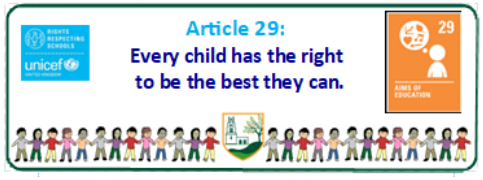
Bourne Abbey C of E Primary Academy
PE and Sport Premium Funding: Summary of use and impact 2024-25

Subject Leader: Mr J Shore/Mrs C Cherry

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 2024/25 to impact on the quality of the provision for PE and sport in our school.

Projected allocated Funding: **£21,340** **Projected spend:** **£21,340**	  
£8,000	***Inspire+ membership*** **-** 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. 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. Targeted mentoring for physically inactive pupils to develop higher levels of activity across the school and inspire lifelong interest in sport.
£1,000	***Afterschool coaches (Inspire+)*** Dedicated sports coaches to provide afterschool enrichment opportunities for all pupils to develop interest in a range of sports and to signpost further training to those showing themselves as more able athletes.
£500	***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.
£4,000	***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.

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£1,500	***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.
£1,000	***Transport –*** providing transport to school sports competitions and tournaments ensuring the greatest number of pupils can access the offers available thus increasing participation at such events.
£1,000 £3,000	**CPD –** Extended CPD provision in place including team teaching opportunities through release time and provision for midday supervisor training to increase play-based activity levels during lunchtime breaks. **Targeted CPD coaches-** to work in a team teach capacity with class teachers to develop knowledge, understanding and confidence to deliver high quality progressive PE.
£340	**Team system – competition days** – Sustaining a competitive team system allowing opportunities for all children to participate in competitive and physically active challenges to add to their in-school rewards system.
£1,000	**Competitive sports opportunities –** purchasing of equipment and resources to arrange competitive sporting events within school including families and the local community.

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Summary of focus for 2024-25

Area for development Linked to key indicators	**Intended impact**
Inclusion, engagement & school culture Engagement of all pupils in regular physical activity The profile of PE and sport is raised across the school as a tool for whole school improvement.	Continued focus on the **#healthyhappyactive** message as a positive force within school for developing character education and wellbeing. Sports and wellbeing pupil voice to help build a **whole school approach** to keeping fit, making healthy choices and having a healthy mind (**#HHA**) **Increased levels of activity** across the school aiming at 30+ minutes of moderate to vigorous activity daily. Outdoor spaces used to promote **outdoor physical activity** further increasing activity levels. **Active learning** promoted across the school to reduce sedentary learning behaviours. Increased opportunities for the **celebration** of sporting activities, achievements and goals. Engage **families & wider community** within our #HHA mission.
PE teaching & skills development Increased confidence, knowledge and skills of all staff in teaching PE and sport	Develop staff understanding of the importance of **motor competence** among all pupils. **Programme of CPD** in place for all staff. Focus on **upskilling support staff** to develop lower ability learners, **midday supervisors** to lead active play. Progressive and coherent curriculum **long term plan** to be produced for 2024-25. Effective **assessment tools** and methods used to recognise progress and inform effective planning.

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	Clear **monitoring system** in place focusing on **the quality of what pupils know** and **can do.** Further **targeted intervention** for the development of pupils with lower level of fundamental movement skills.
Enrichment opportunities Broader experience of a range of sports and physical activities offered to all pupils.	Positive **family engagement and pupil voice** driving decision making around the enrichment opportunities on offer. Effective use of **participation data** to track uptake and plan for further enrichment clubs. Diverse and high-quality **extracurricular clubs** in place providing **clear pathways** to local opportunities.
Competitive opportunities Increased participation in competitive sport	Appropriate and **broad range** of competitive sports and activities/experiences offered for all ages and abilities. Competition used as a tool for learning with regular opportunities for **intra and inter-school** competition. Celebration of **healthy participation** and competition developed through the **team system.** Further development of **sports leadership** to continue the development of inhouse competition program.

