



# **Bourne Abbey CofE Primary Academy** **PE and Sport Premium Funding: Summary of use and impact 2023-24**

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 2023/24 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 Abbey Academies Trust, alongside Colsterworth CofE Primary School and Bourne Elsea Park CofE Primary Academy

<b>Allocated Funding:</b>  <b>£21,220</b>  <b>Projected spend:</b>  <b>£22,700</b>	
£8000	<p><b>Inspire+ membership</b> - Continued CPD opportunities across the school using 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.</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 to develop higher levels of activity across the school and inspire lifelong interest in sport.</p>
£500	<p><b>Roots to Food</b> - 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>
£500	<p><b>School games co-ordinator membership</b> - 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>



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£4000	<b>Resources &amp; outdoor development</b> – 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.
£2600	<b>Top up swimming</b> – 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.
£1,500	<b>Transport</b> – 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.
£1,000	<b>CPD</b> – Extended CPD provision in place including team teaching opportunities through release time and provision for midday supervisor training in order to increase play based activity levels during lunchtime breaks.
£500	<b>Team system</b> – 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.
£600	<b>Little Movers – Nursery</b>  Multi-skills program for children aged 2-6. A three term coaching programme run by Inspire+
£3500	<b>Extended sports provision</b> – use Inspire+ coaches and plan adventurous opportunities to provide children with a range of new sports and physical activities to encourage a wider range of pupils to engage in physical activity within school. Both after school clubs and targeted less active sessions to be held.  Sports experience day trips to inspire a greater engagement in physical activity.  Sports apprentice to engage children in active playtimes alongside playground leaders.  School competitive events aimed to further inspire a sporting attitude and desire to compete across school  PGL half day to increase participation in a range of fun, adventurous and challenging activities



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**Summary of focus for 2023-24**

<b>Area for development</b> <b>Linked to key indicators</b>	<b>Intended impact</b>
<p>Inclusion, engagement &amp; school culture</p> <p>Engagement of all pupils in regular physical activity</p> <p>The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p><b>Increased levels of activity</b> 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.</p> <p>Targeted support in place for <b>inactive pupils</b>, engaging <b>KS2 girls</b> in higher levels of physical activity outside of PE sessions.</p> <p>Increased opportunities for the <b>celebration</b> of sporting activities, achievements and goals.</p> <p>Continued focus on <b>#HHA</b> as a positive force within school for character education and wellbeing.</p> <p>Engage <b>families &amp; wider community</b> within our #HHA mission.</p>
<p>Teaching and learning, assessment and planning</p> <p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Continued rigorous use of Get Set 4 PE resources in order to provide high quality PE teaching across the school.</p> <p>Get Set 4 PE <b>assessment resources</b> to be used to monitor the skills level of all pupils and identify areas for concern.</p> <p>Clear <b>support plan</b> in place to direct differentiation during PE sessions and focus on physical skills of less able pupils.</p> <p>Staff skills to be developed to ensure <b>confidence in adapting and differentiating</b> planning alongside supporting pupils to understand their own steps in progress.</p> <p>Clear <b>monitoring system</b> in place in order to identify areas for support. Further support sourced for PE lead to develop monitoring processes.</p> <p><b>Programme of CPD</b> in place for all staff – support staff and lunchtime supervisors included where relevant. Focus on <b>upskilling support staff</b> to develop lower ability learners, <b>midday supervisors</b> to lead active play and <b>EYFS/KS1 team</b> to lead Forest schooling.</p> <p><b>Team teaching</b> model to be embedded to support further CPD of staff using staff specialisms.</p>



