

Bourne Elsea Park C of E Primary Academy

PE and Sport Premium Funding: Summary of use and impact 2020 – 2021

REVIEWED JULY 2021

Subject Leader: Mr L Revell

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 2020/2021 to impact on the quality of the provision for PE and sport in our school.

Background information: Bourne Elsea Park Church of England Primary Academy is a new build academy opened in September 2014. The school is a member of Abbey Academies Trust. Bourne Abbey Church of England Primary Academy and Colsterworth Church of England Primary School are also in the Trust.

Schools ceased to operate conventionally on Friday 20th March 2020, due to COVID-19. There also followed another school closure this academic year due to Coronavirus on 5th January 2021 – 8th March 2021. Any Government PE and Sport Premium funding from the previous academic year (2019-20) which schools did not use as a result of the Coronavirus outbreak, was carried forward to use in the next academic year, providing an opportunity to develop or add to existing provision, or to make improvements that will benefit pupils joining the school in future years. The amount of money which will be carried over to the new academic year is £12545, this will include unspent carry forward from 2019-2020.

Throughout school closure from 5th January 2021 – 8th March 2021 the school continued with adapted remote provision, working with Inspire+ in order to continue the high-quality sports opportunities for our children. This involved online dance and fitness sessions as well as assemblies linked to resilience and mental health and wellbeing. From 8th March 2021 children returned to school in class bubbles. At this point our engaging and aspirational PE curriculum, as well as many other opportunities, resumed. The PE Curriculum Leader, alongside the Abbey Academies Trust PE Leadership Team, have generated an action plan for 2020/21 that incorporates both 'catch-up' initiatives and other health and wellbeing strategies from this year's plan, linking to each school's action plan priorities. This takes into account the DfE's guidance relating to spending time supporting children returning to school after COVID-19 as well as the usual sporting and fitness priorities.

<p>Projected allocated Funding:</p> <p>£18,000 (£25,445)</p> <p>(This figure includes the underspend from previous year)</p> <p>Projected spend:</p> <p>£25,706.25</p> <p>Actual Spend</p> <p>£12,900</p>	<p>Actual Funding 2020-2021</p>
<p>£6400</p> <p>Expected: £6400</p> <p>Spent: £6400</p>	<p>Specialist coaches (Inspire+) - Continued CPD opportunities across the school through the use of specialist coaches that enable all staff to provide high quality PE teaching across the school;</p> <p>Introduction of #Healthy, Happy, Active 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>£325</p> <p>Expected: £325</p> <p>Spent: £650</p> <p>Booked an additional day for year 2, 3 and 4</p>	<p>Roots to Food - In school healthy eating roadshow and food technology on hands 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>
<p>£500</p> <p>Expected: £500</p> <p>Spent: £500</p>	<p>School games co-ordinator membership - A wider range of extra- curricular -school clubs, 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.</p>

<p>£12,000</p> <p>Expected: £12,000</p> <p>Spent: £4500.</p> <p>Outdoor area still to be finalised.</p>	<p>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. Improvement to EYFS area to provide younger children a range of opportunities to be physically active from the moment our children start school.</p>
<p>£1,031.25</p> <p>Expected £1,031.25</p> <p>Spent £850</p> <p>Discounted rate for three year membership</p>	<p>Get Set 4 PE membership – 3 year membership to planning and assessment online resource programme supporting all teachers in the delivery of high quality PE and enabling PE lead to track assessment of children to enable targeted support to be accessed as needed.</p>
<p>£2000</p> <p>Expected £2000</p> <p>Spent £0</p> <p>Due to Covid and bubbles.</p>	<p>Extended sports provision – Use Inspire+ coaches to provide children with a range of new sports and physical activities to encourage a wider variety of pupils to engage in physical activity within school. Both after school clubs and targeted less active sessions to be held.</p>
<p>£1000</p> <p>Expected £1000</p> <p>Spent £0</p>	<p>Top up swimming – the employment of swimming coaches to provide top up swimming for pupils currently not on track to meet the end of key stage 2 attainment levels. Focus this year will need to be on the current year 6 and year 5 pupils who missed swimming sessions in the previous academic year due to COVID-19.</p>
<p>£2450</p> <p>Expected £2450</p> <p>Spent £0</p>	<p>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.</p>

