



## **Bluebell Park Sports Premium Review 2024/2025**

### **Sports Premium 2024/2025 - Background and Rationale**

Bluebell Park is a 226-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. 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 2024/2025

**Key indicator 1:** The engagement of all 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.

Progress has been made in meeting this key indicator. All classes have continued to increase participation in regular physical activity. Classes ensure that the physical needs of the pupils are supported in a range of ways, including formal Physical Education lessons, sensory Integration sessions, Curriculum Enrichment- including Rebound therapy, etc. Full pupil engagement does not always reach 30 minutes for a small number of pupils with physical disabilities or specific sensory needs. In such cases, pupils will engage for shorter periods more frequently, using the hydrotherapy pool to support with physiotherapy targets or engaging in sensory integration activities.

Sensory integration circuits are provided each day for pupils that have been identified as needing this in preparation for learning. These sessions provide activities that enable the pupils sensory needs to be met through physical activity. Other classes utilise spaces near or in their classrooms to implement the same sessions.

Many classes utilise a shared sports track, completing a daily walk around the track. Some classes also regularly use the 'Daily Mile' activity which incorporates walking with a range of physical activities such as star jumps, hopping, jumping, etc. in their daily routine.

Pupils use outdoor classroom spaces to provide further opportunities to engage in physical activity, as well as using the classroom resources such as trampettes, sensory circuit equipment, balance beams and bikes. Classes use our adapted bikes to promote physical activity.

On site resource rooms such as the soft play area, rebound room and sports hall enable us to deliver the requisite physical activity requirements. We have new sensory integration rooms in the Lower and Upper departments which provide opportunities for further physical regulation whilst self- regulating and having sensory needs met.

Some of our Post-16 pupils took part in Duke of Edinburgh residential which provided a whole array of activities for pupils to engage with, and they spent time working towards being able to take part in these activities in similar activities in school across the year. Some Post-16 pupils have taken part in externally accredited modules for Yoga through following ASDAN schemes of

	<p>work.</p> <p>Pupils also take part in Sports events during themed Sport's weeks and have opportunities to compete with their peers in a range of activities.</p> <p>Swimming sessions take place every week (sometimes more for some classes/pupils) and pupils continue to make good progress in their swimming achievements/skills.</p>
<b>Key indicator 2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement	<p>Everton in the Community (EITC) continue to deliver sessions across the school. We have continued to improve confidence, knowledge and skills of staff in teaching PE and Sport through the specialist coaching and tailored activities provided by the Sports Coaches, who have provided challenging and appropriate physical activities and competitive sports opportunities for pupils.</p>
<b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport	
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils	<p>Our offer includes a number of lunch time clubs that encourage physical activities. These have been tailored to the pupils' needs and requirements and pupils provided their own suggestions about what they would like most. One of the clubs has enabled pupils to take part in weekly circuit training activities with identified staff which contributes to their physical and mental wellbeing.</p>
<b>Key indicator 5:</b> Increased participation in competitive sport	<p>We continue to access some activities as part of the MSLD network. 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. Pupils take part in Sports week where they engage in competitive sports activities and a number of pupils have taken part in local sporting competitions with schools that are in our local Network.</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><b>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</b></p>	<p>All of our pupils are working below the NC average in swimming and water safety. All of our pupils have a learning disability and 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>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 0%</p> <p><b>N.B.</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 2025. 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]? 0% Please see note above.</p>	
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? 0%</b></p>	
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity <b>over and above</b> 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> <p>Some pupils access extra sessions at lunch times if there is an identified need.</p>

# Action Plan and Budget Tracking

Academic Year 2024/2025

Total amount allocated: £16,780

Reviewed: July 2025

**Key indicator 1:** The engagement of all 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 <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Continue to promote daily, regular activity for all pupils regardless of need and at a level to support their individual needs.</li> <li>Implement a range of activities and opportunities for pupils to achieve regular physical activity</li> <li>Identified activities will contribute to pupils physical and mental wellbeing, develop physical skills at a gross motor level</li> </ul>	<ul style="list-style-type: none"> <li>All classes continue to access running track, outdoor areas, MUGA pitch (adapted bikes), sensory circuits, sensory integration rooms and sensory playgrounds as part of daily routines.</li> <li>Adapted bikes to be maintained</li> <li>Purchase further sensory circuit equipment and ensure current equipment is maintained.</li> <li>Purchase outdoor equipment to support lunch time physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>£2,700</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of SLEUTH data</li> <li>Learning walks</li> <li>Feedback from pupils, parents/carers and staff</li> </ul>	Monitoring of impact in monitoring cycle to ensure that regular activity/CPD is impactful and beneficial to pupils, resulting in improved motor control, physical development and sensory integration skills.

<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Improve levels of engagement with sensory integration programmes that support readiness for learning.</li> <li>Staff will actively participate in the delivery of physical activities and support pupils to develop skills.</li> <li>Modelling of best practice through utilising trained coaches</li> </ul>	<ul style="list-style-type: none"> <li>Everton in the community coaches deliver sessions to classes, with staff actively delivering some areas of the session, whilst supporting pupils and developing their own confidence levels.</li> </ul>	<ul style="list-style-type: none"> <li>£4,870</li> </ul>	<ul style="list-style-type: none"> <li>Classes participate in coaching sessions with pupils developing key skills</li> <li>Evidence for learning</li> <li>Session observations</li> <li>Staff and pupil feedback</li> </ul>	<ul style="list-style-type: none"> <li>Review of activities through staff and pupil feedback</li> <li>Monitoring Evidence for Learning for evidence of progression and skills.</li> </ul>
<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Train identified staff in specific areas so that they can increase their confidence, knowledge and skills in those areas.</li> <li>The above will enable</li> </ul>	<ul style="list-style-type: none"> <li>RLSS swim training</li> <li>Rebound training</li> <li>EITC coaching</li> </ul>	£4,100	Training completed and certificated Teaching sessions will show more detailed skills- based knowledge	Evaluation of planning through joint planning sessions Session observation feedback and quality assurance

pupils to access sporting and physical activities delivered by trained staff that improve their physical development			Learning walks and shared planning meetings	
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Make further 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 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>	Outdoor education delivered through Green learning teaching activities provided by trained teacher	£3,710	<ul style="list-style-type: none"> <li>• Timetable of activities</li> <li>• Provision of relevant learning resources/ equipment</li> <li>• Session observation</li> <li>• Engagement measures</li> <li>• Evidence for Learning</li> <li>• Sleuth data</li> </ul>	<p>Planning shared with teachers</p> <p>Review of provision and action plan produced</p>

Key indicator 5: Increased participation in competitive sport				
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Pupils continue to attend MSLD events that will encourage participation in competitive sports, school-based events, sporting competitions and termly enrichment days to encourage physical activity and competitive engagement in activities. Encourage class-based engagement in team activities.</p> <p>The above will allow pupils to develop social interaction, tolerance, wellbeing and self-esteem.</p>	<ul style="list-style-type: none"> <li>• Attend MSLD sports events</li> <li>• Whole school planning incorporates themed enrichment</li> <li>• Engagement in Sport's week</li> <li>• Engagement in annual sporting events with a national/international focus on specific sports</li> </ul>	£1,400	<ul style="list-style-type: none"> <li>• Number of pupils engaged in activities will increase</li> <li>• Planning documents</li> <li>• Whole school timetable</li> <li>• Evidence for Learning</li> <li>• Pupil voice feedback</li> <li>• Staff feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Involve School Leadership Team in developing next steps based on pupil voice</li> <li>• Staff meeting feedback</li> </ul>