



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

- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2025 to 2026 - GOV.UK](#)



RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE

Review of the last academic year (2024/2025)

- Take some time to reflect on your intent, implementation and impact from last academic year to celebrate your wins but to also think about improvements for the year ahead.
- You do not need to complete every box. Just record the information that is key to your school's priorities and areas of focus.

Remember - Be clear about how you focused spending on key groups such as SEND, girls and disadvantaged pupils.

Swimming and Water Safety	What went well?	What didn't go well?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	<p>Increased confidence in the water for all of our SEND pupils through regular, predictable pool routines and consistent transitions and conditions.</p> <p>Many pupils showed progress from water tolerance (entering the pool, submerging face) to independent movement using floats or minimal support.</p> <p>Targeted small-group intervention sessions have allowed pupils to be extended in their swimming skills.</p>	<p>A significant number of pupils did not reach the full 25m requirement due to complex physical, sensory and medical needs.</p> <p>Attendance and progress were impacted by illness, anxiety around water, or medical plans, limiting continuity.</p> <p>Pool temperature, noise levels or lighting occasionally affected sensory regulation, reducing engagement.</p>

	<p>Use of visual prompts, modelling and repetition supported learners with communication needs.</p> <p>Baseline and end-of-half term block assessments by our employed swim teachers showed measurable progress, even where pupils did not reach 25m (distance swum increased for most pupils).</p>	<p>Some pupils required 1:1 support, limiting opportunities for independent swimming practice.</p> <p>Progress data shows slower development for pupils with complex needs compared to national expectations.</p>
<p>2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p>	<p>Pupils were introduced to a range of strokes through adapted games and supported movement.</p>	<p>Due to their learning needs, coordinating full stroke technique remained challenging for many pupils.</p> <p>Staff confidence varied in adapting technical stroke teaching.</p> <p>Assessment prioritised participation and water competence over formal stroke refinement.</p>
<p>3. Perform safe self-rescue in different water-based situations</p>	<p>Pupils demonstrated increased awareness of water safety rules (waiting, safe entry, listening to instructions).</p>	<p>Some self-rescue skills were not appropriate or accessible for pupils with complex physical needs.</p> <p>Additional staff training would support consistent delivery of water safety skills.</p>

	<p>Many pupils practised safe entry and exit, holding the poolside and moving to a safe position.</p> <p>Repetition and routine helped pupils remember key safety actions.</p> <p>Confidence improved for pupils who previously showed anxiety around deeper water.</p>	
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Key areas as outlined in PE and sport premium guidance	What went well?	What didn't go well?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	<p>Staff confidence in delivering PE improved through targeted CPD, such as trampolining, T-Rugby and Flag Football CPDs.</p> <p>Whole department team teaching and modelling by specialist staff to co-educators.</p> <p>Training focused on inclusive and adaptive PE, supporting SEND pupils</p>	<p>Not all staff were able to attend CPD due to staffing pressures and cover requirements.</p> <p>Staff confidence remained variable, particularly in teaching more technical skills (e.g. gymnastics, dance and tennis).</p>

	<p>with physical, sensory and communication needs.</p> <p>Co-educators developed greater confidence supporting PE lessons, including safe use of equipment and adapting activities.</p> <p>Shared planning across the PE department, lesson resources and visual supports increased consistency across classes and pathways.</p>	<p>Limited time for follow-up coaching reduced opportunities to embed training fully into practice.</p> <p>Some support staff continued to rely heavily on specialists rather than leading sessions independently when PE dept are out or co-eds given independent tasks to lead.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Pupil engagement in PE and physical activity increased through a broad, inclusive curriculum tailored to SEND needs.</p> <p>Activities were adapted to meet a wide range of abilities, ensuring pupils could access and enjoy physical activity.</p> <p>Small group teaching, clear routines and sensory-aware approaches supported pupils with anxiety or sensory needs.</p> <p>A range of enrichment opportunities (clubs, sensory activities, water-based</p>	<p>Engagement fluctuated for some pupils due to diagnosis, behaviour regulation or attendance.</p> <p>Pupils with complex needs required high levels of adult support, limiting independence.</p> <p>Weather and space limitations impacted outdoor activity opportunities at times.</p> <p>Some pupils found transitions to PE challenging, affecting the start of sessions.</p>



