

2022 2023

Sports Premium Strategy



Bluebell Park School

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Sports Premium 2022 2023—Background and Rationale

Bluebell Park is a 217 place school providing Early Years, Primary, Secondary and Post-16 provision for students with severe and complex learning needs comprising of pupils mainly from the Knowsley area but including some from other parts of Merseyside. We currently have 100% of pupils with an EHCP. We place a high value on using PE and sports to break down some barriers to learning that many of our pupils face.

The PE and Sports Premium funding is used in our school to facilitate this approach. The government guidance states that :

‘The premium must be spent by schools on making additional and sustainable improvements to the provision of PE and sport for the benefit of all pupils to encourage the development of healthy, active lifestyles.’

We believe that a healthy, active lifestyle can have positive impacts for all of our pupils and we use inclusive opportunities to develop this for every pupil no matter what their barrier to learning. The effectiveness of the spending is reviewed through use of pupil attainment data where it is appropriate, alongside qualitative case study information gathered from the opportunities and experiences that the pupils take part in so we can show progress over time.

Sports Premium Review of Spending 2021 2022

Review of Sports Premium 2021 2022

<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</p>	<p>All of our classes have participated in regular physical activity. Some classes have adapted this to ensure the physical needs of the pupils are supported. This may mean that the time undertaken does not always reach 30 minutes for a small number of pupils with physical disabilities. In such cases we are able to use the hydrotherapy pool to support with physiotherapy targets.</p> <p>Our sports hall is set up every morning to provide some classes with a sensory integration circuit. This involves a number of activities that enable the pupils sensory needs to be met through physical activity. Other classes utilise spaces near or in their classrooms to perform the same functions.</p> <p>Many of the classes utilise the sports track and complete a daily walk around the track. This has been incorporated into a daily challenge for some of the classes who record the distance walked. Pupils in our semi-formal cohorts have utilised the outdoor classroom space to support the amount of physical activity undertaken as well as using the class resources such as trampet, sensory circuit equipment and bikes. Classes have used the adapted bikes to promote physical activity.</p> <p>On site resource rooms such as the soft play area, rebound room and sports hall enable us to deliver the requisite physical activity requirements.</p>
<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>Everton in the Community (EITC) have attended and delivered sessions within school. Through the specialist coaching and tailored activites we have been able to improve the confidence, knowledge and skills of all staff in teaching PE and Sport alongside providing challenging and relevant physical activity and competitive sport for the pupils.</p>
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>We have further developed the offer to include a number of lunch time clubs that encourage physical activities. These have been targeted at the pupils needs and requirements and involved pupil feedback to develop this. One such example is a group of boys that have been enabled to take part in weekly 'circuit training' with a TA4 which has contributed to their physical and mental wellbeing.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>	<p>We have been able to access some activities as part of the MSLD network both virtually and in person. Within school there have been a number of activities taking place on dedicated themed days such as wellbeing day where pupils were able to compete in a range of activities suited to their needs. We continue to encourage a small number of pupils who are involved in out of school football.</p>

Swimming Information	
<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	<p>Many of our pupils are working below the NC average in swimming and water safety. All our pupils have a learning disability and have an Education Health Care Plan. We support the pupils in our school to work on water confidence, early swimming skills, swimming and water safety both in the water and out of the water.</p> <p>%</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p> <p>Please see note above</p>	
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	<p>All of our classes have access to our swimming and hydrotherapy pool on a regular basis over and above the national curriculum requirements.</p>

Action Plan and Budget Tracking

Academic Year 2022 2023		Total amount allocated: £16,780	Reviewed: November 2022	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To promote daily, regular activity for all pupils regardless of need and at a level to support their individual needs.</p> <p>Identify a range of activities and opportunities for pupils to achieve regular physical activity</p> <p>All of the above will contribute to pupils physical and mental wellbeing, develop physical skills at a gross motor level</p>	<p>Ensure all classes make use of running track, outdoor areas, MUGA pitch (adapted bikes), sensory circuits in sports hall and sensory playground as part of their daily routine</p> <p>Adapted bikes maintained</p> <p>Purchase sensory circuit equipment and ensure current equipment if maintained</p>	£2,700	<p>Analysis of sleuth data</p> <p>Learning walks</p> <p>Feedback from pupils and class teams</p>	<p>Monitoring of impact through monitoring cycle activities to ensure that regular activity taking place is impactful and beneficial to pupils resulting in improved motor control, physical development and sensory integration</p>
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Provide tailored learning experiences to assist pupils in participation. Enable teachers and teaching assistants to be part of activities and develop skills to deliver sessions</p>	<p>Everton in the community coaches deliver sessions to classes</p>	£4,870	<p>Classes participate in coaching sessions and pupils are able to develop skills</p> <p>Evidence for learning</p> <p>Session observation</p>	<p>Review of activities through staff and pupil feedback</p> <p>Monitoring EFL for evidence of progression</p>

<p>Modelling of best practice through utilising trained coaches</p> <p>The above will allow pupils to receive activities that encourage their participation and skill development</p>	<p>In house BEEP sessions support those pupils with limited mobility to improve in this area</p>		<p>Shared teaching for BEEP sessions</p> <p>Shared planning for BEEP sessions</p>	
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Train identified staff in specific areas so that they can increase their confidence, knowledge and skills in those areas.</p> <p>The above will enable pupils to access sporting and physical activities delivered by trained staff that improve their physical development</p>	<p>RLSS swim training</p> <p>Rebound training</p> <p>EITC coaching</p>	<p>£4,100</p>	<p>Training completed and certificated</p> <p>Teaching sessions will show more detailed skills based knowledge</p> <p>Learning walks and shared planning meetings</p>	<p>Evaluation of planning through joint planning sessions</p> <p>Bluespark Groups feedback</p> <p>Session observation feedback and quality assurance</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Make use of outdoor areas to further increase pupil participation through targeted outdoor learning activities based on evidence based research</p> <p>Develop further lunch time clubs and curriculum enhancement to provide</p>	<p>Outdoor education delivered through Green learning teaching activities provided by trained teacher</p>	<p>£3,710</p>	<p>Timetable of activities</p> <p>Provision of relevant learning resources</p> <p>Session observation</p> <p>Engagement measures</p> <p>Evidence for Learning Sleuth data</p>	<p>Planning shared with teachers</p> <p>Review of provision and action plan produced</p>

<p>opportunities for more sports and activities to be available</p> <p>The above are designed to give pupils access to more activities which will encourage independence, self-esteem and social interaction</p>				
<p>Key indicator 5: Increased participation in competitive sport</p>				
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Pupils attend MSLD events that will encourage participation in competitive sport; school based events, sporting competitions and termly enrichment days to encourage physical activity and competitive engagement in activities; class based engagement in team activities</p> <p>The above will allow pupils to develop social interaction, tolerance, wellbeing and self-esteem.</p>	<p>Attend MSLD sports events including (if available) swimming gala, boccia competition, sports day.</p> <p>Whole school planning incorporates themed enrichment days</p>	<p>£1,400</p>	<p>Number of pupils engaged in activities Planning documents Whole school timetable Evidence for Learning Pupil voice feedback</p>	<p>Involve school council in developing next steps based on pupil voice</p> <p>Staff meeting feedback</p>