

Bourne Abbey C of E Primary Academy
PE and Sport Premium Funding: Summary of use and impact 2021 – 2022

Subject Leader: Mr J Shore

The Government provides funding to improve the quality of PE and Sport in schools and academies that have children of primary school age. The table below summarises how we plan to use our funding for PE and Sport in our school during 2021/2022 to impact on the quality of the provision for PE and sport in our school.

Bourne Abbey Church of England Primary Academy is a member of the Abbey Academies Trust, alongside Colsterworth C of E Primary School and Bourne Elsea Park Primary Academy.

Schools ceased to operate conventionally in 2019-20 on Friday 20th March 2020, due to COVID-19. There also followed another school closure during the last academic year due to Coronavirus on 5th January 2021 – 8th March 2021. Throughout school closure from 5th January 2021 – 8th March 2021 the school continued with adapted remote provision, working with Inspire+ in order to continue the high-quality sports opportunities for our children. This involved online dance and fitness sessions as well as assemblies linked to resilience and mental health and wellbeing. From 8th March 2021 children returned to school in class bubbles. At this point our engaging and aspirational PE curriculum, as well as many other opportunities, resumed.

Any Government PE and Sport Premium funding from the academic year 2020-21 which schools did not use as a result of the Coronavirus outbreak, was carried forward to use in the current academic year, providing an opportunity to develop or add to existing provision, or to make improvements that will benefit pupils joining the school in future years. As a result, in the last academic year (2020-21) the school's carry forward was £6545. This includes unspent carry forward from 2019-2020.

The PE Curriculum Leader, alongside the Abbey Academies Trust PE Leadership Team, have generated an action plan for 2021/22 that incorporates both 'catch-up' initiatives and other health and wellbeing strategies from this year's plan, linking to each school's action plan priorities. This considers the DfE's guidance relating to spending time supporting children returning to school after COVID-19 as well as the usual sporting and fitness priorities.

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Allocated Funding: £22,300 Plus £6545 carry forward from 2020-2021 Projected spend: £28,845	Projected Funding 2021-2022
£6,400	<p>Inspire+ membership - Continued CPD opportunities across the school through the use of specialist coaches that enable all staff to provide high quality PE teaching and address any areas raised by staff as lower in their confidence levels and quality after school clubs.</p> <p>Continuation of #Healthy, Happy, Active programme to develop all pupils' understanding of the importance of physical activity and mental wellbeing to a happy and healthy life. Whole school focus on this to be developed throughout the year to continue to raise the profile of PE and Sports throughout the school.</p> <p>Targeted mentoring for physically inactive pupils in order to develop higher levels of activity across the school and inspire lifelong interest in sport.</p>
£6708	Sports Apprentice – provide quality sports support and provision during lessons, PPA and after school clubs
£1000	Roots to Food - In school healthy eating roadshow and food technology hands on workshops developing understanding of healthy eating and diet through links to science, geography and DT learning. KS2 cookery workshops, KS1 fun, fitness and fruit activities and after school parent demonstrations to encourage healthy eating at home.
£800	<p>School games co-ordinator membership - A wider range of intra and inter-school competitions appealing to and meeting the needs of all pupils.</p> <p>Encouraging all students to participate in a form of competitive sport throughout the school year.</p>
£9000	Resources & outdoor development – Fund the purchase of additional PE and playground equipment to ensure pupils are provided with a range of opportunities to be physically active. A large proportion of this funding will be spent on Foundation and Key Stage One in order to further develop their provision. Use the student and community voice to develop outdoor space to provide further opportunities for physical activity, mental wellbeing and active learning as part of a varied curriculum.

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£2,600	Top up swimming – the employment of swimming coaches to provide top up swimming for pupils currently not on track to meet the end of key stage 2 attainment levels. Focus this year will need to be on the current year 6 and year 5 pupils who missed swimming sessions in the previous academic year due to COVID-19.
£1,500	Transport – providing transport to school sports competitions and tournaments ensuring the greatest number of pupils are able to access the offers available thus increasing participation at such events.
£500	Team system – re-introducing and sustaining a competitive team system allowing opportunities for all children to participate in competitive and physically active challenges in order to add to their in-school rewards system.
£337	Little Movers – Nursery Multi-skills program for children age 2-6. A 6-week coaching programme run by Inspire+.