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PE and Sport Premium Funding: Summary of use and impact 2024-25

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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 Engagement of all pupils in regular physical activity The profile of PE and sport is raised across the school as a tool for whole school improvement.	Continued focus on #Healthy,Happy,Active as a positive force within school for character education and wellbeing. Engage families & wider community within our #HHA mission. Increased opportunities for the **celebration** of sporting activities, achievements and goals.	Use of Wellbeing Wednesday to share the #HHA mantra in line with the development of character education and link these to our personal wellbeing across the school. Make all staff aware of the #HHA message and the links it can have across the curriculum to ensure it is something referred to in all areas of school life and is a vehicle for wellbeing. Promote using the dojo reward system. (#HHA ding) #HHA – termly challenges to motivate families to carry on active mission outside of school. Use of the school website/ newsletters/ collective worships/displays to actively celebrate sporting events/ achievements and behaviour.	Creation of a positive atmosphere and culture towards being active. Pupil voice to show understanding of use of #HHA in our daily lives. Parent voice to show knowledge of #HHA and how they can be part of the process.		Pupil and parent voice
	Specific action to ensure **all pupils** are achieving at least 30 minutes of physical activity a day.	**Inactive pupils** identified across year groups by class teachers & through analysis of extra-curricular club participation.	Numbers of children identified as inactive should reduce. Overall activity levels of all pupils should increase.		Overall activity levels of all children should be seen to increase.

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PE and Sport Premium Funding: Summary of use and impact 2024-25

Subject Leader: Mr J Shore/Mrs C Cherry

		Pupil voice from inactive pupils to be gathered to find appropriate ways to increase levels of activity. **Lunchtime/ golden time sports club** provision to be put in place with a non-sports specific focus to encourage all pupils to take part. ('Let's play' club) Focus to be drawn to **alternative ways to stay active**, not relying on traditional sports. Eg. Walking, scootering, non-structured dance. And to be led by young sports leaders. Continuation of **KS2 girls'** specific sports clubs within academic year 2024/25.	Higher levels of activity should be seen at different times around school.		Improved playtime behaviour and reduced behaviour incidents. Participation tracker shows number of children participating in sports clubs. Pupil voice should show increased enthusiasm for sport, particularly among girls.
	Outdoor spaces used to promote **outdoor physical activity** further increasing activity levels.	Development of **playground area** is needed to support activity levels. A purchase plan to be organised based on sports & school Council pupil voices. **Purchase plan** should prioritise resources needed to develop the space including key stage specific playtime equipment and should be drawn from **pupil voice**. New organisation of **playground leaders** to ensure role is clear and manageable and ensure the systems sustainability. Teachers, teaching assistants and **midday supervisors** to receive	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. Playground leaders seen leading play / increasing physical activity. Children's enjoyment levels during play seen to increase. Fewer behaviour incidents will be logged during play.		Observations of playtimes. Midday supervisor reports. Behaviour logs. Playground leader pupil voice.

Bourne Abbey C of E Primary Academy
PE and Sport Premium Funding: Summary of use and impact 2024-25

Subject Leader: Mr J Shore/Mrs C Cherry

		play training to further engage pupils in activity during breaks.			
	Active learning promoted across the school to reduce sedentary learning behaviours.	Raising the profile among all staff of the use of physical activity to focus and engage pupils. Resources and training to be sought and cascaded to introduce **active blasts/ brain breaks** including training for support staff. Exploration by PE lead of **'PE in a box'** idea from DfE case study. Mental health and wellbeing lead to explore the use of physical activity sessions to help support those struggling with **self-regulation** and begin to develop these in to **Nurture Group sessions.**	A range of curriculum lessons should be seen as including elements of physical activity to engage pupils and increase overall health levels. Pupils seen as being active more often than sedentary. Full use of the school outdoor spaces being seen. Pupils seen using physical activity to support self-regulation independently.		Lesson plans and observations. Training evidence. Staff voice. Pupil voice
Staff training and support Increased confidence, knowledge and skills of all staff in teaching PE and sport	Develop staff understanding of the importance of **motor competence** among all pupils. 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. Continuation of support to be provided **for newer**	Inhouse training focusing on ensuring the **motor competence of all pupils** – how to assess & develop this. Ensuring pupils practise, refine and revisit practical skills & knowledge. **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 2024-25 to be used to direct CPD support within the year.	All teachers should confidently lead PE lessons ensuring children are supported, challenged and progress in learning is clear. Staff should have a clear understanding of the knowledge & vocabulary pupils are required to learn. 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.		Staff questionnaire showing an increase in confidence levels. Lesson observations – showing varied high-quality PE being taught.

