



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

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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	<p>-20% of pupils able to perform safe self-rescue</p>		<p>-Track progress of swimming using Home School agreement data linked to EHCP outcomes.</p>
Staff Confidence & Skills	<p>-CPD on adaptive PE and inclusive planning. - Federation-wide training for all staff on sensory integration.</p>	<p>-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.</p>	<p>-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.</p>
Engagement in Physical Activity	<p>-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.</p>	<p>-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.</p>	<p>-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.</p>
Whole School Improvement	<p>-PE linked to individualised EHCP targets and therapy goals, working collaboratively with professionals. - Development of federation wide PE curriculum that is progressive and aspirational.</p>	<p>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.</p>	<p>-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.</p>
PE Attainment	<p>-Began to use individualised assessment tools (e.g., MOVE programme) and engagement framework- fine motor and gross motor skills.</p>	<p>-Pupils have demonstrated clear progress in motor skills, engagement, and communication across a range of PE activities.</p>	<p>-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.</p>



Bidwell Brook Sports Premium Report 2024-2025

Sustainability of Improvements	<ul style="list-style-type: none">-Inclusive PE embedded in curriculum and a priority for CPD and staff development.	<ul style="list-style-type: none">-Long-term commitment to accessible PE and upskilling all staff to deliver accessible and exciting PE sessions for all students.	<ul style="list-style-type: none">-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.