



Bourne Elsea Park CofE Primary Academy
PE and Sport Premium Funding: Summary of use and impact 2021 – 2022

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 2021/2022 to improve the impact on the quality of the provision for PE and sport in our school.

Bourne Elsea Park Church of England Primary Academy is a new build academy opening 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 in 2019-20 on Friday 20th March 2020, due to COVID-19. There also followed another school closure during the last academic year due to Coronavirus on 5th January 2021 – 8th March 2021. Throughout school closure from 5th January 2021 – 8th March 2021 the school continued with adapted remote provision, working with Inspire+ in order to continue providing 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.

Any Government PE and Sport Premium funding (from the academic year 2020-21) which schools did not use as a result of the Coronavirus outbreak, was carried forward to use in the current academic year (2021-22), providing an opportunity to develop or add to existing provision, or to make improvements that will benefit pupils joining the school in future years. As a result, in the last academic year (2020-21) the school's carry forward was £12,545. This includes unspent carry forward from 2019-2020.

The PE Curriculum Leader, alongside the Abbey Academies Trust PE Leadership Team, have generated an action plan for 2021-22 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 plan also considers 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.



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<p>Allocated Funding:</p> <p align="center">£18000</p> <p>Plus £12545 carry forward from 2020-2021</p> <p>Projected spend:</p> <p align="center">£32,545</p>	<p align="center">Projected Funding 2021-2022</p>
<p align="center">£6,400</p>	<p><i>Inspire+ membership</i> - Continued CPD opportunities across the school through the use of specialist coaches that enable all staff to provide high quality PE teaching and support teachers in any areas raised 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 lead, promote and support 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>
<p align="center">£3000</p>	<p><i>Afterschool coaches (Inspire+)</i> Dedicated sports coaches to provide afterschool enrichment opportunities for all pupils in order to develop interest in a range of sports and to signpost further training to those showing themselves as more able athletes.</p>
<p align="center">£1300</p>	<p><i>Roots to Food</i> - 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. KS1 and KS2 cookery workshops, KS1 fun, fitness and fruit activities and after school parent demonstrations to encourage healthy eating at home.</p>
<p align="center">£750</p>	<p><i>School games co-ordinator membership</i> - 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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£12,595	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.
£3,000	Extended sports provision – 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; School competitive events aimed to further inspiring a sporting attitude and desire to compete across the school.
£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 who missed swimming sessions in the previous academic year due to COVID-19.
£1,500	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.
£1,500	CPD – 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.
£1,000	Team system – Re-introducing and sustaining a competitive team system allowing opportunities for all children to participate in competitive and physically active challenges, in order to add to their in-school rewards system using Inspire + coaches.



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Summary of focus for 2021-22

Area for development	Intended impact	Review: December	Review: March	Review: July
Inclusion, engagement & school culture	<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.</p>			
PE teaching & skills development	<p>Continued rigorous use of the Get Set 4 PE resources in order to provide high quality teaching of PE across the school. Get Set 4 PE assessment resources to be used to monitor the skills level of all pupils and identify areas for concern.</p>			
Staff training & support	<p>Clear monitoring system in place in order to identify areas for support.</p> <p>Programme of CPD in place for all staff – support staff and lunchtime supervisors included where relevant.</p>			
Enrichment opportunities	<p>Diverse and high-quality extra-curricular clubs in place providing clear pathways to local opportunities.</p>			
Competitive opportunities	<p>Regular opportunities for intra & inter school competitions for all pupils.</p> <p>Celebration of healthy competition developed through the team system.</p>			



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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
Inclusion, engagement and school culture	Specific action to ensure inactive students are achieving at least 30 minutes of physical activity a day.	<p>Inactive children identified across year groups by class teachers and central record kept by LR in order to target support.</p> <p>Fitness mentoring provided by DT to targeted pupils in order to build confidence and develop fundamental skills.</p> <p>PE leader to continue to target intervention throughout the school.</p> <p>After school club provision to be put in place by DT/GB to target inactive pupils (energy club/ Change4Life).</p> <p>Encouragement of inactive pupils to engage in games during break and lunchtimes.</p> <p>Encouragement of inactive pupils to engage in extra-curricular clubs.</p> <p>Playground Leader training for Y6 and Y4 pupils.</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 fitness club.</p>