Bourne Abbey C of E Primary Academy
PE and Sport Premium Funding: Summary of use and impact 2024-25

Subject Leader: Mr J Shore/Mrs C Cherry

	members of staff/ changes in year groups. **Teaching assistant** training to be a focus of the next academic year to develop the use of all staff skill sets.	**Team teaching** model to be embedded to support further CPD of staff using staff specialisms alongside use of **open-door policy** & **peer planning** as needed.	Secondary audit data to be collected in January of 2025 to identify any continuing areas of low staff confidence and to enable forward planning of support.		
	Monitoring of PE teaching across the school to ensure high quality PE teaching. Focus to be on **the quality of what pupils know** and **can do.**	Clear **monitoring system** in place to identify areas for CPD support. Further support sourced for **PE lead** to develop monitoring processes. PE lead to use monitoring of lessons, assessment and pupil interviews to evaluate pupils motor competence, understanding of rules, strategies and tactics and knowledge of healthy participation.	Areas for development and further support easily identified and tracked over the year.		Monitoring notes.
Teaching and learning, assessment and planning Increased confidence, knowledge and skills of all staff in teaching PE and sport	Progressive and coherent curriculum **long term plan** to be produced for 2024-25.	PE lead to develop a clearly planned curriculum overview for 2024-25 that focuses on ensuring pupils have the time they need to build knowledge and develop relative fluency and proficiency before moving on to a new activity. OAA, Gymnastics, swimming and dance should all have a non-negotiable place within the ambitious and progressive curriculum.	Pupils will have more opportunities to develop their fundamental movement skills throughout the year. Pupils will be able to access an ambitious and broad curriculum without losing chances to revisit and build upon prior learning.		Curriculum maps Pupil voice Pupil assessment data
	Effective **assessment tools** and methods used to recognise progress and inform effective planning.	Get Set 4 PE **assessment tools** to continue to be used across the school with PE lead **monitoring and analysing** data to draw out areas of focus for whole school and specific groups.	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.		Online assessment records on Get Set 4 PE. Target children within each class planning file.

Bourne Abbey C of E Primary Academy
PE and Sport Premium Funding: Summary of use and impact 2024-25

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		Teachers to analyse own **class data** as part of transition in order to target **specific LA and HA pupils** for adapting planning. PE lead to cascade training in the use of GetSet4Pe assessment to **identify how pupils will make progress** ensuring they can verbalise what a pupil must know and do to develop in PE	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. PE lead to explore the tracking of a specific pupil by staff members to ensure the targeting of lessons and identification of next steps.		PE learning journeys across KS2. Support plans and impact.
Pupil achievement and progress Increased confidence, knowledge and skills of all staff in teaching PE and sport	Use of **pupil assessment** levels to structure the content of lessons taught. Staff to use **prior learning** to develop teaching. Further **targeted intervention** for the development of pupils with lower level of fundamental movement skills.	Continued **development of staff understanding** to ensure they are aware of the knowledge pupils need to be taught and the level of motor competence they should expect at each stage of learning. PE lead to identify more able pupils alongside class teachers and provide these pupils with extended PE support through **Inspire+ pathways** and training. Identification of less able pupils through 2023-24 data and action plan put in place to develop **basic skills** of these pupils (balance, coordination, control, flexibility) Pupils identified as able & talented provided with **out of school opportunities** to develop skills.	Lesson plans should show identified children specifically less able and more able. Observations of lessons should reference differentiation techniques used by staff to ensure all children are supported & challenged. Children should be able to identify their learning and their next steps. More able pupils should be seen accessing external support to develop their PE skills further.		Records of TAP (Talented athlete programme) accessed by pupils. Lesson observations Pupil discussions Support plan and impact.