Summary of focus for 2021-22

Area for development	Intended impact	Review: December	Review: March	Review: July
Inclusion, engagement & school culture	Increased levels of activity across the school aiming at 30+ minutes of moderate to vigorous activity daily. Through active play, active lessons, reducing sedentary behaviours and providing out of school physically active clubs. Targeted support in place for inactive pupils .			
Teaching and learning, assessment and planning	Continued rigorous use of the Get Set 4 PE resources in order to provide high quality teaching of PE across the school. Get Set 4 PE assessment resources to be used to monitor the skills level of all pupils and identify areas for concern.			
Staff training & support	Clear monitoring system in place in order to identify areas for support. Programme of CPD in place for all staff – support staff and lunchtime supervisors included where relevant.			

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Enrichment opportunities	Diverse and high-quality extracurricular clubs in place providing clear pathways to local opportunities.			
Competitive opportunities	Regular opportunities for intra & inter school competitions for all pupils. Celebration of healthy competition developed through the team system .			

Updated in line with DfE COVID-19 guidance

	Areas identified for Development	Actions to be taken	Impact / Expected Impact	Emerging, Embedded or Established? Sustainable?	Sources of evidence
Inclusion, engagement and school culture	Specific action to ensure inactive students are achieving at least 30 minutes of physical activity a day.	<p>Inactive children identified across year groups by class teachers and central record kept by PE team in order to target support.</p> <p>Fitness mentoring provided by Sophie Allen to targeted pupils in order to build confidence and develop fundamental skills.</p> <p>PE lead to continue as a targeted intervention throughout the school.</p> <p>After school club provision to be put in place to target inactive pupils (energy club/ Change4Life)</p>	<p>Numbers of children identified as inactive should reduce.</p> <p>With family support levels of activity for those targeted children should increase.</p>		Overall activity levels of all children should be seen to increase. Improved playtime behaviour and reduced behaviour incidents. Participation tracker shows number of children participating in fitness club.
	Due to Covid-19 lockdown measures all children will have experienced some level of reduced physical activity in their daily life. As such increased physical activity levels should target all pupils at the beginning of the academic year 2021-2022.	<p>Children should be provided with active play equipment and should be encouraged to participate in Playground leader led games and activities during break and lunch times.</p> <p>The reintroduction of the daily mile will allow children to be active while maintaining distance.</p>	All children to increase activity levels and develop their mental health and wellbeing through enjoyment of activity.		

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		In order to ignite this increased activity prior to the return to school, Change 4 life resources will be accessible to all children to encourage and inspire 6 weeks of increased activity throughout the summer holidays.		
Outdoor spaces used to promote outdoor play in order to further increase activity levels.	<p>Further development of playground area is needed to support activity levels. A purchase plan to be organised based on sports ambassador's plans drawn from views of the children at the end of 2020-21.</p> <p>Purchase plan should prioritise resources needed to develop the space including key stage specific playtime equipment and fixed sports specific equipment (eg. Basketball hoops, football goals)</p> <p>Playground leaders to be rolled out to new pupils in Sept 2021 to address gaps from pupils leaving.</p> <p>Teachers, teaching assistants and midday supervisors to receive play training in order to further engage pupils in activity during breaks.</p>	<p>Increased levels of activity among all children should be seen during playtimes with structured games led by playleaders being a stimulus for activity alongside independent play.</p> <p>Playground leaders seen leading play within their year groups.</p> <p>Children's enjoyment levels during play seen to increase.</p> <p>Fewer behaviour incidents will be logged during play.</p>		<p>Observations of playtimes.</p> <p>Midday supervisor reports.</p> <p>Behaviour logs.</p>
Active learning promoted across the school to reduce sedentary learning behaviours.	<p>Active learning to be explored by curriculum leaders as an option for enhancing learning across the curriculum alongside encouraging physical activity.</p> <p>PE lead to work with other academy PE leaders to provide links to possible resources to support this.</p>	A range of curriculum lessons should be seen as including elements of physical activity to engage pupils and increase overall health levels.		Lesson plans and observations.

