



Bourne Abbey C of E Primary Academy
PE and Sport Premium Funding: Summary of use and impact 2022 – 2023

Reviewed July 2023

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 2022/2023 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.

The PE Curriculum Leader, alongside the Abbey Academies Trust PE Leadership Team, have generated an action plan for 2022/23 that incorporates being active, health and wellbeing strategies, linking to each school's action plan priorities.

	Actual Spend 2022-2023
	<p>Allocated Funding:</p> <ul style="list-style-type: none"> • £16000 + £10 per pupil • Projected spend: £18900 • Actual spend: £22500
£8000	<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>
£340	<p>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.</p>



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£250	School games co-ordinator membership - A wider range of intra and inter-school competitions appealing to and meeting the needs of all pupils. Encouraging all students to participate in a form of competitive sport throughout the school year.
£4000	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. 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.
£787.40	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.
£192.50	Little Movers – Nursery Multi-skills program for children age 2-6. A 6-week coaching programme run by Inspire+.
£2000	After school Coaches (Inspire+)

Summary of focus for 2022-23

Area for development	Intended impact
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. Clear support plan in place to develop the use of teaching assistants to support differentiation during PE sessions and focus on physical skills of less able pupils.
Staff training & support	Clear monitoring system in place in order to identify areas for support. Programme of CPD in place for all staff



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	<p>Support staff and lunchtime supervisors included for CPD where relevant. Focus on upskilling support staff to develop lower ability learners, midday supervisors to lead active play</p> <p>Team teaching model to be embedded to support further CPD of staff using staff specialisms.</p>
Enrichment opportunities	<p>Diverse and high-quality extracurricular clubs in place providing clear pathways to local opportunities.</p> <p>Further variety of equipment to stimulate physical activity to be made available on the playground through access to equipment and trained staff/ pupils.</p> <p>Enhancement of pupil voice and leadership through increased visibility of Sports Ambassadors, Play Leaders, Sports Council and Wellbeing Warriors</p>
Competitive opportunities	<p>Regular opportunities for intra & inter school competitions for all pupils. Celebration of healthy competition developed through the team system.</p> <p>Further development of sports leadership to continue the development of inhouse competition program.</p>



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	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- consider how this can be built upon after the end of the intervention to support inactive pupils throughout the year</p> <p>PE lead to continue as a targeted intervention throughout the school.</p> <p>Before or 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>	<p>Emerging</p> <p>The provision of consistent coach led afterschool clubs using a range sports has increased the number of pupils participating in physical activity outside of school hours.</p> <p>Fitness mentoring from Sophie Allen did inspire targeted pupils to increase their own fitness and continue to remain active during school hours.</p> <p>Wake and Shake club led by Inspire+ to target inactive pupils- 6 week programme</p> <p><i>Next steps</i></p> <p><i>Inactive pupils targeted from across KS2 and KS1 and directed to an energy club lead by PE Apprentice</i></p>	<p>Overall activity levels of all children should be seen to increase.</p> <p>Improved playtime behaviour and reduced behaviour incidents.</p> <p>Participation tracker shows number of children participating in fitness club.</p>



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<p>Outdoor spaces used to promote outdoor play in order to further increase activity levels.</p>	<p>Further development of playground area is needed to support activity levels. A purchase plan to be organised to ensure there is sufficient equipment to promote activity at break and lunchtimes.</p> <p>Increase the prominence of mini competitions and challenges at break and lunchtime lead by Play Leaders and midday staff</p> <p>Purchase plan should prioritise resources needed to develop the space including key stage specific playtime equipment and fixed sports specific equipment (eg. rackets, balls, skipping ropes, football goals etc)</p> <p>Use of sports council to gain pupil voice to help inform decisions regarding further equipment purchasing.</p> <p>Playground leaders from KS2 to be rolled out to new pupils in Oct 2022 once they have received their training.</p> <p>Review the timetabling of Play Leaders to allow other year groups to benefit from the provision</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 and supporting in KS1.</p> <p>Children's enjoyment levels during play seen to increase.</p> <p>Fewer behaviour incidents will be logged during play.</p>	<p align="center">Embedded</p> <p>Playground leaders established in both ks1 and ks2 to offer opportunities for all children to be active during break times and lunch times</p> <p>Resources ordered to ensure pupils have equipment at breaks and lunches to ensure participation in physical activity</p> <p>Year 5 playground leaders will be able to continue role immediately in the new academic year while new year 5 pupils are trained to support</p> <p>Next steps – further range of equipment to encourage disengaged children to participate in some form of activity. Use of sports</p>	<p>Observations of playtimes.</p> <p>Midday supervisor reports.</p> <p>Behaviour logs.</p>
<p>Active learning promoted across the school to reduce sedentary learning behaviours.</p>	<p>Active learning to be explored by curriculum leaders as an option for enhancing learning across the curriculum alongside encouraging physical activity.</p>	<p>Opportunities for active movement are utilised, where appropriate, to support the children's understanding and learning within that subject and engage pupils in activity to increase overall health levels.</p>	<p align="center">Emerging</p> <p>Active learning carried out where possible within lessons e.g. Year 6- science 'Feel the Beat' create high intensity workout video</p>	<p>Lesson plans and observations.</p> <p>Training evidence.</p> <p>Staff voice.</p>