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Enrichment opportunities Broader experience of a range of sports and physical activities offered to all pupils.	<p><b>Diverse</b> and high-quality <b>extracurricular clubs</b> in place providing <b>clear pathways</b> to local opportunities.</p> <p>Further variety of games and challenges to <b>stimulate physical activity</b> to be made available on the playground through access to equipment and trained staff/ pupils.</p> <p>Enhancement of pupil voice through continued championing of Sports Ambassadors, Play Leaders and Wellbeing Warriors.</p>
Competitive opportunities Increased participation in competitive sport	<p>Regular opportunities for <b>intra &amp; inter school competitions</b> for all pupils. Celebration of healthy competition developed through the <b>team system</b>.</p> <p>Further development of <b>sports leadership</b> 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
<p><b>Inclusion, engagement, and school culture</b></p> <p>Engagement of all pupils in regular physical activity</p> <p>The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	Specific action to ensure <b>inactive students</b> are achieving at least 30 minutes of physical activity a day.	<p><b>Inactive children</b> identified across year groups by class teachers and central record kept by PE lead in order to target support.</p> <p>PE apprentice to be used as a targeted intervention throughout the school</p> <p><b>Lunchtime sports club</b> provision to be put in place to target inactive pupils (Energy Club/ Change4Life/ girls yoga)</p> <p>Use of <b>inspire+ mentoring</b> to impact on focus and attainment levels across pupils learning – Sophie Ridge, Sam Ruddock</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>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 sports clubs.</p>
	Outdoor spaces used to promote <b>outdoor play</b> further increasing activity levels.	<p>Development of <b>playground area</b> is needed to support activity levels. A purchase plan to be organised based on sports &amp; school Council pupil voices.</p> <p><b>Purchase plan</b> 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>Increase the prominence of mini-competitions and challenges at break and lunchtime led by Play</p>	<p>Increased levels of activity among all children should be seen during playtimes with structured games led by play leaders being a stimulus for activity alongside independent play.</p> <p>Playground leaders seen leading play / increasing physical activity.</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> <p>Pupil Voice.</p>



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		<p>Leaders, Sports Apprentice and MDSAs</p> <p>Teachers, teaching assistants and <b>midday supervisors</b> to receive play training in order to further engage pupils in activity during breaks.</p> <p>Use of pupil voice to help inform decisions regarding further equipment purchasing</p> <p>Playground Leaders from KS2 to be rolled out in Oct 2023 following training</p>			
	<p>Increased opportunities for the <b>celebration</b> of sporting activities, achievements and goals.</p> <p>Engage <b>families &amp; wider community</b> within our #HHA mission.</p> <p>Continued focus on <b>#HHA</b> as a positive force within school for character education and wellbeing.</p>	<p>Use of the school website/ newsletters/ collective worships to highlight sporting events/ achievements and behaviour.</p> <p>#HHA – termly challenges to motivate families to carry on active mission outside of school.</p> <p>Use of Wellbeing Wednesday to support the #HHA IMPACT challenges and link these to our personal wellbeing across the school.</p>	<p>Pupil voice to show understanding of use of #HHA in our daily lives.</p> <p>Parent voice to show knowledge of #HHA and how they can be part of the process.</p>		Pupil and parent voice
<p><b>Staff training and support</b></p> <p><b>Increased confidence, knowledge and skills of all staff</b></p>	<p>Needs-led <b>staff development plan</b> established (in consultation with all staff) to include engagement with relevant, high quality, externally provided training,</p>	<p><b>Inspire+ coaches</b> support to be used to ensure high level CPD is deployed to develop staff confidence in teaching.</p> <p><b>Audit of staff views</b> to be completed at the beginning of</p>	<p>All teachers should confidently lead PE lessons ensuring children are supported, challenged and progress in learning is clear.</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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<p>in teaching PE and sport</p>	<p>supporting resources and teaching aids.</p> <p><b>Programme of CPD</b> in place for all staff – support staff and lunchtime supervisors included where relevant. Focus on <b>upskilling support staff</b> to develop lower ability learners, <b>midday supervisors</b> to lead active play alongside Sports Apprentice</p>	<p>2023-24 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 <b>STEP principle</b> and can use assessment tools accurately to support teaching.</p> <p><b>Team teaching</b> model to be embedded to support further CPD of staff using staff specialisms.</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 2024 to identify any continuing areas of low staff confidence and to enable forward planning of support.</p>		
	<p><b>Monitoring</b> of PE teaching across the school to continue high quality PE teaching.</p>	<p>Clear <b>monitoring system</b> in place to identify areas for CPD support.</p> <p>Further support sourced for <b>PE lead</b> to develop monitoring processes.</p>	<p>Areas for development and further support easily identified and tracked over the year.</p>		Monitoring notes.
<p><b>Teaching and learning, assessment and planning</b></p> <p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Effective <b>assessment tools</b> and methods used to recognise progress and inform effective planning.</p>	<p>Get Set 4 PE <b>assessment tools</b> to continue to be used across the school with PE lead providing support as needed.</p> <p>PE lead to <b>monitor and analyse</b> assessment data in order to draw out areas of focus for whole school and specific groups.</p> <p>Teachers to analyse own <b>class data</b> as part of transition in order to target <b>specific LA and HA pupils</b> for adapting planning.</p> <p>PE lead to monitor and determine the continued use of <b>PE learning</b></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> <p>Support plans and impact.</p>



