PE and Sport Premium Report 2025-26

The Cedars Academy Trust

Funding summary

PE and sport premium allocation 2025-26	£16,660
Total spent	£16,660
Unspent at 31 July 2026	£0

Our PE and sport premium allocation for the academic year 2025-26 was £16,660. We used the premium to fund additional and sustainable improvements to the provision of PE and sport to encourage the development of healthy, active lifestyles. The Department for Education's vision for the Primary PE and Sports Premium is that ALL pupils leaving primary school should be physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport. This report sets out what we did, what it cost and the impact it had against the following 5 key indicators:

Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school	**Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement	**Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport	**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils	**Key indicator 5:** Increased participation in competitive sport

Review of last year's spend and key achievements (2024-25)

Activity/Action	Impact	Comments
Sensory Integration assessments and programmes have been implemented for individual students.	Analysis of data and findings suggest that the sensory integration programmes are particularly effective in enhancing skills critical to interpersonal interactions and emotional regulation (further details are within SI evaluation document). Classroom practitioners' confidence and skills have developed and are proactive in putting strategies in place.	Whole staff training was delivered on 4th November 2024, outlining the rationale behind Sensory Integration (SI) and demonstrating activities within individual SI plans. Following a thorough analysis of data and outcomes for pupils engaged in the SI programme, our collaboration with Treetops will continue this academic year. Additionally, RA will continue to be allocated dedicated time to focus on delivering these programmes.

Students have had many opportunities to attend and participate in intra and inter competitive sporting events.	Participating in competitions has developed pupil self-confidence and pride in their achievements. Pupils are continuing to learn what it means to work as a team and show support and encouragement to others.	We will maintain our participation in the Gateshead Schools Sports Partnership to further enhance opportunities this year.
Shallow water training and refresher training has taken place.	All pupils within our informal and semi-formal pathways access our hydrotherapy pool at least once each week. We are also able to offer two targeted sensory swim sessions after school.	Additional staff training will be required this academic year due to changes in personnel and the introduction of new staff members.

Actions, spend and impact 2025-26

Action	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Planned cost linked to the action
To continue to maintain our sensory integration practice throughout school and develop a culture where staff use integrated sensory and physical approaches to learning.	Staff expertise will be developed to deliver OT programmes resulting in improved pupil wellbeing and access to the curriculum. Pupils will have appropriate and bespoke Sensory Integration programmes in place.	1,3	Treetops to be employed for 18 days across the school year to assess and create sensory programmes for individual students. Classroom based staff will incorporate sensory integration programmes into daily timetable for pupils. Assess and develop appropriate programmes for new pupils. To assess and refine programmes for pupils already accessing SI.	Treetops SLA £1020 for mini trampolines
Impact • Improved pupil wellbeing, regulation and readiness to access learning through consistent sensory integration practice. • Increased staff confidence and competence in delivering sensory-informed approaches to support pupils with complex needs. • More personalised and effective provision, enabling pupils to engage more fully in the curriculum. **Evidence**				

- Treetops continue to provide high-quality specialist input, including assessments and the development of bespoke sensory integration programmes for pupils.
- Programmes are embedded into daily classroom routines, with staff demonstrating a clear understanding of the rationale and consistent implementation.
- New pupils are assessed promptly, with appropriate programmes developed, while existing programmes are regularly reviewed and refined.
- After-school training delivered by Treetops has strengthened staff knowledge and practice, with particularly beneficial links to ARFID and supporting pupils with complex sensory needs.
- Staff are increasingly confident in following and adapting programmes to meet individual needs.
- Treetops have also provided guidance on the development of outdoor environments, including advising on equipment (e.g. trampolines) to support sensory integration.
- Practice across the school reflects an embedded culture of integrating sensory and physical approaches into daily learning.

Next Steps

- Review capacity within the Treetops SLA in response to increasing complexity of need, including consideration of additional days to maintain high-quality provision.
- Continue to develop staff expertise to ensure consistency and fidelity of sensory integration approaches across all settings.
- Further enhance the use of indoor and outdoor environments to maximise opportunities for sensory regulation and physical development.