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		Resources and training to be sought and cascaded to introduce active blasts/ brain breaks including training for support staff.			
Teaching and learning, assessment and planning	Effective assessment tools and methods used to recognise progress and inform effective planning.	<p>Get Set 4 PE assessment tools to continue to be used across the school with PE lead providing support as needed.</p> <p>PE lead to monitor and analyse assessment data in order to draw out areas of focus for whole school and specific groups.</p> <p>Teachers to analyse own class data as part of transition in order to target specific LA and HA pupils for adapting planning.</p> <p>PE lead to monitor the use of PE learning journeys across KS2 as a way to share progress and targets with pupils.</p>	<p>Consistent assessments available for all children allowing PE leader/ SLT the opportunity to track specific groups of children across the school and identify areas for support.</p> <p>All teachers will have a clear understanding of the progress of their children across PE and be able to identify next steps in learning and share these with the pupils, parents/carers and other staff members.</p>		<p>Online assessment records on Get Set 4 PE.</p> <p>Target children within each class planning file.</p> <p>PE learning journeys across KS2.</p>
	Pupils working at appropriate levels with interventions personalised to challenge and support.	<p>Get Set 4 PE lesson plans to be used across the school with adaptations made by teachers to suit the ability levels of their pupils.</p> <p>PE lead to organise CPD for all teaching staff in the use of the STEP principle of differentiation within lessons. Team teaching approach to be used to allow PE lead the opportunity to support teaching staff further with more hands-on learning.</p> <p>PE lead to identify more able pupils alongside class teachers and provide these pupils with extended</p>	<p>Lesson plans should show identified children specifically less able and more able.</p> <p>Observations of lessons should reference differentiation techniques used by staff to ensure all children are supported & challenged.</p> <p>Children should be able to identify their learning and their next steps in particular.</p> <p>More able pupils should be seen accessing external support to develop their PE skills further.</p>		<p>Records of TAP (Talented athlete programme) accessed by pupils.</p> <p>Lesson observations</p> <p>Pupil discussions</p>
Pupil achievement and progress	Less able pupils supported effectively and more able appropriately challenged so all groups make clear and evidenced progress.				

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		<p>PE support through Inspire+ pathways and training.</p> <p>Identification of less able pupils through 2020-21 data and action plan put in place to develop basic skills of these pupils (balance, coordination, control, flexibility)</p>			
Swimming	<p>Internal staff trained to support planning and delivery.</p> <p>Water safety to be taught across the school.</p>	<p>Inspire + CPD programme to provide training for PE lead and another member of staff to ensure both of trained in order to plan and deliver swimming lessons to ensure current level of swimming teaching is maintained long term.</p> <p>Restart swimming teaching programme focusing on year 4 and Year 6 pupils in the summer term in order to bridge gaps developed as a result of coronavirus restrictions and in order to ensure all pupils meet the expected 25m standard by the end of year 6.</p> <p>Direct teachers towards water safety resources and teaching programme in order to ensure all pupils across the school access the water safety element of the national curriculum regardless of their time spent poolside. Age appropriate evidence of water safety teaching to be shared in PE learning journeys.</p>	<p>PE lead/ teachers to have much deeper understanding of the swimming skills being developed in lessons and the steps in progress needed.</p> <p>All children to be able to identify the four main elements of water safety and identify points of danger prior to the summer term beginning.</p>		<p>Swimming distance records – increase in achievement should be seen.</p> <p>Staff questionnaire – increased confidence levels.</p> <p>Swimming lesson observations – varied teaching methods.</p> <p>Evidence of water safety taught throughout the school.</p>