	<p>activities) increased participation beyond curriculum PE.</p> <p>Observations showed improved confidence, motivation and enjoyment, particularly for pupils previously reluctant to engage.</p>	<p>Measuring sustained engagement over time remained challenging for pupils working at pre-formal levels.</p> <p>Lack of lunchtime clubs is an evident issue for engagement of those who cannot access after-school clubs</p>
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>PE and physical activity were embedded as a key part of whole-school culture, supporting physical, emotional and sensory regulation.</p> <p>PE links were made to wider school priorities such as wellbeing, behaviour, attendance and engagement in learning.</p> <p>Staff recognised PE as a tool to support self-regulation, confidence and resilience, particularly for SEND pupils.</p> <p>Increased visibility and sheer volume of enrichment clubs and events encouraged wider pupil participation.</p>	<p>The impact of PE was not always consistently documented or evidenced across all classes.</p> <p>Regular celebration of participation and progress through assemblies, displays, newsletters and social media could raise the profile of PE.</p> <p>Some pupils due to learning ability struggled to make links between PE and impact of physical literacy in life beyond RBS.</p> <p>Competing curriculum pressures limited opportunities to promote PE further.</p>



		<p>Not all families engaged with PE-related communication, specifically around kit and external events.</p> <p>Displays and celebration were stronger in some areas of the school than others.</p>
<p>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</p>	<p>Pupils accessed a wide range of adapted sports and physical activities, including sensory-based, cooperative and individual activities.</p> <p>Activities were carefully adapted to ensure boys and girls had equal access and participation opportunities.</p> <p>Pupils were encouraged to try non-traditional sports, reducing stereotypes and increasing engagement.</p> <p>Choice and pupil voice supported increased motivation, particularly for pupils reluctant to engage in sports.</p> <p>Adjustments ensured pupils with physical or sensory needs could participate meaningfully.</p>	<p>Lack of OAA opportunities through equipment and resources made this a low level participation area.</p> <p>Space constraints limited opportunities to experience some activities regularly such as trampolining over a longer period of time.</p> <p>Some pupils showed strong preferences, leading to reduced willingness to try new sports.</p> <p>Staffing ratios affected access for pupils requiring high levels of support.</p> <p>Storage of equipment limitations restricted variation at times.</p>

5. Increasing participation in competitive sport

Competitive opportunities were adapted to be inclusive, focusing on personal challenge, teamwork and participation.

Intra-school competitions and personal best challenges enabled SEND pupils to engage at an appropriate level.

Pupils developed key skills such as turn-taking, resilience and communication through structured competition.

Some pupils participated in local festivals or friendly competitions with other schools.

Confidence and enjoyment increased, particularly for pupils new to competitive activity.

Traditional competitive formats were not accessible for all pupils.

Anxiety around competition limited participation for some pupils.

Transport, staffing and medical needs reduced opportunities for external events.

Progression into formal competitive sport was limited for pupils with complex needs.

More staff training is needed to confidently adapt competitive activities.

Summary

During 2024-25, PE provision at Riverside Bridge School remained inclusive, adaptive and responsive to the complex needs of our cohort. The curriculum was structured to prioritise engagement, regulation and access, ensuring that pupils across all pathways participated in regular physical activity. Small-group teaching, sensory-

aware routines and consistent transitions strengthened participation, particularly for pupils previously reluctant to engage in larger group environments.

Swimming provision supported improved water tolerance, confidence and safety awareness for many pupils. While statutory 25m outcomes remained low, baseline and end-of-block assessments evidenced measurable progress from individual starting points, including increased distance swum, improved safe entry and exit routines, greater independence in supported movement and reduced anxiety in deeper water. For many pupils with complex physical or sensory needs, progress was demonstrated through increased engagement and safety competence rather than formal stroke attainment.

Staff development remained a strength. Targeted CPD, including trampolining, Rugby and inclusive adaptive PE training, increased confidence in delivering differentiated activities. Specialist modelling and shared planning improved consistency across classes and pathways. However, confidence varied in delivering more technical aspects of stroke development and certain gymnastic or dance elements, and limited follow-up coaching time reduced full embedding of training.

