future

Signed off by:

Head Teacher:	<i>Katy Hanna Khanna</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Katy Hanna (Physical education coordinator and Headteacher)</i>
Governor:	<i>(David Drew)</i>
Date:	September 2024