



Bidwell Brook Sports Premium Report 2024-2025

Academic Year: 2024–2025 Total Funding Received: £16595 Number of Eligible Pupils: 65 (Years 1–6)

<u>Total Available Funding: £18,474</u> Current Year Allocation: £16595 Unspent from 2024–25: -£620 Carried Forward from Previous Years: £2,499	<u>Summary of Spending: £17,844</u> - PE and swimming opportunities in the community £6,343 - Sports competitions: £125 - Equipment & resources: £2,252 - Educational platforms/resources: £7,986 - External Sports Coach Visits: £1,768
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Key Achievements to Date

- 100% KS1 pupils accessed trampolining at local gymnastics club. 71% of these pupils were pupil premium and 28% were girls.
- 50% KS2 students accessed trampolining at local gymnastics. 76% of these pupils were Pupil Premium and 19% were girls.
- Purchased new playground equipment and employed play leader staff to lead games and activities at playtimes.
- Purchased new sensory circuits equipment to upgrade the sensory circuits room. Purchased new playground equipment.
- Continued with another successful Primary Sports Day and joined in with other special school tournaments in the local area.
- Enrichment- invited in local sports coaches to run specialised PE sessions throughout the year.

Swimming Data

- 20% pupils able to swim 25m (Year 6) 20% of pupils able to perform safe self-rescue
- 100% of KS1 pupils access weekly swimming sessions in the hydrotherapy pool. 71% of these pupils were pupil premium and 28% were girls.
- 100% of KS2 pupils access weekly swimming sessions in the hydrotherapy pool or at a local leisure centre. 63% of these pupils were pupil premium and 29% were girls.



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◆ Key Indicators & Impact

Indicator	Actions Taken	Impact on Pupils with SLD/PMLD	Next Steps
Broader Access to Sports	<ul style="list-style-type: none"> - External sports coaches (cricket and boccia) increase in pupil accessibility to sports creating a more inclusive PE offer. - Community access to trampolining. 71% KS1 Pupil Premium and 76% KS2. 28% girls KS1 and 19% girls KS2. - Pupil Premium access to swimming- 71% KS1 and 63% KS2. KS1 girls 28% and 29% girls KS2. 	<ul style="list-style-type: none"> -Pupils experience a wide range of physical activities creating a lifelong love of PE. - Pupils access a wider range of sports adapted to their individual access requirements e.g. Boccia. -Trampolining has had a positive impact on pupil's core strength and gross motor skills. - A high percentage of Pupil Premium pupils accessed enriching PE activities. - Girls were offered a range of PE activities, however fewer girls were offered trampolining. 	<ul style="list-style-type: none"> -Extend PE offer in the community e.g. climbing and develop partnerships with other more external sports coaches. - Continue to seek inclusive sports coaches and equipment to enhance access arrangements for pupils with a wide range of needs. - Pupil Premium pupils continue to be offered enriching PE activities to help them to overcome barriers to physical development. - Ensure that girls are not being overlooked when offered trampolining and other enrichment PE opportunities.
Competitive Sport Participation	<ul style="list-style-type: none"> -Annual activities week which includes our inclusive school sports day attended by all primary pupils. New equipment purchased. -Attended local SEND football competitions with other special schools. 8 KS2 pupils attended- 50% girls 37.5% Pupil Premium 	<ul style="list-style-type: none"> -Pupils with SLD/PMLD celebrated for effort and progress. Sports day was fully inclusive, and activities met diverse range of need. - Stretch our most able pupils and develop good sportsmanship with peers from other settings. 	<ul style="list-style-type: none"> - Continue to source new equipment and train staff to improve inclusiveness of sports activities offered. -Seek links with more special schools and help challenge are most able pupils. -Ensure equality of opportunity when offering activities to girls and Pupil premium pupils.
Swimming & Water Safety	<ul style="list-style-type: none"> -All primary pupils are offered the opportunity to swim weekly either in our hydrotherapy pool or at our local leisure centre. -20% pupils able to swim 25m (Year 6) 	<ul style="list-style-type: none"> -Pupils gained water confidence and developed sensory regulation skills in the water. -Developed independence skills in accessing local community and personal care skills such as showering and dressing. 	<ul style="list-style-type: none"> -Continue liaison with specialist swim providers. - To increase percentage of swimmers able to perform self-rescue and swim 25m.



