


SPORTS PREMIUM REPORT

2025 – 2026



Wood Bank School

From strong roots we grow and blossom

Policy Written	September 2025
Review Date	September 2026
Signed (Headteacher)	
Signed (Chair of Governors)	

Review of last year's spend and key achievements (2024-2025)

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

Activity/Action	Impact	Comments
<p>An evaluation of expenditure based on the year's funding has been submitted to the DFE in July 2025.</p> <p>Development of Key Roles Two internal staff candidates with sports expertise have successfully acquired positions as Sports Coach leads. They are timetabled to work with pupils across school to embed good practice in PE, Sports and Physical Development. The modelling of good practice also provides invaluable support to the development of skills in Teaching Assistants across school.</p> <p>Training Bespoke training sessions in P.E, Dance and The Sherborne Approach have been delivered to teaching staff and to a range of Teaching Assistants as part of their Professional Development focus.</p> <p>Resources To support the specialist roles in school a range of both indoor and outdoor resources have been purchased to enable delivery and to enhance school provision.</p> <p>External Opportunities Pupils' on the Explore Pathway attended an Activity Week in the Summer term to experience a range of outdoor sports and activities such as rock climbing, canoeing, caving, archery and grass sledging.</p>	<ul style="list-style-type: none"> • Pupil progress in Sports, Dance and Physical Development evident in data. • An improvement in pupil social and emotional wellbeing through targeted small group work. • The development of confidence and skills in teaching staff through training. • The development of confidence and skills in Teaching Assistants through direct work with the Sports Coach leads. • Quality resources available to pupils within sessions. 	<ul style="list-style-type: none"> • To continue to support and develop the specialist roles in school. • To continue to develop good teaching practice in the delivery of PE, Sports and Dance across school. • To review further impact in the academic year 2025 – 2026.
	<ul style="list-style-type: none"> • The development of pupil confidence when accessing experiences within their local community. • The development of pupil interest in a wider range of activities. 	<p>To plan and deliver a similar experience for pupils' in the academic year 2025 - 2026</p>

<p>To develop the school's swimming teacher responsibilities through the leading of sensory swimming or targeted 1:1 support to enhance water confidence.</p>	<ul style="list-style-type: none">To encourage risky play and decision making with support. <p>Quality lessons delivered at both Plains Pool and Sowerby Swimming Pool throughout the year. This is reflected in the progress in swimming of Year 6 pupils in the academic year 2024 – 2025.</p> <table><tr><td>Swimming Skill</td><td>Percentage of pupils achieving</td></tr><tr><td>Able to swim at least 25m</td><td>33%</td></tr><tr><td>Able to use a range of strokes</td><td>0%</td></tr></table>	Swimming Skill	Percentage of pupils achieving	Able to swim at least 25m	33%	Able to use a range of strokes	0%	<p>To continue to develop swim teaching capacity as the school pupil population increases.</p>
Swimming Skill	Percentage of pupils achieving							
Able to swim at least 25m	33%							
Able to use a range of strokes	0%							

Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Climbing equipment and facilities to enhance opportunities for Physical Development	The pupils across the whole school, using specialist climbing equipment to support physical development particularly balance, co-ordination, spatial awareness, and fine and gross motor skills.	<p>Key indicator 2 -The engagement of all pupils in regular physical activity. Pupils to have access to daily physical development activities through play for 45 minutes at play times. Equipment to be used through sports mentoring roles integrated into specialist planning for identified children.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>The pupils will have access to robust, quality resources to meet the specific physical needs of children with complex difficulties and sensory needs.</p> <p>Timeframe: All year</p>	£5000
To increase opportunities and participation for girls in sport.	Increased opportunity for the 21% of females at Wood Bank School to engage and participate in physical activities to support well-being, inclusion, physical skills and social development	<p>Key indicator 2 -The engagement of all female pupils in regular physical activity. Pupils to have access to termly activities.</p> <p>Key Indicator 3: The profile of PE and Sport is raised across the</p>	<p>Increased pupil engagement for our female cohort. Allowing opportunities to access sports, build interests and develop social skills.</p> <p>Timeframe: Termly</p>	£2000

