

**Bourne Abbey C of E Primary Academy**  
**PE and Sport Premium Funding: Summary of use and impact 2023 – 2024**

Reviewed July 2024

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 2023/2024 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 2023/24 that incorporates being active, health and wellbeing strategies, linking to each school's action plan priorities.

Projected Funding 2023-2024	
	<p><b>Allocated Funding:</b></p> <ul style="list-style-type: none"> <li>• £16000 + £10 per pupil</li> <li>• Projected spend: £21,260</li> <li>• Actual spend: £21,712</li> </ul>
£8000 £8,000	<p><b>Inspire+ membership</b> - 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>
£500 £400	<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>

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£400  £250	<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>
£4000  £5,662	<p><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.</p>
£2,600  £1,300	<p><b>Top up swimming</b> – the hire of the indoor pool and 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 are not at the required level.</p>
£1000  £4,500	<p><b>CPD</b> – Extended 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</p>
£1,500  £1,000	<p><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.</p>
£500	<p><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.</p>
£600  £600	<p><b>Little Movers – Nursery</b></p> <p>Multi-skills program for children age 2-6. A 3 -term coaching programme run by Inspire+.</p>

**Summary of focus for 2022-23**

Area for development	Intended impact
<p>Inclusion, engagement &amp; school culture</p> <p>Engagement of all pupils in regular physical activity</p>	<p>Increased levels of activity across the school aiming at 30+ minutes of moderate to vigorous activity daily.</p> <p>Through active play, active lessons, reducing sedentary behaviours and providing out of school physically active clubs.</p> <p>Targeted support in place for inactive pupils, engaging KS2 pupils in higher level of physical activity outside of PE sessions.</p>

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<p>The profile of PE and sport is raised across the school as a tool for whole school improvement</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 the Get Set 4 PE resources in order to provide high quality teaching of PE across the school</p> <p>Get Set 4 PE assessment resources to be used to monitor the skills level of all pupils and identify areas for concern.</p> <p>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.</p> <p>Staff skills to be developed to ensure confidence in adapting and differentiating planning alongside supporting pupils to understand their own steps in progress.</p> <p>Clear monitoring system in place in order to identify areas for support. Further support sourced for PE lead to develop monitoring processes.</p>
<p>Staff training &amp; support</p>	<p>Clear monitoring system in place in order to identify areas for support.</p> <p>Programme of CPD in place for all staff</p> <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>
<p>Enrichment opportunities</p> <p>Broader experience of a range of sports and physical activities offered to all pupils</p>	<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>
<p>Competitive opportunities</p> <p>Increased participation in competitive sport</p>	<p>Regular opportunities for intra &amp; 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, Established, Embedded?	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>	<p>Specific action to ensure inactive students are achieving at least 30 minutes of physical activity a day.</p>	<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 apprentice to continue as a targeted intervention throughout the school.</p> <p>Lunch time 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><b>Emerging</b></p> <p>References within Wellbeing Wednesday with direct links to mental health and wellbeing which have ensured pupils have a clear understanding of the impact of physical activity.</p> <p>Overall, this has inspired an increase in physical activity during breaktimes with play leader activities being sought out by KS2 pupils. Some pupils are creating their own games to engage each other.</p> <p>Identified inactive pupils received mentoring sessions led by a sports coach during Term 1 to develop confidence and engagement in physical activity.</p> <p>Comprehensive tracking of inactive pupils to ensure support is targeted appropriately.</p> <p>Continuation of KS2 Girls specific sports clubs within academic year 2024/2025 alongside further steps towards encouraging most KS2 pupils to participate in at least one sport specific club.</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 pupil voice to help inform decisions regarding further equipment purchasing.</p> <p>Playground leaders from KS2 to be rolled out to new pupils in Sept 2024 once they have received their training.</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"><b>Established</b></p> <p>Reorganisation of playtime structure, has allowed more opportunities for physical activity among KS2 pupils who have benefitted from utilising play equipment in an orderly and structured way.</p> <p>Training of play leaders in Term 1 has enabled a system of organised play during lunchtimes to establish organised games.</p> <p>Further playleader training to be sought in 24/25 to ensure the sustainability of the system.</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>Curriculum lessons should be seen as including elements of physical activity to engage pupils and increase overall health levels.</p>	<p align="center"><b>Embedded</b></p> <p>Teach Active intervention program was used for interventions within KS1 in Term 1 and 2 with engagement and interest levels of pupils high. Impact was noted by teaching staff.</p> <p>Further implementation of Teach Active sessions in 24/25 to support intervention groups and increase the impact of physical activity.</p>	<p>Lesson plans and observations.</p>
<p><b>Teaching and learning, assessment and planning</b></p>	<p>Effective assessment tools and methods used to recognise progress and inform effective planning.</p>	<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>Consistent assessments available for all children allowing PE leader/ SLT the opportunity to track specific groups of children across the</p>	<p align="center"><b>Embedded</b></p> <p>All teachers update assessment levels for their pupils using the GetSet4PE tool at 3 points throughout the year. Staff voice monitoring has shown they are confident in</p>	<p>Online assessment records on Get Set 4 PE.</p> <p>Target children within each class planning file.</p>