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	<p>Due to Covid-19 lockdown measures all children will have experienced some level of reduced physical activity in their daily life. As such increased physical activity levels should target all pupils at the beginning of the academic year 2021-2022.</p>	<p>while following any relevant social distance guidelines and remaining within 'bubbles' (if necessary), children should be provided with active play equipment (to be thoroughly cleaned between use, if required) and should be encouraged to participate in Playground leader led games and activities during break and lunch times.</p> <p>Introduction of the daily mile will allow children to be active while maintaining distance.</p>	<p>All children to increase activity levels and improve their mental health and wellbeing through enjoyment of activity.</p>		
	<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. EYFS leader to work in co-ordination with the PE leader and SLT to improve activity levels and quality of provision/resources in the EYFS area.</p> <p>Purchase plan should prioritise resources needed to develop the space including key stage specific equipment and sports specific equipment</p> <p>Playground leader training from Inspire+ for Y4 and Y6 pupils</p> <p>Teachers, teaching assistants and midday supervisors to receive play training in order to further engage pupils in activity during breaks.</p>	<p>Increased levels of activity among all children should be seen during playtimes with structured games led by Play Leaders being a stimulus for activity alongside independent play.</p> <p>Playground leaders seen leading play.</p> <p>Children's enjoyment levels during play seen to increase.</p> <p>Fewer behaviour incidents will be logged during play.</p> <p>Pupil questionnaire results should show pupils awareness of their quality of activities having improved during break and lunchtimes</p>		<p>Observations of playtimes.</p> <p>Midday supervisor reports.</p> <p>Behaviour logs.</p> <p>Pupil questionnaire results analysis</p>



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	<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>PE lead to work with other academy PE leaders to provide links to possible resources to support this.</p> <p>Resources and training to be sought and cascaded to introduce active blasts/brain breaks including training for support staff.</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>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 continue to be used across the school with PE lead providing support as needed.</p> <p>PE lead to monitor and analyse assessment data in order to draw out areas of focus for whole school and specific groups.</p> <p>Teachers to analyse own class data as part of transition in order to target specific LA and HA pupils for adapting planning.</p> <p>PE lead to monitor the use of PE learning journeys across KS2 as a way to share progress and targets with pupils.</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>



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	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. 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. 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 2020-21 data and action plan put in place to develop basic skills of these pupils (balance, co-ordination, control, flexibility).	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 in particular. 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
Pupil achievement and progress	Less able pupils supported effectively and more able pupils appropriately challenged so all groups make clear and evidenced progress.				
Swimming	Additional swimming sessions provided for Y6 pupils to ensure end of year requirements are met	Inspire+ CPD programme to provide training for PE lead and another member of staff to ensure both of trained in order to plan and deliver swimming lessons to ensure current level of swimming teaching is maintained long term. Access swimming training for all teaching staff delivering swimming teaching in order to give them an understanding of the expectations of their pupils and how this is taught by swimming coaches.	PE lead/ teachers to have much deeper understanding of the swimming skills being developed in lessons and the steps in progress needed. PE lead/ teachers to be able to take over swimming lessons as and when needed and provide top up swimming sessions to ensure all children reach 25m by the end of year 6.		Swimming distance records – increase in achievement should be seen. Staff questionnaire – increased confidence levels. Swimming lesson observations – varied teaching methods.