Engagement beyond curriculum PE improved through enrichment opportunities, water-based activities and inclusive sports events. Observations and pupil voice indicated improved motivation, enjoyment and confidence. However, engagement fluctuated for some pupils due to attendance, regulation needs and high adult support requirements. Outdoor provision was occasionally constrained by weather and space limitations, and participation in competitive sport, while inclusive in design, was limited in frequency due to staffing and transport capacity.

Overall, 2024-25 demonstrated strong inclusive practice and measurable pupil progress from individual baselines. However, systematic barriers, including equipment access for swimming, environmental constraints and variability in staff technical confidence, limited full participation and consistent impact. These factors directly informed the strategic priorities identified for 2025-26.

Aims for the next academic year (2025/2026)

- 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 focusing 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	What went well?	What didn't go well?
<p>1. Swim competently, confidently and proficiently over a distance of at least 25 meters</p>	<p>Regular, predictable swimming routines strengthened water confidence and tolerance across the SEND cohort, including safe entry, face submersion and supported independent movement using floats.</p> <p>Targeted small-group interventions enabled measurable progress from individual baselines, even where 25m was not developmentally accessible.</p> <p>Visual prompts, modelling and repetition effectively supported pupils with communication and sensory needs.</p> <p>Baseline and end-of-block assessments conducted by employed swim teachers evidenced increased distance swum for the majority of pupils participating consistently.</p>	<p>0% of the Year 6 cohort achieved the statutory 25m expectation.</p> <p>A significant proportion of pupils were unable to access the full 25m requirement due to physical, sensory or medical complexity.</p> <p>Attendance was disrupted by illness, anxiety related to water and individual medical plans, reducing continuity of provision.</p> <p>Environmental factors (temperature, noise, lighting) intermittently affected sensory regulation and engagement.</p> <p>High staffing ratios necessary for safety reduced opportunities for sustained independent practice.</p>
<p>2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p>	<p>Stroke components were introduced through adapted equipment, modelling and supported movement.</p> <p>Teaching prioritised core stroke elements appropriate to pupils' motor</p>	<p>0% of the Year 6 cohort met the statutory expectation for using a range of strokes effectively.</p> <p>Full stroke technique was not consistently achievable due to motor</p>

	<p>coordination and tone, increasing accessibility.</p> <p>Repetition supported familiarity with key arm and leg actions.</p>	<p>planning, coordination and physical barriers.</p> <p>Limited lesson frequency reduced opportunities for sustained technical development.</p>
<p>3. Perform safe self-rescue in different water-based situations</p>	<p>Water safety rules, safe entry and exit routines and supported floating were embedded consistently.</p> <p>Pupils demonstrated improved awareness of poolside safety expectations and adult guidance.</p>	<p>0% of the Year 6 cohort met the statutory self-rescue expectation.</p> <p>Self-rescue skills requiring independent execution were not developmentally appropriate for a number of pupils with complex needs.</p> <p>Assessment of supported responses was not consistently formalised across groups.</p>

Summary

During 2024–25, swimming provision at Riverside Bridge School strengthened water confidence, safety awareness and engagement for pupils with complex SEND. Regular, predictable routines and small-group teaching enabled measurable progress from individual baselines, including increased distance swum, improved entry and exit routines and greater tolerance of sensory aspects of the pool environment. Adapted teaching methods, visual prompts and modelling supported accessibility for pupils with communication and sensory needs.

However, statutory outcomes remained below national benchmarks. 0% of the Year 6 cohort met the 25m distance, stroke range or self-rescue expectations. This reflects the complexity of physical, sensory and medical needs within

the cohort, alongside environmental and attendance factors that limited continuity. High staffing ratios necessary for safe participation also reduced opportunities for sustained independent practice and technical stroke development. While progress was evident from starting points, attainment against statutory measures remained constrained, highlighting the need for more systematic access and structured progression in 2025-26.