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	-20% of pupils able to perform safe self-rescue		-Track progress of swimming using Home School agreement data linked to EHCP outcomes.
Staff Confidence & Skills	<ul style="list-style-type: none"> -CPD on adaptive PE and inclusive planning. - Federation-wide training for all staff on sensory integration. 	<ul style="list-style-type: none"> -Staff report increased confidence in delivering PE to pupils with complex needs. - Deeper understanding of how to support pupils with sensory integration difficulties. Pupils are more regulated and ready to learn. 	<ul style="list-style-type: none"> -Embed peer coaching and develop a resource bank of inclusive PE activities - Further training on sensory integration and practical training in the sensory circuits room using new equipment under advice of OTs.
Engagement in Physical Activity	<ul style="list-style-type: none"> -Promoting use of daily movement breaks, sensory circuits, hydrotherapy etc. - Ensuring physical needs of pupils are documented clearly on Core documents and professional information from physiotherapists and OTs is captured. 	<ul style="list-style-type: none"> -Increased participation, increased preparedness of being ready to learn and improved emotional regulation. - Staff awareness of physical needs has increased due to reading information in core documents. 	<ul style="list-style-type: none"> -Develop sensory circuits room with support of OTs and other professionals and offer further sensory integration training for LSAs to support students safely and effectively. - Increase ability of staff to talk about sensory regulation and link this to pupils EHCP Outcomes and Home School agreement targets.
Whole School Improvement	<ul style="list-style-type: none"> -PE linked to individualised EHCP targets and therapy goals, working collaboratively with professionals. - Development of federation wide PE curriculum that is progressive and aspirational. 	<ul style="list-style-type: none"> Personalised PE has improved outcomes in communication, physical development, and wellbeing for pupils. - Higher levels of engagement from pupils, development of key PE vocabulary and access to a wide range of physical activity. 	<ul style="list-style-type: none"> -Strengthen cross-curricular links and showcase PE progress in annual reviews. Calculate progress data for sensory/physical targets. - Observe more PE teaching and feedback to teachers. Work cross federation to share expertise and equipment.
PE Attainment	-Began to use individualised assessment tools (e.g., MOVE programme) and engagement framework- fine motor and gross motor skills.	-Pupils have demonstrated clear progress in motor skills, engagement, and communication across a range of PE activities.	-Refine assessment to better capture small-step progress. To explore PE framework for monitoring pupil progress past the engagement curriculum. Links to PSHE and personal care e.g. dressing skills.



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Sustainability of Improvements	-Inclusive PE embedded in curriculum and a priority for CPD and staff development.	-Long-term commitment to accessible PE and upskilling all staff to deliver accessible and exciting PE sessions for all students.	-Formalise inclusive PE in school policy and secure future funding streams. - Use data to drive improvements and offer targeted interventions where they are needed.
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Next Steps:

- Fun Fit program to begin in November 2025- targeting pupils with specific health and therapy needs.
- Upskilling all staff in delivering high quality play opportunities, supported by ongoing play leaders and increasing provision of high-quality resources at playtimes.
- Targeted CPD focused on adaptive PE strategies for pupils with SLD/PMLD. Inviting in specialist practitioners and running workshops for staff, and observation of best practice to build staff confidence in inclusive delivery.
- Formalise inclusive PE into school policy and secure future funding streams to continue to grow PE opportunities.
- Purchasing in more external coaching for a variety of sports and continuing to expand PE enrichment offer by forging links with local providers.
- Expand use of multi-sensory equipment and embed movement into daily routines to sustain engagement.
- Strengthen cross-curricular links (e.g., PE and communication targets) and celebrate inclusive achievements in whole-school forums.
- Audit current provision to identify gaps and co-design new opportunities with pupils and families.
- Develop internal festivals or friendly competitions tailored to individual needs and celebrate personal bests. Continue to develop community links with local special schools and take part in a variety of competitions.
- Refine assessment tools to better capture small-step progress and celebrate holistic outcomes- explore using MOVE programme, fun fit assessments alongside individual HSA targets.