Updated in line with DfE COVID-19 guidance

	Areas identified for Development	Actions to be taken	Impact / Expected Impact	Emerging, Embedded or Established? Sustainable?	Sources of evidence
<p>Inclusion, engagement and school culture</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 Lead in order to target support.</p> <p>Playground leaders to run active lunchtime clubs with specific reward system to encourage those inactive children to participate.</p> <p>Wrap around care training to uplevel staff awareness of opportunities for increased levels of physical activity at before and after school clubs.</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>Playground leaders trained and leading activities/ setting up equipment across KS2.</p> <p>Y5/6 inactive pupils identified and accessed specific fitness mentoring with Sophie Allen.</p> <p>Active theme days established and used to increase activity levels of all pupils; -Sports Day – Jamaican theme - Mini Olympics</p> <p>EBI for 2021-2022: <i>Inactive pupils identified across the rets of the school.</i></p> <p><i>ASC/Lunchtime club put in place to target inactive pupils (energy club/Change4Life)</i></p> <p><i>Engage family/community in active lifestyles.</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>Due to Covid-19 lockdown measures all children will have experienced some level of reduced physical activity in their daily life.</p> <p>As such increased physical activity levels should target all pupils at the beginning of the academic year 2020-2021.</p>	<p>While maintaining social distance guidelines and remaining within appropriate 'bubbles', children should be provided with active play equipment (to be thoroughly cleaned between use) and should be encouraged to participate in Playground leader led games and activities during break and lunch times.</p> <p>The reintroduction of the daily mile will allow children to be active while maintaining distance.</p> <p>In order to ignite this increased activity, Change 4 life resources will be accessible to all children to encourage and inspire activity.</p>	<p>All children to increase activity levels and develop their mental health and wellbeing through enjoyment of activity.</p>		
<p>Outdoor spaces used to promote outdoor play.</p>	<p>Further development of playground area is needed to support activity levels. Plan to be organised in consultation with the Sports & School Council, drawing on views of all children. Purchase plan should be created in order to prioritise resources needed to develop the space including key stage specific playtime equipment and fixed sports specific equipment (eg. Basketball hoops, football goals)</p> <p>Playground leaders within each class bubble to be trained within Term 1 to provide socially distanced activities and games during play times.</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 bubbles.</p> <p>Children's enjoyment levels during play seen to increase.</p> <p>Fewer behaviour incidents will be logged during play.</p>	<p>Embedded</p> <p>Inspire+ coach Graham trained playground leaders across KS2.</p> <p>KS2 playground leaders were seen leading play/providing play equipment within bubbles throughout the year.</p> <p>Children's playtime enjoyment and activity levels increased as a result of play equipment provided.</p> <p>Reintroduction of Trim Trail and outdoor gym equipment have further increased activity and enjoyment.</p> <p>EBI for 2021-2022:</p>	<p>Observations of playtimes.</p> <p>Midday supervisor reports.</p> <p>Behaviour logs.</p>

				<p><i>New play leaders sourced and trained for 21/22.</i></p> <p><i>Further playground equipment to be purchased to engage wider range of pupils.</i></p> <p><i>Training of staff – teachers, TA's, midday supervisors to lead play activities.</i></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. SCor to work with academy PE leaders to provide links to possible resources to support this.</p>	<p>A range of curriculum lessons should be seen as including elements of physical activity to engage pupils and increase overall health levels.</p>	<p>Emerging</p> <p>COVID-19 restrictions have reduced opportunities across the curriculum. Evidence throughout KS1 of focus on active learning seen.</p> <p>EBI for 2021-2022: <i>Reintroduce aim for active learning 2021/22 including ideas for active brain blasts/breaks.</i></p>	<p>Lesson plans and observations.</p>
<p>Teaching and learning, assessment and planning</p>	<p>Effective assessment tools and methods used to recognise progress and inform effective planning.</p>	<p>Get Set 4 PE assessment tools to begin to be used across the school. PE Lead and Inspire+ to provide CPD and support to all teachers in the use of the online tools and to monitor the assessments to ensure progress is clear across a range of different groups. Teachers to use assessment tools to support them identifying groups in need of further support and adapt planning accordingly.</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>Embedded</p> <p>GetSet4PE assessment tools have allowed for all staff to update assessments termly for all pupils and monitor the progress pupils are making across all areas of the subject.</p> <p>Training for all staff on the use of the GetSet4PE online</p>	<p>Online assessment records on Get Set 4 PE.</p>