Review of the last academic year (2024/2025)

Aim	Why?	Key Area	Supporting evidence
Improve support staff confidence and competence in delivering inclusive PE and physical activity	Lesson observations in 2023–24 identified variation in how confidently support staff adapted tasks for pupils with complex SEND, impacting consistency of delivery.	Staff knowledge and pedagogical confidence in PE	Targeted CPD focusing on inclusive and adaptive PE was delivered. Staff feedback and lesson observations indicated improved confidence in differentiating activities and adapting equipment. Greater consistency in delivery was observed across pathways, though confidence in more technical elements remained variable.
Increase engagement of all	Engagement data and lesson observations showed that some pupils disengaged	Engagement in regular physical activity	Participation levels increased across PE lessons and enrichment opportunities.

<p>pupils in regular physical activity</p>	<p>due to sensory, emotional or physical barriers, limiting sustained participation.</p>		<p>Observations demonstrated improved confidence and enjoyment, particularly for pupils previously reluctant to engage.</p> <p>Targeted pupils showed improved regulation during structured physical activity.</p> <p>Engagement, however, remained inconsistent for some pupils due to attendance and complex needs.</p>
<p>Raise the profile of PE and lunchtime sport across the school</p>	<p>PE was identified as underutilised in supporting wider outcomes such as wellbeing, behaviour and readiness to learn during unstructured times.</p>	<p>Whole-school PE culture and visibility</p>	<p>Lunchtime clubs were actively promoted and linked to assemblies and displays, increasing visibility.</p> <p>Stronger links between PE, wellbeing and behaviour support were established.</p> <p>Awareness of lunchtime physical activity increased; however, uptake was influenced by transport arrangements and staffing capacity.</p>

<p>Provide a broader and more equal range of physical activities for all pupils</p>	<p>Curriculum review identified the need for greater diversity of activities to engage different interests, abilities and pathways equitably.</p>	<p>Breadth and equality of sporting experience</p>	<p>Adapted and non-traditional sports were introduced to widen participation.</p> <p>Access was equitable for boys and girls across pathways.</p> <p>Engagement improved among pupils previously disengaged from traditional PE formats.</p> <p>Frequency of external opportunities was limited by staffing and logistical constraints.</p>
<p>Increase participation in competitive sport in an inclusive way</p>	<p>Traditional competitive formats did not meet the needs of many pupils with complex SEND and limited meaningful participation.</p>	<p>Inclusive competitive participation</p>	<p>Participation in inclusive intra-school competitions increased through adapted formats, including personal best and team-based challenges.</p> <p>Pupils demonstrated improved resilience and teamwork within structured events.</p> <p>External competitive opportunities remained limited in frequency.</p>

Summary

During 2024-25, targeted investment in staff development, curriculum breadth and inclusive competition strengthened the quality and consistency of PE provision. CPD focusing on adaptive and inclusive practice improved support staff confidence and reduced variability in delivery across pathways, although technical confidence in certain areas remained less secure. Engagement in regular physical activity increased, particularly for pupils previously reluctant to participate, supported by sensory-aware adaptations and structured routines. Targeted pupils demonstrated improved regulation and willingness to engage during physical sessions.

The profile of PE across the school improved, particularly at lunchtime, where stronger links were established between physical activity, wellbeing and behaviour support. A broader range of adapted and non-traditional activities widened access and increased participation across genders and pathways. Inclusive intra-school competition formats, including personal best and team-based models, enabled more pupils to experience structured competition in a meaningful way. However, participation in external competition remained limited due to staffing ratios and logistical constraints. Overall, the year demonstrated strengthened inclusive practice and improved engagement, while highlighting capacity and access barriers that informed the strategic priorities for 2025–26.

Plan, monitor and evaluate (2025/2026)

- 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 focusing 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.

Objective 1	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<p>Strengthen inclusive pedagogy and staff confidence in adaptive PE delivery</p> <p>Allocated funding: £1,500</p>	<p>To ensure PE is consistently inclusive, regulation-informed and developmentally appropriate across all pathways, strengthening staff confidence in adapting activities for pupils with complex physical, sensory and communication needs.</p>	<p>Targeted inclusive PE CPD will be delivered focusing on adaptive movement, sensory circuits, regulation strategies, safe handling and structured progression.</p> <p>Peer observation and reflective practice will be embedded within combined PE sessions to improve consistency.</p> <p>A central PE resource bank will be developed to share adaptive planning examples and good practice.</p> <p>Bespoke training will be provided to pathways where monitoring identifies variability.</p> <p>Communication boards will support consistent instructional language and sequencing.</p>	<p>Greater consistency in PE delivery across classes and sites.</p> <p>Staff confidently adapting activities to individual needs.</p> <p>Improved pupil regulation, engagement and sustained participation.</p> <p>Stronger progression tracking within adaptive physical development.</p>	<p>The 2024-25 review identified variability in staff confidence, particularly in adapting technical elements and maintaining consistent inclusive practice.</p> <p>Monitoring highlighted the need for structured professional development to embed sustainable improvement.</p>

