

# PE and sport premium monitoring and tracking form *2025/2026*

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# PE and sport premium monitoring and tracking form












- It is intended that this template should be used as preparation for the completion of the statutory DfE PE and sport premium digital expenditure reporting return. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- The template is a working document that you can amend and update during the year.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of you PE and sport premium funding in 2024/25.
- You should use your evaluation of last year's funding to help you decide what to do this academic year, how you will do it, and what impact you expect it to have.
- All spending of the funding must conform with the terms outlined in the conditions of grant
- The summative digital expenditure reporting from June 2026 will continue to include swimming and water safety information. PE and sport premium funding can be used to provide top-up lessons, where necessary, to ensure pupils meet national curriculum swimming requirements
- To ensure funding is used effectively and based on your school's needs; guidance and examples of best practice across schools can be found here.
- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

## Useful Links:

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - GOV.UK](#)

# Review of the last academic year (2024/2025)




<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>1. Swim competently, confidently and proficiently over a distance of at least 25 metres</p>	<p>At KTS, students in the Primary department are generally working below nationally expected levels, which has impacted their ability to meet the benchmark of swimming 25 metres competently and proficiently. As a result, none of the Primary students achieved this milestone during the current academic year.</p> <p>However, it is important to highlight the significant progress many students have made in their swimming development. Through regular access to both the local swimming pool and the school's hydrotherapy pool, students have engaged in tailored aquatic activities that support their individual learning needs. Progress is carefully monitored using the Swim England tracking system, which provides a structured framework for assessing swimming competencies across a range of skills.</p> <p>Despite not reaching the 25-metre benchmark, most students demonstrated measurable improvement in water confidence, technique, and overall physical engagement. These achievements are formally recognised through the awarding of Swim England Certificates, which celebrate individual progress and encourage continued participation in swimming.</p>	<p>At KTS, we recognise the importance of swimming as a life skill and a key component of the PE curriculum. However, during the current academic year, several challenges impacted our ability to support Primary students in achieving the benchmark of swimming 25 metres competently, confidently, and proficiently.</p> <ol style="list-style-type: none"> <li>  <b>Developmental Readiness</b>  <b>Challenge:</b> The majority of students in the Primary department are working significantly below age-related expectations in physical development, coordination, and motor planning.  <b>Impact:</b> These factors limited their ability to build the stamina, technique, and confidence required to swim over a sustained distance.         </li> <li>  <b>Complex Needs and Communication Barriers</b>  <b>Challenge:</b> Many pupils present with complex learning needs and are non-verbal, which affects their ability to follow multi-step instructions and engage with structured swimming lessons.  <b>Impact:</b> Despite differentiated teaching approaches, students struggled to retain and apply swimming techniques consistently.         </li> <li>  <b>Limited Water Confidence</b>  <b>Challenge:</b> For some pupils, sensory sensitivities and anxiety around water environments created barriers to participation.  <b>Impact:</b> A number of students required extended time to acclimatise to the pool setting, which reduced opportunities for skill progression.         </li> <li>  <b>Curriculum Time and Access</b>  <b>Challenge:</b> Swimming sessions were limited in frequency and duration due to logistical constraints, including transport and staffing ratios.  <b>Impact:</b> The reduced exposure to swimming instruction hindered the development of core aquatic skills over time.         </li> <li>  <b>Outcome</b>  <b>Evidence:</b> As a result of these combined factors, none of the Primary students met the national benchmark of swimming 25 metres during this academic year.         </li> </ol>





<p>2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p>	<p>At present, our cohort of SEND students are not working at a level that enables them to develop and apply a range of swimming strokes effectively. Due to the nature of their individual learning needs and physical development, the focus of swimming instruction is primarily on building water confidence, basic movement skills, and safety awareness in aquatic environments.</p> <p>While the national curriculum outlines proficiency in strokes such as front crawl, backstroke, and breaststroke, our students require a more personalised and foundational approach to swimming. Instruction is adapted to support incremental progress in body coordination, buoyancy control, and simple propulsion techniques. These foundational skills are essential stepping stones toward stroke development and are delivered through structured sessions in both the local swimming pool and the school’s hydrotherapy facility.</p>	<p>At KTS, we aim to provide all pupils with access to high-quality swimming instruction that supports water confidence, safety, and skill development. However, during the current academic year, several challenges impacted our ability to support students—particularly in the Primary department—in using a range of swimming strokes effectively.</p> <ol style="list-style-type: none"> <li>  Cognitive and Physical Developmental Barriers           <p><b>Challenge:</b> Many pupils have complex learning needs and physical coordination difficulties, which affect their ability to learn and apply distinct swimming strokes.</p> <p><b>Evidence:</b> Observations during swimming sessions showed that most students relied on basic movements such as doggy paddle or assisted floating, with limited ability to replicate stroke patterns like front crawl, backstroke, or breaststroke.</p> </li> <li>  Communication and Instructional Limitations           <p><b>Challenge:</b> A predominantly non-verbal cohort meant that verbal instruction and stroke demonstrations were not always accessible or understood.</p> <p><b>Evidence:</b> Staff reported needing to simplify or repeat visual cues frequently, and even then, many students struggled to imitate arm and leg movements in sequence.</p> </li> <li>  Limited Time in Water           <p><b>Challenge:</b> Due to logistical constraints, including transport and staffing ratios, swimming sessions were infrequent and short in duration.</p> <p><b>Evidence:</b> With limited exposure, students had fewer opportunities to build muscle memory and confidence in trying different stroke</p> </li> <li>  Sensory and Emotional Regulation Needs           <p><b>Challenge:</b> Some pupils experienced sensory overload or anxiety in the pool environment, which affected their ability to engage with stroke instruction.</p> <p><b>Evidence:</b> Several students required extended time for water acclimatisation and were more focused on emotional regulation than skill acquisition during sessions.</p> </li> </ol>
<p>3. Perform safe self-rescue in different water-based situations</p>	<p>Due to the complex and diverse needs of our current cohort of SEND students, many are not yet working at a level that enables them to perform safe self-rescue techniques across a range of water-based situations. While national curriculum standards emphasise the importance of self-rescue skills, our students require a highly individualised approach that prioritises foundational water safety and confidence.</p> <p>Swimming sessions at KTS are designed to promote physical development and water awareness through structured, supportive environments. Students access both the local swimming pool and the school’s hydrotherapy pool, where they engage in activities tailored to their abilities. These sessions focus on essential safety behaviours such as controlled entry and exit from the water, floating, and responding calmly to unexpected situations.</p>	<ol style="list-style-type: none"> <li> <b>1. Limited Readiness Across the Cohort</b> <p><b>Issue:</b> Many SEND students are not yet developmentally ready to engage in safe self-rescue techniques.</p> <p><b>Evidence:</b> Observations during swimming sessions showed that students struggled with basic water orientation tasks such as floating independently, following multi-step instructions, or recognising danger signals.</p> </li> <li> <b>2. Mismatch Between Curriculum Expectations and Student Needs</b> <p><b>Issue:</b> National curriculum standards assume a baseline of physical, cognitive, and emotional readiness that does not align with the current cohort.</p> <p><b>Evidence:</b> Despite repeated exposure, students were unable to demonstrate consistent self-rescue behaviours such as treading water, reaching safety unaided, or responding appropriately to simulated emergencies.</p> </li> <li> <b>3. Communication and Sensory Barriers</b> <p><b>Issue:</b> Some students have sensory processing challenges or limited verbal communication, which hindered their ability to understand and respond to safety cues.</p> <p><b>Evidence:</b> Instructors noted that students often became overwhelmed by pool environments, leading to disengagement or distress during safety drills.</p> </li> </ol>



Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>Staff CPD during the last academic year was successful and contributed significantly to the overall quality and consistency of physical education provision across the school. A strategic and inclusive approach was taken to ensure that staff, regardless of experience level, received targeted support and development opportunities aligned with school priorities and national expectations.</p> <ul style="list-style-type: none"> <li>● <b>P.E. Training for Early Career Teachers (ECTs):</b> Dedicated training was provided to Early Career Teachers during the Autumn and Spring terms, ensuring they were equipped with the skills and understanding necessary to deliver engaging and inclusive PE lessons. This support has helped ECTs develop confidence in planning, assessment, and differentiation within physical education, contributing to their professional growth and classroom effectiveness.</li> <li>● <b>Playground Training with CSSP:</b> In collaboration with the Cleveland School Sports Partnership (CSSP), staff participated in playground training aimed at enhancing the quality of structured play and physical activity during break times. This training focused on promoting active engagement, improving behaviour management strategies, and fostering inclusive play environments. As a result, staff are better equipped to facilitate purposeful and safe physical activity during unstructured times, supporting pupils' physical and social development.</li> </ul>	<p>While the CPD programme delivered last year was successful in many respects, one area identified for improvement was the provision of whole-school training focused specifically on physical education. Although targeted CPD was offered to individual staff groups, including Early Career Teachers and playground staff, there was limited opportunity for all teaching staff to come together for a unified refresher on PE standards and expectations.</p> <p>A whole-school CPD session would have been beneficial in reinforcing the core principles of high-quality PE delivery, including differentiation, inclusive practice, and the enthusiasm required to engage pupils in meaningful physical development. Such training could have served as a valuable reminder of the importance of consistency in approach and the role of PE in promoting physical literacy, confidence, and wellbeing across the curriculum.</p> <p>Moving forward, we recognise the need to prioritise collective professional development opportunities that not only build individual competence but also foster a shared understanding of best practice in PE. This will support staff in delivering vibrant, inclusive, and progressive PE sessions that meet the diverse needs of our learners and align with national standards.</p>