<p>Providing opportunities for children with PMLD to access inclusive sporting activities</p> <ul style="list-style-type: none"> • Clip n climb – Brighthouse • Circus skills 	<p>Increased opportunity for the 4.23% of PMLD students at Wood Bank School to engage and participate in physical activities to support equal opportunities.</p>	<p>school as a tool for ensuring sport is available to all.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. The activities on offer to pupils will include Horse Riding and Dance sessions.</p> <p>Key indicator 2 -The engagement of all female pupils in regular physical activity. Pupils to have access to termly activities.</p> <p>Key Indicator 3: The profile of PE and Sport is raised across the school as a tool for ensuring sport is available to all.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. The activities on offer to pupils will include Horse Riding and Dance sessions.</p>	<p>Pupils with complex physical needs experience pertinent physical activities to help develop their specific needs</p> <p>Timeframe: Spring term</p>	<p>£650</p>
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<p>Sport coaching opportunities from outside agencies</p> <p>Greetland FC – Football disability football programme – provide opportunities for children to access specialist coaching and children to attend regular outside school opportunities in competitive sports</p> <p>Calderdale wheelchair basketball</p> <p>Karate sessions</p>	<p>Teaching staff to develop delivery and confidence delivering sessions across school.</p> <p>The pupils across the whole school having access to sporting sessions with professionals</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and Sport. Develop links with other PE professionals.</p> <p>Key Indicator 2: Engagement of all pupils in regular physical activity.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>The teaching team will demonstrate confidence in the delivery of effective team sport skills</p> <p>Timeframe: Across the year</p>	<p>£1000</p>
<p>Engage identified pupils with complex ASD to access soft play facilities Little Legs.</p>	<p>Aiming to support identified children with engaging in physical activities in a large space with equipment to support regulation and physical needs</p>	<p>Key Indicator 2: Engagement of identified pupils in regular physical activity.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to pupils with complex ASD needs</p>	<p>Reduction in behaviour incidents and support with learning and development</p> <p>Timeframe: Weekly sessions through personalised timetables</p>	<p>£1500</p>

Activity week for Explore to support Outdoor Adventurous Activities in the curriculum and provide children the best opportunities to develop these skills in a supportive and challenging environment	Pupils in the Explore pathway to have access to high quality activities delivered by professionals to support physical competence and social skills	<p>Key indicator 2 -The engagement of all pupils on the Explore pathway.</p> <p>Key Indicator 3: The profile of PE and Sport is raised across the school providing exciting opportunities to all.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Pupils to have access to Outdoor Adventurous Activities in safe environments</p> <p>Timeframe: Summer term</p>	£6020
Swimming catch up sessions for identified pupils across school	Aiming to support identified children with developing swimming skills and water safety understanding delivered by qualified professionals	Key Indicator 2: Engagement of identified pupils in regular physical activity.	<p>Ensuring identified children are provided with more opportunities to develop key swimming and water safety skills</p> <p>Timeframe: Termly</p>	£1000
				Total = £17,170

Key achievements 2025-2026

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

Activity/Action	Impact	Comments

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Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	33%	We are a generic special school with a range of pupils with severe learning difficulties and a range of physical difficulties. We access local pools and are reliant on access at specific times. We do not have our own hydrotherapy pool on site and therefore hire the use of a pool at another school.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	0%	As above.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	0%	As above.
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes	All KS2 pupils receive a weekly session of swimming for a full term.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	<p>The school now has a fully qualified swim teacher who leads teaching across the school.</p> <p>The school aims to train another member of staff this academic year to increase teaching capacity for swimming.</p> <p>The current member of staff holds the following certificates:</p> <p>SEQ Level 2 Teaching Swimming.</p> <p>NRASTC – National Rescue Award for Swimming Teachers and Coaches.</p> <p>NRASTC – Emergency First Aid at Work.</p>