	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

Objective 2	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<p>Remove systemic barriers to swimming participation</p> <p>Allocated funding: £5,000</p>	To eliminate financial and organisational barriers preventing consistent access to swimming, ensuring equitable participation and improved continuity of learning.	<p>A structured school-managed swimming access system will be implemented, including robes, towels, caps and managed storage.</p> <p>Clear routines will be embedded to strengthen safeguarding, dignity and transition efficiency.</p> <p>Participation will be tracked termly to monitor continuity.</p>	<p>100% access to timetabled swimming sessions (excluding medical absence).</p> <p>Elimination of equipment-related exclusion.</p> <p>Improved continuity across swimming blocks.</p> <p>Increased measurable progression from individual baselines.</p>	<p>In 2024-25, 0% of Year 6 pupils met statutory swimming benchmarks.</p> <p>Review findings identified inconsistent access due to equipment barriers and disrupted continuity, limiting sustained progress.</p>

	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

Objective 3	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<p>Increase engagement through structured, sensory-informed physical provision</p> <p>Allocated funding: £6,000</p>	To ensure all pupils, particularly pre-formal learners and those with high sensory needs, access meaningful, structured physical development.	<p>The Soft Play Sensory PE provision will be utilised to deliver timetabled gross motor sessions focused on vestibular, proprioceptive and balance development.</p> <p>Sensory circuits and regulation-based activities will be embedded within wider PE practice.</p> <p>Engagement will be monitored through pathway tracking and pupil development profiles.</p>	<p>0 pupils recorded as non-accessing PE.</p> <p>Measurable progression in motor control, balance and physical confidence.</p> <p>Increased sustained engagement and reduced anxiety in physical activity.</p> <p>Greater readiness to access larger PE environments where appropriate.</p>	The 2024-25 review highlighted environmental barriers impacting engagement for pre-formal and sensory-seeking pupils. Some learners were unable to sustain participation in traditional hall-based PE settings.

	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

Objective 4	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<p>Embed communication and pupil voice across PE environments</p> <p>Allocated funding: £2,100</p>	To ensure all pupils can communicate readiness, preferences, emotions and choices within physical activity environments.	<p>Speech and Language communication boards will be installed in the PE hall, soft play space and swimming pool area.</p> <p>A structured PE communication pack aligned with SALT guidance will support consistent use of visuals, symbols and Makaton.</p> <p>Communication prompts will be embedded within planning, displays and lesson routines.</p>	<p>Increased independent communication during PE.</p> <p>Reduced dysregulation linked to misunderstanding.</p> <p>Improved safety compliance and instruction-following.</p> <p>Strengthened pupil voice within physical activity sessions.</p>	The 2024-25 review identified communication-related barriers affecting regulation, independence and engagement within PE.

	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

Objective 5	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<p>Strengthen inclusive competition and raise the profile of PE across the school</p> <p>Allocated funding: £2,291</p>	<p>To increase meaningful participation in competitive sport through inclusive formats that reflect the needs of pupils with complex SEND while reinforcing PE's contribution to whole-school well-being.</p>	<p>An Inclusive competition and celebration framework will deliver structured intra-house events, personal best models and team-based challenges across pathways.</p> <p>Participation data will be tracked and celebrated publicly to strengthen visibility and motivation.</p>	<p>Increased participation in structured competitive activity.</p> <p>Representation across all pathways.</p> <p>Improved resilience, teamwork and confidence.</p> <p>Greater whole-school recognition of PE's role in well-being and independence.</p>	<p>The 2024-25 review demonstrated improved participation when competitive formats were adapted; however, frequency and structure required strengthening.</p>

	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

Strategic Objectives for 2025-26

Total Allocation: £16,891

The strategy is directly informed by the 2024-25 review, including statutory swimming outcomes and identified barriers to engagement. Investment has been structured to prioritise equity, inclusion and measurable impact, particularly for pupils with complex SEND.

