



# Sport Premium Impact Report (2025–2026)

## Executive Summary (Headteacher)

This report outlines how PE and Sport Premium funding has been used to support our wider priorities: improving engagement, strengthening emotional regulation, and promoting sustained participation in physical activity.

The funding has been applied with clear intent. We have broadened the range of experiences available to pupils, particularly through outdoor and non-traditional activities, resulting in increased participation, improved confidence, and stronger social interaction, especially among those less engaged in competitive sport.

Investment in the MUGA has improved safety and access to high quality provision across the school day, while the introduction of PE Passport and professional support has brought greater consistency to curriculum delivery, assessment, and progression. Staff confidence in delivering a wider, more inclusive curriculum has increased as a result.

Upgraded resources and specialist equipment have enabled a broader and safer offer, particularly within outdoor education, reducing barriers to participation and increasing engagement. Pupil voice has also played a meaningful role in shaping provision, contributing to improved motivation and ownership.

Overall, the impact is seen not only in pupils' physical development, but in improved behaviour for learning, confidence, and readiness to engage. Physical activity is now more embedded as a core part of our wider approach to supporting pupils.

The next phase will focus on strengthening progression and assessment further, extending leadership and competitive opportunities, and sustaining quality through continued staff development and partnerships.

**PE Lead: J Brown**

## Overview

The PE and Sport Premium funding has been used strategically this academic year to enhance both the quality of provision and the breadth of physical activity opportunities available to pupils.

Within our SEMH setting, a key priority has been to use physical activity to support engagement, emotional regulation, and long-term participation in healthy lifestyles.

Our approach has focused on:

- Broadening experiences beyond the traditional curriculum

- Improving facilities to support high-quality delivery
- Developing a consistent and progressive PE curriculum
- Responding to pupil voice and interests

## **Key Areas of Spending and Impact**

### **1. Enrichment Opportunities and Inclusive Experiences**

Funding has enabled pupils to access a wide range of enriching and inclusive activities that would otherwise be unavailable to them.

#### **Provision included:**

- Swimming lessons
- Horse riding
- Golf sessions
- Tennis coaching
- Caving experiences
- Sailing opportunities
- Aqua park trip
- Enhanced Sports Day experience

#### **Impact:**

- Increased engagement and attendance in PE and Outdoor Education
- Improved confidence, resilience, and willingness to try new activities
- Development of water confidence and safety awareness
- Improved teamwork, communication, and social interaction
- Positive impact on behaviour and emotional regulation during and after sessions

### **2. Facility Improvements – MUGA Refurbishment**

A significant portion of funding was allocated to the **refurbishment of the Multi-Use Games Area (MUGA)** to improve safety and usability.

#### **Actions taken:**

- Full clearing and preparation of the playing surface
- Refurbishment of flooring to improve quality and safety
- Installation of new perimeter fencing

#### **Impact:**

- Safer, more secure environment for pupils
- Increased use of outdoor space throughout the school day

- Improved quality of PE lessons and extracurricular provision
- Greater opportunities for both structured lessons and unstructured physical activity
- Enhanced ability to deliver a wider range of sports in a safe setting

### **3. Curriculum Development and Staff Support**

Investment in **PE Passport** and professional memberships has strengthened curriculum delivery, progression, and staff confidence.

#### **Actions taken:**

- Whole-school implementation of PE Passport
- Development of clear progression in skills and knowledge
- Improved assessment and tracking of pupil progress
- Access to professional support, guidance, and CPD through memberships

#### **Memberships include:**

- PE Support (Derbyshire County Council)
- MIAS Membership
- BMC (British Mountaineering Council)
- National Trust Membership
- BCU (British Canoeing)
- Archery GB Membership
- Paddle Northern Ireland Membership (CANI)
- MTA (Mountain Training Association)

#### **Impact:**

- Greater consistency in PE delivery across all key stages
- Improved staff confidence in planning, delivery, and assessment
- Enhanced knowledge and safe delivery of outdoor and adventurous activities
- Access to high-quality resources, training, and guidance
- Clear progression and improved evidence of pupil achievement over time
- Strong alignment with national expectations, adapted for SEMH needs

### **4. Equipment and Resources**

Funding has been used to modernise, expand, and diversify PE and Outdoor Education equipment to support high-quality and safe delivery across a wide range of activities.

#### **Resources updated and purchased:**

- Tennis equipment

- Badminton equipment
- Table tennis equipment
- Archery equipment
- Paddle and watersports equipment
- Climbing equipment
- Outdoor survival equipment
- Wide games equipment to support team building and engagement
- Personal protective equipment (PPE) and safety checks to ensure safe participation in activities

#### **Impact:**

- Increased participation due to improved access to high-quality and specialist equipment
- Significant expansion of outdoor and adventurous activity provision
- Enhanced safety through appropriate PPE, equipment checks, and regulated practice
- Improved engagement, particularly for pupils less motivated by traditional sports
- Greater variety of activities leading to higher motivation, enjoyment, and attendance
- Reduced downtime in lessons, supporting behaviour and sustained focus
- Improved staff confidence in delivering a wider, more inclusive curriculum

### **5. Pupil Voice and Leadership**

Pupil voice has remained central to the development of PE provision.

#### **Actions taken:**

- Student Council consultation on sport and activity provision
- Organisation of a school badminton tournament in response to pupil demand

#### **Impact:**

- Increased pupil ownership and pride in PE and sport
- Higher motivation and participation levels
- Development of leadership, teamwork, and competitive skills
- Strengthened positive culture around physical activity

### **Overall Impact**

The PE and Sport Premium funding has had a **significant and measurable impact** on pupils at Holly House:

- **Engagement:** More pupils actively participating in PE and extracurricular activities
- **Physical Development:** Improved skills, coordination, and fitness

- **Social & Emotional Wellbeing:** Increased confidence, resilience, and teamwork
- **Behaviour for Learning:** Improved focus, regulation, and readiness to learn

For pupils within an SEMH setting, access to varied, engaging, and meaningful physical experiences has been particularly impactful in supporting wider developmental outcomes beyond PE.

### **Next Steps (2026–2027)**

- Continue to expand outdoor and adventurous activities
- Increase access to competitive sport internally and externally
- Further embed PE Passport to strengthen progression and assessment
- Build and sustain partnerships with external providers and organisations
- Maintain and further develop facilities, including ongoing MUGA upkeep
- Develop pupil leadership roles within PE (e.g. sports leaders programme)