To increase the number of staff who have shallow water rescue training accreditation to ensure all pupils following a semi-formal pathway have access to at least one hydrotherapy/swim session per week.	Increased water confidence for all pupils. Increased offer in terms of sensory integration offer. Development of early swim skills for all pupils. Mandatory training accessed by all staff involved in supporting pupils in hydro pool.	1,3,4	All children within our informal and semi-formal pathways will access our hydrotherapy pool at least once each week. We will also offer two targeted sensory swim sessions after school.	£1072, for training in September (2025) and January (2026)

Impact

- Increased pupil confidence in water, supporting wellbeing, sensory regulation and physical development.
- Enhanced sensory integration offer through regular access to hydrotherapy.
- Improved early swimming skills and physical coordination for pupils across pathways.

Evidence

- Level 3 TA now has a dual role, delivering hydrotherapy provision on a part-time basis, with plans to move to full-time from September.
- Several staff have completed shallow water rescue training, ensuring safe and effective delivery of sessions. This is a rolling requirement due to the two-year accreditation cycle.
- The appointed TA has a particular expertise and interest in swimming and has worked alongside PE leads to develop a structured approach to skill progression.
- All pupils in informal and semi-formal pathways are accessing hydrotherapy at least once per week, alongside two targeted after-school sensory swim sessions.
- Staff supporting hydrotherapy demonstrate appropriate training and understanding, ensuring consistency and safety.
- Planned further qualifications for the TA will support continued professional development and strengthen the quality of swimming instruction.

Next Steps

- Continue to build staff capacity by maintaining and renewing shallow water rescue qualifications in line with requirements.
- Expand the specialist role to full-time to further enhance consistency, quality and access.
- Further develop progressive swimming and hydrotherapy programmes to ensure clear skill development alongside sensory benefits.

To offer Bounce Training to staff to ensure individual children across the curriculum pathways have access to bounce sessions.	Confidence and expertise of staff delivering bouncer sessions. Pupils to be regulated and engage in physical activity. Increased offer in terms of sensory integration offer.	3, 4	Pupils identified as benefiting from bounce sessions to access timetabled slots each week within our bounce therapy room, weekly.	£2,000 has initially been allocated
Impact • Improved pupil regulation, engagement and participation in physical activity through structured bounce therapy. • Increased staff confidence and competence in delivering safe and purposeful sensory-based physical interventions. • Enhanced sensory integration offer across the school, supporting pupils' readiness to learn. **Evidence** • Whole-staff Bounce Training was delivered by Bounce OT, including a full training day in January. • Training has strengthened staff understanding of the therapeutic use of trampolines, including safety, risk assessment and appropriate activity design. • Increased staff confidence has led to greater and more effective use of trampolines to support sensory regulation. • Identified pupils now access regular, timetabled bounce sessions within the dedicated bounce therapy room. • Additional small trampolines have been purchased for use in outdoor classroom areas, increasing accessibility and frequency of sensory opportunities. • Risk assessments have been developed and implemented, ensuring safe practice across settings. • Ongoing communication with Bounce OT is supporting an action research project, further developing practice and impact. **Next Steps** • Continue to embed bounce therapy within individual timetables to ensure consistency and maximise impact. • Develop staff expertise further through ongoing collaboration with Bounce OT and the action research project. • Monitor and evaluate pupil outcomes to refine and strengthen the use of bounce therapy as part of the wider sensory integration offer.				
To continue to offer a varied range of after school clubs. To develop our dance and fitness extracurricular offer	Increased physical activity levels by providing students with more opportunities to be active beyond regular PE lessons, promoting healthier lifestyles and encouraging children to meet daily physical activity guidelines.	2, 3, 4	Student attendance and participation rates in after-school clubs will be monitored. Student and parent feedback surveys will take place. Physical and social development will be monitored and observed by staff.	£150 resources for dance and movement equipment

	Improved social skills and teamwork by providing safe spaces for students to build friendships, improve communication, and develop teamwork skills by interacting with peers in a positive, structured environment. Increased participation and inclusivity through offering activities that cater to a range of interests, abilities, and fitness levels to ensure all students have opportunities to participate and feel included. Introduce new dance clubs and continue participation in a local dance festival.			