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Swimming Increased confidence, knowledge and skills of all staff in teaching PE and sport	Ensure all pupils can learn to **swim 25m** by the end of KS2 Water safety to be taught across the school.	Continue **swimming lessons** across the school to ensure the build-up of skills and confidence over the year groups to ensure all pupils meet the expected 25m standard by the end of KS2. Ensure **Top up** swimming program is in place, identifying swimmers not meeting 25m at the end of year 5 and ensuring extra sessions are provided for these pupils within year 6. PE team to work alongside the PSHE team to develop an in-school **water safety** teaching program to ensure all pupils across the school access the water safety element of the national curriculum regardless of their time spent poolside.	All pupils able to swim 25m by the end KS2. 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.		Swimming distance records – increase in achievement should be seen. Swimming lesson observations – varied teaching methods. Evidence of water safety taught throughout the school.

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PE and Sport Premium Funding: Summary of use and impact 2024-25

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Competitive opportunities Increased participation in competitive sport	Appropriate and **broad range** of competitive sports and activities/experiences offered for all ages and abilities. Competition used as a tool for learning with regular opportunities for **intra and inter-school** competition. Celebration of **healthy participation** and competition developed through the **team system.** Further development of **sports leadership** to continue the development of inhouse competition program.	Ensure **equal access** to competitive opportunities regardless of age or gender by creating a 'year of competition' program for pupils to access. Access support of **local SGO** to provide pupils with a wide range of competitive opportunities alongside other schools. In coordination with the **Sports Council and young sports leaders** lead a range of in-house competitive activities throughout the year to provide all children with the opportunity to compete. . Continue to use the house **team system** to provide pupils with a sense of belonging alongside competitive values. The development of local **inter school competitions** to be increased to cover a variety of sports and year groups.	All children experience competitive situations in sport and PE either on an intra or inter school basis or both. Participation tracker should show an increase in the percentage of children across the school competing in a range of sports, Sports successes should be regularly celebrated both in house and within the local community.		Participation tracker data Pupil voice

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Health and wellbeing The profile of PE and sport is raised across the school as a tool for whole school	Use of the **#healthyhappyactive mission** statement to continue to develop positive attitudes to mental health and active lifestyles. The use of **#healthyhappyactive mission** to draw together our termly character education focus alongside reinforcing the importance of our key Christian Values, such as perseverance.	Continued development of the role of the **Wellbeing Warriors** within school to support #HHA mission. **Wellbeing Wednesday** sessions to continue to emphasise the importance of #HHA as a focus for pupils daily lives and draw connections with our Christian values and character education focus such as resilience and courage. MHWB lead will discuss with SLT and teaching staff the potential of **#HHA theme days** combining wellbeing, healthy lifestyles and physical activities allowing a chance to connect with the wider community. **Staff training** to understand the wide reaching importance of the #HHA message through all curriculum areas. Joint planning sessions with **MHWB support staff** across the academy to develop the use of **#HHA** as a vehicle for wellbeing. Implementation/ continuation of; Sports Council Bronze Ambassadors/Young Sports leaders Playground leaders Team Captains Wellbeing Warriors To provide **pupil voice** and leadership opportunities throughout the year.	Engagement of pupils in healthy, happy, active campaign and understanding among them of the importance of this. Most pupils will be able to talk with confidence about their mental wellbeing and how they can support this. **Pupils will be able to link #HHA to our Character Education focus of the term and our Christian Values.** Staff will see pupils using #HHA learning throughout the school day.		#HHA records of achievement. Egs. Of wellbeing activities within class learning. Wellbeing Warriors logs of meetings.
Whole school advocacy and impact The profile of PE and sport is raised across the school as a tool for whole school improvement.	Sports council, house teams and other opportunities for pupil voice to lead a **whole school approach** to keeping fit, making healthy choices and having a healthy mind (**#HHA**)		Thorough teacher understanding of the impact of healthy active lifestyles links to PE should be seen throughout the curriculum. 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.		Pupil voice Leader meeting notes

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		Inspire + **athlete ambassadors** to lead assemblies and workshops to encourage pupils to aim high, persevere and have clear goals – linking personal development to their educational learning.			
Enrichment opportunities Broader experience of a range of sports and physical activities offered to all pupils.	Positive **family engagement and pupil voice** driving decision making around the enrichment opportunities on offer. Effective use of **participation data** to track uptake and plan for further enrichment clubs. Diverse and high-quality **extracurricular clubs** in place providing **clear pathways** 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 to design afterschool programme for the academic year 2024-25 Parental views regarding enrichment provision sought to gain further understanding of how to engage pupils currently not attending and gather information on local sports clubs to extend provision further.	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