				<p>tools including assessment given at whole school inset day.</p> <p>EBI for 2021-2022: <i>PE lead to monitor and analyse assessment data in order to draw out areas of focus for whole school and specific groups.</i></p> <p><i>Teachers to analyse own class data as part of transition in order to target specific LA and HA pupils for adapting learning.</i></p> <p><i>PE lead to monitor the use of PE learning journeys across KS2 as a way to share progress and targets with pupils.</i></p>	
	Pupils working at appropriate levels with interventions personalised to challenge and support.	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.	Lesson plans should show identified children specifically less able and more able.	Embedded	Records of TAP (Talented athlete programme) accessed by pupils.
Pupil achievement and progress	Less able pupils supported effectively and more able appropriately challenged so all groups make clear and evidenced progress.	<p>LR to organise CPD for all teaching staff in the use of Get Set 4 PE and in particular the use of the STEP principle of differentiation within lessons. Team teaching approach to be used to allow SCor the opportunity to support teaching staff further with more hands-on learning.</p> <p>Pe lead to identify more able pupils along class teachers and provide these pupils with extended PE support through Inspire+ provided pathways and training.</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</p>	<p>Get Set4 PE scheme of planning has provided all staff with clear ways to adapt activities to meet the needs of different learners.</p> <p>The use of sports specific vocabulary directed at different year groups has ensured higher ability pupils are challenged physically and cognitively.</p> <p>Some more able pupils have been identified and provided with opportunities to access</p>	<p>Lesson observations</p> <p>Pupil discussions</p>

			support to develop their PE skills further.	<p>to a talented athlete programme led by Inspire+</p> <p>Evidence seen of the use of the STEP principle within lessons by teachers and pupils to creatively adapt activities to provide challenge or support.</p> <p>EBI for 2021/22: <i>STEP principle of differentiation further embedded and used among staff and pupils.</i></p> <p><i>Identification of less able pupils through 2020-21 data and action plan put in place to develop basic skills of these pupils (balance, coordination, control, flexibility)</i></p>	
Swimming	To ensure all pupils are able to swim 25m by the end of Year 6.	<p>Identify the children in Year 5 that are unable to swim 25m. A top up of swimming lessons to be put into place to ensure they can swim over 25m by the end of Year 6.</p> <p>Additional coaches to be employed to deliver these sessions.</p>	All Year 6 are able to swim 25m by the end of the academic year.	<p>Not possible due to Covid-19</p> <p>EBI 2021-22: <i>Restart swimming teaching programme focusing on year 4 and then year 6 and 5 pupils in order to bridge gaps developed as a result of coronavirus restrictions and in order to ensure all pupils meet the expected 25m standard by the end of year 6.</i></p> <p><i>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</i></p>	Swimming distance records – increase in achievement should be seen.

				<p><i>regardless of their time spent poolside.</i></p> <p><i>Access swimming training for staff in order to give them an understanding of the expectations of their pupils and how this is taught by swimming coaches.</i></p>	
	<p>Due to the gap in school swimming teaching during the academic year 2019-20, as a result of Covid-19, School swimming sessions will need to prioritise those students who have developed gaps in their learning and will be in need of further support in order to be on track to meet the Curriculum expectation of being able to swim 25m by the end of KS2.</p>	<p>In line with Government guidelines regarding safe practise at public leisure centres, the school swimming programme for 2020-21 will reflect the school's policy and risk assessments when making decisions as to the return to standard swimming lessons.</p> <p>When swimming lessons (although possibly altered due to the 'new norm') recommence priority swimming sessions will begin with the year 5 pupils (current year 4 pupils) who were unable to access swimming sessions this academic year and they will continue with sessions until gaps are filled and they are back on track to achieve the expected end of key stage outcome.</p>	<p>Swimming sessions will recommence, in line with Government guidelines.</p> <p>All key stage 2 pupils will be assessed for distance swimming.</p> <p>All year 6 pupils will be able to swim 25m by the end of the academic year 2020-21.</p>		
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>In coordination with the Sports Council and young sports leaders will lead a range of inhouse competitive activities throughout the year to provide all children with the opportunity to compete.</p>	<p>All children experience competitive situations in sport and PE either on an intra or inter school basis or both.</p>	<p>Embedded</p> <p>Evidence of competitive opportunities within the restrictions of COVID-19 throughout the academic year.</p> <p>Intra school: -Sports day -Within PE lessons</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>