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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. List of focus pupils shared for transition to next academic year.</p> <p>Staff training to take place in order to model the effective use of PE learning journeys.</p> <p>Support plan to be produced using assessment data to inform the deployment of staff/ differentiation of activities to target specific pupils within PE lessons.</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>Established</p> <p>Staff have found GetSet4PE assessment tools as a quick and effective way to assessment pupils learning and track it across the term/ year.</p> <p>Assessments are completed at the end of each whole term by teaching & support staff allowing the opportunity to share knowledge of the pupil's skills in a range of subject areas. Data is drawn together at the end of the academic year by PE lead to identify trends and pupils to focus on within the next academic year.</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- STEP principle.	<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 leads to continue monitoring (including Inspire + provision) to review consistency and rigorous use of the Get Set Programme and suitability</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</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>Emerging</p> <p>Observations show use of Get set 4 PE plans across the school. Some evidence of differentiation using STEP principle – further training and team-teaching support required in 23-24 to develop and embed this.</p> <p>New teaching staff will be trained on the use of the system through team teaching CPD sessions.</p> <p>More and less able pupils identified at the beginning of the academic year and</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>extended PE support through Inspire+ pathways and training.</p> <p>Identification of less able pupils through 2021-22 data and action plan put in place to develop basic skills of these pupils (balance, coordination, control, flexibility)</p> <p>Pupils identified as able & talented provided with out of school opportunities to develop skills.</p>		<p>monitored at assessment points throughout.</p> <p>Next steps – support plan in place for more/less able pupils.</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 and hopefully provide additional sessions for those pupils unable to achieve 25m in the outdoor pool in term 6.</p> <p>Revise this structure to allow all KS2 year groups to swim during the course of the academic year so that pupils are more regularly engaging in swimming lessons.</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>Established</p> <p>Teachers no longer required to teach swimming as swimming coaches have been employed throughout the year for each year group at the indoor pool (outdoor no longer used)</p> <p>Swimming was relaunched for all pupils from Year 3 -6 in order to ensure confidence and attainment in swimming.</p> <p>Next steps:</p> <p>Programme of swimming from Y3-6 to continue next academic year with Top up Y6 swimmers to be identified.</p> <p>Water safety taught as a whole school regardless of swimming level to ensure all pupils develop their knowledge and understanding of the subject.</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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Competitive opportunities	<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>During Collective Worship for KS2 relaunch house system in order to involve all pupils in elements of competition throughout the school year linked to a range of school subject areas.</p> <p>In coordination with the Sports ambassadors 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>Enhance the use of mini-competitions and challenges at breaktimes/lunchtimes with the help of Sports Ambassadors and Play Leaders</p>	<p>All children experience competitive situations in sport and PE either on an intra or inter school basis or both.</p>	<p align="center">Embedded</p> <p>PE lead and Sports Ambassadors have lead house competitions for KS2 linked to the house points system, allowing more pupils to participate in competitive sport.</p> <p align="center"><i>Next steps</i></p> <p>Continued and more varied intra school competitions to be organised and lead by Sports Ambassadors over 2023-24 to enable as many pupils to participate in competitive sports as possible</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>
Health and wellbeing	<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>Re-introduction of the role of the Wellbeing Warriors within school to work alongside the MHWB leaders. A consistent feature of Golden Book assembly should be a MHW focus and strategy</p> <p>Co-ordination with the MHW team and PE team to embed #HHA</p> <p>Structured and planned message delivery for the year to allow children to engage with and embed strategies</p> <p>MHWB leaders and PE team will discuss with SLT and teaching staff the potential of a termly focus on wellbeing- day hosted across the school/ academy.</p>	<p>Engagement of pupils in health and well-being activities and understanding among them of the importance of this.</p>	<p align="center">Established</p> <p>HHA has been introduced across the school through wellbeing Wednesday focuses and activities.</p> <p>Pupil voice surveys have shown an understanding by all pupils of the importance of HHA in their day to day lives</p> <p align="center"><i>Next steps</i></p> <p>Continue to link HHA with Wellbeing Wednesday</p>	<p>Egs. Of wellbeing activities within class learning.</p> <p>Wellbeing Warriors logs of meetings.</p>



