

PE Funding Evaluation Form

Commissioned by Created by





Springwell
Lincolnshire

Sport Premium Reporting 2025-26

Springwell Alternative Academy Mablethorpe

Details of funding	
Total amount carried forward for 24/25	£0
Total amount allocated for 25/26	£5000
How funding was spent	CPD Internal learning and development sessions £500 CPD inter school development sessions £250 CPD external coaches supporting confidence and competence £1500 Internal learning and development £50 Internal sports competitions £200 Resources and equipment to increase the active structured times within the school day opps £2500

Review of the last year 24/25

What went well?	How do you know?	What didn't go well?	How do you know?
• Increase in pupils successfully engaging in daily physical activity. • Pupils engaging with the London Mini Marathon project. • SAAM signed up to the daily 1 mile. • Pupils understand that physical activity can support wellbeing. • Pupils have tried a wider range of sports through school enrichment and curriculum offer. • Pupils are wanting to take part in a wider variety of sports. • Development of outdoor provision to engage in nature/orienteering.	• All pupils, including those reluctant to engage or with additional SEND needs, are engaging in daily physical activities. • All pupils participated in the London Mini Marathon. • Pupils make links between self regulation strategies, mental wellbeing from the physical activities they are undertaking. • Pupil voice indicated that utilising the sensory garden supported their regulation whilst engaging in structured activities.	• Pupils have not had the opportunity to engage in interschool opportunities. • Local sport coaching provision is minimal in local areas - School Sport links are not easily made, meaning opportunities for pupils to join local sporting clubs is reduced. • Pupil voice; pupils had asked for new sports such as football golf, opportunity to visit a climbing wall & ultimate frisbee.	• Pupils not joining clubs or participating in in out of school sports. • With the lack of local resources and provisions - pupils have not been able to partake in some of the more adventurous activities.

Intended actions for 25/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
1. To foster a lifelong love of activity and boost health, well-being, and self-regulation by providing students with access to specialised, non-traditional sports. For students with SEMH needs, physical activity acts as a crucial outlet for emotional expression and helps develop focus and coping strategies. 2. To ensure that all physical education activities are fully inclusive, accessible, and engaging for every child, regardless of their physical, emotional, or sensory needs. 3. To build character, resilience, confidence, and teamwork skills by taking learning outside the traditional classroom setting (Outdoor Adventurous Activities). 4. Continue to develop the daily mile into a whole school approach, linking this to our Thrive Curriculum / SEMH intervention or bespoke target interventions. 5. Staff CPD - develop staff expertise and confidence so they can deliver adaptive, and inspiring physical activity that aligns with the school's trauma-informed practices.	1. Hire specialist external coaches to deliver expert tuition in areas such as yoga, boxing and speed rebound work. Scheduling these regularly to help students develop core strength, balance, and mindfulness in a structured, safe environment. 2. Conduct an audit of existing resources and allocate funding to purchase high-quality, durable, adaptive, and sensory sports equipment. This allows all students to safely access the full PE curriculum without feeling overwhelmed or excluded. 3. Giving pupils access to Forest School will enable pupils to engage in OAA in a local, safe environment whilst building key characteristics needed for life long health and wellbeing. 4. Purchasing specialised resources to make these daily activities engaging for all age groups across Key Stages 1 to 4. 5. Newly recruited PE specialist can support the professional development of staff, focusing on delivering inclusive sports and managing the specific SEMH needs of pupils within a highly active, physical context.

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
• Students develop improved emotional regulation, reduced anxiety levels, and increased engagement in physical activity. For pupils with SEMH needs, finding a non-traditional sport (like boxing or yoga) offers a positive outlet for stress and builds self-esteem. • Class teachers and teaching assistants will actively participate in and shadow these external specialist sessions. This upskilling ensures that school staff can confidently lead basic elements of these activities in future terms without relying indefinitely on external providers. • Students who previously disengaged due to sensory overload or physical barriers will actively participate, leading to a noticeable drop in behavioural incidents during structured times. • Growth in student resilience, trust, and peer-to-peer collaboration. Facing outdoor challenges helps students transfer problem-solving skills and emotional grit back into their academic classrooms. • Staff will feel equipped with a wider toolkit of adaptive PE teaching strategies, leading to higher levels of student focus, engagement, and enjoyment during physical activity. • Empowering students to discover personal affinities for physical movement, ensuring sustainable engagement and healthy habits that persist well beyond their time at the academy.	• We expect to see a quantitative reduction in behavioural incidents, physical interventions, and verbal altercations during structured activity and in the lessons immediately following physical activity. • For students aiming to transition back to mainstream education, increased resilience built through Outdoor and Adventurous Activities will be documented as supporting evidence in their transition plans. • Consistent participation from every student in daily and weekly physical exertion, encompassing structured sessions, kinetic tasks, and sensory-based movement opportunities. • Pupil voice will include questions that centre around the confidence, enjoyment and anxiety when it comes to sport and physical activity.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
• A community link with the National Trust has been very positive. This has enabled us to start the journey looking into a more OAA based approach to our physical activity programme. • Staff have gained valuable experience for the extended swimming sessions looking particularly at peer rescue and life saving skills. • By moving away from purely traditional sports and introducing a broader, more inclusive sports (Volleyball, unihoc, indoor curling) student engagement increased. • Staff successfully worked with pupils to improve their understanding of the holistic benefits of exercise linking physical exertion directly to mental health and physiological well-being.	We have seen: • Students participate in consistent physical activity across the school week, integrated through structured lessons, general exercise, and dedicated sensory sessions. • Pupil voice tells us interest in taking part in sports is increasing, especially in requesting to try new sports. • Pupils have taken part in enriching sporting activities such as archery, axethrowing, bushcraft, laser quest and orienteering. • Updated planning that explicitly outlines how OAA activities can be run through the enrichment curriculum. • A reduction in behavioural incidents, dysregulation, or walkouts during Physical Activity since the introduction of the new sports / less competitive environments.

Actual impact/sustainability and supporting evidence

Swimming Data		
	24/25	25/26
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	100%	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%	100%

Review of last year 2025/26

What went well?	How do you know?	What didn't go well?	How do you know?
- Large opportunities to access swimming due to low numbers in primary has meant pupils have excelled in swimming. - Link with National Trust has given pupils opportunities to engage with Outdoor Adventurous Activities.	- Pupils' mastery of basic strokes (breaststroke, front crawl and backstroke) has enabled them to learn how to butterfly, as well as engage in life-saving skills for peer rescues. - Pupils have been to different National Trust sites to engage in OAA activities.	- Access to the varied OAA concepts. - Ongoing difficulties in effectively coordinating competitive opportunities between different school sites. - Access to climbing facilities, varied sports.	- The planning for these activities are extensive and need time. - Lack of facilities and resource in local vicinity has limited opportunities. We have desires to give pupils access to a mobile climbing wall and experience an off-site sporting fixture.