Impact

- Increased levels of physical activity, supporting healthier lifestyles and improved wellbeing.
- Improved social skills, communication and teamwork through structured, inclusive activities.
- Greater participation and inclusion, with a wider range of pupils accessing extracurricular opportunities.
- Enhanced confidence and engagement, with pupils taking part in performances and wider events.

Evidence

- A broad and inclusive range of clubs has been successfully implemented, including sensory swim, marvellous movers, wellbeing club, ball sports, outdoor movement/forest fun, scooter club, and creative/LEGO clubs.
- Clubs are offered across the school day, lunchtime and after school, maximising accessibility for all pupils.
- Strong participation rates are evident across the school, including increased engagement from pupils who had not previously accessed extracurricular provision.
- Pupil voice has influenced the offer, with the student council contributing to the selection of activities.
- Pupils have had opportunities to showcase their skills and experiences, including participation in a local dance festival.

- Holiday club provision has further supported inclusion for pupils unable to attend after-school sessions.
- Overall, staff observations indicate improvements in engagement, confidence, social interaction and wider participation in school life.

Next Steps

- Review and adapt the extracurricular offer in response to the new cohort in September.
- Continue to consult with pupils and staff to ensure provision remains relevant, inclusive and responsive to need.
- Further embed and extend opportunities for physical activity throughout the school day.
- Continue to develop dance and fitness opportunities within the extracurricular offer.

To establish a PE working group across specialist settings in Gateshead, aimed at sharing ideas and resources, while also providing increased opportunities for networking and collaborative planning of competitive fixtures and events.	A wider range of competitive fixtures and competitions for students following a developmental curriculum will be planned between schools, providing pupils with opportunities to attend events at different schools and interact with other students. This interaction helps to develop their social skills while fostering a sense of teamwork and community. Additionally, the sharing of ideas and networking between schools will contribute to improvements in PE provision within the school, enhancing the overall quality of physical education for all pupils	2,4,5	Opportunities for students following a developmental curriculum to access suitably planned specialist events.	Protected time for Jamie Johnston to meet/network with other specialist settings to plan events.

Impact

- Increased opportunities for pupils to participate in appropriate competitive and collaborative events.
- Improved social skills, teamwork and confidence through interaction with peers from other specialist settings.
- Strengthened PE provision through networking, shared practice and curriculum development.

Evidence

- The newly appointed PE lead has prioritised curriculum development and has begun establishing links with other specialist schools to build knowledge and opportunities.

- Pupils have accessed a number of events through the School Sports Partnership (SSP), providing valuable opportunities for participation and competition.
- Initial networking with other settings has supported the sharing of ideas and approaches to delivering PE within specialist contexts.
- Regional discussions are ongoing, with specialist schools beginning to trial hosting their own events (e.g. football), expanding opportunities beyond traditional offers.

Next Steps

- Continue to develop the PE working group across specialist settings to strengthen collaboration and shared planning.
- Further increase opportunities for pupils to attend and participate in suitably adapted competitive events.
- Work in partnership with other schools to plan and host events, further embedding this approach in light of forthcoming Sports Premium changes.
- Continue to build links with SSP and other providers to broaden the range and accessibility of opportunities available.

To continue to offer opportunities for children to participate in intra and inter competitive sport, through our involvement with Gateshead SSP. Links with local and national specialist provision groups including Consett Beacon Disability Netball, and the London Mini Marathon. A whole school Sports Day with an obstacle course, and sporting races and events.	Increased pupil participation in events with other schools in Gateshead. Children will feel a sense of teamwork when competing. Improved positive attitudes to health and well-being.	2,4,5	Continued membership of Gateshead School Sports Partnership, offering all pupils opportunities to engage in competition through comprehensive events on offer. New and continues links with specialist provision and sporting organisations.	£2,240 for SSP Indian Dance Half Day (Education Group) - £399- 5th May Lunar New Year Dance Half Day (Education Group) - £399-3rd Feb Samba Dance Half Day (Education Group) - £399 - 1st June Sports Day resources - £100 for medals, certificates, eggs, buckets etc.

Impact

- Increased pupil participation in competitive and inclusive sporting events across the school.
- Improved teamwork, confidence and social interaction through engagement with peers in wider contexts.
- Enhanced understanding of health, wellbeing and cultural diversity through a broad range of sporting and activity experiences.