	<p>In line with DfE guidelines and advice from:</p> <ul style="list-style-type: none"> • guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport • advice from organisations such as the Association for Physical Education and the Youth Sport Trust <p>Children will recommence non-contact competitive opportunities as soon as is plausible within the academic year 2020-21.</p>	<p>School will be supported by the local SGO to provide both physical and virtual competition opportunities.</p> <p>School will continue to provide links to the online virtual school games provided by the SGO, as they have during the lockdown period.</p>	<p>Participation tracker should reflect the phased return to competitive opportunities across the school.</p>	<p>Due to Covid, various sports opportunities have not been possible to run.</p> <p>EBI 2021-22: <i>Competition opportunities increased for all pupils across the year.</i></p> <p><i>Sports Council to lease further intra school competitive activities</i></p> <p><i>Links drawn once again from the house system to engage more pupils in competitive activities.</i></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>PE Lead to lead and establish the use of #HHA within school in order to support curriculum use to inspire healthy, active lifestyles.</p>	<p>Engagement of pupils in healthy, happy, active campaign and understanding among them of the importance of this.</p>	<p>Embedded Wellbeing warriors set up across key stage 2 class bubbles to support wellbeing and mental health within classes.</p> <p>Wellbeing Wednesday videos focused on the 5 ways to Wellbeing led by MHWB lead and wellbeing warriors. Activities linked to these ways to wellbeing have ensured all pupils are able to engage in wellbeing activities and understand the impact on their mental health.</p> <p>EBI 2021-22: <i>Member of staff to lead specifically the #HHA initiative as part of the PE Team. This will ensure Healthy Happy Active is fully</i></p>	<p>#HHA records of achievement.</p> <p>Egs. Of wellbeing activities within class learning.</p>
	<p>Drawing from DfE guidance published on 2nd July 2020, the school will ensure a priority is set to provide pastoral and extra-curricular activities to help all children:</p> <ul style="list-style-type: none"> • support the rebuilding of friendships and social engagement • address and equip pupils to respond to issues linked to coronavirus (COVID-19) • support pupils with approaches to improving their physical and mental wellbeing 	<p>PE Lead will lead and promote the use of Inspire+'s #HHA programme across the school as a whole school initiative to support mental wellbeing.</p> <p>As part of this the school will have a termly focus on an area to improve the children's mental and physical wellbeing and each child will complete activities to gain rewards through an online system and to help themselves create an 'IMPACT'</p> <p>Alongside this Inspire+ will provide an athlete ambassador to develop a mentoring programme within school for targeted KS2 pupils. This will aim to</p>	<p>All staff and children will engage with the #HHA programme.</p> <p>Throughout the year Pe Lead should be able to monitor the progress of each year group and individual pupils using the online programme.</p> <p>Pupils should be seen completing activities and achieving awards building up to them making an 'IMPACT' on their own mental health, wellbeing and activity levels.</p>		