<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities.</p>	<p>At KTS, we are committed to promoting inclusive and meaningful physical activity for all pupils, with a strong emphasis on enjoyment, skill development, and individual progress. Recognising the diverse needs and abilities within our school community, we have implemented a range of targeted strategies to ensure every pupil has access to regular, engaging physical activity.</p> <ul style="list-style-type: none"> <li>● <b>Adapted Bike Sessions:</b> Selected classes have participated in adapted cycling sessions at Middlesbrough Sports Village, providing pupils with opportunities to develop coordination, confidence, and independence in a safe and supportive environment.</li> <li>● <b>Inclusive Playground Equipment:</b> We have invested in appropriate and stimulating equipment for use during break times, designed to inspire active play and encourage physical engagement across all age groups and ability levels.</li> </ul> <p>☑ <b>Tailored PE Sessions:</b> Physical education lessons are carefully differentiated to meet the individual needs of each pupil, ensuring that all learners can participate meaningfully and make progress at their own pace.</p> <p>☑ <b>Rebound Therapy:</b> Pupils have benefited from structured rebound therapy sessions, which support physical development, sensory integration, and emotional wellbeing through controlled movement on a trampoline.</p> <p>☑ <b>Promoting Independence and Activity:</b> Staff consistently encourage pupils to be as active and independent as possible, embedding physical activity into daily routines and fostering a culture of movement and exploration.</p> <p>☑ <b>Sensory Programmes:</b> We deliver structured sensory programmes that promote physical engagement through routine and repetition, supporting pupils with sensory processing needs to access movement in a calming and purposeful way.</p> <ul style="list-style-type: none"> <li>● <b>Healthy Schools Week:</b> As part of our commitment to broadening pupils' experiences, we hosted a Healthy Schools Week featuring a variety of exciting physical activities such as judo, bowling, and wheelchair basketball. These sessions introduced pupils to new sports and helped foster enthusiasm for physical activity beyond the classroom.</li> </ul>	<p>While significant efforts were made to provide inclusive and engaging physical activity opportunities for all pupils, there were some challenges that impacted overall participation and engagement. Many of our students have complex needs, including physical disabilities and cognitive barriers, which can limit their ability to fully access or understand the purpose of certain physical activities. These factors can affect motivation, confidence, and willingness to participate, particularly when activities are unfamiliar or require skills that pupils find difficult to master.</p> <p>In some cases, pupils demonstrated reluctance or refusal to engage in physical activities due to limited understanding, sensory sensitivities, or a preference for alternative routines. This highlights the importance of continued investment in differentiated approaches, personalised planning, and staff training to ensure that activities are not only accessible but also meaningful and motivating for each learner.</p> <p><b>Transport Constraints</b></p> <p>Transport remains a significant barrier. The school currently has access to only two minibuses, which are frequently booked for other weekly educational commitments. This limits flexibility and reduces the number of pupils who can attend off-site sporting activities. Additionally, due to the mobility needs of many pupils, standard coach or minibus hire is often unsuitable. Specialist accessible transport is required, which is not always readily available and carries additional financial implications. These factors combined have restricted our ability to offer consistent and inclusive access to external sporting venues and events.</p> <p><b>Staffing and Routine Challenges</b></p> <p>Staffing capacity also presented difficulties. Many pupils require higher staffing ratios to ensure safety, particularly when activities take place outside the familiar structure of the school day. For some pupils, changes to routine can be challenging, meaning additional support is needed to manage transitions, behaviour, and wellbeing. However, achieving the necessary staffing levels at these times has not always been possible, which in turn has limited participation and the range of activities we could confidently deliver.</p>
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	<p>Through these initiatives, KTS continues to prioritise physical development and wellbeing, ensuring that all pupils are supported to lead active, healthy, and fulfilling lives.</p>	
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>Raising the Profile of PE and Sport to Support Whole School Improvement</p> <p>At our SEN school, we have strategically elevated the profile of Physical Education (PE) and sport to drive whole school improvement, ensuring that every pupil—regardless of ability—has meaningful access to physical activity that supports their development, wellbeing, and enjoyment.</p> <p> <i>Inclusive and Individualised Physical Activity</i></p> <ul style="list-style-type: none"> <li>We ensure all pupils regularly engage in physical activity tailored to their individual abilities, with a strong emphasis on skill development, sensory engagement, and enjoyment.</li> <li>Activities are carefully adapted to meet the diverse physical, sensory, and communication needs of our learners, fostering participation and confidence.</li> </ul> <p> <i>Strengthening Staff Expertise and Leadership</i></p> <ul style="list-style-type: none"> <li>Early Career Teachers (ECTs) benefit from targeted PE training during the Autumn and Spring terms to embed inclusive practice from the outset.</li> </ul> <p> <i>Quality Assurance and Resource Management</i></p> <ul style="list-style-type: none"> <li>To uphold high standards in physical education across the school, PE resources are routinely monitored to ensure they remain safe, appropriate, and inclusive for all pupils. Equipment is reviewed regularly by designated staff, and replenished or replaced as needed to support the diverse physical and sensory needs of our learners.</li> <li>HLTAs play a vital role in promoting active play during breaks and lunchtimes, overseeing the maintenance and replenishment of outdoor physical equipment to ensure safe and</li> </ul>	<p>While our school has made commendable strides in embedding physical education into the wider curriculum, several challenges have hindered the full impact of our efforts to raise the profile of PE and sport across the school:</p> <ol style="list-style-type: none"> <li><b>Limited Space and Timetabling Constraints</b> Our main hall is a multi-purpose space used for rebound therapy, dining, and assemblies, which significantly restricts its availability for PE activities. Timetabling PE for a large and diverse cohort has proven extremely challenging, often resulting in reduced access and missed opportunities for structured physical development. <b>Supporting Evidence:</b> Weekly timetables show frequent clashes and limited hall availability, particularly during peak times.</li> <li><b>Restricted Access to External Facilities</b> Although we have access to St Peter’s Sports Hall, this is limited and not always available when needed. This constraint has impacted our ability to deliver consistent, high-quality PE experiences, especially for pupils requiring larger, more accessible spaces. <b>Supporting Evidence:</b> Booking logs which highlight we only have a handful of sessions each week, which on occasions can be cancelled.</li> <li><b>Staffing Shortages Affecting Leadership and CPD</b> PE Co-ordinators were not allocated dedicated curriculum time due to ongoing staffing shortages, which affected their capacity to lead and develop the subject effectively. Additionally, attending planned CPD sessions was often challenging, with cover limitations and competing priorities impacting staff availability. <b>Supporting Evidence:</b> CPD attendance records and staff surveys indicate missed training opportunities and limited time for subject leadership.</li> <li><b>Inconsistent Staff Confidence and Delivery</b> Despite efforts to provide training, some staff continued to feel underprepared to deliver PE sessions tailored to pupils with profound and multiple learning difficulties. This occasionally led to reduced engagement and a lack of consistency in delivery. <b>Supporting Evidence:</b> Lesson observations and feedback from pathway leads identified areas for further support and modelling.</li> </ol>

	<p>stimulating environments.</p> <p> <b>Sensory and Therapeutic Engagement</b></p> <ul style="list-style-type: none"> <li>• Pupils have regular access to our Senses programme, which includes sensory drumming and glow dance—activities designed to encourage self-regulation, physical exploration, and expressive movement.</li> <li>• Sensory Integration (SI) plans, developed in collaboration with Occupational Therapists, support pupils with sensory processing needs, ensuring their physical experiences are safe and beneficial.</li> </ul> <p> <b>Community and Enrichment Opportunities</b></p> <ul style="list-style-type: none"> <li>• Adapted bike sessions at Middlesbrough Sports Village offer pupils enriching experiences that promote independence and physical confidence.</li> <li>• Interschool football matches with local Specialist Schools foster inclusion, social interaction, and team spirit.</li> <li>• Strong links with the Cleveland School Sports Partnership (CSSP) broaden opportunities beyond the classroom, including playground training and collaborative events.</li> </ul> <p> <b>Celebratory and Whole-School Events</b></p> <p>We host annual events that bring the school community together, including:</p> <ul style="list-style-type: none"> <li>• The Whole-School Reindeer Dash on the yard</li> <li>• Sports Days for Formal and Developmental Pathway classes during Summer Term</li> </ul>	
<p><b>4.</b> Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls</p>	<p>We are committed to providing all pupils—regardless of gender, ability, or pathway—with equitable access to a diverse range of sports and physical activities that promote engagement, development, and enjoyment.</p> <p> <b>Inclusive and Varied Provision</b></p> <ul style="list-style-type: none"> <li>• A wide spectrum of physical activities is offered across the school, including sensory-based movement, adapted cycling, glow dance, rebound therapy, and interschool football. These are carefully</li> </ul>	<p>While our school is committed to offering inclusive and accessible sporting opportunities for all pupils, including those with complex needs, there remains scope to further broaden and balance the range of experiences available across genders.</p> <ul style="list-style-type: none"> <li>• <b>Limited Gender-Specific Engagement Data:</b> Due to the nature of our cohort—many of whom are non-verbal or have profound physical challenges—gathering detailed feedback on gender-based preferences and participation can be difficult. This limits our ability to fully evaluate whether boys and girls are accessing and engaging with activities equally.</li> <li>• <b>Activity Variety and Appeal:</b> Although we offer a wide range of adapted sports, some activities may inadvertently appeal more to one gender. For example, rebound therapy and sensory circuits are universally beneficial, but more active or competitive options may be underrepresented for girls or vice versa.</li> </ul>

selected to meet the needs of pupils with profound and multiple learning difficulties, ensuring every child can participate meaningfully.

- Activities are designed to be non-gendered and inclusive, with equal encouragement and opportunity for boys and girls to explore and enjoy physical education.

