

PE and Sport Premium Report to Trustees

School Name: Lexden Springs School

Headteacher: Jennifer Grotier

Date of Report: 07.07.26

1. Funding Received

- **Total PE and Sport Premium received this year:**
- **Allocation details (if applicable): £17,640**

2. Planned Expenditure (Current Year)

- **Summary of intended spending:**
 - *Staff training/professional development:*
 - *Trampoline course £980*
 - *Equipment/resources:*
 - *Trampoline Inspection £110*
 - *PE equipment service £575*
 - *External & coaches/partnerships:*
 - £17,103.45 PE coach
 - £20,057.42 Dance teachers
 - £29,687.47 Swimming Teacher
 - *Other (please specify):*
 - £115 Horse Riding expenses
 - £278 Golf expenses
 - £4,236.50 Swimming (Leisure world)
 - £1,605 Wheels for all, cycle track
 - £268.50 Leisure sessions for college students

- **How this will improve PE, sport, and physical activity provision:**

The funding received has been strategically allocated to significantly enhance the provision of PE, sport, and physical activity across the school. Investment in specialist staff, including PE coaches, swimming teachers, and dance instructors, ensures high-quality, engaging, and inclusive physical education for all pupils. Targeted activities such as horse riding and cycling sessions at Wheels for All provide unique opportunities tailored to individual needs, promoting confidence, balance, and coordination. Swimming sessions, including those for college students, support the development of essential life skills while fostering physical fitness. Additionally, planned expenditure on staff training, such as the trampoline course, builds internal

expertise, ensuring long-term sustainability of high-quality PE delivery. Regular equipment inspections and servicing further guarantee that facilities remain safe and accessible, contributing to a well-rounded and robust physical activity offer for all learners.

3. Previous Year's Spending

- **Summary of how last year's funding was spent:**
 - **Total: £21,654**
 - *Staff training: £660*
 - *Equipment/resources:
Equipment £886.12*
 - *External & coaches/partnerships:*
 - £8,977.05 PE coach
 - £20,057.42 Dance teachers
 - £28,687.47 Swimming Teacher
 - *Other (please specify):*
 - £585 Horse Riding
 - £3,286.50 Swimming (Leisure world)
 - £1,225 Wheels for all, cycle track
 - £207.50 Swim & Gym sessions for college students
- **Total amount spent in each category: £63,472.06**

4. Impact of Previous Year's Funding

- **Key outcomes and improvements:**
 - *Increased participation in PE/sport:*

The wide range of activities funded, including horse riding, golf, swimming, cycling, and dance, contributed to a notable increase in pupil engagement across all key stages. Access to external coaches and specialist facilities enabled more students to take part in tailored, inclusive physical activities that suited their individual needs and preferences, resulting in improved attendance and enthusiasm for PE sessions
 - *Improved pupil skills/attainment:*

Regular instruction from specialist PE, dance, and swimming teachers ensured pupils received consistent, high-quality coaching, leading to measurable progress in coordination, strength, stamina, and confidence. Many pupils developed essential water safety and swimming skills, and the specialist dance provision

helped improve rhythm, motor skills, and expressive movement, particularly benefiting pupils with additional needs.

- **Feedback from staff and pupils:**

Staff reported greater confidence in delivering PE alongside coaches, noting improvements in pupil engagement and behaviour during physical activity. Pupils expressed enjoyment and excitement around sessions such as horse riding and Wheels for All cycling, describing them as highlights of their week. The presence of specialist instructors was positively received by both staff and students for enhancing the quality and variety of the curriculum.

- **Other evidence of impact:**

The investment in community resources such as Leisure World and cycle tracks fostered valuable connections beyond the school, enriching the overall learning experience. The success of the swimming programme in particular, with dedicated teaching staff and access to quality facilities, provided a structured pathway for pupils to achieve swimming milestones—an essential life skill. The variety of activities supported both physical development and social-emotional wellbeing, contributing to a holistic approach to physical education.

- **Data supporting these outcomes:**

5. Sustainability of Improvements

- **How improvements will be maintained beyond the funding period:**

- **Staff development plans:**

To ensure long-term sustainability, the school is investing in targeted professional development for staff, such as trampoline training, which will build in-house expertise and reduce reliance on external providers over time. As staff confidence and competence in delivering inclusive PE lessons grow, they will be better equipped to adapt physical activities to meet the diverse needs of pupils, embedding high-quality provision across the curriculum.

- **Ongoing partnerships or initiatives:**

Strong partnerships with external organisations such as Leisure World, Wheels for All, and specialist dance and swimming instructors will continue to support the delivery of a broad and inclusive PE curriculum. These collaborations provide pupils with consistent access to specialist facilities and expert instruction, while also offering opportunities for staff to observe, learn, and co-deliver sessions—ensuring that skills and knowledge are retained within the school workforce.

6. Encouraging Physically Active Lifestyles

- **Initiatives to promote physical activity:**

- *School activities/clubs:*

A diverse range of school-based activities and clubs—including dance, swimming, cycling, and horse riding—encourages pupils to be physically active in a way that is accessible, enjoyable, and tailored to their needs. These activities are embedded into the weekly timetable, providing structure and routine that support pupil engagement and progression.

- *Community links:*

The school continues to foster strong connections with community organisations and local facilities, such as cycle tracks and leisure centres. These links not only enrich pupils' learning experiences but also help families explore inclusive physical activity opportunities beyond the school setting, promoting lifelong active habits.

- *Pupil engagement strategies:*

Activities are selected to reflect the interests and sensory needs of pupils, with an emphasis on enjoyment, engagement, and personal development. Visual supports, structured routines, and consistent staffing help pupils feel secure and motivated. Positive reinforcement, pupil voice, and celebrating achievement in PE are used to build confidence and a sense of accomplishment, encouraging continued participation in physical activity both in and out of school.

7. Support for Disadvantaged Pupils

- **How funding has been used to support disadvantaged pupils:**

- *Targeted activities/interventions:*

Funding has been used to ensure that disadvantaged pupils have full access to all physical activity opportunities, including those that would otherwise incur additional costs. Targeted interventions have included subsidised access to horse riding sessions, Wheels for All cycling experiences, and swimming lessons at Leisure World. These activities are selected to support pupils' sensory, physical, and emotional development, with small-group or 1:1 support provided where needed to ensure full inclusion and engagement. Additionally, the use of external coaches and specialist instructors has helped deliver tailored sessions that meet the individual needs of disadvantaged pupils.

- *Impact on participation/attainment for these groups:*

As a result of targeted support, participation rates among disadvantaged pupils have remained consistently high. Pupils have shown improvements in motor coordination, confidence, and social interaction during PE and sports sessions.

Many pupils who were previously reluctant to engage in physical activity are now actively participating, with some achieving personal milestones such as water confidence, swimming independently, or completing structured cycling routes. The inclusive and supported nature of these activities ensures that disadvantaged pupils experience success and enjoyment, helping to close gaps in physical development and overall wellbeing.

8. Swimming Attainment (Primary Schools Only)

- **Percentage of Year 6 pupils who can swim 25 metres:**
- **Percentage who can use a range of strokes:**
- **Percentage who can perform safe self-rescue:**

9. Assurance and Sign-off

- **Confirmation of accuracy and review:**
 - *Report reviewed by Head Teacher:*
 - *Report reviewed by Chair of Trustees:*
- **Publication plans (if required):**



Date: 07.07.26