		develop confidence, self esteem and aspirations through physical activities.		<i>embedded across the whole school and compliments the established wellbeing provision in place.</i>	
Whole school advocacy and impact	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 (#HHA)	<p>Roots to food workshop to be hosted when possible.</p> <p>Implementation/ continuation of; Sports Council (ongoing) Bronze Ambassadors/Young Sports leaders (ongoing) Playground leaders (ongoing) Team Captains</p> <p>Inspire + athlete ambassadors to lead assemblies and workshops (virtually if needed)</p>	Through 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.	<p>Embedded</p> <p>The role of the Bronze Young Ambassadors has played an active role in making decisions, helping events run smoothly, leading events and inspiring others to lead a healthy, happy and active lifestyle.</p> <p>EBI for 2021-22: <i>Launch day for new house captains and Bronze Young Ambassadors to help introduce house competitions.</i></p>	<p>Planning</p> <p>Feedback at staff meetings.</p> <p>Lesson observations</p> <p>Meetings with pupils</p>
Enrichment opportunities	Positive family engagement and pupil voice driving decision making around the enrichment offer with participation data effectively used to plan for further widening of opportunities.	<p>Participation tracker to be introduced to be kept up to date by PE Lead allowing trends to be identified across the school and stem the provision of appropriate activities to increase</p> <p>Sports Council to lead pupil voice in order to identify a plan to increase enrichment offer in school.</p> <p>Parent volunteers to be sought to develop the range of enrichment opportunities available.</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 Council notes should log decision making process and impact of ideas provided by all pupils.</p> <p>CPD opportunities for parent volunteers to be offered to all parents.</p>	<p>Emerging</p> <p>Coronavirus restrictions have reduced opportunities for enrichment.</p> <p>Term 6 after school club provision for individual bubbles has allowed an opportunity for pupil voice to be key in decision making.</p> <p>EBI for 2021/22: <i>Sports Council gather student voice ideas in order to design ASC programme for the academic year 2021-22. Parental views sought in order to develop provision in place.</i></p>	<p>Participation tracker</p> <p>Sport council notes</p> <p>Pupil and family questionnaires</p>

<p>Staff training and support</p>	<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>Staff audit of needs to be collated and development plan to be created by PE Lead.</p> <p>Inspire+ support to be used to ensure high level CPD is deployed to develop staff confidence in teaching.</p> <p>Get Set 4 PE resources to be used across the academy to support the teaching of high quality PE.</p> <p>Staff inset training on the use of Get Set 4 PE to be arranged.</p>	<p>All teachers should confidently lead PE lessons ensuring children are supported, challenged and progress in learning is clear. Staff audit should reflect this increase confidence level.</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 2021 to identify any continuing areas of low staff confidence and to enable forward planning of support.</p>	<p>Embedded</p> <p>Staff inset training provided all staff with an overview of the new changes within the teaching of PE and allowed CPD opportunities for all based on the outcomes of staff audits.</p> <p>Specific CPD provided for dance CPD for the use of GetSet4PE planning scheme & assessment CPD for the use of #HHA across the academy trust Wellbeing session for all staff – flag football with Sam Ruddock</p> <p>CPD also accessed during 20-21:</p> <ul style="list-style-type: none"> • Tag rugby • Dance • Tennis <p>Provided through sports specific coaches.</p> <p>EBI for 2021-2022: <i>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.</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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				<i>Further training and CPD to be provided for support staff in the use of GetSet4PE and STEP principle in order to develop their role with support PE across the school.</i>	
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PE Curriculum Plan

We provide a high quality, inclusive, broad and balance curriculum that meets the needs of our pupils and all the National Curriculum requirements

Reception	Introduction to PE : Unit 2	Dance : Unit 2	Gymnastics : Unit 2	Fundamentals : Unit 2	Ball Skills : Unit 2	Games : Unit 2
Year 1	Fundamentals Invasion +	Fitness Target Games +	Dance Gymnastics +	Sending and Receiving Team Building +	Athletics Striking and Fielding +	Ball Skills Net and Wall +
Year 2	Fundamentals Invasion +	Fitness Target Games +	Yoga Gymnastics +	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	Yoga Football +	Swimming Hockey +	Fitness Netball +	Dance Gymnastics +	Athletics Tag Rugby +	Rounders Cricket +
Year 5	Netball Football +	Dance Hockey +	Swimming Basketball +	Swimming Fitness +	Athletics Rounders +	Swimming Cricket +
Year 6	Gymnastics Football +	Dance Basketball +	Dodgeball Hockey +	Fitness Tennis +	Athletics Rounders +	Swimming Cricket +