#### Promoting Gender Equity

- All pupils are actively encouraged to take part in sports and physical activities, with staff modelling inclusive attitudes and language to challenge stereotypes and promote equal participation.
- Mixed-gender groupings are used wherever appropriate to foster collaboration, respect, and shared experiences.

#### Whole-School Events and External Opportunities

- Whole-school initiatives such as the Reindeer Dash, Sports Days, and adapted bike sessions at Middlesbrough Sports Village are open to all pupils, ensuring equal access and visibility of sport across the school.
- Strong partnerships with the Cleveland School Sports Partnership (CSSP) enable us to extend opportunities beyond the classroom, including interschool events that promote inclusion and gender balance.

#### Monitoring and Evaluation

- Participation is monitored to ensure that all pupils, including girls and those with complex needs, are accessing and benefiting from physical education.
- Feedback from staff and the student council informs ongoing planning to ensure activities remain inclusive, engaging, and equitable.

- **Staff-Led Choices:** In some cases, activity selection is led by staff based on therapeutic goals rather than pupil choice. While this is appropriate for our setting, it may unintentionally limit exposure to a broader spectrum of sports experiences across genders.

By continuing to reflect and adapt, we can ensure that all pupils—regardless of gender or ability—have equal access to meaningful, enjoyable, and empowering physical experiences.

<p>5. Increasing participation in competitive sport</p>	<p>At our SEN school, we are committed to ensuring that all pupils—regardless of cognitive, physical, or communication challenges—have access to meaningful physical activity and opportunities to experience the joy of sport. While traditional competitive formats may not be accessible to many of our learners, we have taken a creative and inclusive approach to increasing participation.</p> <ul style="list-style-type: none"> <li>● <b>Adapted Inter-School Events:</b> We continue to run inter-school football competitions with a local SEN partner, but have adapted the format to focus on teamwork, movement, and enjoyment rather than strict rules or outcomes. This allows students with varying levels of understanding to engage at their own pace.</li> </ul> <p>☑ <b>Celebration of Effort and Engagement:</b> Participation is recognised through visual displays, certificates, and classroom discussions that celebrate effort, progress, and teamwork rather than winning or scoring.</p> <p>☑ <b>Therapeutic Integration:</b> We work closely with occupational and physiotherapists to embed movement-based goals into sport sessions, ensuring that participation supports broader developmental outcomes.</p> <p>☑ <b>Sensory-Friendly Environments:</b> Sporting activities are delivered in environments that consider sensory sensitivities, with clear visual cues, structured routines, and calming spaces to support regulation and engagement.</p>	<p>While we remain committed to providing inclusive sporting opportunities, there have been notable challenges in increasing participation in competitive sport among our pupils with complex needs:</p> <p>🗣️ <b>Cognitive and Communication Barriers</b>  <b>Challenge:</b> A significant proportion of our current cohort are non-verbal and have limited understanding of structured rules, turn-taking, and competitive dynamics.  <b>Evidence:</b> During inter-school football events/CSSP Events, only a small number of students were able to engage meaningfully with the concept of competition or rules. Many required 1:1 support and were unable to follow game flow or positional play.</p> <p>2.Reduced Pool of Eligible Participants  <b>Challenge:</b> Compared to previous years, fewer students meet the cognitive and physical criteria to participate in traditional competitive formats.  <b>Evidence:</b> Attendance at inter-school matches/CSSP events has declined, with staff reporting difficulty identifying pupils who can safely and meaningfully participate without becoming distressed or disengaged.</p> <p>3. Mismatch Between Format and Needs  <b>Challenge:</b> Standard competitive sports formats—even when adapted—often remain too cognitively demanding or overstimulating for many learners.  <b>Evidence:</b> Staff feedback indicates that students often respond better to sensory-based or exploratory movement activities than to structured games with winners and losers.</p> <p>These challenges have prompted us to rethink our approach to competitive sport, focusing more on inclusive physical activity, sensory engagement, and celebration of personal achievement. We continue to explore alternative formats that better align with our pupils’ strengths and developmental profiles.</p>
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# Aims for the next academic year (2025/2026)




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- Using your whole school priorities, school development plan and previous PE, school sport and physical activity data, set out your aims for the year ahead.
- Think about specific areas of need such as **inactive girls, SEND and disadvantaged pupils**
- Remember to also input your swimming data and reflections in the table located at the bottom of this page.
- Consider which of the 5 key areas improvements will be focussing on:
  1. *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
  2. *Increasing engagement of all pupils in regular physical activity and sporting activities*
  3. *Raising the profile of PE and sport across the school, to support whole school improvement*
  4. *Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls.*
  5. *Increasing participation in competitive sport*

Swimming and Water Safety	Input data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres		
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