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<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</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>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>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>doing this to enable them to track pupils attainment within PE.</p> <p>All staff are able to use assessment data tools to identify pupils working above or below age expectations and monitoring evidence shows they are aware of how to adapt planning in order to support or stretch those pupils.</p> <p>Further training to develop the use of assessment data to consistently inform planning and differentiation.</p>	<p>PE learning journeys across KS2.</p>
	<p>Pupils working at appropriate levels with interventions personalised to challenge and support- STEP principle.</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>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>All staff are consistently using GetSet4PE planning to lead PE lessons. Staff have an understanding of the STEP principle for differentiation and able to adapt lessons through teaching style, use of equipment or changing of activity in order to ensure all pupils make progress within lessons.</p>	<p>Records of TAP (Talented athlete programme) accessed by pupils.</p> <p>Lesson observations</p> <p>Pupil discussions</p>
<p>Pupil achievement and progress</p>	<p>Less able pupils supported effectively and more able appropriately challenged so all groups make clear and evidenced progress.</p>	<p>PE lead to identify more able pupils alongside class teachers and provide these pupils with extended PE support through Inspire+ pathways and training.</p> <p>Identification of less able pupils through 2022-23 data and action plan put in place to develop basic skills of these pupils (balance, coordination, control, flexibility)</p> <p>Pupils identified as able &amp; talented provided with out of school opportunities to develop skills.</p>	<p>More able pupils should be seen accessing external support to develop their PE skills further.</p>	<p>The use of early morning balance, coordination and agility intervention has enabled identified lower ability pupils the opportunity to further develop skills though directed activity.</p> <p>Continued development of staff to ensure they are aware of the important knowledge pupils need to be taught and a focus is given to pupils developing competence of their motor and fundamental movement skills.</p>	

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<p><b>Swimming</b></p>	<p>Ensure all pupils have the opportunity to learn to swim 25m by the end of KS2</p> <p>Water safety to be taught across the school.</p>	<p>Maintain current 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><b>Embedded and sustainable</b></p> <p>Development of organisation of the swimming programme this academic year has ensured current KS2 pupils have accessed a number of swimming sessions to ensure their ability to swim 25metres by the end of KS2. Top up swimmers for the academic year 2024-2025 have been identified and plans will be put in place to ensure their access to swimming development beginning from September 2024.</p> <p>80% of or current year 6 pupils are on track to be able to swim 25m by the end of the 2023-24 academic year.</p> <p>Water safety is taught consistently as part of the Swim England programme and is a valued part of the pupils swimming achievements within each term.</p> <p>The introduction of swimming celebration assemblies, swimming passports and the achievement of badges and stickers has increased pupils engagement and enjoyment in this area of physical education.</p> <p>Early identification of top up swimmers to increase attainment at the end of KS2. Development of the water safety within school in line with the current PSHE programme pupils' access.</p>	<p>Swimming distance records – increase in achievement should be seen.</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 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>Revisit house system in KS1 and KS2 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"><b>Emerging</b></p> <p>House team events throughout the year (sports day, house competitions...) have allowed opportunities for pupils to engage in team sports focused competitive and non-competitive activity. The weekly celebration of team points during Golden Book Celebrations for the house team competition to be linked to personal achievement throughout the week.</p> <p>Inter school competitive opportunities have increased this year for years 3-6 with football, cross-country and netball as the focus. This will be further developed within the next academic year to include alternative sports and year groups.</p> <p>Continued intra school competitions to be led by the Sports Council over 2024-25 including termly team event days. The development of local inter school competitions to be increased to cover a variety of sports and year groups.</p>	<p>GetSet 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>
<p><b>Health and wellbeing</b></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</p>	<p>Reminder 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>Engagement of pupils in health and well-being activities and understanding among them of the importance of this.</p>	<p align="center"><b>Embedded</b></p> <p>#HHA linked activities have been fully embedded across the school through wellbeing Wednesday focuses.</p> <p>Pupils can reference opportunities within their school day when they are encouraged and are confident talking about their own mental wellbeing and how to support it.</p>	<p>Egs. Of wellbeing activities within class learning.</p> <p>Wellbeing Warriors logs of meetings.</p>



