

The St. Christopher School PE Sport Grant Report 2024-2025



What Went Well	How Do You Know?	What Didn't Go Well?	How Do You Know?
PE Department staff successfully completed and achieved certification in the Rebound Therapy course.	Rebound Therapy techniques have been strategically integrated into our existing trampoline curriculum, enhancing therapeutic outcomes for pupils with additional needs.	Implementation of a comprehensive swim school application to monitor and track swimming progress across the primary school.	Despite conducting two detailed online consultations with specialist swimming app providers, we were unable to identify a suitable digital platform that aligned with our existing swimming curriculum requirements and accessibility needs.
Table Tennis provision significantly expanded and embedded throughout the school curriculum.	Two high-quality outdoor Table Tennis tables have been procured and strategically positioned to maximise accessibility during break times and lunch periods, increasing pupil engagement in structured physical activity.		
Year 6 pupils gained access to enhanced fitness opportunities through school gymnasium facilities.	Year 6 cohort now participates in structured fitness sessions within the school gymnasium, substantially expanding their physical activity opportunities and contributing to improved health and wellbeing outcomes.		



Intended Actions for 24/25

What are your plans for 2024/25?

Intent

Expand and enhance the range of suitable adaptive bikes, tricycles, and scooters available for pupils across all ability levels.

Integration of specialised disability gymnastics methodologies into primary PE provision.

Increase safety mat provision to enhance PE session capacity and safety standards.

How are you going to action and achieve these plans?

Implementation

School has strategically invested in primary-specific tricycles, scooters, and Tuff Trikes, which are now extensively utilised across the PE curriculum to support inclusive physical education delivery.

Two primary lead PE teachers successfully completed a comprehensive primary disability gymnastics course, acquiring advanced knowledge and practical skills for adapting gymnastics sessions to meet diverse pupil needs and abilities.

Procurement of six additional blue gymnasium mats has significantly increased our safety equipment inventory, enabling simultaneous delivery of gymnastics and trampoline sessions while maintaining optimal safety standards.



Expected Impact and Sustainability

What impact/intended impact/sustainability are you expecting?

Expected Impact

Enhanced accessibility to cycling equipment will enable more pupils to develop fundamental movement skills using tricycles, scooters, and bicycles. These transferable skills will support community integration and independent mobility beyond the school environment. The high-quality equipment procured represents a sustainable long-term investment requiring minimal replacement over several years.

Elevated staff expertise in adaptive gymnastics delivery will enable comprehensive support for pupils across the full spectrum of abilities and disabilities. Enhanced staff competency will facilitate upskilling of support personnel, resulting in improved teaching quality and increased curriculum variety in gymnastics provision.

Simultaneous delivery of gymnastics and trampoline activities will accommodate larger PE groups and provide flexible programming for pupils requiring frequent activity transitions.

How will you know? What evidence do you have or expect to have?

Evidence and Measurement

Curriculum documentation will demonstrate structured progression pathways for bicycle, tricycle, and scooter proficiency. Comprehensive schemes of work will be developed to support systematic skill development. Staff will demonstrate increased confidence and competency in safely supporting pupils to select and use appropriate equipment matched to individual needs and abilities.

Anticipated outcomes include increased pupil engagement levels (building upon current participation rates), enhanced accessibility for pupils with specific needs, improved self-confidence and self-efficacy, implementation of varied instructional approaches, and measurably increased enjoyment in gymnastics activities.

Expected improvements in pupil self-regulation and sustained engagement through reduced waiting times for equipment access. Increased mat provision enables expanded equipment configurations, ensuring greater pupil participation, skill development opportunities, and confidence building through active learning.



Actual Impact/Sustainability and Supporting Evidence

What impact/sustainability have you seen?

Observed Impact

Significant increase in pupils successfully accessing and utilising tricycles, scooters, and bicycles with marked improvements in self-confidence and independence when using mobility equipment. Observable pupil enjoyment and peer interaction during PE sessions has notably increased. Extended use of scooters and balance bikes during break times has provided additional unstructured physical activity opportunities for targeted pupils and groups.

Enhanced gymnastics and trampoline lesson delivery through increased active participation time and diversified learning options. The high-quality mats represent a sustainable investment requiring minimal replacement over the medium to long term. Equipment diversity has enabled varied configurations and progressive skill sequences.

What evidence do you have?

Supporting Evidence

Bicycle, scooter, and tricycle instruction is now systematically embedded within PE curriculum planning. Universal access has been achieved with ALL pupils receiving structured opportunities to engage with this equipment throughout the academic year via planned sessions. Comprehensive photographic and video documentation evidences pupil progress and engagement across all sessions.

Pupils demonstrate increased engagement through reduced repetitive activities and enhanced challenge levels, resulting in greater participation, exploration, and skill experimentation. Measurable improvements in pupil confidence and learning independence have been observed. Simultaneous equipment setups have significantly increased active learning time and sustained pupil engagement throughout PE lessons.