Aim	Why?	Key area	Supporting evidence
<p>Develop CPD opportunities for all teaching staff across school.</p> <ol style="list-style-type: none"> <li>1. Rugby</li> <li>2. Gymnastics</li> <li>3. Complex Needs (Nicola Jefferson)- Inclusion Officer- Tees Valley.</li> <li>4. Netball/Basketball</li> <li>5. General CPD around SEND</li> </ol>	<p>Ensures Sessions Are Safe, Accurate, and Inclusive</p> <p>SEN students often have unique physical, cognitive, or emotional needs. Staff must be trained to deliver <b>safe and appropriate activities</b> tailored to those needs.</p> <p>PE CPD helps educators understand <b>adaptive techniques</b>, correct rules, and modifications to ensure full participation.</p> <p>2. Supports Progressive Skill Development</p> <p>Formal/semi-formal curricula rely on <b>structured progression</b>—from foundational motor skills to more complex movement patterns.</p> <p>CPD ensures staff know how to <b>break down skills</b>, scaffold learning, and set realistic, achievable goals for diverse learners.</p> <p>3. Improves Session Quality and Engagement</p> <p>High-quality CPD equips staff with <b>evidence-based strategies</b> for engagement, differentiation, and behaviour support.</p> <p>This leads to more <b>motivating, inclusive, and purposeful sessions</b>, especially in PE where confidence and enjoyment are key.</p> <p>4. Builds Confidence and Competence in Staff</p> <p>Many TAs and teachers feel underprepared to teach PE to students with SEN. CPD provides the <b>knowledge, tools, and reassurance</b> they need to lead effectively.</p> <p>It also empowers TAs to take on more active roles, reducing reliance on specialist staff.</p> <p>6. Promotes Equity and Access</p> <p>Without targeted CPD, students with SEN may receive <b>lower-quality or inconsistent PE experiences</b>.</p> <p>Training ensures that every child—regardless of ability—has access to <b>high-quality, progressive physical education</b>.</p>		<p>CPD will be delivered to Teachers/TA during lesson times by professional in their field, showing working examples, differentiation, ideas etc.</p> <ol style="list-style-type: none"> <li>1. Rugby CPD- November 11<sup>th</sup> x4 weekly sessions x 1hr – Class 17/12- Teachers to keep notes etc and pass on their new knowledge to other Teachers/TA's.- Please see testimonials.</li> <li>2. Gymnastics- Booked in with CSSP- Date to be confirmed.</li> <li>3. Nicola Jefferson Booked to deliver MATP In Spring/Summer Term.</li> </ol> <p>4. BEE Netball CPD ???</p> <p>5. All teachers L5's and L4's attended webinar sessions between <b>26<sup>th</sup>-30<sup>th</sup> January 2026</b>. The webinars aimed to increase practitioner's confidence and knowledge so that we can create more inclusive PE, school sport and physical activity opportunities for young people with SEND. There were 6 webinars across the week covering a range of topics and featuring expert speakers.</p> <ol style="list-style-type: none"> <li>1. <i>Embedding strength and balance in the daily lives of young people</i></li> <li>2. <i>Creating inclusive environments for neurodivergent young people</i></li> <li>3. <i>Creating sustainable enrichment opportunities for young people with SEND</i></li> <li>4. <i>Designing an inclusive PE curriculum for every young person</i></li> <li>5. <i>Unlocking the power of school swimming for young people with SEND</i></li> <li>6. <i>Inspiring inclusion through major sporting events</i></li> </ol>
<p>Continue with inclusive cycling sessions- Middlesbrough Sports Village.</p>	<p>🚲 Why Provide Inclusive Cycling Sessions for SEN</p> <p>Students Inclusive cycling offers students with SEN the chance to access a meaningful, engaging physical activity that is often out of reach due to challenges with motor planning, understanding, safety awareness, or cognitive ability. By using adapted bikes and supportive staff, these sessions:</p> <p><b>Break down barriers to participation:</b> Students who typically cannot ride a standard bike are empowered to</p>		<p>Sessions are starting again in April 2026.</p>

	<p>take part safely and confidently.</p> <p><b>Promote physical and emotional wellbeing:</b> Cycling supports gross motor development, coordination, and cardiovascular health, while also boosting mood and self-esteem.</p> <p><b>Encourage independence and adventure:</b> Riding alongside peers or staff fosters a sense of freedom, exploration, and personal achievement.</p> <p><b>Enhance social inclusion:</b> Students engage in shared experiences with others, building relationships and communication skills.</p> <p><b>Support curriculum enrichment:</b> These sessions align with physical education goals in formal and semi-formal curricula, offering progressive skill-building in a fun and accessible format.</p> <p>Spark joy and engagement: <b>The visible enjoyment and enthusiasm from students highlight the value of inclusive cycling as a tool for motivation and holistic development.</b></p>		
<p>Train and utilise KTS+ Sports Leaders.</p>	<p>Developing and deploying KTS+ Sports Leaders is a strategic approach that directly supports the school's aim of increasing pupil engagement in regular physical activity and sporting opportunities. Investing in this initiative offers several clear benefits:</p> <ol style="list-style-type: none"> <li><b>1. Enhancing Pupil Leadership and Personal Development</b> Training Sports Leaders provides pupils with structured opportunities to develop key life skills such as communication, teamwork, problem-solving, and responsibility. These leadership roles promote confidence and independence, aligning with wider whole-school priorities around preparing pupils for adulthood and fostering positive self-esteem.</li> <li><b>2. Increasing Capacity to Deliver a Broader Range of Activities</b> By equipping pupils with the skills to support the organisation and delivery of physical activities, the school increases its internal capacity. Sports Leaders can assist staff with warm-ups, equipment set-up, peer support, and small-group activities. This is particularly valuable given the staffing challenges associated with off-site or non-routine activities, enabling more pupils to participate safely and consistently.</li> <li><b>3. Promoting Peer-to-Peer Engagement</b> Pupils often respond positively to peer role models. Sports Leaders can encourage participation, model positive behaviour, and help create an inclusive and motivating environment. This peer-led approach can be especially effective for pupils who may be reluctant to engage or who benefit from social encouragement.</li> <li><b>4. Supporting a Sustainable, Whole-School Physical Activity Culture</b> Embedding Sports Leaders within the school's physical activity provision helps create a sustainable model that is</li> </ol>		<p>Sports Leaders were provided with 0.5 days training with CSSP- Richard Eastern- Monday 9<sup>th</sup> February 2026.</p> <p>The Sports Leaders supported their first event on: February 11<sup>th</sup>- SEND Multi- Skills Festival held at Skelton Youth Centre.</p> <p>The Leaders then supported a further SEN Event held on Wednesday 22<sup>nd</sup> April.</p> 

	<p>less dependent on external providers or additional staffing. Over time, this contributes to a stronger culture of physical activity, where pupils take ownership and pride in promoting healthy, active lifestyles.</p> <p>5. Increasing Inclusivity and Adaptability Sports Leaders can be trained to support adapted activities that meet the diverse needs of the school population. Their involvement helps ensure that sessions are accessible, inclusive, and responsive to the mobility, sensory, or communication needs of their peers. This aligns with the school's commitment to equitable access to physical activity for all pupils.</p> <p>6. Strengthening Community and School Identity The Sports Leader programme provides opportunities for pupils to represent the school at internal and external events, contributing to a sense of belonging and community identity. It also showcases the strengths and capabilities of KTS+ pupils, reinforcing positive perceptions of the school both internally and externally.</p>		
<p>Students to attend a range of appropriate sporting events within school and externally.</p>	<p><b>Rationale (Why this aim is important)</b> Attending a variety of sporting events provides students with meaningful learning experiences that extend beyond the classroom. This aim supports several key educational and developmental priorities:</p> <p><b>Enhancing Learning and Engagement</b> Exposure to real sporting environments helps students connect theoretical knowledge from PE lessons to authentic contexts.</p> <p>Observing different sports broadens their understanding of rules, tactics, and performance standards.</p> <p><b>Promoting Physical Activity and Healthy Lifestyles</b> Seeing positive role models in sport can inspire students to participate more actively in physical activity.</p> <p>It reinforces the value of lifelong fitness and wellbeing.</p> <p><b>Developing Social and Personal Skills</b> Attending events encourages teamwork, communication, and responsible behaviour in public settings.</p> <p>Students learn to show respect, sportsmanship, and appreciation for others' achievements.</p> <p><b>Strengthening Community Links</b> External events help build partnerships with local clubs, organisations, and sporting bodies.</p> <p>These connections can create pathways for future participation, volunteering, or leadership opportunities.</p> <p><b>Raising Aspirations</b> Experiencing high-quality sport can motivate students to set personal goals, explore new interests, and recognise potential career pathways in sport and beyond.</p>		<p>Students will attend a variety of sessions throughout the school year both internally and externally:</p> <p>Inclusive Cycling- Across School Bike Ability- Across School Wheelchair basket ball- KTS+ Judo- KTS+ Sports Day (July 26)- Whole School Bell Boating- June 26' Silent Disco UV Dodgeball CSSP Events:</p> <ol style="list-style-type: none"> <li>1. Spirit of the Games</li> <li>2. Get Moving Festival</li> <li>3. Snowball Attack</li> <li>4. Gym Festival</li> <li>5. SEND Multi Sports</li> <li>6. SEND Athletics</li> <li>7. Disney Girls Football</li> <li>8. Tennis Festival</li> </ol>

