



PRINCES PRIMARY SPORTS PREMIUM 2025-2026

Impact Report last reviewed June 2026. Sports Premium Report last reviewed November 2025.

Impact Report 2025-2026

Key Achievements to Date:	Evidence and Areas for further development
The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school The profile of PESSPA being raised across the school as a tool for whole school improvement. Sensory Regulation: To promote physical activity as well as sensory and emotional regulation and a readiness to learn by providing each class with a sensory integration equipment suited to the individual needs of each cohort, resources will be used for alerting, organising and calming activities.	Daily, tailored physical development interventions are implemented across all school sites to meet the diverse needs of pupils. Considerable investment has been directed towards promoting physical activity, supporting sensory and emotional regulation, and improving readiness to learn. This year, each class teacher was allocated a dedicated budget to support sensory regulation and engagement in physical activities. Teachers submitted resource wish lists to SLT, ensuring all purchases aligned with pupils' individual sensory profiles and identified needs. As a result of this process, every class has been equipped with the sensory resources required to maintain pupils' regulation throughout the school day. This has strengthened pupils' readiness to learn and enhanced their ability to participate meaningfully in sporting and physical development activities. This provision has also increased opportunities for both self-regulation and mutual regulation, supporting pupils in developing independence and co-regulation skills as part of their daily routines. All cohorts accessed Shadow Dance sessions this year, enriching their physical development through structured movement and dance. Pre-formal+ cohorts also benefited from EITC coaching, which enhanced motor skills, coordination, balance, and well-being. Our PMLD cohort has also accessed horse riding lessons to enhance their head control, trunk stability and balance. Future plans include expanding staff CPD and designing in-house coaching sessions accessible to all cohorts. Staff will receive detailed training to strengthen their understanding and application of sensory integration principles. All staff will engage in CPD focused on sensory integration and sensory circuits, with further development of sensory circuit spaces.

Key Achievements to Date:	Evidence and Areas for further development
Retained Reflexes: To improve Retained Reflexes practices and provision across all sites.	This year, comprehensive training was delivered to all staff on Retained Reflexes, supporting the full integration of this approach within the curriculum. Staff have developed a secure understanding of how retained reflexes impact pupils' physical, sensory, and emotional development, enabling consistent and informed practice across all sites. Retained Reflex assessments were completed for identified pupils, and individualised plans were created to target specific reflexes requiring development. These plans have been embedded into daily routines to ensure pupils receive regular, structured support. Daily Retained Reflex sessions are now firmly established within our Blue Time provision, ensuring pupils benefit from ongoing opportunities to develop foundational movement patterns that support regulation, coordination, and readiness to learn.
Continue to improve and provide CPD opportunities to improve teacher led PE and PD sessions. SharePoint will be utilised to share good practice and training. Opportunities for teachers to observe lessons and share planning ideas.	This year, we have continued to use SharePoint as a central platform for sharing good practice in PE, physical development activities, and sensory regulation techniques. The site has been further developed to include a wide range of adaptable resources suitable for all cohorts, supporting staff in delivering high quality provision across settings. In addition, sensory strategy support plans have been uploaded for staff to access, along with clear examples to guide implementation. These resources help ensure pupils are supported to achieve a readiness to learn before engaging in structured activities. This area of practice continues to grow and evolve, providing ongoing opportunities for staff to enhance their CPD and deepen their understanding of physical development and sensory regulation.

Key Achievements to Date:	Evidence and Areas for further development
Training to be delivered. Around the following PD areas: • Retained reflexes. • Modelling from coaches from external services. • Sensory integration training. Training will be delivered to all staff ensuring all staff are confident when delivering physical development sessions,	This year, we successfully delivered a comprehensive programme of staff training across key areas of physical development. All staff received training in Retained Reflexes, enabling them to understand how early movement patterns impact pupils' regulation, coordination, and readiness to learn. Staff also benefited from modelling by external coaches, allowing them to observe high quality practice and apply these approaches within their own sessions. In addition, whole school sensory integration training was delivered to strengthen staff confidence in supporting pupils' sensory needs during physical development activities. As a result, all staff are now equipped with the knowledge and skills required to deliver effective, engaging, and developmentally appropriate physical development sessions. This training programme has significantly enhanced staff confidence and consistency, ensuring pupils across all cohorts experience high quality physical development provision embedded throughout the school day.
Continue to further develop staff's skills on planning and developing dance/coaching sessions for their current cohort after attending demonstrations modelled by dance/coaching professionals. Teachers can then use planning and experience from those sessions to develop and lead class sessions.	This year, staff have successfully strengthened their skills in planning and delivering high quality dance and coaching sessions. Following demonstrations modelled by dance professionals and coaching specialists, teachers were able to observe effective practice first hand and develop a deeper understanding of how to structure sessions that meet the needs of their current cohorts. Staff then applied this learning by using the planning frameworks and practical experience gained from these modelled sessions to design and lead their own class based activities. This approach has resulted in more confident delivery, improved session structure, and greater consistency in physical development opportunities across the school. Through this process, teachers have enhanced their ability to plan progressive, engaging and developmentally appropriate dance and coaching sessions tailored to their pupils' needs.

Swimming 2025-2026

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	Due to the severe learning disabilities the children are working below the NC requirements for swimming and water safety, the children in princes are working on confidence and early swimming skills, and safety in and around a closed pool area.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Due to growing number of classes, 5 classes access a larger pool at St Annes and 2 classes access swimming at the Waver-tree Aquatic Centre.