Funding focuses on removing systemic participation barriers, strengthening staff confidence in adaptive delivery, embedding communication within physical activity environments, and ensuring sustainable, inclusive access across all pathways. The allocation demonstrates additionality and is aligned explicitly with the DfE's five key areas.

1. Strengthening Inclusive Pedagogy and Staff Confidence (£1,500)



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Targeted CPD will strengthen staff confidence in delivering adaptive, regulation-informed PE. Training will focus on inclusive movement, sensory circuits, safe handling, structured progression and reflective practice. Peer observation and resource-sharing will embed consistency across pathways.

This investment ensures PE is consistently inclusive, developmentally appropriate and responsive to complex needs. Impact will be evidenced through improved lesson consistency, increased staff confidence feedback and stronger pupil engagement and regulation during sessions.

2. Removal of systemic barriers to swimming participation (£5,000)

A structured, school-managed swimming access system will remove financial and organisational barriers that previously limited participation. Investment includes robes, towels, caps and managed storage systems.

This ensures uninterrupted access to swimming provision, strengthens dignity and safeguarding during transitions, and improves continuity across swimming blocks. Impact will be measured through 100% access to timetabled sessions (excluding medical absence) and elimination of equipment-related exclusion.

3. Pre-formal soft play sensory PE provision (£6,000)

Investment in Soft Play Sensory PE infrastructure removes environmental barriers preventing some pupils from accessing traditional hall-based PE. The provision supports vestibular, proprioceptive and balance development within a structured, sensory-informed setting.

This ensures equitable weekly access to physical development for pre-formal learners and pupils with high sensory needs. Impact will be evidenced through 0 pupils recorded as non-accessing PE and measurable progression in gross motor development.

4. Communication access across all PE environments (£2,100)

Speech and Language communication boards will be embedded within the PE Hall, Soft Play Room and Swimming Pool area. These support AAC users and reinforce structured sequencing, safety cues and choice-making.

Embedding communication across environments increases independence, reduces dysregulation linked to misunderstanding, and strengthens pupil voice within physical activity. Impact will be monitored through increased independent communication attempts and reduced behaviour incidents during PE.

5. Inclusive competition and celebration framework (£2,291)

Funding supports structured intra-house competitions using adapted formats, including personal best and team-based challenges. Participation will be tracked across pathways and celebrated publicly to reinforce PE's contribution to resilience, wellbeing and teamwork.

This framework increases meaningful participation in competitive sport while ensuring representation for pupils with complex SEND. Impact will be evidenced through increased participation rates and improved pupil confidence in structured competitive activity.

The 2025-26 allocation represents a shift from general engagement strategies toward targeted, systemic improvement. The strategy addresses statutory swimming gaps, removes equipment barriers, strengthens adaptive pedagogy and embeds communication to ensure equity of access.

Collectively, the funding ensures:

- increased engagement in regular physical activity;
- improved staff confidence and inclusive practice;
- broader and more equal access across pathways;
- raised profile of PE within whole-school culture;
- increased participation in inclusive competitive sport.

The strategy is sustainable, measurable and aligned with statutory expectations and SEND-informed practice.

Compliance with DfE Key Indicators

The 2025–26 Sport Premium strategy at Riverside Bridge School has been deliberately structured to address all five DfE key areas, informed directly by the 2024–25 review.

The primary focus is on increasing engagement and removing access barriers (Key Area 2), particularly through the swimming access system and pre-formal sensory provision. Investment in communication boards supports staff confidence and inclusive delivery (Key Area 1), while ensuring equal access across environments (Key Area 4). The Inclusive Competition Framework strengthens whole-school profile and participation (Key Areas 3 and 5).

This allocation demonstrates a shift from broad engagement strategies in 2024–25 toward systemic barrier removal and measurable participation growth in 2025–26. Funding decisions were prioritised based on:

- statutory swimming outcomes (0% 25m in 2024–25);
- identified equipment access barriers;
- variability in independent participation;
- capacity limitations affecting competitive frequency.

The strategy ensures additionality, equity and measurable impact across all pathways.