			<p>9. Athletics Festival</p> <p>10. Book Trail</p> <p>11. Storybook Trail</p>
<p>Develop Playtime Provison- OPAL</p>	<p>To transform playtime into a high-quality, inclusive, and enriching experience for all children by embedding the OPAL (Outdoor Play and Learning) principles across the school. Our goal is to ensure that every child has access to purposeful, imaginative, active, and self-directed play every day.</p>		<p><b>Implementing the OPAL approach leads to a wide range of observable improvements across behaviour, engagement, wellbeing, and the quality of play. Evidence that demonstrates successful development may include:</b></p> <p><i>Improved Quality of Play</i></p> <p>Children engaging in a broader variety of play types, including imaginative, physical, creative, and cooperative play.</p> <p>Increased use of loose parts and open-ended resources, showing creativity and problem-solving.</p> <p>More purposeful and sustained play, with children independently initiating and extending activities.</p> <p><i>Positive Social Development</i></p> <p>Noticeable improvements in teamwork, turn-taking, negotiation, and conflict resolution.</p> <p>Mixed-age play becoming more common, with older pupils supporting younger peers.</p> <p>Reduction in social isolation, with more children actively participating in play.</p> <p><i>Enhanced Behaviour and Wellbeing</i></p> <p>Fewer behaviour incidents recorded during playtimes.</p> <p>Children returning to class calmer, more settled, and ready to learn.</p> <p>Increased levels of happiness, confidence, and resilience observed during unstructured play.</p> <p><i>More Inclusive Play Environment</i></p> <p>Children participating more fully due to varied play opportunities.</p> <p>A wider range of interests being catered for, ensuring all pupils can access meaningful play.</p> <p>Adaptations and resources supporting different sensory, physical, and social needs.</p> <p><i>Operational Improvements</i></p> <p>Smoother, safer playtimes with clear routines and shared expectations.</p> <p>Staff reporting greater confidence in facilitating play and managing risk.</p> <p>Improved organisation of outdoor spaces, with zones used effectively and consistently.</p> <p><i>Quantitative and Qualitative Evidence</i></p> <p>Playtime behaviour logs showing reduced incidents over time.</p> <p>Pupil voice surveys reflecting increased enjoyment and feelings of safety.</p> <p>Parent feedback noting improved social skills and enthusiasm</p>

			<p>for school.</p> <p>Photographs, observations, and play audits demonstrating richer play experiences.</p> <p>Stronger School Culture</p> <p>A more positive, community-focused atmosphere during playtimes.</p> <p>Children showing greater respect for equipment, spaces, and each other.</p> <p>Play becoming a valued and celebrated part of the school day.</p>
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# Plan, monitor and evaluate (2025/2026)



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- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead.
- Consider which of the 5 key areas improvements will be focussing on:
  1. *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
  2. *Increasing engagement of all pupils in regular physical activity and sporting activities*
  3. *Raising the profile of PE and sport across the school, to support whole school improvement*
  4. *Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls*
  5. *Increasing participation in competitive sport*

# Plan, monitor and evaluate (2025/2026)

Example objective shown below is for reference purposes only:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b>	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme), Midday supervisor training, Staff CDP to develop their understanding of games and play, Range of equipment, Youth voice activities to understand pupils wants and needs Outdoor play provision such as OPAL	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model. A happier, more active playground that meets the needs of all pupils especially SEND and girls.	Youth voice data through half-termly surveys and interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b>	Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Midday supervisors have grown in confidence and far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played. Girls are proving to be the hardest group to engage as some are still choosing not to be active	Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Establish lead midday supervisors to empower them and give them ownership. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence?	100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others. Interviews by random selection were conducted and 92% of pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: - Am I involved with games at lunch time - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes	Physical Resources - £1000  CPD for staff - £500  OPAL - £8000