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	<p>Due to the gap in school swimming teaching during the academic year 2019-20 & 2020-21, as a result of Covid-19, School swimming sessions will need to prioritise those students who have developed gaps in their learning and will be in need of further support in order to be on track to meet the Curriculum expectation of being able to swim 25m by the end of KS2.</p>	<p>In line with Government guidelines regarding safe practise at public leisure centres, the school swimming programme for 2021-22 will reflect the school's policy and risk assessments when making decisions as to the return to standard swimming lessons.</p> <p>When swimming lessons recommence priority swimming sessions will begin with Year 4 pupils and year 6 pupils who were unable to access swimming sessions this academic year and they will continue with sessions until gaps are filled and they are back on track to achieve the expected end of key stage outcome.</p>	<p>Swimming sessions will recommence, in line with Government guidelines.</p> <p>All key stage 2 pupils will be assessed for distance swimming.</p> <p>All year 6 pupils will be able to swim 25m by the end of the academic year 2020-21.</p>		
<p>Competitive opportunities</p>	<p>Appropriate and broad range of competitive sports and activities/experiences developed for all ages and abilities.</p> <p>Competition used as a tool for learning with regular opportunities for intra and inter-school competition.</p>	<p>Continue to access support of local SGO to provide pupils with a wide range of competitive opportunities alongside other schools.</p> <p>In coordination with the Sports ambassadors and lead a range of inhouse competitive activities throughout the year to provide all children with the opportunity to compete.</p> <p>Links to be drawn to the house system in order to engage more pupils in competitive activities.</p>	<p>All children experience competitive situations in sport and PE either on an intra or inter school basis or both.</p>		<p>Participation tracker should show an increase in the percentage of children across the school competing in a range of sports,</p> <p>Sports successes should be regularly celebrated both in house and within the local community.</p>

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	<p>In line with DfE guidelines and advice from:</p> <ul style="list-style-type: none"> • guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport • advice from organisations such as the Association for Physical Education and the Youth Sport Trust <p>Children will recommence non-contact competitive opportunities as soon as is plausible within the academic year 2020-21.</p>	<p>School will be supported by the local SGO to provide both physical and virtual competition opportunities.</p>	<p>Participation tracker should reflect the phased return to competitive opportunities across the school.</p>		
<p>Health and wellbeing</p>	<p>Sustained commitment to Health and Wellbeing of all pupils and clear focus around lifelong participation established, starting with highly inclusive curriculum challenging all pupils to remain physically active.</p>	<p>PE lead (with the support of PE apprentice) to relaunch and re-establish the use of #HHA within school in order to support curriculum use to inspire healthy, active lifestyles.</p> <p>Continued development of the role of the Wellbeing Warriors within school to support #HHA aims and further embed the 5 ways to Wellbeing.</p> <p>MHWP lead will discuss with SLT and teaching staff the potential of a termly focus on an area of #HHA or #HHA/ wellbeing day hosted across the school/ academy.</p>	<p>Engagement of pupils in healthy, happy, active campaign and understanding among them of the importance of this.</p>		<p>#HHA records of achievement.</p> <p>Egs. Of wellbeing activities within class learning.</p> <p>Wellbeing Warriors logs of meetings.</p>

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	<p>Drawing from DfE guidance published on 2nd July 2020, the school will ensure a priority is set to provide pastoral and extra-curricular activities to help all children:</p> <ul style="list-style-type: none"> • support the rebuilding of friendships and social engagement • address and equip pupils to respond to issues linked to coronavirus (COVID-19) • support pupils with approaches to improving their physical and mental wellbeing 	<p>PE lead promote the use of Inspire+'s #HHA programme across the school as a whole school initiative to support mental wellbeing.</p> <p>As part of this the school will have a termly focus on an area to improve the children's mental and physical wellbeing and each child will complete activities to gain rewards through an online system and to help themselves create an 'IMPACT'</p> <p>Alongside this Inspire+ will provide an athlete ambassador to develop a mentoring programme within school for targeted KS2 pupils. This will aim to develop confidence, self-esteem and aspirations through physical activities.</p>	<p>All staff and children will engage with the #HHA programme.</p> <p>Throughout the year PE lead should be able to monitor the progress of each year group and individual pupils using the online programme.</p> <p>Pupils should be seen completing activities and achieving awards building up to them making an 'IMPACT' on their own mental health, wellbeing and activity levels.</p>		
<p>Whole school advocacy and impact</p>	<p>Sports ambassadors, house teams and other opportunities for pupil interaction to kick start a whole school approach to keeping fit, making healthy choices and having a healthy mind (#HHA)</p>	<p>Roots to food workshop to be hosted to inspire healthy eating across KS2 and consideration of a whole school healthy lifestyles day to coordinate with the workshops.</p> <p>Implementation/ continuation of; Bronze Ambassadors Playground leaders Team Captains Wellbeing Warriors To provide pupil voice and leadership opportunities throughout the year.</p> <p>Inspire + athlete ambassadors to lead assemblies and workshops (virtually if needed)</p>	<p>Thorough teacher understanding of the impact of healthy active lifestyles links to PE should be seen throughout the curriculum.</p> <p>The use of PE and its opportunities for promoting healthy lifestyles should be clearly linked to the skills and progress in a range of subject areas.</p>		<p>Planning Feedback at staff meetings. Lesson observations Meetings with pupils</p>