Evidence

- Continued membership with Gateshead School Sports Partnership (SSP) has ensured access to a wide range of inclusive competitive events and opportunities.
- Pupils have participated in inter-school events, supporting the development of teamwork and positive attitudes towards physical activity.
- Links have been maintained and developed with specialist provision and external organisations, including Consett Beacon Disability Netball and the London Mini Marathon.

- A whole-school Sports Day has been planned , including obstacle courses, races and a wide range of inclusive activities.
- A series of dance workshops (Indian Dance, Lunar New Year Dance, Samba) have been delivered, broadening pupils' cultural awareness and enriching the physical activity offer.
- Strong engagement has been observed across events, with pupils demonstrating enthusiasm, participation and improved confidence.

Next Steps

- Continue to strengthen involvement with SSP and external partners to further expand competitive and inclusive opportunities.
- Build on established links with specialist organisations to provide a wider range of accessible sporting experiences.
- Further develop whole-school events to ensure they remain inclusive, engaging and reflective of pupil voice.
- Continue to embed cultural and diverse physical activities within the PE and extracurricular offer.

All relevant events and competitions will be reported to parents/carers through Bloomz or social media.	By consistently sharing updates on student achievements, new activities, and sports events through Bloomz, social media and the school website, we celebrate student progress and demonstrate the positive impact of our PE programme. This approach will enhance awareness, engagement, and support from parents, carers, and community partners, ultimately strengthening our PE programme and fostering student success and well-being.	2	Promote success and ensure parents, carers and school partners are informed and engaged with the school PE programme.	No cost

Impact:

- Increased parental awareness of PE events, competitions, and pupil achievements.
- Improved pupil motivation, confidence, and pride through regular celebration of success.
- Greater engagement from families supporting school sport and wider opportunities.
- Stronger links between school, home, and the wider community.

Evidence:

- Regular Bloomz posts and class updates.
- Social media posts (Facebook) highlighting events and achievements.
- Photographs and records of Celebration Assemblies.

- Positive feedback and engagement.

Next Steps:

- Continue to increase frequency and consistency of updates across platforms.
- Develop use of the school website to further showcase PE achievements
- Monitor engagement levels to ensure communication is effective

To develop our scooter and bicycle provision in school, by introducing a Scootability programme with Balanceability and a range of scooters, trikes, and balance bikes for wider use.	Children will have increased confidence and skills when using scooters, trikes, and bicycles. Children will be able to use their learning within outdoor play and when using equipment outside of school.	3, 4	Increased confidence and skills of children using equipment both within and outside of school. Teaching staff to have increased confidence working with scooters through Scootability.	£1377 Bikes and scooters £1,500

Impact:

- Increased pupil engagement and enjoyment in outdoor provision, particularly during breaktimes and after-school clubs.

- Improved gross motor skills, core strength, balance, and coordination.
- Increased levels of physical activity and movement across the school day.
- Pupils using equipment independently and confidently in a range of situations.
- Development of early road awareness and physical literacy skills.

Evidence:

- High levels of pupil participation and sustained engagement on the yard.
- Observation of improved balance, coordination, and movement in lessons and play.
- Use of equipment in after-school clubs and developmental movement sessions.
- Staff feedback demonstrating increased confidence in delivering scooter-based activities.

Next Steps:

- Purchase larger bikes and trikes to support progression for older pupils.
- Further develop links to Preparation for Adulthood (PfA), including road safety awareness.
- Continue to embed Scootability and Balanceability within the curriculum.
- Provide additional staff training to maintain confidence and consistency.
- Monitor progression of skills across year groups to ensure continued development.

To provide an opportunity for our children to develop their outdoor play skills at Shiremoor Adventure Playground.	Children will have increased confidence and skill playing in outdoor environments, and improved wellbeing spending time playing outdoors. Children will be supported by specialist facilitators to develop children's skills.	4	Increased confidence and skills of children playing outdoors both within and outside of school. Improved children's wellbeing by experiencing play opportunities in a new environment.	£300

Impact:

- Increased confidence and independence when accessing outdoor play environments.
- Improved wellbeing through regular outdoor activity and exploration.
- Development of physical skills such as coordination, balance, and risk management.
- Pupils successfully accessing a range of alternative outdoor environments, including local parks and Gibside.
- Reduced barriers to participation through use of accessible, safe, and cost-effective local provision.