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		<p><b>journeys</b> across KS2 as a way to share progress and targets with pupils.</p> <p><b>Support plan</b> to be produced using assessment data to inform the deployment of staff/ differentiation of activities to target specific pupils within PE lessons.</p>			
	Staff skills to be developed to ensure confidence in adapting and <b>differentiating</b> planning.	PE team across the Trust to lead refresher <b>STEP training</b> to demonstrate and guide understanding of differentiating GetSet4PE planning to support lower and higher ability.	All teachers will be seen adapting teaching and lessons to ensure all children are able to achieve and progress.		
	Pupils working at appropriate levels with <b>interventions personalised</b> to challenge and support.	<p>Get Set 4 PE lesson plans to be used across the school with <b>adaptations</b> made by teachers to suit the ability levels of their pupils.</p> <p>PE lead to identify more able pupils alongside class teachers and provide these pupils with extended PE support through <b>Inspire+ pathways</b> and training.</p> <p>Identification of less able pupils through 2022-23 data and action plan put in place to develop <b>basic skills</b> of these pupils (balance, coordination, control, flexibility)</p> <p>Pupils identified as able &amp; talented provided with <b>out of school opportunities</b> to develop skills.</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 &amp; 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> <p>Support plan and impact.</p> <p>Good practice shared across the Trust</p>
<b>Pupil achievement and progress</b>	<b>Less able</b> pupils supported effectively and <b>more able</b> appropriately challenged so all groups make clear and evidenced progress.				