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		Launch day for the new house teams within academic year 21/22 including the election of house captains and vice captains and the introduction of house competitions and points system.	House system to be seen working as a strong reward incentive to further encourage all pupils to engage in physical activities and competitive opportunities.		
Enrichment opportunities	Positive family engagement and pupil voice driving decision making around the enrichment offer with participation data effectively used to plan for further widening of opportunities.	Participation tracker to be kept up to date by PE team allowing trends to be identified across the school and stem the provision of appropriate activities to increase. Sports ambassadors gather student voice ideas in order to design ASC programme for the academic year 2021-22. Parental views regarding enrichment provision sought in order to develop provision in place.	Reports from the school's participation tracker should show an increase in participation throughout the school year and should identify the areas of improvement needed. Sports ambassadors notes should log decision making process and impact of ideas provided by all pupils.		Participation tracker Sport council notes Pupil and family questionnaires
Staff training and support	Needs-led staff development plan established (in consultation with all staff) to include engagement with relevant, high quality, externally provided training, supporting resources and teaching aids.	Inspire+ coaches support to be used to ensure high level CPD is deployed to develop staff confidence in teaching. Audit of staff views to be completed prior to the beginning of 2021-22 in order to be used to direct CPD support within the year. Further update training on the GetSet4PE system to be cascaded by PE lead to ensure all staff are confident using and adapting the lesson plans through the STEP principle and are able to use assessment tools accurately to support teaching.	All teachers should confidently lead PE lessons ensuring children are supported, challenged and progress in learning is clear. Staff audit should reflect this increase confidence level. Get Set 4 PE planning to be seen being used across the school consistently throughout the year. Secondary audit data to be collected in January of 2022 to identify any continuing areas of low staff confidence and to enable forward planning of support.		Staff questionnaire showing an increase in confidence levels. Lesson observations – showing varied high-quality PE being taught.

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Curriculum Map 2021-2022

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Nursery	Introduction to PE : Unit 1 	Dance : Unit 1 	Gymnastics : Unit 1 	Fundamentals : Unit 1 	Ball Skills : Unit 1 	Games : Unit 1
Reception	Introduction to PE : Unit 2 	Dance : Unit 2 	Gymnastics : Unit 2 	Fundamentals : Unit 2 	Ball Skills : Unit 2 	Games : Unit 2
Year 1	Sending and Receiving Invasion	Fitness Target Games	Dance Gymnastics	Fundamentals Team Building	Athletics Striking and Fielding	Ball Skills Net and Wall
Year 2	Fundamentals Invasion	Target Games Fitness	Gymnastics Yoga	Sending and Receiving Team Building	Athletics Striking and Fielding	Ball Skills Net and Wall

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Year 3	Netball	Dance	Fitness	Yoga	Athletics	Rounders
	Football	Hockey	Gymnastics	Tag Rugby	Tennis	Cricket
Year 4	Swimming*	Swimming*	Fitness	OAA	Swimming*	Swimming*
	Football	Netball	Hockey	Tag Rugby	Athletics	Rounders
Year 5	Hockey	Fitness	OAA	Dodgeball	Rounders	Swimming*
	Football	Netball	Gymnastics	Tennis	Athletics	Cricket
Year 6	Hockey	Dance	Dodgeball	Fitness	Rounders	Swimming*
	Football	Netball	Gymnastics	Tennis	Athletics	Cricket