Evidence:

- Pupils have accessed local outdoor environments such as Kells Lane Park and Gibside National Trust.

- Observations of pupils engaging positively and confidently in outdoor play.
- Development of road safety awareness through local park visits (linked to PfA).
- Staff feedback highlighting increased engagement and enjoyment.
- Cost savings evidenced through use of free or membership-based venues.

Next Steps:

- Review staffing to enable future access to Shiremoor Adventure Playground.
- Continue to utilise local outdoor spaces in order to develop awareness of spaces pupils can use free in the community.
- Further embed Preparation for Adulthood (PfA) links, particularly road safety and independence.
- Plan structured progression of outdoor play experiences across year groups.
- Explore additional partnerships with outdoor providers to broaden opportunities.

To provide Level 1 Swimming Teacher Training for Jamie Johnston.	Increased qualification for staff working with children during swimming lessons.	3	Increased confidence and skill set of teaching staff.	£395

Impact:

- Training did not take place as initially planned due to staff workload considerations.
- A more sustainable approach has been adopted to ensure staff are not overburdened while maintaining high-quality provision.
- Development of a specialist Hydrotherapy TA role (SW), creating a more balanced distribution of skills across the team.
- The specialist hydrotherapy TA completed a swimming course just before September 2026 and now delivers swimming sessions on the timetable.
- Improved capacity to deliver consistent swimming support to a larger number of pupils.
- Continued staff development through working alongside external providers.

Evidence:

- Review of staff workload leading to decision not to proceed with training at this time.
- SW identified and beginning development within a specialist hydrotherapy role.
- Ongoing collaboration with Treetops staff to support delivery and staff knowledge.
- Adjustments to provision to ensure consistent pupil access to swimming sessions.

Next Steps:

- Support SW to undertake appropriate swimming/hydrotherapy qualifications.
- Continue to monitor staff workload to ensure training is manageable and sustainable.
- Maintain and strengthen partnership work with external providers.
- Revisit Level 1 Swimming Teacher Training in the future if capacity allows.
- Ensure long-term planning for staff development across swimming provision.

To encourage all children to engage in meaningful lunchtime play and activities.	Pupils will be actively engaged in meaningful activities during their free play at lunch time.	1	Durable resources that develop children's play skills and confidence, routinely updated, with resources meeting children's needs and interests.	£300

Impact:

- Increased pupil engagement and participation during lunchtime play.
- Improved social interaction, cooperation, and communication skills.
- Development of physical skills through active play (e.g. balance, coordination).
- Greater pupil voice in shaping provision, leading to higher enjoyment and inclusion.
- Clear structure and organisation of outdoor spaces, improving behaviour and effective use of time.

Evidence:

- Student Council consultation influencing activity choices and resource allocation.
- High uptake and sustained engagement with bikes and scooters.
- Structured zoning of outdoor areas to support different activities.
- Leadership from CN in organising staff and provision.
- Development of outdoor play areas linked to classrooms.
- Plans have been developed for the main yard (previously shared with Trustees).

Next Steps:

- Continue to review and refresh resources based on pupil voice.
- Further develop outdoor play areas in line with Treetops planning.
- Monitor engagement across different groups to ensure inclusivity.
- Provide ongoing staff guidance to support high-quality play opportunities.
- Explore additional structured activities to further enhance lunchtime provision.

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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

Question	**Stats:**	**Further context** **Relative to local challenges**
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	0% (0/12)	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	0% (0/12)	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	0%	
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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	Level 1 swimming teacher training did not go ahead because of staff workload. Instead, the specialist hydrotherapy TA completed a swimming course just before September 2026. Several staff completed shallow water rescue training this year.

Signed off by:

Head Teacher:	*Michelle O'Reilly*
Subject Leader or the individual responsible	*Clara Newman*

Created by: association for Physical Education YOUTH SPORT TRUST

for the Primary PE and sport premium:	
Governor:	*Andrew Thompson*
Date:	21 October 2026