**Your Objective:** Develop playtime provision- To increase activity for less active students.



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	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b>	Develop Playtime Provision- To increase activity for less active students.	Staff to attend OPAL training and work with advisers. Provide whole school training with regards to implementation of OPAL. Put together a working party to implement and monitor OPAL across school. Gather and build on resources for all yards across school.	Playtimes transforming into a high-quality, inclusive, and enriching experience for all children by embedding the OPAL (Outdoor Play and Learning) principles across the school. Our goal is to ensure that every child has access to purposeful, imaginative, active, and self-directed play every day. <ul style="list-style-type: none"> <li>• <b>Happier children</b> Playtimes become more joyful, less stressful, and more engaging for all pupils.</li> <li>• <b>Better behaviour</b> Fewer conflicts, fewer incidents, and more positive interactions across year groups.</li> <li>• <b>More active and healthier</b> Children move more, play more creatively, and develop stronger physical skills.</li> <li>• <b>Improved learning readiness</b> After high-quality play, students return to class calmer, more focused, and ready to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour and wellbeing records showing calmer playtimes, fewer incidents and improved readiness to learn.</li> <li>• Observations of improved quality of play, including increased independence, cooperation and sustained engagement.</li> <li>• Evidence of improved social skills such as teamwork, turn-taking and inclusive peer interactions.</li> <li>• Increased access to meaningful play through inclusive opportunities and appropriate adaptations.</li> <li>• Staff feedback indicating smoother, safer playtimes and increased confidence in facilitating play.</li> <li>• Pupil and staff voice reflecting increased enjoyment, engagement and positive playtime experiences.</li> </ul>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b>	<p>The development of playtime provision through OPAL has had a significant positive impact across the school. Playtimes are becoming more <b>inclusive, engaging and purposeful</b>, with pupils accessing a wider range of play opportunities that promote creativity, exploration and independence.</p> <p>Pupils are also more <b>physically active</b>, using a variety of resources to support movement, coordination and imaginative play. This has contributed to improved <b>health and wellbeing</b> across the school.</p>	<p>Yes, the improvements are sustainable with continued commitment to the OPAL approach. Ongoing staff training, support from OPAL advisers and a dedicated working party ensure consistency and long-term implementation across the school. Continued investment in resources will maintain high-quality play opportunities and allow provision to evolve based on pupil needs.</p>	<ul style="list-style-type: none"> <li>• Behaviour and wellbeing records indicate calmer playtimes, with fewer incidents.</li> <li>• Staff observations show improved quality of play, cooperation and sustained engagement.</li> <li>• Evidence of enhanced social skills, such as turn-taking and inclusive peer interactions..</li> <li>• Staff feedback highlights smoother, safer playtimes.</li> <li>• Pupil and staff voice reflects higher levels of enjoyment, engagement and positive play experiences.</li> </ul>	<p>£ ???OPAL Membership and training £ ???OPAL Resources</p>

**Your Objective:** Continue with inclusive cycling sessions- Middlesbrough Sports Village- To encourage students to become more confident and increase engagement during physical activity.



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	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b>	Continue with inclusive cycling sessions- Middlesbrough Sports Village- To encourage students to become more confident and increase engagement during physical activity.	<p><b>Strengthen Partnerships</b></p> <p>Maintain regular communication with <b>Middlesbrough Sports Village</b> to secure session slots and access to adaptive bikes.</p> <p>Plan and Structure Sessions</p> <p>Create a <b>timetable</b> so staff and pupils know when sessions occur./Book buses/Group pupils based on need, confidence, and equipment requirements.</p> <p>/Build progression into sessions—where possible (age-appropriate).</p> <p><b>Ensure Access to Equipment</b></p> <p>Work with the Sports Village to guarantee access to: adaptive bikes (trikes, hand cycles, side-by-side bikes) helmets and safety equipment accessible track space</p> <p>Audit school transport needs and ensure safe travel arrangements.</p> <p><b>Embed Inclusion</b></p> <p>Adapt sessions so every child can participate meaningfully, regardless of ability.</p> <p>Provide 1:1 support where needed.</p> <p>Offer sensory-friendly options (quiet areas, reduced noise, predictable routines).</p> <p>Celebrate personal progress rather than performance.</p>	<ul style="list-style-type: none"> <li>• <b>Greater confidence and independence</b> in pupils’ movement and cycling skills.</li> <li>• <b>Improved physical development</b>, including balance, coordination, and stamina.</li> <li>• <b>Increased inclusion</b>, with all pupils—especially those with SEND—able to participate meaningfully.</li> <li>• <b>Enhanced emotional wellbeing</b>, with pupils showing enjoyment, resilience, and pride.</li> <li>• <b>Better social interaction</b>, including teamwork, turn-taking, and peer encouragement.</li> <li>• <b>Stronger learning behaviours</b>, such as focus, self-regulation, and readiness to learn.</li> <li>• <b>Positive family and community engagement</b>, with pupils more motivated to be active beyond school.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pupil progress:</b> noticeable improvements in balance, coordination, stamina, and independence.</li> <li>• <b>High engagement:</b> more pupils participating regularly, including those who avoid traditional PE.</li> <li>• <b>Wellbeing gains:</b> pupils show increased confidence, enjoyment, and calmer behaviour after sessions.</li> <li>• <b>Positive social interactions:</b> teamwork, turn-taking, and peer encouragement observed.</li> <li>• <b>Staff feedback:</b> consistent reports of improved resilience, motivation, and skill development.</li> <li>• <b>Parent feedback:</b> families noting increased confidence and enthusiasm for physical activity.</li> <li>• <b>Visual evidence:</b> photos/videos and session logs showing clear progress and participation.</li> <li>• <b>Partner input:</b> Middlesbrough Sports Village staff confirming engagement and safe practice.</li> </ul>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b>	Inclusive cycling sessions have had a strong impact on pupils’ development and wellbeing. Pupils show increased confidence and independence, with many more willing to take part and try new activities. There are clear improvements in physical skills, including balance, coordination and stamina, supported through regular access to adaptive bikes. The provision ensures inclusive participation, allowing all pupils, including those with complex physical needs and SEND, to engage meaningfully. Pupils demonstrate enhanced emotional wellbeing, showing enjoyment, resilience and pride.	Yes – the improvements are sustainable if funding continues and Middlesbrough Sports Village remains operational. Ongoing access to the facility, adaptive equipment and specialist support is essential to maintain high-quality provision. Continued funding ensures session delivery can be sustained, allowing pupils to regularly access sessions and build on their skills over time. Strong partnership working with the Sports Village also supports consistency and progression, helping embed inclusive cycling as a valued part of the curriculum. With these elements in place, the provision can continue to enhance pupils’ confidence, physical development, wellbeing and engagement in physical activity long term.	<p>Photographic and video evidence capturing pupils actively engaging in inclusive cycling sessions.</p> <p>Class registers and attendance records showing participation in sessions at Middlesbrough Sports Village.</p> <p>Staff observations and testimonials evidencing increased <b>confidence, engagement and enjoyment</b> during sessions.</p> <p>Records of pupil progress highlighting improvements in balance, coordination, stamina and independence.</p> <p>Informal feedback from pupils and families reflecting increased enthusiasm and confidence in physical activity</p>	<b>£??? Inclusive Cycling sessions</b>

**Your Objective:** Train and utilise KTS+ Sports Leaders.- To support whole school improvement by supporting others to join in!