Action Plan and Budget Tracking

Academic Year:2025/2026		Total fund allocated: £23,000		Date Updated: December 25	
Key indicator 1: Increase all pupils' engagement in regular physical activity and sporting activities					
School focus with clarity on intended impact on pupils:	Actions to achieve:		Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sensory Regulation: To promote physical activity as well as sensory and emotional regulation and a readiness to learn by providing each class with a sensory integration equipment suited to the individual needs of each cohort, resources will used for alerting, organising and calming activities.	Each class teacher will be assigned a specific budget to support sensory regulation and engagement in physical activities. Wishlist's will then be sent to SLT to ensure they are in line with the pupils sensory profiles. As a result of this each class will have the necessary sensory equipment available regularly throughout the school day to ensure each pupil is regulated, in turn ensuring a readiness to learn and engage with sporting activities. It also provides opportunities for self and mutual regulation throughout the school day.		£8,385	• Learning Walks. • Express Observations. • Monitoring incidents of dysregulation on CPOMS. • Feedback from class teams.	• To continue to monitor the progression and implementation of sensory equipment to promote learning and progress for physical development, motor control and sensory integration.

Key indicator 2: Raise the profile of PE and sport across the school, to support whole school improvement				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Retained Reflexes: To improve Retained Reflexes practices and provision across all sites.	A daily regulation session (Blue time) has been introduced to all classes, staff have been trained on specific retained reflexes to further enhance the children's primitive retained reflexes which will in turn further develop the children's sensory systems. Specific equipment will be bought for each class to support this regulation time and retained reflexes session.	£1000	- Express observations. - Learning walks by the Retained Reflexes lead and PD team.	Monitoring Expresss to see levels of progression of Retained Reflexes targets.
Swimming: To ensure all pupils across the 4 sites have access to further develop water safety and swimming skills.	As a result of the growing number of classes across 4 sites timetables have been implemented in order to ensure each class accesses swimming throughout the academic year. 7 classes now access an external pool at our St Annes site.	£2,415	- Planning, evaluating & feedback. Teacher feedback. - Express Observations. - Learning walks by management.	Regular discussions with teachers to see what is work well and areas for improvement.

Key indicator 3: Increase all staff's confidence, knowledge and skills in teaching PE and sporting activities

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to improve and provide CPD opportunities to improve teacher led PE and PD sessions. SharePoint will be utilised to share good practice and training. Opportunities for teachers to observe lessons and share planning ideas.	Teachers to share good practice, videos of lessons and planning ideas to support children's physical development. SharePoint resources available: • Squiggle & wiggle PowerPoint and video. • EITC online PE videos and sessions. • Daily Wake up & shake up sessions. • EITC 8 week programmes for a range of sports. • Shadow dance resources. • Discovery Box. • Jabadao. Teachers to continue adding resources to SharePoint and sharing ideas of lessons.	FREE	Teachers will gain a better understanding of physical development sessions, motor control sessions for all cohorts. • Express observations. • Good practice shared via SharePoint and observations. • Learning walks.	Discussions and feedback in staff meetings. • Curriculum group to meet regularly to discuss good practice. • Planning evaluations.
Training to be delivered. Around the following PD areas: • Retained reflexes. • Modelling from coaches from external services. • Sensory integration-training. Training will be delivered to all staff ensuring all staff are confident when delivering physical development sessions,	Specific training sessions will be planned and delivered during whole staff meetings. Resources used for training will be uploaded to SharePoint for staff to view and revisit.	FREE	• Learning Walks. • Express Observations. • Feedback from class teams.	• Discussions with staff to review what is working well and what areas need improvement. • Monitoring of sensory circuit activities. • Monitoring incidents of dysregulation.

Key indicator 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

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to further develop staff's skills on planning and developing dance/coaching sessions for their current cohort after attending demonstrations modelled by dance/coaching professionals. Teachers can then use planning and experience from those sessions to develop and lead class sessions.	All cohorts will access sessions with LFC, EITC and/or Shadow Dance. These sessions will be adapted to suit the needs of all cohorts. Pre-formal and Pre-formal + cohorts will access Shadow Dance for a half term. Classes will be alternated after this time. This will allow teachers to gain a greater understanding of delivering dance and PD sessions. Pre-formal + and Semi-formal learners will access EITC/LFC coaching sessions each term. This will allow teachers to gain a greater understanding of delivering coaching and Physical Development (PD) sessions and how to deliver these activities with their class. Our PMLD cohorts will access horse riding sessions throughout the school year to provide them with a bespoke sporting activity suited to their needs. These sessions will run similarly to previous years with a focus on sport specific skills. These skills include, balance, co-ordination, ball skills and teamwork.	£4000 (EITC) £5000 (Shadow Dance) £ 1,200 (Horse riding) FREE (LFC)	• Planning, evaluating & feedback. Teacher feedback. • Express Observations. • Learning walks by management and PD team.	• Regular discussions with teachers to see what is working well and areas for improvement. • Planning to be uploaded and shared. • Monitoring of activities and progress being made.

Key indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Children to attend sporting competitions, celebration events, themed planning and physical development sessions planned as part of termly enrichment themed sessions. Where appropriate children to engage in competitive sports through weekly planned physical development sessions.	Children to access sports based activities adapted to their needs. Physical Development activities to be incorporated into planning for themed weeks and enrichment days which can be adapted for complex learners. Where appropriate children will attend sporting competitions and celebrations with other Merseyside special schools.	£1000	• Teacher Feedback. • Certificates and celebration events. • Express Observations. • Reward ceremonies arranged at specialist sporting events.	• Feedback from teachers attending sporting events. • Monitoring of PD activities planned for themed weeks and enrichment days. • Staff meeting feedback.