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	<p align="center">Water safety to be taught across the school.</p>	<p>Restart swimming teaching programme focusing on year 6 and 5 pupils in order to bridge gaps developed as a result of COVID 19 restrictions and in order to ensure all pupils meet the expected 25m standard by the end of year 6.</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>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 align="center">Evidence of water safety taught throughout the school.</p>
	<p>Due to the gap in school swimming teaching during the academic years 2019-20 & 2020-21, 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 2021-22 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 recommence priority swimming sessions will begin with the year 5 pupils</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 2021-22.</p>		



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<p>Competitive opportunities</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>In co-ordination with the Sports Council and young sports leaders 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>All children experience competitive situations in sport and PE either on an intra or inter school basis or both.</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 2021-22.</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>Health and wellbeing</p>	<p>Sustained commitment to Health and Wellbeing of all pupils and clear focus around lifelong participation established, starting with</p>	<p>PE lead to relaunch and re-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>#HHA records of achievement.</p> <p>Egs. wellbeing activities within class learning.</p>



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	<p>highly inclusive curriculum challenging all pupils to remain physically active.</p>	<p>Introduction of Mindfulness Monitors within school to support #HHA aims and further embed the 5 Ways to Wellbeing.</p> <p>MHWP lead will discuss with SLT and teaching staff the potential of a termly focus on an area of #HHA or #HHA/ wellbeing day hosted across the school/ academy.</p>			Wellbeing Warriors' logs of meetings.
	<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 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 develop confidence, self-esteem and aspirations through physical activities.</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, well-being and activity levels.</p>		
Whole school advocacy and impact	<p>Sports council, house teams and other opportunities for pupil interaction to kick start a whole school approach to</p>	<p>Roots to food workshop to be hosted to inspire healthy eating across KS1 and KS2 and consideration of a whole school</p>	<p>Thorough teacher understanding of the impact of healthy active lifestyles links to PE should be seen throughout the curriculum.</p>		<p>Planning Feedback at staff meetings. Lesson observations Meetings with pupils</p>



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	<p>keeping fit, making healthy choices and having a healthy mind (#HHA)</p>	<p>healthy lifestyles day to coordinate with the workshops.</p> <ul style="list-style-type: none"> • Implementation/ continuation of; • Sports Council • Bronze Ambassadors/Young Sports leaders • Playground leaders • Peer Mediators • Team Captains • Mindfulness Monitors • To provide pupil voice and leadership opportunities throughout the year. <p>Inspire + athlete ambassadors to lead assemblies and workshops (virtually if needed)</p> <p>Launch day for the new house teams within academic year 21/22 including the election of house captains and vice captains and the introduction of house competitions and points system.</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.</p>		
		<p>LR to explore kitemark and identify evidence needed to be able to obtain this.</p>	<p>Bourne Elsea Park should begin their journey towards a Sports Kitemark</p>		
<p>Enrichment opportunities</p>	<p>Positive family engagement and pupil voice driving decision making around the enrichment offer with participation data effectively</p>	<p>Participation tracker to be kept up to date by LR allowing trends to be identified across the school and stem the provision of appropriate activities to increase.</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>		<ul style="list-style-type: none"> • Participation tracker • Sport council notes



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	used to plan for further widening of opportunities.	Sports Council gather student voice ideas in order to design ASC programme for the academic year 2021-22. Parental views regarding enrichment provision sought in order to develop provision in place.	Sports Council notes should log decision making process and impact of ideas provided by all pupils.		<ul style="list-style-type: none"> Pupil and family questionnaires
Staff training and support	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.	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 2021-22 in order to be used to direct CPD support within the year. 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.	All teachers should confidently lead PE lessons ensuring children are supported, challenged and progress in learning is clear. Staff audit should reflect this increased confidence level. Get Set 4 PE planning to be seen being used across the school consistently throughout the year. Secondary audit data to be collected in January 2022, to identify any continuing areas of low staff confidence and to enable forward planning of support.		Staff questionnaire showing an increase in confidence levels. Lesson observations – showing varied high-quality PE being taught.



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2021/2022						
	TERM 1		TERM 2		TERM 3	
Nursery						
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 +	Swimming Athletics +	Swimming Rounders +