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	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b>	<p>Train and utilise KTS+ Sports Leaders- To support whole school improvement by supporting others to join in!</p>	<p>Sports Leaders will be identified by staff at KTS+ based on their interest, engagement, and suitability for the role. Once identified, these pupils will take part in two afternoons of structured training delivered by Cleveland School Sport Partnership (CSSP). The training will focus on leadership skills, teamwork, communication, and the safe organisation of sporting activities.</p> <p>Following training, Sports Leaders will be supported by staff to put their skills into practice during appropriate school-based sports sessions and external events. Ongoing guidance and supervision will ensure the Sports Leaders feel confident in their roles and are able to contribute positively, developing independence, responsibility and confidence over time.</p>	<p>We aim to see increased confidence, leadership skills and responsibility among pupils identified as KTS+ Sports Leaders. Through targeted training and supported opportunities, Sports Leaders will demonstrate improved communication, teamwork and positive role modelling within school sports activities.</p> <p>Across the wider school, we expect improved engagement and participation in physical activity, with pupils benefiting from peer-led support that is inclusive, motivating and accessible. Sports Leaders will help create a positive sporting culture, encouraging enjoyment, cooperation and appropriate behaviour during physical activities.</p> <p>Staff capacity will be enhanced through the use of trained pupil leaders, supporting the delivery of sporting events and activities in a sustainable way.</p> <p>Over time, we hope this approach will contribute to improved pupil confidence, increased physical activity levels, and the development of life skills such as independence, resilience and leadership that extend beyond sport</p>	<ul style="list-style-type: none"> <li>Registers and attendance records from Sports Leader training sessions delivered by Cleveland School Sport Partnership (CSSP), demonstrating participation and completion of leadership training.</li> <li>Staff observations and recorded evaluations noting increased confidence, responsibility and leadership behaviours displayed by KTS+ Sports Leaders during school sporting activities and events.</li> <li>Pupil voice feedback gathered informally and through structured discussions, evidencing increased enjoyment, motivation and engagement in physical activity as a result of peer-led support.</li> <li>Timetables and planning documents showing Sports Leaders supporting or assisting in the delivery of sporting activities, highlighting increased staff capacity and sustainability of provision.</li> <li>Behaviour and engagement records indicating improved cooperation, teamwork and positive attitudes towards physical activity across participating pupils.</li> <li>Photographic evidence and event records from school-based sporting activities demonstrating active involvement of Sports Leaders and inclusive participation.</li> </ul>

	What impact have you seen	Are the improvements Sustainable?	Supporting evidence	Approx. cost
	<p>KTS+ Sports Leaders have positively increased engagement and performance at events and when leading activities. Pupils selected for the role have developed greater confidence, responsibility and leadership skills through CSSP training and supported practice. They demonstrate improved communication, teamwork and independence, acting as positive role models during sports activities. Peer-led support has created a more inclusive and motivating environment, encouraging wider participation, particularly for less confident pupils. As a result, engagement, enjoyment and cooperation in physical activity have improved.</p>	<p>Yes, the improvements are sustainable. By training pupils as Sports Leaders and embedding their roles within regular school activities, leadership and participation are maintained over time. Ongoing staff support ensures skills continue to develop, while new pupils can be trained to extend the programme. As some current Sports Leaders will be leaving, there will be a need to identify and train new leaders next year, with continued support from Cleveland School Sport Partnership (CSSP). This ensures the programme remains effective, building long-term confidence, engagement and leadership.</p>	<p>Supporting evidence includes registers from CSSP training, alongside staff observations of Sports Leaders demonstrating increased confidence, leadership and responsibility. Pupil voice highlights improved enjoyment, motivation and engagement during activities, with current Sports Leaders expressing enthusiasm for their roles, actively supporting events and keen to continue next year.. Photographs and event records further demonstrate active involvement and inclusive participation across school sports activities.</p>	<p>£0</p>

**Your Objective:** Students to attend a range of appropriate sporting events within school and externally to improve confidence and enjoyment in physical activity.



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	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b>	Students to attend a range of appropriate sporting events within school and externally to improve confidence and enjoyment in physical activity.	Students will access a range of inclusive sporting activities throughout the year, delivered both internally and externally. Opportunities will include Inclusive Cycling and Bikeability (across school), wheelchair basketball, judo and silent disco (KTS+), whole-school Sports Day (July 2026), Bell Boating (June 2026) and participation in CSSP events, ensuring broad access to varied physical experiences.	Pupils will show increased confidence, engagement and enjoyment in physical activity, with improved social interaction, communication and emotional regulation. Access to inclusive internal and external sporting opportunities will support physical development, resilience and positive experiences beyond the classroom.	<ul style="list-style-type: none"> <li>☑ Attendance records and registers for internal and external sporting activities, showing pupil participation.</li> <li>☑ Staff observations and assessments evidencing increased engagement, confidence and emotional regulation during physical activities.</li> <li>☑ Photographs, timetables and event records from activities such as Inclusive Cycling, KTS+ sessions, Sports Day, Bell Boating and CSSP events.</li> <li>☑ PE &amp; Sport Premium monitoring and tracking documentation evidencing inclusive participation and sustained engagement</li> </ul>
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
	The introduction of a wide range of inclusive sporting activities has had a positive impact	Yes – the improvements are sustainable with continued funding and ongoing support from CSSP.	☑ Registers and attendance records show consistent pupil participation in both internal and external	CSSP Membership £ Inclusive Cycling £

<p><b>Evaluate</b></p>	<p>across the school. Pupils have accessed diverse opportunities such as Inclusive Cycling, Bell Boating, ice-skating, judo, wheelchair basketball and CSSP events, broadening their physical experiences and ensuring inclusive participation. Pupils show increased confidence and willingness to engage, reports from Bikeability staff noted that ‘students confidence during sessions has increased and we now have more students than ever accessing the bikes and more away on two wheels!’ Many students are demonstrating greater independence in activities. Staff observations highlight improved engagement and enjoyment, with pupils sustaining attention for longer and showing enthusiasm.</p>	<p>The partnership provides access to specialist inclusive sporting opportunities, high-quality resources and external events, ensuring pupils can consistently engage in a broad and meaningful PE offer.</p> <p>Sustained investment will enable the school to maintain and further develop inclusive provision, embedding physical activity into the wider curriculum. Continued collaboration with CSSP will also support staff development and ensure pupils have ongoing access to varied experiences, promoting long-term engagement, confidence and wellbeing in physical activity.</p>	<p>sporting activities (e.g. Inclusive Cycling, CSSP events).</p> <p>☑ Staff observations and assessment records demonstrate increased confidence, engagement and improved emotional regulation during physical activities.</p> <p>☑ Photographic evidence and school records capture pupils actively participating and enjoying a wide range of inclusive sport opportunities.</p> <p>☑ Timetables and event logs confirm regular access to diverse activities such as, Bell Boating and Sports Day.</p>	<p>Wheelchair Basketball £</p> <p>Judo £</p> <p>Sports Day £</p> <p>Santa Dash £</p>
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