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	<p>to remain physically active.</p>	<p>Staff awareness to allow them to understand the implementation and use of the 'IMPACT' statements and how these can be developed in further areas than simply wellbeing Wednesday sessions</p>		<p>Raise the profile of #HHA by utilising #HHA theme days / competition opportunities – continue to raise the profile of #HHA and links to wellbeing among the whole school and the community.</p>	
<p><b>Whole school advocacy and impact</b></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>Continuation of:</p> <ul style="list-style-type: none"> <li>• Bronze Sports Ambassadors</li> <li>• Playground leaders</li> <li>• Team Captains</li> <li>• Wellbeing Warriors</li> <li>• To provide pupil voice and leadership opportunities throughout the year.</li> </ul> <p>• Inspire + athlete ambassadors to lead assemblies and workshops</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, Paralympic sports and athletics.</p>	<p><b>Embedded</b></p> <p>Sports and wellbeing pupil voice is gathered and reflected upon through the leadership rolls of the Sports Council, Sports Young Ambassadors and the Wellbeing Warriors. This year these roles have grown to include KS1 and KS2 pupils. All leaders have been active in developing the whole school understanding of the importance of physical activity and have ensured pupils could participate in realising this mantra through leading active play, organising competitive events and leading the calm corner.</p> <p>Further opportunities for embedding of Sports &amp; wellbeing within whole school curriculum to be sought in consultation with SLT during 2024-25.</p> <p>Continued development of the role of;</p> <ul style="list-style-type: none"> <li>-Sports Council – leading competition</li> <li>- Playground leaders – developing phys activity opportunities</li> <li>- Wellbeing Warriors – leading wellbeing activities</li> </ul> <p>Linking to the whole school community</p>	<p>Planning  Feedback at staff meetings.  Lesson observations  Meetings with pupils</p>

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<p><b>Enrichment opportunities</b></p> <p>Broader experience of a range of sports and physical activities offered to all pupils</p>	<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>Diverse and high-quality extra-curricular clubs in place providing clear pathways to local opportunities</p>	<p>GetSet 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>Enhance the role of Sports Ambassador</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 align="center"><b>Embedded</b></p> <p>Pupil voice has been used to organise after school sporting clubs, with decisions being made by pupil votes. This has led to a significant increase in the number of pupils taking part in afterschool sports clubs over the year, as seen through analysis of the participation tracker.</p> <p>2 or more sports clubs have been offered to KS1 and 3 or more offered to KS2 pupils during each term this year. An increase in numbers of pupils attending and the number of SEN pupils has been seen compared to the previous academic year.</p> <p>Providing further lunchtime games run by play leaders has allowed an increase in numbers of those previously unable to attend due to afterschool commitments.</p> <p>Continue to gather pupil voice to make decisions regarding afterschool sports clubs.</p> <p>Gather parental views to seek understanding of how to best engage those pupils currently not attending afterschool sports provision.</p>	<p>GetSet participation tracker</p> <p>Sport ambassadors' notes</p> <p>Pupil and family questionnaires</p>
<p><b>Staff training and support</b></p> <p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Needs-led staff development plan established (in consultation with all staff) to include engagement with relevant, high quality, externally provided training, supporting</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>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 align="center"><b>Established Sustainable</b></p> <p>CPD led by sports specific coaches from sports charity inspire+ has been accessed throughout the year with the development of a team-teaching approach to support staff in school within sessions with their own pupils. Informal staff voice monitoring throughout the year has enabled CPD to</p>	<p>Lesson observations – showing varied high-quality PE being taught.</p>

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	<p>resources and teaching aids.</p> <p>Programme of CPD in place for all staff identified from staff CPD questionnaire</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 (especially new staff members)</p> <p>Team teaching to be used to support new member of staff and less confident current staff members.</p>	<p>Get Set 4 PE planning to be seen being used across the school consistently throughout the year.</p>	<p>be directed appropriately and confidence levels have increased among all staff members.</p> <p>All staff are able and have been directed to utilise the Getset4PE website to access knowledge organisers, progress ladders and further CPD support to ensure their subject knowledge is in line with the teaching they are carrying out. These are being printed and collated for ease and accessibility in 24/25.</p> <p>Continuation of support to be provided for newer members of staff/ changes in year groups. Teaching assistant training to be a focus of the next academic year in order to develop the use of all staff skill sets.</p>	
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**Curriculum Map 2023-2024**

2023/2024						
	TERM 1		TERM 2		TERM 3	
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	Fundamentals : Unit 2	Gymnastics : Unit 2	Ball Skills : Unit 2	Games : Unit 2	Dance : 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	Athletics Striking and	Ball Skills Net and Wall

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