

PE Funding Evaluation For SAAL

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Department
for Education





Springwell
Lincolnshire

Sport Premium Reporting 2025-26

Springwell Alternative Academy Lincoln

Details of funding	
Total amount carried forward for 24/25	£0
Total amount allocated for 25/26	£ 16000
How funding was spent	CPD Internal learning and development sessions £1000 CPD inter school development sessions £2000 CPD external coaches supporting confidence and competence £1000 Internal learning and development £1000 Internal school based extra curricular opps £2000 Internal sports competitions £1000 Resources and equipment to increase the active structured times within the school day opps £9100

Review of the last year 24/25

What went well?	How do you know?	What didn't go well?	How do you know?
• Staff have more confidence in planning physical activity and sports opps. • Pupils have tried a wider range of sports through school enrichment and curriculum offer. • Pupils are being more active during the school day.	• Staff voice and Enquiry Walks show a wider range of staff having confidence in planning and supporting physical activity and sport. • A wider range of sporting activities have been on offer with positive engagement seen. • The profile of PE across the school community has improved. • There are broader and more equal experiences for pupils across a range of sports and physical activities.	• Pupil voice suggests few children are accessing sporting clubs out of school. • Not all Year 6 pupils had further opportunities to swim during the summer term to increase the % of pupils who left with at least life saving/self rescue skills, this was largely due to pupils joining late within Y6. • Interschool sports events are still challenging to organize for all pupils.	• Not all pupils, parents/carers know how to or where to access sporting clubs and opps out of school. Clubs with opps for pupils with SEND needs and transport are barriers. • We want 100% of pupils to leave with at least self rescue skills and abilities. • Not all pupils had opportunities at all ages to take part in competitive sports.

Intended actions for 25/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
● Bridge the gap between school enrichment and community participation to ensure sports habits continue after leaving and outside of school. ● All pupils to successfully engage in 30-60 minutes of daily physical activity each day, including those reluctant to engage or with additional SEND needs. ● For pupils to make links between physical activity and mental health, including understanding physical activity as part of self regulation strategies. ● Physical Activity curriculum further embedded by primary leader and teaching staff. ● Additional training is available for staff who identify PA teaching as an area of development ● Increased participation in competitive sport, including those pupils that find it difficult to engage or have additional SEND needs.	● Create a "SEND-Inclusive Sports Directory": Collate a specific list of local clubs that have been vetted for SEND inclusivity and transport links. ● Budget to be allocated to purchase additional equipment to increase the range of sports which children are able to experience as part of their PA curriculum – consider pupil voice ● Student sensory profiling to be used to inform physical / OT / sensory needs. ● Purchase equipment for sensory rooms / classroom to meet pupils' physical sensory needs ● Purchase equipment to ensure pupils are being more active throughout the school day. ● Behaviour for learning lead / sendco to develop the use of physical activity adding to resources (e.g. sensory room, regulation rooms, gym, sports) as part of the intervention menu to support children's physical and mental wellbeing and support self regulation. Student sensory profiling to be used to inform physical / OT / sensory needs ● Primary leads to work with Behaviour for learning lead to ensure quality of curriculum planning ● PE specialist primary lead are able to support staff going forward as required. ● Primary Leader to seek opportunities and plan educational visits so that students can try new physical activities and sports ● Primary leader to ensure that the PA curriculum and daily activities engage all students in physical activity ● EVP / secondary lead / primary lead to organise competitive sports event(s) opportunities as part of enrichment offer. Either within school or part of the Wellspring APs.

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
• More pupils will be accessing out of school sports and physical activity through positive signposting and work with parents and the community.. • All pupils to successfully engage in 30-60 minutes of daily physical activity each day, including those reluctant to engage or with additional SEND needs. • For pupils to make links between physical activity and mental health, including understanding physical activity as part of self regulation strategies. • Physical Activity curriculum further embedded by primary leader and teaching staff, with additional training that has upskilled staff to continue to provide engaging sporting and physical activity opportunities. • Students are supported to find physical activity that they enjoy and that they can continue to do after they leave our school • Increased participation in competitive sport, including those pupils that find it difficult to engage or have additional SEND needs.	We expect to see: • An increase from 40% to 60% + of pupils taking part in out of school sports and physical activity. • All pupils taking part in regular physical activity throughout the school day and week- including during structured activities, physical activity and sensory activities. • Pupils have an increased understanding of how sport and physical activity can support mental health and wellbeing, as well as physical health. • Staff are confident to plan and implement engaging activities to promote physical activity and pupils taking part in a wide range of sports. • Pupils take part in enriching sporting activities. • Competitive sports participation is increased.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
• More pupils are accessing out of school sports and physical activity. • A community link with Lincoln City Foundation has been very positive. This will grow and continue into further engagement. Impowered project supported physical activity to increase in school as well as support SEMH growth. • All pupils to successfully engage in 30-60 minutes of daily physical activity each day, including those reluctant to engage or with additional SEND needs. • For pupils to make links between physical activity and mental health, including understanding physical activity as part of self regulation strategies. • Physical Activity curriculum further embedded by primary leader and teaching staff, with additional training that has upskilled staff to continue to provide engaging sporting and physical activity opportunities. • Students are supported to find physical activity that they enjoy and that they can continue to do after they leave our school	We have seen: • An increase- 70% pupils are taking part in out of school sport. • All secondary pupils have received imPowered Programme. • Lincoln City Foundation have supported inter school comps and Sports Day. • All pupils taking part in regular physical activity throughout the school day and week- including during structured activities, physical activity and sensory activities. • Pupils have an increased understanding of how sport and physical activity can support mental health and wellbeing, as well as physical health. • Staff are confident to plan and implement engaging activities to promote physical activity and pupils are taking part in a wide range of sports/activities. • Pupil voice tells us interest for taking part in sports is increasing. Pupils and staff have requested to try new sports through enrichment. • Pupils have taken part in enriching sporting activities such as archery, basketball, climbing.

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?	50%	80%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50%	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%	80%

Review of last year 2025/26

What went well?	How do you know?	What didn't go well?	How do you know?
- Links in school to Lincoln City Football Club have enhanced our current sport offer. They are beginning to bridge a gap into a positive community link for the school - Sports directory for pupils and parents is in place to support signposting for pupils to be active out of school.	- All secondary pupils have received the Impowered programme run by Lincoln City. The programme has supported SEMH needs and growth, as well as a positive outlook about sport. They also have run sports day, run events for primary and increased community links across the school. - Positive engagement in in school sports sessions organised by outside facilitators/coaches - A desire to continue community engagement with Lincoln City- pupils, parents and staff. Looking at next steps to continue collaboration	- A small number of pupils did not engage well with Lincoln Imps at the beginning, once relationships in school developed over the year pupils began to reengage more positively. - Continued to struggle to organise cross school and inter school sports with success.	- Positive feedback from pupils and staff. Positive engagement in sessions. Positive relationships with coaches and delivery staff. - Limited amounts of events happened or ran with success. - We want to explore external spaces for sports- tracks and fields. - We want all children to be able to watch a live sporting event.

Actual impact/sustainability and supporting evidence