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<p><b>Swimming</b></p>	<p>Ensure all pupils have the opportunity to learn to <b>swim 25m</b> by the end of KS2</p> <p>Water safety to be taught across the school.</p>	<p>Maintain swimming structure so that all KS2 year groups swim during the course of the academic year so that pupils are more regularly engaging in swimming lessons across their time in school</p> <p>Ensure <b>Top up</b> swimming program is in place to develop lower ability swimmers within year 6. Swimming assessment should be completed in September 2023 for year 6 pupils and support plan created from these starting points.</p> <p>PE team to create <b>water safety</b> resources and teaching programmes in 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>All pupils able to swim 25m by the end KS2.</p> <p>PE lead/teachers to have a deeper understanding of the swimming skills needed and 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>Swimming lesson observations – varied teaching methods.</p> <p>Evidence of water safety taught throughout the school.</p>
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<p><b>Competitive opportunities</b></p> <p>Increased participation in competitive sport</p>	<p>Appropriate and broad <b>range</b> of competitive sports and activities/experiences developed for all ages and abilities.</p> <p>Competition used as a tool for learning with <b>regular opportunities</b> for intra and inter-school competition.</p> <p>Celebration of healthy competition developed through the <b>team system</b>.</p> <p>Further development of <b>sports leadership</b> to continue the development of inhouse competition program.</p>	<p>Access support of <b>local SGO</b> to provide pupils with a wide range of competitive opportunities alongside other schools.</p> <p>In coordination with the <b>Sports Council and young sports leaders</b> continue to lead a range of in-house competitive activities throughout the year to provide all children with the opportunity to compete.</p> <p>Continued high profile of the <b>team system</b> to provide pupils with a sense of belonging alongside competitive values.</p>	<p>All children experience competitive situations in sport and PE either on an intra or inter school basis or both.</p> <p>Sports successes should be regularly celebrated both in house (Golden Assemblies) and within the local community.</p>		<p>Participation tracker data</p> <p>Pupil voice</p> <p>Participation at inter and intra school events</p>
<p><b>Health and wellbeing</b></p>	<p>Sustained commitment to <b>Health and Wellbeing</b> of all pupils and clear focus around lifelong participation established, starting with <b>highly inclusive curriculum</b> challenging all pupils to remain physically active.</p>	<p>Continue the use of <b>#HHA</b> within school in order to inspire healthy, active lifestyles.</p> <p>Continued development of the role of the <b>Wellbeing Warriors</b> within school to support #HHA aims and further embed the 5 ways to Wellbeing.</p> <p>MHWP leads will discuss with SLT and teaching staff the potential of <b>#HHA theme days</b> combining wellbeing, healthy lifestyles and physical activities.</p> <p><b>Staff training</b> to understand the implementation and use of the <b>'IMPACT' statements</b> and how these can be developed in further</p>	<p>Engagement of pupils in healthy, happy, active campaign and understanding among them of the importance of this.</p> <p>Most pupils will be able to talk with confidence about their mental wellbeing and how they can support this.</p> <p>Pupils will be able to link #HHA to our character Education focus of the term.</p> <p>Staff will see pupils using #HHA learning throughout the school day.</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>areas than simply Wellbeing Wednesday sessions.</p> <p>Joint planning sessions with <b>MHWB support staff</b> across the academy to develop the use of <b>#HHA</b> as a vehicle for wellbeing.</p> <p><b>Roots to food</b> 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>Develop the use of <b>wellbeing days</b> to draw together elements of <b>#HHA</b> within a whole school focus.</p> <p>Implementation/ continuation of;  Sports Council  Bronze Ambassadors/Young Sports leaders  Playground leaders  Team Captains  Wellbeing Warriors  To provide <b>pupil voice</b> and leadership opportunities throughout the year.</p>			
<b>Whole school advocacy and impact</b>	<p>Sports council, 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 (<b>#HHA</b>)</p>	<p>Inspire + <b>athlete ambassadors</b> to lead assemblies and workshops to encourage pupils to aim high, persevere and have clear goals – linking personal development to their educational learning.</p> <p>Raise the profile of our <b>#HHA</b> mission among <b>school families and community</b> through active challenges, wellbeing days and kindness activities.</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</p>		<p>Planning  Feedback at staff meetings.  Lesson observations  Meetings with pupils</p>



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			activities and competitive opportunities.		
	At least one <b>kitemark</b> linked to PE, Sport and/or Health obtained at Bronze level (or equivalent).	PE lead to explore <b>kitemark</b> and identify evidence needed to be able to obtain this.	Bourne Abbey should receive an appropriate kitemark rating by the end of the academic year.		
<b>Enrichment opportunities</b>  Broader experience of a range of sports and physical activities offered to all pupils.	Positive <b>family engagement and pupil voice</b> driving decision making around the enrichment offer with participation data effectively used to plan for further widening of opportunities.  Diverse and high-quality <b>extracurricular clubs</b> in place providing <b>clear pathways</b> to local opportunities.	Participation tracker to be kept up to date by PE lead / support allowing trends to be identified across the school and stem the provision of appropriate activities to increase.  Sports Council to gather student voice ideas in order to design ASC programme for the academic year 2023-24  Parental views regarding enrichment provision sought to develop that 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 Council notes should log decision making process and impact of ideas provided by all pupils.		Participation tracker  Sport council notes  Pupil and family questionnaires