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<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</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:</p> <ul style="list-style-type: none"> • Bronze Ambassadors • Playground leaders • Team Captains • Wellbeing Warriors • To provide pupil voice and leadership opportunities throughout the year. • Inspire + athlete ambassadors to lead assemblies and workshops <p>Develop the use of a specific Sports Council to gain further pupils voice- potential made up of Sports Ambassadors and Play Leaders to also provide regular feedback on these two areas.</p> <p>Launch day for the new house teams within academic year 22/23 including the election of house captains and vice captains and the introduction of house competitions and points system.</p> <p>Develop the use of Wellbeing Warriors to support message delivery and use Golden Book assemblies to draw together elements of #HHA within a whole school focus.</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>House system to be seen working as a strong reward incentive to further encourage all pupils to engage in physical activities and competitive opportunities- regular house competitions put in place i.e. cross country, football, rounders, athletics.</p>	<p style="text-align: center;">Emerging</p> <p>Student leadership through PE, sports and wellbeing has been seen over the year through a number of whole school events such as sports days, mini Olympics and intra house competitions.</p> <p>Roots to Food workshops for Year 6 success in shining focus on healthy eating and the links to DT skills however wider impact could be seen by placing the workshops within a whole school day event linked to other areas of wellbeing/ physical activity.</p> <p>Sports leaders have been seen to play a significant role within school promoting PE and sport alongside Five ways to Wellbeing/HHA.</p> <p style="text-align: center;"><i>Next steps</i></p> <p>Continued development of the role of the Sports Ambassadors leading intra house competitions and lunchtime competitions. Wellbeing Warriors leading wellbeing activities</p>	<p>Planning Feedback at staff meetings. Lesson observations Meetings with pupils</p>
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Enrichment opportunities	<p>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.</p>	<p>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.</p> <p>Develop the use of a specific Sports Council to gain further pupils voice- potential made up of Sports Ambassadors and Play Leaders to also provide regular feedback on these two areas.</p> <p>Enhance the role of Sports Ambassador</p> <p>Review systems for analysing participating in events/activity and maintain this tracking system throughout the year</p> <p>Parental views regarding enrichment provision sought in order to develop provision in place.</p>	<p>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.</p> <p>Sports ambassadors notes should log decision making process and impact of ideas provided by all pupils.</p>	<p align="center">Emerging</p> <p>Through Koboca survey, pupils have had the opportunity to voice their opinions on sport and PE and PE leads have analysed the data in order to act on views for 2023-24</p> <p align="center"><i>Next steps</i></p> <p><i>Using GetSet participation tracker, focus on specific pupil groups i.e. PP, EAL, SEND. Class teachers to ensure their data is up to date on GetSet</i></p> <p><i>Pupils to make recommendations as to what sports clubs they would like in order to increase participation</i></p>	<p>Participation tracker</p> <p>Sport council notes</p> <p>Pupil and family questionnaires</p>
Staff training and support	<p>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.</p>	<p>Inspire+ coaches support to be used to ensure high level CPD is deployed to develop staff confidence in teaching.</p> <p>PE leads to continue monitoring (including Inspire + provision) to review consistency and rigorous use of the Get Set Programme and suitable adaptations for pupils of all abilities</p> <p>Audit of staff views to be completed at the beginning of September 2022 in order to be used to direct CPD support within the year.</p> <p>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.</p>	<p>All teachers should confidently lead PE lessons ensuring children are supported, challenged and progress in learning is clear.</p> <p>Staff audit should reflect this increase confidence level.</p> <p>Get Set 4 PE planning to be seen being used across the school consistently throughout the year.</p> <p>Secondary audit data to be collected in January of 2023 to identify any continuing areas of low staff confidence and to enable forward planning of support.</p>	<p align="center">Emerging</p> <p>GetSet used effectively by teachers throughout the year groups to ensure a higher standard of teaching. STEP principle implemented to support differentiation in all lessons.</p> <p>CPD offered to staff focusing on areas of development required through staff questionnaires</p> <p align="center"><i>Next steps</i></p> <p><i>Continuation of CPD coaching programme within 2023-24 in line with staff voice survey, particularly focusing on new staff joining the</i></p>	<p>Staff questionnaire showing an increase in confidence levels.</p> <p>Lesson observations – showing varied high-quality PE being taught.</p>



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		Team teaching to be used to support new member of staff and less confident current staff members.		school. Also, ensure teachers have updated GetSet training. Planned release time for PE leads to support new staff in GetSet for PE and STEP principle.	
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Curriculum Map 2022-2023

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



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